

**Wadsworth Fire Department Fire Officers: Do We Provide Them the Proper Tools
to Handle the Job?**

By: Ronald L. Likley
Assistant Chief
Wadsworth Fire Department
153 N. Lyman St. Wadsworth, Ohio 44281

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CERTIFICATION STATEMENT

1. This paper constitutes my own product. I hereby certify that the following statements are true:

- Quotation marks indicate quotations from other sources.
- Appropriate credit will be given when expressing language, ideas, expressions, or writings of others.

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 author researched the Wadsworth Fire Department (WFD) officers to determine whether they had had any formal Leadership/Management training or whether they understood the expectations of the WFD. Research was further conducted to determine if there were minimal mentoring procedures in place to guarantee the success of the newly promoted officer.

The purpose of this evaluative research was to ascertain the opinions of the company officers as to whether they believed they had had adequate education/training for the position, if there is need to develop a minimum education/training standard and if a mentoring program would have been of assistance.

Research questions that this author used to investigate the problem were:

1. Are the current officers of WFD meeting any of the recommendations of NFPA1021:
Would it assist to offer an Officer Development program?
2. Who should be responsible for conducting the Officer Training Program within the WFD: Should the training program be internal or external?
3. Why is mentoring an effective method of training?

Data collection began with reviewing other applied research projects from the Executive Fire Officer and Ohio Fire Executive programs. The internet provided additional literature from the U.S. military, NFPA, and the private sector. In addition, the author used survey methodology to ascertain the opinions of company officers and firefighters of WFD, as well as those of 100 fire chiefs within Ohio.

Results indicated that a minimum standard of education/training is an important factor within the membership of the WFD. Moreover, Officer Development and Mentoring programs would have been beneficial to the company officers.

It is, therefore recommended that a standard on minimum education/training requirements needs to be developed for the WFD. It is further recommended, that an Officer Development and Mentoring Programs need to be developed and implemented as well.

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INTRODUCTION

Statement of the Problem

The Wadsworth Fire Department (WFD) has promoted fire fighters to officer positions who have had no formal training in either Leadership/Management practices or the expectations of the WFD. In addition, there has been no or minimal mentoring to assist the newly promoted officers to guide them in the correct direction for success. It has been the expectation of the WFD that the newly promoted officers learn the skills needed to be good leaders while performing their duties as officers.

Purpose of the Study

The purpose of this evaluative research was to survey the current officers of the Wadsworth Fire Department, to determine if they feel that they have had adequate training for the position and if they understood the expectations of the position. In addition, the study will attempt to develop a policy for consideration, that will require a company officer to successfully complete certain education requirements prior to or within 12 months after promotion. This study will also be used to establish a mentoring program to ensure that firefighters promoted to officer positions within the WFD, have the necessary leadership to succeed.

Research Questions

The research questions this study investigated were:

1. Are the current officers of WFD meeting any of the recommendations of National Fire Protection Association (NFPA) Standard 1021: Would it assist to offer an Officer Development program?

2. Who should be responsible for conducting the Officer Training Program within the Wadsworth Fire Department: Should the training program be internal or external?
3. Why is mentoring an effective method of training officers?

BACKGROUND AND SIGNIFICANCE

The Wadsworth Fire Department (WFD) is a combination department that covers twenty-five square miles, and consists of both municipal and rural areas in southeast Medina County, Ohio. WFD provides fire and Emergency Medical Service for a population of 22,433 (U.S. Census, 2000) with a staff of 63 personnel based in two stations. Of the 63 personnel, 13 are full time, including the chief, assistant chief/training officer, two lieutenants/fire safety inspectors, one maintenance/firefighter, eight firefighter/medics, and one single role paramedic. The remaining personnel are paid per call (volunteer) firefighters/emergency medical technician (EMT) or paid per call (volunteer) EMT. Not all personnel have to function as a fire fighter or as an EMT. In Table 1 and Table 2 shows the different training levels of the firefighters and EMTs.

Table 1

Firefighter Training Levels

	<u>Firefighters</u>	
	<u>N</u>	<u>P</u>
Volunteer	6	13
Level 1	12	26
Level 2	28	61
TOTAL	46	100

Note. The State of Ohio allows the three levels of training to function as a fire fighter.

N = Number of personnel at that training level.

P = Percentage

Table 2*EMT Training Levels*

	<u>EMT's</u>	
	<u>N</u>	<u>P</u>
Basic	17	36
Intermediate	7	15
Paramedic	23	49
TOTAL	47	100

Note. The State of Ohio allows the three levels of training to function as an EMT.

N = Number personnel at that training level.

P = Percentage

In addition, there are two captains and three other lieutenants. All officers of WFD, with the exception of the chief, are paid-per-call, non-classified positions.

Traditionally, WFD has promoted firefighters to an officer positions requiring only that they have a minimum of three years on the department, possess Fire Fighter 1 certification, pass a written examination and respond to an interview exercise (Lieutenant Test Posting, 2007). Test questions for the examination, are developed from a list of posted reference materials (Fire Lieutenant/ Captain Reference List, 2007). Depending on the position, the interview committee typically consists of the Safety Director, Personnel Manager, and officers from other fire departments within the area.

Currently WFD has no requirements that applicants have any form of Leadership/ Management training. After the firefighter's promotion, they are awarded; their badges and

immediately thrust into their roles as Fireground Commanders. They are also, assigned the responsibility to train the firefighters assigned to their apparatus and enter incident reports into the computer system. The newly appointed officers are to accomplish these functions without any training, formal or informal mentoring, or coaching.

A mentoring program instituted with the most recent promotion cycle for a one- month period following the promotion of two new lieutenants; however, the low volume in calls resulted in the new officers not being exposed to more than one or two mentoring experiences. The mentor was to respond directly to any calls that the new officer received, but was not required to assist with entering reports into the computer system.

The results derived from this research will help develop an effective officers training program for WFD, a program that will meet the recommendations of NFPA 1021 “Standard for Fire Officer Professional Qualifications” either prior to advancement, or within eighteen months following promotion. A more extensive mentoring program is to be developed, to assist newly promoted officer to avoid making the same mistakes others made because of insufficient training.

By implementing the results this research will produce, new officers will have confidence on the fire ground and be a true leader of WFD. As the current officer base continues to grow older and near retirement age, WFD needs to start developing the next generation for their replacement. By planning for the succession of our replacements, leadership/management styles will develop and enhance the safety and services provided to the community.

The potential impact this study could have on the WFD is to have adequately trained and confident fire officers to handle the duties assigned to them. In addition, by developing the fire

fighters to become an officer today, we would be developing the leaders of the future for the WFD.

LITERATURE REVIEW

The author was unable to answer research question 1, because of the lack of an established officers training program for the Wadsworth Fire Department (WFD). Currently there is no requirement for an officer of WFD to meet the recommendations of NFPA 1021, Standards of Fire Officer Professional Qualification.

NFPA 1021 (2008 May, 2009ed.) “The intent of the technical committee was to provide clear and concise job performance requirements. . .” that can be used to determine that an individual possesses the skills and knowledge to perform as a fire officer. According to NFPA 1021(2008, chap.4, p.7) the prerequisite knowledge for Fire Office I:

“The organizational structure of the department; geographical configuration and characteristics of response districts; department operating procedures for administration; emergency operations; incident management system and safety; departmental budget process; information management and recordkeeping; fire prevention and building safety codes and ordinances applicable to the jurisdiction; currents trends, technologies, socioeconomic and political factors that affect the fire service; cultural diversity; methods used by supervisors to obtain cooperation within a group of subordinates; the rights of management and members; generally accepted ethical practices, including a professional code of ethics; policies and

procedures regarding the operation of the department as they involve supervisors and members.”

The prerequisite knowledge for Fire Officer II as cited in NFPA 1021 (2008, chap.5, p.10) are:

“The organization of local government; enabling and regulatory legislation and the law-making process at the local, state/provincial, and federal levels; and the functions of other bureaus, divisions, agencies, and organizations and their roles and responsibilities that relate to the fire service.”

After reviewing the job descriptions for WFD, “Lieutenant” and “Captain” duties (n.d), Appendix 1, and the recent posting for a Lieutenant position (7/20/2007), Appendix 2, it was determined WFD is meeting only part of the NFPA 1021, requirements for Fire Officer 1 and Fire Officer 2. According to the job posting, the new officer needs to meet the requirement of becoming a Certified Fire Instructor by the State of Ohio within eighteen months of appointment, a condition that is only one of the requirements listed in NFPA 1021.

In order to assist in establishing the need to develop an officer development program for WFD, the author conducted additional evaluative research. Abrashoff (2002, p.148) states “. . . you can’t order an outstanding performance. You have to plan, enable, nurture, and focus on it.” Bosso (2007, p.32) revealed the need for an officer training program prior to promotion.

The first Wingspread Conference convened in 1966 of top fire service leaders, held every ten years thereafter, was convened to discuss the national significance to the fire problem in the United States, (“*Officer Development Handbook*”, 2003, p.2). One issue that the first Wingspread Conference addressed was that of professional development. Every Wingspread

Conference from 1966 – 2006 has emphasized the need for developing effective leadership. Wingspread II, held in 1976, determined that, “A means of deliberate and systematic development of all fire service personnel through the executive level is still needed. There is an educational void near the top.” (as cited in: “*Officer Development Handbook*”, 2003, p.2). In addition, Wingspread V Conference Report (2006, p.8) stated, “The fire service needs to continue to evolve as a profession as have other governmental entities.”

The *Occupational Outlook Handbook*, (“Fire Fighting Occupations,” 2006, p.2) states, that for advancement, the firefighter must continue to prepare for promotion. As part of that preparation the authors recommended that, the firefighter must acquire expertise in advance fire fighting techniques, public speaking, written communication, management, and the budgeting process. All this is included in NFPA 1021 requirements.

The handbook states there are about 293,000 career firefighter and 52,000 first-line supervisors/managers. It is unknown how many of the 52,000 supervisors have met the requirements of NFPA 1021. Also, according to the (“Projections data from the National Employment Matrix” p.3), by 2016, the number of firefighters will increase by 37,000, and that first-line supervisors will increase by 6,000 with still no mention of meeting the requirements of NFPA 1021.

The Department of the Army developed (“*Commissioned Officer Professional Development and Career Management*”, 2007) (Pamphlet 600-3) to help guide all officers in the professional development process that describes the full spectrum of developmental opportunities for a successful career. This pamphlet documents the revisions made since the Officer Personnel Management System study of 1998, which recommends a change of philosophies of the Army leadership to lead the forces in the 21st century. The Army realized

that leadership development is necessary to develop competent, confident, and self-aware leaders who are prepared, for the challenges of the future. The Army develops leaders to be trainers, role models, and standard-bearers of today and tomorrow. They accomplish the leadership development through progressive, sequential, and continuous education.

Pamphlet 600-3, also discusses the three domains of leadership development: Institutional Training, Operational Assignments, and Self-development. Institutional Training: the officer learns the knowledge, skills, and the attributes of high quality leaders; Operational Assignments: provide the opportunity to use and hone skills that the officer learns during formal education; Self-development: the leaders must be committed to a lifetime of professional and personal growth.

Shouldis, Williams (as cited in "*Fire Engineering*", 2005) stated that, "training is essential to protect organizations and individuals from legal, physical, and emotional harm." They also mentioned, "... supervisor training programs can no longer be viewed as a luxury or mere formality, we must prepare for leading the next generation of firefighters." Also mentioned in the same article was the notion that possessing a degree does not ensure that the officer is competent in his/her role, but earning a degree is an indication that the person is committed to learning.

Fire Officer Principles and Practices, (2006) reinforces the need for well-trained personnel with the declaration "... the most important machines on the fire scene remains the knowledgeable, well-trained, physically capable fire fighter . . . , (p.9, par.3)".

While conducting this research on officer development, this writer found an article on training mechanisms for school principals. The article discusses the need for leadership development:

“Training and developing principals should focus not only on the basic characteristics of their work and the problems of their daily lives in school, but also on those leadership abilities, which promote effective schools (Peterson, 1986)”.

Carter and Rausch (1999) commented “. . . officers need much more in-depth knowledge, which they can gain only through a systematic professional development program (p.51).”

Resources for learning that Carter and Rausch recommend: departmental officer training programs, state training academies, and colleges offering fire science programs.

Research question 2, will be addressed by conducting the descriptive research portion of this research project. The author will conduct two surveys, one involving the firefighters and another of the officers of the WFD to answer the question: “Who should be responsible for conducting the officer training program and if the training should be conducted internally or externally?”

To answer research question 3, the author conducted evaluative research. There was abundant information to support the significance of both formal and informal mentoring.

Marquardt, and Berger, (as cited in “*The Fire Chief’s Handbook*”, 2003 p.212) explained that, in order for companies to survive in the future, they must become learning and teaching organizations. They expressed the need for leaders to communicate their knowledge, and to coach and mentor others so the organization will benefit from their insights.

“As a fire officer, you need to mentor your fire fighters, coach them, and provide them with the tools they need to reach the journey’s final destination” (Martinette, as cited in “*Fire Officer, Principles and Practice*”, 2006, p.8). In the chapter (“Crew Resource Management”, p.367, para.6) defines mentoring as, the sharing of knowledge.

Hunt and Michael, (1983) states that mentoring is not a new concept: For centuries, it has been a training and development tool to counsel the young. Mentoring, in many occupations, has been used it in the development process to prepare master apprentices, physician-interns, and student teachers.

Kimberly Alyn (n.d.) explains the importance of mentoring: Many firefighters feel that they are being “thrown into the fire” when it comes to promotions. The firefighter feels well-trained to fight fires, but they senses the lack of experience needed to function as an officer. She continues, “. . . that mentoring contributes heavily to an employee’s success and career satisfaction . . . (The Importance of Mentoring, par.1)”. As stated, the mentor will help the individual see the totality of the organization.

Noe, (1988, as cited in “*Personnel Psychology*”, p.457) “. . . mentors can facilitate personal development and advancement of their protégés in the organization by providing challenging assignments, guidance, and counseling. . .” Noe, (1988) also reveals that mentors provide career and psychosocial functions to the protégé. In the career function, the mentor prepares the protégé for advancement by providing feedback, suggesting strategies, and reducing unnecessary risk. In the psychosocial function, the mentor provides the protégé with sense of competence, and work-role effectiveness. The mentor also provides a forum for the protégé to talk openly about anxieties and fears.

Manikutty (2005) argues that for effective development of managers, requires responsibility of the organization to train and coach their junior managers (as cited in “*Identifying and Developing Critical Management Skills in the Company Officers of the Scioto Township Fire Department*”, Welch, 2007, p.14).

Kidd, (2005, p.29) found that mentoring the new recruit for the leadership roles should begin from the first day of employment. The new recruit assigned to a current officer would allow the new recruit to learn what to expect of an officer of the department. In addition, the officer would be there to correct any unsafe or incorrect actions. The benefits gained through the mentoring process of the new recruit would be how the organization works, help develop their careers, increase their self-confidence and self-awareness. Kidd's research also revealed that mentoring took place with 67% of the command staff of Washington Township Fire Department and they found the mentoring process was beneficial to their careers.

In the booklet *Benefits of Mentoring*, (2007, 2ed.) the author explains mentoring as a strategy to develop a person through sharing of resources, expertise, values, skills, and attitude to allow the person to build skills and knowledge while attaining their goals for career development. In addition, it provides the mentor the opportunity to enhance his/her skills and knowledge. It further explains that mentoring benefits the mentee, mentor, and the organization. Mentee: by expanding their leadership abilities, increased technical skills, enhanced opportunities for career advancement; Mentors: to prove themselves as a valuable leader, share their expertise, and invest in the future of the company; Organization: creates an environment that fosters personal and professional growth, aligns leaders on the business direction, and shares strategic knowledge and skills throughout the organization.

In the section "What Does Research Show", (*Benefits of Mentoring*, pp. 3 – 4) breaks down statistics showing a positive influence that mentoring can have on individuals, mentors and the organization. The statistics grouped into four categories were Retention, Promotion, Productivity, and Personal and Professional Growth.

- Retention: Seventy-five percent of the companies reported that the increase in retention was due to an effective mentoring program.
- Promotion: Seventy-five percent of executives stated that mentoring played a key role in their careers; Seventy percent of women of color that were mentored received a promotion; Women, mentored by more than one person moved up the corporate ladder faster.
- Productivity: Productivity of managerial duties increased by 88% when mentoring was involved.
- Personal and Professional Growth: Thirty-five percent of CFOs said that working with a mentor, that the single greatest benefit was having a confidant and advisor.

Mason, Bailey, (2003, p.8) explained that the benefits of mentoring are twofold: First, the mentee will develop his/her skills from someone he/she can trust, improve on their weaknesses, and benefit from the experience of the mentor. Secondly, the mentor will develop relationship skills, discover new ways of assisting others, and benefit from the experience of the mentee.

As well as the many benefits of mentoring, Mason, Bailey, (2003, pp.8 -9) found that there are pitfalls that may be encountered during a mentoring relationship that must be avoided in order for a mentoring program to be effective. Exerting too much control, smothering the individual, or paying insignificant attention to the individual [resulting in neglect], are two extremes. Both parties should understand that there is a time commitment involved, without which the relationship of mentoring will not achieve its goals. The mentor must set adequate time aside for the individual, without any interruptions, or the individual will feel that he/she is a mere inconvenience. Behaviors discussed to avoid an unhealthy mentoring relationship were

that of manipulation, ego battles, resistance, withholding knowledge, and the unwillingness to share responsibility, whether positive or negative.

Mason, Bailey (2003, p.8) also explained that in order for the mentoring program to be successful both parties must have open and respectful communications, a genuine interest in each other, and clear realistic goals. In addition, the mentor must acknowledge and draw upon the knowledge that the mentee does have and build upon them.

PROCEDURES

The purpose of this applied research project was to study the need for the implementation of an Officer Development program for the current officers of the Wadsworth Fire Department (WFD) and those who aspire to become officers. In addition, if warranted, [1] to implement a policy requiring future officers of the WFD to complete an officer development program prior to promotion, and [2] to implement a mentoring program to assist the newly promoted officer.

Data collection and literature review began with a search of previous applied research projects from the National Fire Academy's "Executive Fire Officers" (EFO) program and the Ohio Fire Executive (OFE) program. Collection of data from the National Fire Protection Association (NFPA) standards and textbooks on the recommended practices and standards provided additional information. The utilization of the internet provided data from the United States military, International Association of Fire Chiefs, articles from trade publications, and the private sector.

To answer research question one, the author researched the WFD "Policies and Procedures" manual regarding recent posting for promotion to Lieutenant or Captain positions

and NFPA 1021. The finding was that the WFD is not currently requiring an officer of WFD to meet the recommendations of NFPA 1021.

To further answer research question one, the results of a survey (Appendix 4) of the eight company officers of the WFD, was to determine if a development program would have been of assistance to him/her prior to promotion. In addition, a survey, (Appendix 5) of the 37 fire fighters of the WFD, was to determine if they believe an officer development program would be a benefit to them prior to receiving a promotion in the future.

In addition to answering research question one, the author found that the same surveys addressed to the company officers and firefighters of the WFD was to attempt to answer research question number two. It was the intent of this study to determine whether the officer development program, if implemented, be conducted internally or externally. It was of further assistance to receive his/her opinion on what type of classes that would be beneficial to him/her in an officer development program, if implemented. An additional question was added to the surveys to request this information. The author also found that the same surveys was to discern the participant's opinions on a mentoring program, if he/she felt that it would be of benefit and to elicit opinions about what the length of the program should be.

Delivery of the surveys to the company officers and fire fighters; was accomplished by using the interdepartmental mailbox system. Prior to placing the surveys into his/her mailboxes, the author sent to each participant an email requesting his/her participation and an explanation of the purpose of the surveys.

In order to answer research question three, a survey conducted on-line using a web-base research site (Survey Monkey), developed to survey 100 fire chiefs, (Appendix 6) within the State of Ohio. The author randomly selected 100 fire chiefs from a list of all of the fire chiefs

within the State of Ohio, the list provided by the Ohio Fire Chief's Association. The intent was to determine the effectiveness of other departments mentoring program.

In addition to answering research question three, the same survey was to determine if they utilize the recommendations listed in NFPA 1021, in determining the eligibility of an individual to become an officer for the department, as well as if his/her organization has a minimum standard of education and training that member must obtain prior to a promotion.

A request for additional information, added to each survey, on the demographics characteristics of each individual participant, added to each survey. The purpose for the information was to determine; the length of service an individual has within the WFD, the length of service within the WFD as an officer; and to determine like size departments.

Assumptions and Limitations of the Study

An assumption made by the author was that the respondents understood each question, the rating process, and the importance of each question. To determine the readability, clarity, completeness, and the response option logic of the questions, a review of all three surveys was completed. Six fire fighters, three company officers, one fire chief, the Director of Public Safety for the City of Wadsworth, and Dr. Caesar Carrino, retired Professor and Dean from the University of Akron, conducted the review.

This author found, that some of the respondents of the internal surveys of the company officers and fire fighters of the WFD did not understand the rating process to question eight of both surveys. The author has considered the improper rating of question eight on both surveys as a skipped answer.

Another assumption taken into consideration is that the individuals requested to participate in the survey process received the surveys. As shown in Table 3, not all requested to participate returned his/her response.

Table 3

Survey Respondents

	<u>Respondents</u>		
	<u><i>N</i></u>	<u><i>n</i></u>	<u><i>P</i></u>
Fire Fighters	37	19	51
Company Officers	8	5	62
Fire Chiefs	100	46	46
TOTAL	145	70	48

N = Number surveys delivered.

n = Number of respondents.

P = Percentage

RESULTS

The results of the Literature Review and survey of the existing company officers of the WFD revealed the answer to research question one. NFPA 1021, (2009 ed.), provides job skills and education requirements as a minimum standard that an individual must possess to successfully perform as a fire officer. Currently, the WFD does not require the fire fighter to meet the minimum requirements of NFPA 1021 prior to promotion.

The United States Army realized the importance of leadership development to produce competent, confident, and self-aware leaders who are prepared, for the challenges of the future. The army accomplishes this development through progressive, sequential, and continuous education.

As indicated in the results of question two of the Internal Survey of Company Officers (Appendix 4), the respondents felt that they would have benefited from an officer development program prior to promotion, as shown in Table 4.

Table 4

<i>Intenal Survey of Company Officers</i>		
Question 2	<u>Respondents</u>	
	<u>N</u>	<u>P</u>
Yes	5	100
Not Sure	0	0
No	0	0
Total	5	100

Note. Survey question 2: Do you feel you would have benefited from an officer development program prior to your promotion as an officer of the Wadsworth Fire Department?

In addition, in the same survey of the company officer, as shown in Table 5, 60 percent of the current officers believe that a minimum standard of education and training prior to promotions needs implementation within the WFD.

Table 5

Internal Survey of Company Officers

Question 7	<u>Respondents</u>	
	<u>N</u>	<u>P</u>
Yes	3	60
Not Sure	1	20
No	1	20
Total	5	100

Note. Survey question 7: Should a member possess minimum standard of education and training prior to becoming a company officer of the Wadsworth Fire Department?

In the Internal Survey of Fire Fighters (Appendix 5), revealed that the respondents also believe that a member should possess a minimum standard of education and training prior to the promotion to a company officer, as shown in Table 6.

Table 6*Intenal Survey of Fire Fighters*

Question 4	Respondents	
	<i>N</i>	<i>P</i>
Yes	16	84
Not Sure	1	5
No	2	11
Total	19	100

Note. Survey question 4: Should a member possess minimum standard of education and training prior to becoming a company officer of the Wadsworth Fire Department?

To further address research question 1, the author surveyed 100 fire chiefs to determine if his/her organization requires a member to posses a minimum education and/or training prior to promotion. As shown in Table 7, 52 percent of the respondents do require their members to accomplish a minimum of education and/or training prior to promotions.

Table 7*External Survey of Fire Chiefs*

Question 1	<u>Respondents</u>	
	<u>N</u>	<u>P</u>
Yes	24	52
Not Sure	0	0
No	22	48
Total	46	100

Note. Survey question 1: Does your organization require a member possess minimum standard of education and training prior to becoming a company officer?

The author utilized the External Survey of Fire Chiefs (Appendix 6), also to determine the effectiveness of the officer development training for his/her organization. Of the respondents, 43 percent stated that the training program was moderately effective. In addition, 57 percent of the respondents stated that his/her organization does not require the officer development training until the member has received his/her promotion.

To answer research question 2, the author surveyed the fire fighters and officers of the WFD. The survey asked, if the officer development program should be conducted internally within the department or externally. The results of the fire officer survey indicates that 80 percent of the respondents, as shown in Table 8, believes that the officer development program, if implement, should be an internal program. In addition, 63 percent of the respondents to the survey conducted of the fire fighters, as shown in Table 9, believe that the officer development program; should be conducted internally.

Table 8*Internal Survey of Company Officers*

Question 5	<u>Respondents</u>	
	<u>N</u>	<u>P</u>
Internally	4	80
Externally	1	20
Total	5	100

Note. Survey question 5: If implemented, should the officer development program, be conducted internally or externally?

Table 9*Internal Survey of Fire Fighters*

Question 6	<u>Respondents</u>	
	<u>N</u>	<u>P</u>
Internally	12	63
Externally	7	37
Total	19	100

Note. Survey question 6: If implemented, should the officer development program, be conducted internally or externally?

In addition to answering the above questions about internal or external officer development program, the author wanted to obtain the opinions of the respondents on who should be responsible for conducting the officer development program if held internally. Thirty-two percent of the fire fighters stated that the training officer for the WFD should conduct the program. Forty percent of the company officers stated someone other than the fire chief or the

training officer should conduct the program. None of the respondents provided any suggestions on who he/she felt should conduct the program.

To answer research question 3, in the External Survey of Fire Chiefs (Appendix 6) the author was trying to determine how many organization utilized a mentoring program, the length of his/her mentoring program, and to discern his/her opinion on the effectiveness. As shown in Table 10, 52 percent of the respondents utilize a mentoring program for newly promoted company officers. The average length of the mentoring program according to the respondents is one to six months, shown in Table 11. As shown in Table 12, 30 percent stated that the mentoring program within his/her organization was not effective. However, the Mean average of 68 percent, as shown in Table 12, indicates that the majority of the respondents considered the mentoring program to range from very effective to minimally effective.

Table 10

External Survey of Fire Chiefs

Question 6	<u>Respondents</u>	
	<u>N</u>	<u>P</u>
Yes	24	52
No	22	48
Total	46	100

Note. Survey question 6: Does your organization utilize a mentoring or shadowing program for newly promoted company officers?

Table 11*External Survey of Fire Chiefs*

Question 7	<u>Respondents</u>	
	<u>N</u>	<u>P</u>
1 – 6 Months	31	68
7 – 12 Months	8	17
1 Year or Greater	6	13
Skipped	1	2
Total	46	100

Note. Survey question 7: If your organization utilizes a mentoring or shadowing program, how long is the program?

Table 12*External Survey of Fire Chiefs*

Question 8	<u>Respondents</u>		
	<u>N</u>	<u>P</u>	<u>M</u>
Very Effective	8	18	
Moderately Effective	11	24	68
Minimally Effective	12	26	
Not Effective	14	30	
Skipped	1	2	
Total	46	100	

Note. Survey question 8: In your opinion, has the mentoring or shadowing program been effective?

On the Internal Survey of Company Officers (Appendix 4), the author requested his/her opinion on a mentoring program, if it would have assisted him/her when first promoted. One-hundred percent of the respondents replied that it would have. In ascertaining his/her opinion on how long the mentoring program should be (Table 13), this writer found that 60 percent of the respondents stated that the mentoring program should last from six to twelve months.

Table 13

Internal Survey of Company Officers

Question 10	<u>Respondents</u>	
	<u>N</u>	<u>P</u>
1 – 6 Months	2	40
6 – 12 Months	3	60
1 Year	0	0
Skipped	0	0
Total	5	100

Note. Survey question 10: How long should the mentoring program be?

Additionally, in the Internal Survey of Fire Fighters (Appendix 5) the fire fighters were requested; to provide his/her opinion on whether a mentoring program would assist him/her if promoted to a company officer. Eighty-four percent of the respondents stated that he/she felt that it would be of assistance to have a mentor. When asked how long the mentoring program should be, 58 percent stated that it should last from one to six months.

Demographic information of the Internal Survey of Fire Fighter (Appendix 5) revealed that 31.58 percent of the respondents, as shown in Table 14, had 6 -10 years of service with the

WFD.

Table 14

Internal Survey of Fire Fighters

Question 12	<u>Respondents</u>	
	<u>N</u>	<u>P</u>
1 Month to 1 year	2	10.53
1 – 5 Years	3	15.79
6 – 10 Years	6	31.58
11 – 15 Years	2	10.53
16 – 20 Years	1	5.26
21 – 30 Years	4	21.05
Over 30 Years	0	0
Skipped	1	5.26
Total	19	100

Note. Survey Question 12: Please indicate your amount of service with the Wadsworth Fire Department.

In addition, the respondents to the Internal Survey of Company Officer (Appendix 4) revealed that 40 percent had 16 - 20 total years of service with the WFD. Furthermore, the same survey indicated that 80 percent of the company officer that responded had 1 – 10 years of service a company officer with the WFD.

Demographic information collected from the External Survey of Fire Chiefs (Appendix 6) revealed that 37 percent, as shown Table 15, described their organizations' fire call volume to be 100 – 500 calls per year. In addition, 41 percent, as shown in Table 16, indicated that his/her department is a combination department employing career and part time personnel.

Table 15*External Survey of Fire Chiefs*

Question 10	<u>Respondents</u>	
	<u>N</u>	<u>P</u>
100 – 500	17	37
500 – 1000	13	28
1000 – 2000	5	11
> 2000	11	24
Total	46	100

Note. Survey Question 10: Which best describes your average fire call volume.

Table 16*External Survey of Fire Chiefs*

Question 9	<u>Respondents</u>	
	<u>N</u>	<u>P</u>
All Volunteer	6	13
Part Paid/Paid Per Call	8	17
Career with Part Time	19	42
All Career	13	28
Total	46	100

Note. Survey Question 9: Which best describes your organization.

DISCUSSION

After conducting evaluative research of the policy/procedures, job descriptions, and recent Lieutenant Position Posting of the Wadsworth Fire Department (WFD), this author was unable to locate any requirements that a company officer must meet NFPA 1021 “Job Performance Requirements” (JPR) prior to or after promotion. The WFD does require the company officer to possess or be able to obtain within 12 months of appointment, “Firefighter 1” certification and to become a certified fire instructor as outlined by the State of Ohio, within 18 months of appointment.

By conducting the internal surveys of the company officers and fire fighters, this author was able to conclude that the WFD is not providing the proper tools for an officer to succeed in handling his/her job. The WFD does have many competent officers, but the surveys revealed that an Officer Development Program would have been beneficial to him/her prior to promotion. As cited by Abrashoff (2002, p.148) “. . . that you can’t order an outstanding performance. You have to plan, enable, nurture, and focus on it.” In addition, in the *Occupational Outlook Handbook*, (“Fire Fighting Occupation,” 2006, p.2) states, that for advancement, the firefighter must continue to prepare for promotion. Shouldis, Williams (as cited in “*Fire Engineering*”, 2005) stated that, “. . . supervisor training programs can no longer be viewed as a luxury or mere formality, we must prepare for leading the next generation of firefighters.”

Furthermore, the U.S. Department of the Army developed “*Commissioned Officer Professional Development and Career Management*” (2007), (Pamphlet 600-3) to help guide all officers in professional development. The U.S. Army realized that leadership development is necessary to develop competent, confident, and self-aware leaders who are prepared, for the

challenges of the future. The U.S. Army accomplishes the leadership development through progressive, sequential, and continuous education.

The internal surveys of the company officers and fire fighters of the WFD also revealed to this author (60 and 84 percent respectively), that a member should possess a minimum standard of education/training prior to promotion to a company officer. The external survey of 100 fire chiefs within the State of Ohio indicated that 52 percent of the respondents require their members to accomplish a minimum standard of education/training prior to promotion. The surveys however, did not inquire about what minimum education/training standards he/she believes should be required.

The surveys of the company officers and fire fighters, also requested the opinions of the respondents on an Officer Development Program, if he/she believes it would be beneficial. As revealed 100 percent of the responding company officers believe, it would have been beneficial to him/her to participate in a program prior to his/her promotion. Additionally both groups indicated that the Officer Development Program, if implemented, conducted internally within the WFD and that he/she would participate. The survey of the fire chiefs revealed that 57 percent do not require the officer to attend a development program until after he/she has received the promotion. In addition, it revealed that 43 percent of the fire chiefs felt that the program was only moderately effective.

To determine what type of classes the Officer Development Program should offered if implemented, the author requested on the surveys of the company officers and fire fighters to rate the different classes listed in the level of importance, from one being the most important, to eight being the least important. The responses from the company officers indicated that Leadership and the Policies/Procedures of the WFD were of the most importance. On the survey

of the fire fighters, Tactical Fire Skills and Leadership were of the most importance. The least important on both surveys was Customer Service and Government Finances.

A question on the surveys asked of the company officers and the fire fighters on who should conduct the Officer Development Program within the WFD. Forty-percent of the company officers responded to the question by answering “Other” and 32 percent of the fire fighters responded that the “Training Officer” for the WFD should conduct the program. For the “Other” response on the survey, the author provided an opportunity for the respondents to write in a suggestion. The suggestions given were “Senior Officers” and an “Outside Instructor”.

To determine the effectiveness of a mentoring program, the author began with literature review and found copious amounts of information to support the need for both formal and informal mentoring. The author also found that many organizations outside of the fire service, uses mentoring to advance an individual’s skills and to facilitate personal development. Occupations such as physician-interns, student teachers, and master apprentices have had mentors to assist in their development process. Hunt and Michael, (1983) stated, that for centuries, mentoring has been used as a training and development tool to counsel the young.

Mason, Bailey (2003) explained that the benefits of mentoring are twofold: First, the person mentored will improve on his/her weaknesses, and benefit from the experience of the mentor. Secondly, the mentor will develop relationship skills, discover new ways of assisting others, and benefit from the experience of the person mentored.

The internal surveys also indicated that a mentoring program was an important issue to the respondents. One-hundred percent of the respondents to the company officers survey stated that they would have benefited from a mentoring program when first promoted. Eight-four percent of the respondents to the fire fighters survey agree that having a mentor would benefit

them when they receive a promotion. Even though the survey of the fire chiefs indicates that, mentoring was not effective, a Mean average of 68 percent indicated that the respondents believed the mentoring program was moderately effective. Kimberly Alyn (n.d.) stated “. . . that mentoring contributes heavily to an employee’s success and career satisfaction.”

The author also found during the literature review process that some deficiencies maybe encountered during the mentoring process. Mason, Bailey (2003) stated that in order for the mentoring process to be effective, the mentor must avoid exerting too much control, neglecting the person mentored, or “smothering” the person. In addition, both parties should understand that there is a time commitment involved, without which the mentoring process will not achieve its goals.

The internal surveys of the fire fighters and company officers also revealed to this author the years of experience the respondents had with the WFD, which was relatively high. As the results indicated, 31.58 percent of the fire fighters had 6 – 10 years of experience and 40 percent of the company officers had 16 – 20 years of experience.

In addition, on the survey of the company officers, the author queried the respondent to indicate the years of service as a company officer. The results revealed that 40 percent of the respondents have served as a company officer from 1 – 5 years and 40 percent from 6 – 10 years. This author was able to conclude that the experience level of the company officers is moderately low, even though his/her total years of service with the WFD was relatively high.

On the external survey of the fire chiefs, this author queried each fire chief on demographic characteristics of his/her organization. It was this author intent to discern the volume of fire calls and the type of employment for each organization that responded. As indicated in the results, 37 percent of respondent indicated that his/her organizations’ annual

volume of fire calls was 100 – 500 calls. In addition, 41 percent declared his/her organization as a combination department, employing both career and part time employees. The results revealed to this author that the respondents to the fire chief's survey responded to similar number of fire calls and were of the same employment classification as the WFD.

In conclusion, this author was able to determine that education/training is an important factor in the success of the company officer. In addition, by conducting the internal surveys, it was determined by the responses that he/she believes that the WFD needs to implement a standard on the minimum education/training requirement that the individuals needs to possess prior to promotions. The surveys also indicated that an Officer Development Program needs implementation within the WFD, along with a mentoring program to guarantee the success and satisfaction of a newly promoted company officer.

RECOMMENDATIONS

As indicated within the results of the surveys, the membership of the WFD believes that an officer should possess a minimum standard of education/training prior to promotion. The development of a standard, which points out what the education/training requirements will be, needs developed for the WFD. However, before the development of the standard can begin, further research is necessary to determine what other fire departments of similar demographics require.

As stated in the Introduction Section, fire fighters have received promotions in the past that have had no formal training in either Leadership/Management practices or the expectations of the WFD. By conducting the surveys of the company officers of the WFD, it was determined that an Officer Development Program would have been beneficial to them prior to his/her promotion. It is, therefore recommended that an Officer Development Program be implemented within the WFD, instructing the current officers and those who have aspiration of becoming an officer in the future. Recommended are the classes, which the company officers and fire fighters rated highest on the internal surveys: Leadership, Policies/Procedures, Tactical Fire Skills, and NFPA 1021. Another class that should be included would be that of the expectations of the WFD. The importance of this class is so that those who aspire to become an officer in the future will realize what WFD will demand of him/her.

A further recommendation that needs implementation within the WFD is formalized mentoring program that will provide guidance to the newly promoted company officer to assist him/her succeed. The formal mentoring program duration should last at least six months, as

revealed by the surveys. As indicated in the Results Section, the existing company officers replied that he/she would have benefited from such a program when newly promoted.

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APPENDIX 1 – LIEUTENANT AND CAPTAIN DUTIES

WADSWORTH FIRE/EMS DEPARTMENT

POLICIES & PROCEDURES MANUAL

FIRE LIEUTENANT POSITION DESCRIPTION (VOL)

PP 215

RESPONSIBILITIES:

Under direct supervision of the Fire Captain, the Lieutenant supervises the work of firefighters. The Lieutenant assigns work, inspects performance, trains firefighters and performs other tasks required to maintain readiness of personnel and equipment in his command to ensure effective operations during emergency conditions. The Lieutenant may also perform many of the tasks of the firefighter or be assigned to fire prevention, fire code enforcement activities and health and safety activities. The Lieutenant reports to the Fire Captain.

EXAMPLES OF DUTIES (Illustrative Only):

Supervises initial operations at the emergency scene, directs placement of equipment, assigns personnel, and guides rescue and salvage work or clean-up activities;

Conveys orders, rules or policy information to Firefighters/EMT's and interprets such orders;

Maintains records and reports;

Inspects work performed by firefighters;

Fights fires;

Performs first aid and emergency victim care services;

Conducts tours of facilities;

Fire Lieutenant Position Description (continued)

May act as Fire Marshal, conducting building inspections, investigating causes of fires, carrying out arson investigations, issuing orders to abate fire hazards or code violations, conducting variety of educational program pertaining to fire prevention;

Occasionally acts as Assistant Fire Chief or Fire Chief during their absence;

Serves as the Fire/EMS Department Duty Officer on a regular rotation with the other officers;

Performs other duties requiring similar skills.

Must possess a valid State of Ohio Vehicle Operator's License.

WADSWORTH FIRE/EMS DEPARTMENT
POLICIES & PROCEDURES MANUAL
FIRE CAPTAIN POSITION DESCRIPTION (PART PAID)

PP 214

RESPONSIBILITIES:

Under the direct supervision of the Fire/EMS Chief or Assistant Fire Chief, the Fire Captain supervises the work of firefighters. The Fire Captain also directs the work of Fire Lieutenants. The Captain assigns work, inspects performance, trains firefighters and performs other tasks required to maintain readiness of personnel and equipment in his command and to assure effective operations during emergency conditions. The Captain may also perform many of the tasks of a firefighter or be assigned to fire prevention, fire code enforcement activities, and health and safety activities. The Captain reports to the Assistant Fire Chief.

EXAMPLES OF DUTIES (Illustrative Only):

Supervises initial operations at the emergency scene, directing placement of equipment, assigns personnel, and guides rescue and salvage work or clean-up activities;

Conveys orders, rules or policy information to Firefighters/EMT's and interprets such orders;

Maintains records and reports;

Checks apparatus and equipment;

Inspects work performed by firefighters and EMT's

Fights fires;

Performs first aid and emergency victim care services;

Conducts tours of facilities;

Fire Captain Position Description (continued)

May serve as Fire Marshal, conducting building inspections, investigating causes of fires, carrying out arson investigations, issuing orders to abate fire hazards or code violations, conducting variety of educational programs pertaining to fire prevention;

Occasionally directs activities of Fire Lieutenants during absence of Assistant Fire Chief;

Serves as the Fire/EMS Department Duty Officer on a regular rotation with the other officers;

Performs other duties requiring similar skills.

Must possess a valid State of Ohio Vehicle Operator's License.

APPENDIX 2 – LIEUTENANT POSITION POSTING

The Wadsworth Fire Department is accepting applications for a closed competitive exam for the position of volunteer Fire Lieutenant(s). Applications must be completed in person at the Main fire station between the hours of 8:30 a.m. and 4:30 p.m. with the fire dept. secretary. Deadline for filing an application to take this exam will Friday, August 10, 2007. This will be a two-part exam, which will include a written test and an oral interview practical evaluation. The written exam will be administered on Thursday, October 11, 2007, at 19:00 hours at Wadsworth Fire Station No. 2 Training Room. The oral interview practical will be scheduled upon completion of the written portion of the test. Both parts will count fifty percent each of the final overall score. This position is an unclassified volunteer position.

Required Qualifications:

The test will be used to create an eligibility list to fill an open Lieutenant(s) position. The applicant must be an existing member in the Wadsworth Fire Department in good standing. The member must have a minimum of three (3) years of service in the Wadsworth Fire Department. Successful candidates shall possess or be able to obtain within twelve months of appointment the Firefighter Level 1 certification. The successful candidate shall become a certified Fire Instructor as outlined by State of Ohio within 18 months of appointment. Failure to complete the listed requirements will be reason for removal from the rank of Lieutenant. The successful candidate(s) will be required, to be scheduled in the weeknight and weekend duty rotation with the existing officers. This position will also be responsible for development and delivery of training programs for in-service training.

Posted July 20, 2007

APPENDIX 3 – LIST OF TABLES

Table 1: Firefighter Training Levels

Table 2: EMT Training Levels

Table 3: Number Respondents to Surveys

Table 4: Internal Survey of Company Officers, Question 2

Table 5: Internal Survey of Company Officers, Question 7

Table 6: Internal Survey of Fire Fighters, Question 4

Table 7: External Survey of Fire Chiefs, Question 1

Table 8: Internal Survey of Company Officers, Question 5

Table 9: Internal Survey of Fire Fighters, Question 6

Table 10: External Survey of Fire Chiefs, Question 6

Table 11: External Survey of Fire Chiefs, Question 7

Table 12: External Survey of Fire Chiefs, Question 8

Table 13: Internal Survey of Company Officers, Question 10

Table 14: Internal Survey of Fire Fighters, Question 12

Table 15: External Survey of Fire Chiefs, Question 10

Table 16: External Survey of Fire Chiefs, Question 9

APPENDIX 4 - INTERNAL SURVEY OF COMPANY OFFICERS

Wadsworth Fire Department
Internal Survey of Company Officers
On Officer Development

Please provide your answers to the following questions. This survey is part of an applied research paper for the Ohio Fire Executive Program. Thank you for your participation.

Ron Likley

1. How well prepared, do you feel you were for your current position?
(*Check only one*)
 Well Prepared Somewhat Prepared Prepared
 Not Well Prepared
2. Do you feel you would have benefited from an officer development program prior to your promotion as an officer of the Wadsworth Fire Department?
(*Check only one*)
 Yes Not Sure No
3. Do you feel that you understood the expectations of the job as a company officer for the Wadsworth Fire Department?
(*Check only one*)
 Yes, I Understood Somewhat Understood
 No, I did not understand
4. If implemented, would you participate in an officer development program?
(*Check only one*)
 Yes Not Sure No
5. If implemented, should the officer development program, be conducted internally or externally?
(*Check only one*)
 Internally Externally
6. If conducted internally, who should conduct the officer development program?
(*Check only one*)
 Fire Chief Training Officer Other: _____
(Write a suggestion)
7. Should a member possess minimum standard of education and training prior to becoming a company officer of the Wadsworth Fire Department?
(*Check only one*)
 Yes Not Sure No

Please continue on next page

Wadsworth Fire Department
Internal Survey of Company Officers
On Officer Development

8. If implemented, what development programs do you feel should be offered to assist company officers?

(Please rate the following in order of importance: 1 = most important, 8 = least important)

- | | | |
|--|--|--|
| <input type="checkbox"/> Tactical Fire Skills | <input type="checkbox"/> Leadership Training | <input type="checkbox"/> Policy/Procedures |
| <input type="checkbox"/> Customer Service | <input type="checkbox"/> Instructor Training | <input type="checkbox"/> Job Expectations |
| <input type="checkbox"/> NFPA “Standard for Fire Officer Professional Qualification” | | |
| <input type="checkbox"/> Governmental Financing | | |

9. When first promoted to an officer, do you feel a mentoring program would have assisted you?

(Check only one)

- Yes Not Sure No

10. How long should the mentoring program be?

(Check only one)

- 1 - 6 Months 6 -12 Months 1 Year or longer

11. Please indicate your amount of service as a company officer with the Wadsworth Fire Department.

(Chose only one that best describes your amount of service as a company officer)

- | | | |
|--|--|---|
| <input type="checkbox"/> 1 – 5 Years | <input type="checkbox"/> 6 – 10 Years | <input type="checkbox"/> 11 – 15 Years |
| <input type="checkbox"/> 16 – 20 Years | <input type="checkbox"/> 21 – 25 Years | <input type="checkbox"/> Longer than 26 years |

12. Please indicate your amount of service with the Wadsworth Fire Department.

(Chose only one that best describes your amount of service)

- | | | |
|---|--|--|
| <input type="checkbox"/> 1 month – 1 year | <input type="checkbox"/> 1 – 5 Years | <input type="checkbox"/> 6 – 10 Years |
| <input type="checkbox"/> 11 – 15 Years | <input type="checkbox"/> 16 – 20 Years | <input type="checkbox"/> 21 – 30 Years |
| <input type="checkbox"/> Over 30 years | | |

Thank you for your participation.

APPENDIX 5 – INTERNAL SURVEY OF FIRE FIGHTERS

Wadsworth Fire Department Internal Survey of Fire Fighters On Officer Development

Please provide your answers to the following questions. This survey is part of an applied research paper for the Ohio Fire Executive Program. Thank you for your participation.

Ron Likley

1. Do you feel the Wadsworth Fire Department offers adequate professional development for those aspiring to be officers?
(Check only one)
 Yes Not Sure No

2. Do you feel there is adequate professional development for the current officers?
(Check only one)
 Yes Not Sure No

3. Should a company officer development program, be offered to the members who aspire to become an officer of the Wadsworth Fire Department?
(Check only one)
 Yes Not Sure No

4. Should a member possess minimum standard of training and education prior to becoming an officer?
(Check only one)
 Yes Not Sure No

5. If implemented, would you participate in an officer development program?
(Check only one)
 Yes Not Sure No

6. If implemented, should the officer development program, be conducted internally or externally?
(Check only one)
 Internally Externally

7. If conducted internally, who should conduct the officer development program?
(Check only one)
 Fire Chief Training Officer Other: _____
(Write a suggestion)

Please continue on next page

Wadsworth Fire Department
 Internal Survey of Fire Fighters
 On Officer Development

8. If implemented, what development programs do you feel should be offered to assist company officers?

(Please rate the following in order of importance: 1 = most important, 8 = least important)

- Tactical Fire Skills Leadership Training Policy/Procedures
- Customer Service Instructor Training Job Expectations
- NFPA “Standard for Fire Officer Professional Qualification”
- Governmental Financing

9. If you have ever served as a company officer, do you feel that a company officer development program would have better prepared you?

(Check only one)

- Yes Not Applicable No

10. If promoted to a company officer, do you feel a mentoring (shadowing) program would assist you?

(Check only one)

- Yes Not Sure No

11. If implemented, how long should the mentoring (shadowing) program be?

(Check only one)

- 1 - 6 Months 6 -12 Months 1 Year or longer

12. Please indicate your amount of service with the Wadsworth Fire Department.

(Chose only one that best describes your amount of service)

- 1 month – 1 year 1 – 5 Years 6 – 10 Years
- 11 – 15 Years 16 – 20 Years 21 – 30 Years
- Over 30 years

Thank you for your participation.

APPENDIX 6 – EXTERNAL SURVEY OF FIRE CHIEFS

Wadsworth Fire Department External Survey of Fire Chiefs On Officer Development

Please provide your answers to the following questions. This survey is part of an applied research paper for the Ohio Fire Executive Program. Thank you for your participation.

Ron Likley

1. Does your organization require a member to possess minimum standard of education and training prior to promotion to a company officer?
 Yes Not Sure No

2. Does your organization use the recommendations of NFPA 1021 “Standard for Fire Officer Professional Qualification” in determining who is eligible for promotion to a company officer?
(Check only one)
 Yes, we use NFPA 1021 recommendations
 Yes, we use part of NFPA 1021 recommendations
 No, we do not use the recommendations of NFPA 1021

3. Does your organization train aspiring company officers before promotion?
(Check only one)
 Yes Not Sure No

4. Does your organization require Officer Development training before or after promotion?
(Check only one)
 Before Promotion After Promotion No Training

5. How effective has the Officer Development training been for your organization?
(Check only one)
 Very Effective
 Moderately Effective
 Minimally Effective
 Not Effective

6. Does your organization utilize a mentoring or shadowing program for newly promoted company officers?
(Check only one)
 Yes No

Please continue on next page

Wadsworth Fire Department
External Survey of Fire Chiefs
On Officer Development

7. If your organization utilizes a mentoring or shadowing program, how long is the program?
(*Check only one*)
 1 – 6 Months 7 -12 Months 1 Year or longer
8. In your opinion, has the mentoring or shadowing program been effective?
(*Check only one*)
 Very Effective
 Moderately Effective
 Minimally Effective
 Not Effective
9. Which best describes your organization?
(*Check only one*)
 All Volunteer
 Part Paid / Paid Per Call
 Career with Part Time (combination)
 All Career
10. Which best describes your average fire call volume?
(*Check only one*)
 100 – 500
 500 – 1000
 1000 – 2000
 Greater than 2000

Thank you for your participation.

