

Training Responsibility: A Refocus of the Training Officer Job Description

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CERTIFICATION STATEMENT

I hereby certify that the following statements are true:

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

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ABSTRACT

The problem this study addressed was to determine if multiple job duties, responsibilities, and multi-tasking by the training officer position were hindering departmental training efforts. The training officer at the Elyria Fire Department wears many hats, performing both training related and non-related duties. Increased recommendations, mandates, and standards related to training and fire departments have made the position more demanding and specialized. The role of the training officer is changing toward adding value and protection to the organization. The training officer's duties and responsibilities need to reflect those changes to meet current and future training related needs.

The purpose of this study was to evaluate, analyze, and update the current job description, duties, and responsibilities of the position of training officer in the Elyria Fire Department. The job description and actual practice of the position did not match. There was a general frustration among members of responsibilities and expectations from training officer.

Research was performed through evaluative and descriptive comparative approaches. Information and data was retrieved through literature review, interviews, and surveys.

The research answered the following questions:

1. Are the current written job description, duties, and responsibilities of the training officer position accurate with those practiced?
2. How does the training officer job description model in the Elyria Fire Department compare with similar career departments?
3. What are the industry standards for training professionals?
4. What are the expectations for service delivery from the training officer position by internal participants?

The procedures utilized for this study included two surveys and an interview. The external survey reviewed the training officer position of 20 like departments from 7 states in the

Great Lakes Region. An internal survey of 55 members provided cultural perspective. Interviews were conducted with the current and previous two serving training officers.

The training officer position in the Elyria Fire Department is the rank of captain, who works a standard forty hour work week. The results of task analysis and interviews found the training officer position having a heavy workload with great responsibility. The position regularly performs duties not included in the job description. Some duties performed were found to be non-training related and time consuming.

Findings demonstrated presence of industry standards and recommendations for training programs, training professionals, and individuals responsible for training. Standards and recommendations included education, training, and certifications to match expected duties and responsibilities. The EFD training officer is currently not required to meet many of those. Industry was found to utilize training positions in a greater management role, where they were more involved with organizational planning, risk management, and human resources.

The EFD training officer was found to be responsible for the training program and ensuring readiness. Internally, members rated the overall training program poorly. There was an expressed desire for a comprehensive and regular training program that was consistent. There was also a strong desire to remove non-training duties from the training officer.

Key recommendations include: Creation of an updated job description that accurately reflects duties and responsibilities, removal of non-training related duties of public education/relation and fire prevention/investigation, making the position the rank of a chief officer, development of a comprehensive and regular training program with the focus on consistency, and an increase of material delivery by the training officer.

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INTRODUCTION

Benjamin Franklin, one of the founding fathers of our great country, early fire fighter, and possibly one of the first training officers in the fire service stated; “an ounce of prevention is worth a pound of cure”, and “well done is better than well said”. Ben Franklin understood the value of early time investment and the importance of preparation. He also understood that actual delivery of services as expected was proof that one could do as they stated.

More recently, Captain D. Michael Abrashoff, former Commander in the United States Navy, stated the mission of his ship and crew was to be “combat ready”. Captain Abrashoff evaluated training efforts, and revamped them when and where necessary. He worked to ensure responsiveness to demands placed upon him and his crew. Like Ben Franklin; he believed in the value of training for what one likely will face, and performance being the measuring stick.

What can the Elyria Fire Department learn from these two men as it relates to fire service training? Three concepts:

- Preparation and training is a necessary and an important function.
- The importance of mission focus.
- Measure is found in performance not words.

Statement of the Problem

The mission of the local fire department has not changed, and is easily described in the industry through three short phrases in a prioritized manner:

1. Life Safety
2. Incident Stabilization
3. Property Conservation

What has changed over time, is the broadening scope of a fire department’s services and responsibilities related to its mission. To reflect the changes of expanded services and responsibilities, the term “fire department” and “fire fighters” is often replaced with less inclusive terms like “emergency services” and “all-hazards responders”. These changes have

resulted in fire departments seeing increased workloads; that in turn require increased training demands, skill requirements, and contact hours to ensure competency and safety. Fire service training is no longer simply fire based, nor solely decided on a local level. Fire departments are now guided, in part, by national fire service standards, accreditation and certification, and continuing education requirements. There are also increased societal and financial influences of emphasis on topics of firefighter safety and health, expanded roles and large incidents, incident management, “hot topics”, cultural diversity, ethics, legal issues, and use of mutual aid and regionalization.

Training is recognized as an important and essential organizational function. The training officer of a fire department is directly responsible to ensure that responders are well prepared and capable of performing required duties. The training officer of yesterday will not suffice in today’s demanding emergency services world. Along with increased departmental training needs, training officers’ have seen increases in their own duties and responsibilities. In some cases, they may add to their own workload by assuming additional duties, adding or expanding services, or changing the direction of their position as they see fit. If allowed, the position may become an extension of the personality of the individual that fills the role. Departmental training may reflect the individual training officer’s likes, dislikes, beliefs, and philosophies, rather than organizational needs to complete its mission.

For any number of reasons, including those listed above, the previously written job descriptions over time may no longer accurately reflect what is expected, needed, or practiced from the position. When a job description does not support a position’s activities, the level and type of productivity that comes out of a position may be controversial and subjective. At some

point the position may no longer be serving the organization as best it can, and it becomes necessary to analyze and re-evaluate job descriptions for mission focus.

In the Elyria Fire Department, the training officer position is a single position working a standard forty hour work week performing dual roles for the department and the public. The position performs duties and responsibilities related to personnel training, health and safety, record keeping, fire prevention and investigation, and public relations and education. The position is also used as a catchall for the ever present impromptu needs and requests. As a result, the position had become controversial and subjective; with questions of efficiency, effectiveness, results, and focus from the position.

The problem this study will investigate is whether the fire department training officer's multiple job duties, responsibilities, and multi-tasking hinders training efforts.

The research method for this study primarily utilized an evaluative approach, with a secondary descriptive comparative approach.

Purpose of the Study

The purpose of this study is to evaluate, analyze, and update the current job description, duties, and responsibilities of the position of training officer in the Elyria Fire Department. A formal position and job description was created out of an identified need for a training officer in the 1970s. The current job description was last updated in 1995, but remained unchanged from the previous 1985 update. The job description from twenty-five years ago appeared to no longer meet the needs, challenges, and demands of the position. It no longer appeared to accurately reflect the activities that are in practice.

The study appreciates that there are recognized standards related to the topic of training. The study reviewed information from inside and outside the fire service to provide insight on the

importance of accurate and up to date job descriptions. The information provided guidance on performing a task analysis. The training officer position was analyzed against the current job description and work practices. The information was coupled with findings of industry standards, how other fire departments utilize their training officer, and how internal participants viewed training. This information provided analysis and evaluative tools for guidance to assist in planning for the initiation and implementation of any identified changes. The outcome of findings and recommendations will assist in creating an updated job description for the position of the Elyria Fire Department Training Officer.

Research Questions

The following research questions this study will investigate are:

1. Are the current written job description, duties, and responsibilities of the Training Officer Position accurate with those practiced?
2. How does the Training Officer Job description model in the Elyria Fire Department compare with similar career departments?
3. What are the industry standards for training professionals?
4. What are the expectations for service delivery from the training officer position by internal participants?

BACKGROUND AND SIGNIFICANCE

The City of Elyria Fire Department is a full time career fire department with first responder non-transport emergency medical service. At the time of the research proposal, the department had an Insurance Services Organization (ISO) rating of class 4 related to fire protection. The city is an older Midwestern industrial type, located 28 miles West of Cleveland in Northeast Ohio. The city is the county seat of Lorain County. The department serves a population estimated at 55,000 in an area nearly 21 square miles. Notable demographics include

the Black River, several large ponds, the Ohio Turnpike, State Routes 2, 57, 90, and 113, two railways (One is the New York to Chicago line) that service cargo and passengers. The tax base is supported by a manufacturing base that include manufacturing facilities and headquarters of Lear Romec, Bendix, Rigid Tool, Diamond Products, BASF, and Invacare. Additional notable businesses include County Administration and Courts, Lorain County Community College, Midway Mall, Elyria Memorial Hospital, and three school systems.

During the past several years, the Elyria Fire Department has been plagued by a myriad of issues that include staffing reductions and personnel changes in key organizational positions. The previous fire chief had taken ill, and worked on a very limited basis. The chief's position was filled by the fire marshal, who continued to perform the dual roles of both positions. The position was next filled by two separate short term interim appointments until early 2009 when the current fire chief was sworn in.

The organization suffered another setback in a key staff position in 2008, when the training officer suddenly took ill and was no longer able to work. The position was left vacant for eight months, until filled in a short term manner by a shift captain (previous training officer) working ten hours per week in an overtime capacity to meet the minimal training duty needs of scheduling required continuing education and record keeping. In mid-2009, the shift captain moved to training full time and his shift position was left vacant. In May 2010, the shift captain position and the training officer position were permanently filled with two newly promoted personnel.

Overall, the organization was stagnant in staffing usage, needs assessment, and job analysis. The only significant change was the addition of a single staff fire inspector position nearly 20 years ago. The current department structure of sworn personnel includes five staff

personnel, with all remaining members being assigned on 24 hour shift for suppression duties. The five staff members are the fire chief, fire marshal, training officer, and two fire inspectors. In addition, the department employs a secretary and mechanic that are non-sworn.

Until recently, most of the last twenty five years the Elyria Fire Department had been staffed with about 75-80 of the authorized 88 operating out of four fire stations. The emergency response volume represented between 3500- 4000 annual calls. Shift personnel also perform non-emergency related duties in their response area. The lowest staffing reached the mid 50's during 2009 when overall staffing was reduced by 23 fire personnel through layoffs, retirement, and extended injury/illness. Additionally, 34% of the officer ranks were demoted to the rank of firefighter. Minimum staffing levels were removed, and one of the four fire stations was permanently closed.

At the time this research was proposed, overall staffing was at 54 personnel, operating out of three fire stations. Since that time, the Elyria Fire Department had secured \$3.7 million in federal stimulus monies as a result of the Staffing for Adequate Fire and Emergency Response (SAFER) Fire Fighters Act grant. The result of accepting the grant has staffed 23 suppression positions, made up of restored laid off and newly hired firefighters. It must also be noted that at the time of SAFER receipt, that the mayor publicly stated that at the end of the 24 month SAFER funding period (April 2012) that it is the city's intention to reduce the fire department to a total of 56 personnel for both line and staff.

From a training perspective; years 2008, 2009, and 2010 were challenging. A decrease in training had taken place, due in part to the many issues listed above. Most of 2010 training focus was spent on introductory and review training for nearly 1/3 of the current department.

Today, as it was in 1985, the requirements for holding the position of the training officer are; obtaining the rank of captain, a valid driver's license, and maintenance of a State of Ohio Emergency Medical Technician certification. The position reports directly to the fire chief according to the job description, but in practice the position works more closely with the fire marshal. The job responsibility and essential functions are; planning and directing training of fire department personnel, and ensuring that training remains relevant and up to date *Position Description* (1995). To assist the training officer, there is a training committee that exists, but is not functioning. The training committee is made up of the three shift assistant chiefs and the training officer. The committee is responsible for the identification of activities that show a need for training. In addition, the shift commanders and training officer are to meet monthly. The training officer is to oversee and coordinate the training objectives of the committee through shift instructors to develop and deliver training programs *Training SOG 1.02* (2005, 2008). A shift instructor program was initiated several years ago, but is limited in formal use.

In addition to training fire department personnel, the main duties currently consist of receiving and providing appropriate programs for all public education requests and serving as the incident safety officer whether on or off duty. There are many other duties both related and not related to personnel training that are regularly performed by the training officer.

Needs from the training officer are increasing. The focus of training is no longer limited to the physical aspect of firefighting. It has been expanded to include related education and training in the topics of fire service administration, emergency planning, accident and injury prevention, human resources, leadership, and organizational change. The Ohio fire service is now tasked with the same training and educational practices as other occupations referred to as "professionals". These practices include; identifying and following standards, certifications,

continuing education, mentorship, advanced and specialty training, and other mandatory training. Further recommendations include having higher education and college degrees. Quite often, the position of training officer is overlooked as needing to receive additional training and education.

The potential impact this study could have on the City of Elyria Fire Department is an increased focus on departmental training from the training officer position. A refocus could best match the job description with the actual and desired duties and responsibilities. This should increase the value and importance of training in the organization, while decreasing the performance of multiple roles and multitasking in areas not directly related to training.

If this were to be initiated, there may be potential impact of increased personnel effectiveness and efficiency through better identifying of training needs, deficiencies, and program development for each classification within the fire department.

Lastly, there is the ability to use the information and guidance for performing job analysis and future evaluations of other positions. This should provide a greater likelihood of correctly placing duties under the most appropriate personnel to achieve increased efficiency and effectiveness.

LITERATURE REVIEW

This research project utilized internal and external sources of information that were gathered from the fire service, government entities, and private industry and corporations. Sources included internal fire department documents, text and other books, articles, research, journals, professional performance standards, certifications, continuing education, interviews, and surveys.

There were a variety of methods utilized to make the research relevant to this study, and

recommend a course of action for how the training officer in the Elyria Fire Department can be best utilized. Some topics that were reviewed include: performing job analysis and writing job descriptions, training methodology and models, value of training, training needs analysis, program development, culture, and fire service standards.

In the process of research, it was found that the topic of this study is not widely addressed specifically within the fire service. Because of this, the study required some adaptation to achieve relevancy. Most information found was related to specific training programs, and not overall training program management. To combat this, the search was expanded to include the area of human resources and other persons that have the responsibility of training personnel in an organization.

The research began with the collection of the Elyria Fire Department Training Officer Job Description. Two job descriptions were utilized in this research; an undated job description that was believed to be the original, and the most recent 1995 version. Both descriptions indicated that the position reports directly to the fire chief. The undated version was found to be very specific to the topic of training. The 1995 job description appeared to combine less specific training related information with duties expected of the rank of captain. The updated version expanded duties outside of training by adding that the position “assists the Fire Prevention Bureau with the determination of the causes of fires”. Areas included in the most recent version of the job description were:

- Classification, position title, employment and fair labor standards status, and reporting supervisor.
- Job responsibilities
- Minimum qualifications
- Licensure or certification requirements
- Essential functions
- Other duties and responsibilities
- Knowledge, skills, and abilities

- Equipment needed
- Inherently hazardous or physically demanding working conditions

Dessler (2008) states employers almost always use job analysis to produce job descriptions. The use of job analysis can help to reveal the performance of essential unassigned duties and responsibilities. In performing a job analysis, it has to be decided on how the information will be used and the data that will be collected. Types of information normally collected via a job analysis include (p.126):

- Work Activities
- Human Behaviors
- Machines, tools, equipment, and work aids
- Performance standards
- Job context
- Human Requirements

He recommends that there be a review of relevant background situation, such as current job descriptions and organizational charts. This information is supplemented by job analysis of the behaviors, activities, working conditions, traits and abilities, and verification by a worker(s) who performs the job (p. 127).

From this information, the organization is ready to develop a job description and specifications. The description should reflect what the worker actually does, how it is done, and the associated working conditions. Most job descriptions cover the following seven sections (p.141):

- Job Identification
- Job summary
- Responsibilities and duties, with primary listing and percentage of time spent
- Authority of incumbent
- Standards of performance
- Working conditions
- Job specifications.

In looking at some of these in more detail, it was found that clauses such as “other duties as assigned or needed” should never be included in job descriptions because of ambiguities and openness of job nature, and the number of people needed to fill it (p. 144). Dessler also recommends defining the limits of the following; authority, decision making, supervision of others, and budgetary authority (p. 145).

In order to better ensure that fire departments focus on their mission, the training officer should take a more proactive and focused approach to training. As reported by McGrath (2009) as specifically related to the Elyria Fire Department, “It appears that the training program could use significant improvements” (p. 190) and training lacked accountability (p. 144). The consultants noted that the training officer could add value through the development of comprehensive and regular training programs that consists of comprehensive curriculums and evaluations for competency and performance.

The consultants recognized that staffing challenged the department, but placed a higher degree of fault with a lack of overall leadership; “without strong fair, and consistent leadership, individuals have a tendency to do what each thinks is important rather than acting as a collective unit toward the goals and mission of the department” (p. 143). Their recommendation of reviewing and updating job descriptions recognized that a training officer’s core responsibilities may not have changed, but duties and special assignments of the position have over time. Additional recommendations by McGrath were to improve training through the use of succession planning, and the creation of a rank of Deputy Chief of Operations to oversee training (p. 185).

In review of training level requirements in the fire service, Coleman (July, 2002) questions the current firefighter training levels. He also questions the position of the training officer in meeting the needs of the fire service for the complexity of today’s demands. He asks

the obvious first question of “How much training does it take to keep a firefighter competent”? He believes that both refresher and new topic training are required due to skills degradation from non-practice. His belief is that without making training a high priority, the organization will be weakened, and will eventually meet a challenge that it is not prepared for. Furthermore, he cautions that people and organizations may face severe consequences from not prioritizing the training program.

In reviewing the Elyria Fire Department’s (EFD) Annual Reports for years 2001 -2009, it was found that the training officer position is fulfilling multiple roles at various times. The 2001 Annual Report listed the general responsibilities of the training officer to be fire department training and documentation, liaison with public for purposes of fire safety, and filling the role of safety officer. There was a generalization found in these reports of being aware of a shortfall in firefighting training, through often identifying an ongoing need to address fire suppression training. A large portion of the training officer’s time is being taken by needs that are not directly related to personnel training. The position is responsible for answering public education requests and scheduling the associated programs. The reports indicated that requests by the public are increasing yearly. It appears that on average, the training officer either coordinates or directly services public education programs to nearly 6,000 persons. The position also performs roughly between two and three monthly industrial and commercial training sessions to local businesses. It also serves as a liaison for a nearly a half dozen committees and advisory boards outside of the fire department. As the liaison, the time commitment includes monthly or quarterly physical meeting and additional related work hours. Many of the additional hours are outside of the normal scheduled hours, either earning compensatory time, overtime, or flexing of work hours. According to the 2007 annual report, the training officer noted that time committed for training

by the position was eroding due to increasing demands for job duties and responsibilities. At one point, the accepted practice during incident operations was utilizing the training officer to serve as an investigator, fire scene photographer, safety officer, liaison officer, and evaluator of fire ground operations from a training standpoint.

The annual report summaries indicate that training for members of the fire department and the general public would improve if the training officer position were given assistance. The 2009 annual report had a recommendation of adding two or three personnel to meet the various needs and services provided by the training officer position. In speaking with the current training officer, he stated that the workload of training is great and the request for public education is greater than ever. He expressed frustration over the position, and the expected duties from the position (C. Mandoke, personal communication, May 7, 2010).

In general, the value of training in the fire service appears to be lagging behind others outside of our profession. The significance and value of training may be great to any organization, but in a fire department it can have the implications of life and death. Fire departments need to remember this and respond accordingly. Action to improve this shortfall has begun through increased emphasis to deliver and achieve a knowledge base through supplementing training with education. According to Reed (2006), "Fire service training has evolved in complexity and sophistication at a rapid pace as new areas of expertise have been added to the list of services performed by fire departments" (p. 122). Training is defined as "the process of achieving proficiency through instruction and hands-on practice in the operations of equipment and systems that are expected to be used in the assignment of assigned duties" (p. 122). According to this definition, the training officer is also responsible to achieve proficiency in meeting the assignment of his duties and should have an evaluation system in place to ensure

this. Training is a core activity of fire departments to ensure preparation as individuals and team members. Fire service work is associated in terms of high risk, urgent time frames, and difficult circumstances (p.124).

Professions often require members to meet educational achievements and certifications in their respective fields. The fire service recommends credentialing, and in most cases mandates are found in each state for some form of certification to perform duties as a firefighter. Barr and Eversole (2003) believe that “professionalism through learning is the key to our present and our future” (p. 281). There are three components that are essential to the “fire service triad”. The three components are; training, education, and experience. Training in the fire service often consists of skills practice and performance evaluation. Education is the knowledge theory to enhance training. Experience gained through years and situations is the last essential part (p. 280). More importantly, they state that a fire department is “essentially incomplete and virtually nonfunctional without adequate education and training” and “the difference between a good and great fire department is a matter of knowledge learned through education and training” (p. 304).

The National Fire Protection Agency (NFPA) has created standards that address qualifications on nearly every activity performed by the fire service. These standards address specific positions and roles, and define qualifications that individuals need to demonstrate to be certified at given levels (p. 122). According to the NFPA 1500 Standard for Occupational Safety and Health, “the fire department shall establish and maintain a training, education, and professional development program with the goal of preventing occupational deaths, injuries, and illnesses” (5.1.1). Members are also to receive training, education, and professional development programs commensurate with their duties and functions they are expected to perform (5.1.2 and 5.1.7). In addition to individual training, the overall training and education curriculum must meet

the minimum requirements outlined in the professional qualifications standard covering a member's assigned functions (5.3.1).

NFPA 1041 Standard for Fire Service Instructor Professional Qualifications provides a benchmark for trainers and their duties. The standard recognizes three instructor levels dependent upon their duties. All fire service instructors are required to maintain professional competency through continuing education, networking, instructional development and delivery, and maintain membership in professional organizations(1.3.7) The management of a fire service training program is to accomplish the tasks of budgeting, resource management, management of personnel, management of instruction, program evaluation, training needs analysis, scheduling, goal setting, networking with other agencies, technical writing, and effective verbal and written communications (Annex B B.2).

Recognizing the training professional as an important part of organizational success is becoming more commonplace. Today, there is an increase in the field of human resources and associated professionals in the area of training. The Occupational Outlook Handbook, 2010-2011 edition identified that training and development managers, and specialists are being increasingly recognized by executives as being an asset. Training professionals are recognized as developing necessary skills in workers, enhancing productivity and quality, and building loyalty. Training professionals are also credited with creating a competitive edge and assisting in business growth. According to the Department of Justice Competency Profile (1991) for training program managers in the area of corrections, there is a need for nine core competencies. The training program manager is involved in: strategic planning, program development, program management, budgets, personnel, information, marketing, and professional growth and professionalism. Overall, the training program manager is responsible for promoting individual

and organization performance. The United States Army Training Coordinator Handbook (2008) takes a greater civilian counterpart approach toward training, by involving the topic of human resources in its handbook. In addition to similar competencies and responsibilities as the Department of Justice profile mentioned, the U.S. Army incorporates topics of information dissemination, long term planning, and counseling and career development.

According to the National League of Cities, public safety training should be an organizational priority. “Providing for the public’s safety in the responsibility of municipal government and one of its highest priorities” (p.108). Some of their recommendations include; better management of fire protection resources, prioritizing education of fire personnel in management, leadership, fire fighter safety (p.119-120).

Lifelong certifications and one time training is no longer an acceptable practice. It was found through the Ohio Department of Public Safety that the State of Ohio currently requires under Ohio Revised code (ORC) 4765.28 that individuals have a certification to practice in a medical emergency capacity. Ohio also requires a certification to practice in fire related roles under ORC 2765.55. Recently, the state of Ohio added continuing education requirements to all fire and emergency medical services certifications. Those who carry a certification are required to meet minimum training hours and topics to maintain their certifications. The recent requirements include the following hours of continuing education every three year period:

- Firefighting 54 hours
- Fire Instructor 6 hours with the added requirement of instructing for 24 hours
- Assistant Fire Instructor 6 hours plus 8 hours instructing
- Fire Inspector 30 hours
- Emergency Medical Technician- Paramedic 86 hours
- Emergency Medical Technician-Basic 40 hours

Other agencies in Ohio require additional training, such as the Bureau of Worker’s Compensation and the Environmental Protection Agency mandate of employee training in the

areas as of infectious disease, hazardous materials operations, respiratory protection, and the National Incident Management System (NIMS).

When it comes to the position of the training officer, Coleman (March 2002) asks the questions of value and utilization of the position. He asks questions of whether the position is just part of a department's career development, and whether the position is one of punishment. Coleman makes the point that the position can be so much more. In the Elyria Fire Department, the position of the training officer is often a short term position that is held by the most junior Captain until another opening is available. Coleman believes that training officer concepts of the past which are still utilized today are too limiting for the responsibilities of today in regards to continuing education. He makes reference to fire departments getting current, and understanding that today's world requires lifetime learning. That concept is part of an adaptive process that is being utilized most everywhere outside of the fire service. Coleman questions whether the fire service should change the title from training officers and refer to them as "learning officers" and "facilitators of learning"? Coleman (July 2002) raises the question of whether training officers are given a support structure to perform the function of training well, along with having the resources to make significant behavioral changes in members. Support includes; structures and conditions that are encountered, classroom facilities, audio visual needs, continuing education, and personal skills. He likens many departments' training programs to professional baseball teams that don't have a spring camp.

On the topic of training process, Dessler (2008) writes that organizations should measure four categories of training outcomes; Reaction, Learning, Behavior, and Results (p.311). The overall training process is completed in five steps; Needs analysis, Instructional design, Validation, Implementation, and Evaluation (p. 324).

Organizational success requires employees who are aware of their roles and perform them the best that they can. The role of organizational training has far reaching affects in an organization's success or failure. Organizational training includes communication, leadership, managerial and supervisory skills, technical skills, and basic and proficiency level skills. The American Society for Training and Development (ASTD) reports that there is an increase in the area of skills shortage. The learning professional is being recognized as an important player in an organization because of the need to identify and work toward fixing skill related deficiencies. The learning professional works with employees, managers, and human resources to integrate the employee with the overall organizational system and goals. The belief and work of the ASTD focuses, in part, on organizational capabilities and goal achievement being dependent upon employees with the right knowledge, skills, and abilities to do so. Research conducted by the ASTD in 2009 identifies two underlying causes of skills gap as changes in jobs and the lagging of education. Reasons for skills gap and associated problems include the current workforce not matching the workforce strategy, leadership, and cuts in training investments. The result of not having a well prepared workforce is organizational devastation, inefficiency, low morale, and the quality of service delivered.

Training is the cornerstone of risk management in the fire service, and serves as a fundamental risk control technique. Fire departments should ensure that their training impacts their service delivery. The training officer is employed to ensure that the organization understands and utilizes risk management principles through training that is designed to prevent deaths and injuries. Internally, there are liability concerns when it comes to safety and training. According to Varone (2010) most common lawsuits are; those involving training related underperformance to the community, from the student who is injured, and the deceased student's

survivors. Varone further stresses that employers and training officers should ensure that training programs meet the applicable standard of care. He offers the following suggestions to lessen liability exposure; ensure that the trainer is well qualified, procedures and policies are in place, documentation of present and past skills, and identifying safety measures taken. A final thought Varone offers is this; “training should begin with the thought that it will be challenged on every aspect, and address topics and situations that are high risk and high frequency as first priority training”. Others have similar beliefs to Varone. Murphy (2009) states the responsibilities of the training officer are to ensure safety and accomplish education and skills objectives. He believes that the position should be aware of and follow the most recent training standards, guidelines, analytical reports, and trade journal recommendations (p.207). He mentions organizations must consider the possibility of litigation as it relates to training, or lack of. The threat of liability lies in negligent acts or omissions by employees in their course of employment. As it relates to training, the training officer is the employee of the organization. Both the employee and employer will be held responsible for the actions of that position. If an employee is injured, there should be an investigation into the injury, the cause, applicable laws, and standards or guidelines. Responsibility may be found in criminal charges or civil litigation. Criminal charges are the result of the employee or employer negligence. Civil litigation may result in monetary payment to an affected party as a result of the actions that caused an employee injury, the organizations role in causing injury, and type and severity of the injury. Murphy’s recommendations to limit liability are to begin with prevention and documentation. He states that “documentation should begin with the training officer’s own training record should demonstrate competency to train” (209). Training records for all personnel should include each employee’s training and follow NFPA 1401 Recommended Practice for Fire Service Training Reports and Records.

The fire service and the Elyria Fire Department can't remain in the past. Abrashoff (2002) viewed today's Navy as "not your father's Navy" any longer. His point is that in the Navy there is much change that takes place over twenty years, and the complexity of it all only increases (p. 28). The same can be said about the fire service.

PROCEDURES

This research study began from the common frustration of varied ideas of what the priorities and service delivery from the training officer position should be. With each new training officer came a new approach to what, how, and to what extent the training officer performed various duties associated with the position. For the sake of betterment for everyone in the fire department and the community, the role of the training officer had to change, or at a minimum be clarified.

This study involved gathering data in the forms of an internal and external survey and interviews with the current and two past training officers.

The starting point of the research began with a review and evaluation of the most current written job description. As part of the job analysis, a review of the written job description and interviews were held with those who performed the job. The interviews assisted with the determination of the actual duties and responsibilities being performed and practiced. This allowed a comparison between written and actual duties.

An internal survey of Elyria Fire departmental personnel was utilized to provide a cultural perspective toward overall training, the training officer position, and individual training received relating to job performance. There were a total of sixty-eight personnel identified to participate in the internal survey. The fire chief, training officer, previous training officers, and

the author were not included in the internal survey. There were a total of fifty-five (81%) surveys completed and returned.

External data was gathered regarding the training officer position in the form of a survey to compare the Elyria Fire Department with other like and similar sized departments in the Great Lakes Region. The Great Lakes Region was identified as the seven states of Illinois, Indiana, Michigan, Minnesota, Ohio, Pennsylvania, and Wisconsin. To meet the criteria set, respondents had to be a full time career department and serve a population of 45,000–65,000. Based upon an internet search by population, there were sixty-four departments identified as potential participants. Twenty-eight of the initial departments responded, with twenty meeting the criteria to be included in the study. The data gathered from the external surveys was utilized to provide a baseline of commonalities related to the training officer position.

The data was reviewed along with industry and non-industry information which related to training professionals. This approach increased the level of fire service professionalism and knowledge specifically within the position, while limiting any associated liability. The data and information found during research was utilized to determine the feasibility of duties and responsibilities that may normally be placed under the responsibilities and duties of the training officer.

Definition of Terms

ATSD (American Society for Training and Development) - World's largest professional association dedicated to the training and development field.

Education- The process of imparting knowledge or skills through systematic instruction, directly toward an individual's comprehension of subject matter.

Hot topics- Topics that are of immediate interest, in demand, or popular.

Job analysis- The process for determining the duties and skill requirements of a job, and the kind of person who should be hired for it.

Job description- A list of duties, responsibilities, reporting relationships, working conditions, and supervisory responsibilities. Job description is one part of job analysis.

Task Analysis- A detailed study of a job to identify the specific skills required.

Training- The process of achieving proficiency through instruction and hands-on practice.

NFPA (National Fire Protection Association) – The authority on fire, electrical, and building safety. Developer, publisher, and disseminator of consensus codes and standards.

NIMS (National Incident Management System) - Systematic, proactive approach to guide departments and agencies at all levels of government, nongovernmental organizations, and the private sector to work seamlessly to prevent, protect against, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life and property and harm to the environment.

ORC (Ohio Revised Code) - All statutes of permanent and general nature in the state of Ohio.

Professional-*a*: of, relating to, or characteristic of a profession. *b*: engaged in one of the learned professions *c* (1): characterized by or conforming to the technical or ethical standards of a profession (2): exhibiting a courteous, conscientious, and generally businesslike manner in the workplace.

2a: participating for gain or livelihood in an activity or field of endeavor often engaged in by amateurs *b*: having a particular profession as a permanent career *c*: engaged in by persons receiving FINANCIAL return.

3: following a line of conduct as though it were a profession.

RESULTS

The data collected consisted of three sources; an internal survey that was completed by Elyria Fire Department members, interviews with members who filled the training officer position (these members did not complete an internal survey), and an external survey that was returned by departments from the seven states from the Great Lakes Region.

The training officer interviews consisted of three members. Questions one and two of the interview were related to experience. These members had over eleven years of service time in the

training officer position and more than sixty-six years of combined fire service experience. Question three asked the rank that is believed should hold the position of the training officer in the EFD. In response, all agreed that the training officer should be filled by the rank of an assistant chief in the EFD. They cited reasons of necessary levels of responsibility, authority, and experience required of the position. In response to question four to describe their duties and responsibilities, the respondents felt that the annual reports adequately provided a description and did not provide additional information (a review of annual reports is found in the literature review). Question five asked what was believed to be the most important duties performed by the training officer. The respondents agreed on the topics of program administration and coordination, and safety. One respondent specified newly hired personnel as being of high importance. Table 1 reviews results for questions six through nine with answers of yes or no related to other primary roles that a training officer may fill, and those they should fill.

Table 1

Additional primary roles fulfilled by the Training Officer

| Respondents | Currently Fill | | | Should Fill | | |
|----------------------------|----------------|-----|-----|-------------|-----|-----|
| | R1 | R2 | R3 | R1 | R2 | R3 |
| Safety Officer | Yes | Yes | Yes | Yes | Yes | Yes |
| Health and Safety Officer | Yes | No | No | Yes | No | Yes |
| Public Education Officer | Yes | Yes | Yes | No | No | Yes |
| Public Information Officer | No | No | No | No | No | No |

*R=Responder

Question ten asked to rank the most time consuming portion of their job. There were five identified duties listed, all answered research and record keeping as the most time consuming. The remaining answers varied. A complete list and rankings by respondent are found in table 2.

Table 2*Most time consuming portion of job*

| Respondents | R1 | R2 | R3 |
|------------------------------|----|----|----|
| Creating Training Programs | 2 | 4 | 2 |
| Delivering Training Programs | 3 | 5 | 4 |
| Research and Record Keeping | 1 | 1 | 1 |
| Public Relations | 4 | 2 | 3 |
| Phone, email, meetings | 5 | 3 | 5 |

*R= Respondent

Questions eleven and twelve asked what they liked most and least about the job. What was liked most was cited as flexible hours, helping firefighters be successful, and keeping injury occurrences low. What they liked least about the position included lack of authority, lack of support, and internal politics.

Question thirteen asked if the respondents felt that the job description accurately reflects their duties. Two of the three respondents said it did not.

Question fourteen asked about workload associated with the position. Two of the respondents stated that their workload was too great, one respondent answered adequate.

Question fifteen asked about the need for the position to have a dedicated assistant, all respondents answered a need to have a dedicated assistant. In response to the second portion of the question of whether that assistant should be part time or full time, all felt the need for a full time assistant.

Questions sixteen and seventeen asked if the respondents felt adequately prepared and trained to fill the duties of the training officer by the department prior to and after in the position. All respondents stated that they did not feel that they were adequately prepared prior to being the training officer. The response for feeling adequately trained to perform their duties after

obtaining the position was mixed, with two of the three answering yes. Both of the yes respondents provided additional information for this question by stating that there was nothing in place and that post position related training was dependent upon self-initiation and budgetary ability to attend additional training.

Questions eighteen through twenty-one asked about whether the position was efficient and effective, and what could be done to improve these areas. Two of the responders replied that they did not feel the position was efficient. The respondent that did feel that the position was efficient took personal credit for the efficiency. Recommendations to improve efficiency were to increase staffing and have less multitasking. One respondent was quoted as stating that the position is the “jack of all trades” and fills the role of “the chief’s bitch”. In rating whether the position was effective or not, two believed the position was effective. One of the two answered that the position was effective, but clarified his answer to state that it was only at a minimum level. When asked what could be done to improve position effectiveness, responses were; provide more support and staff for the position, proper funding, utilizing recognized standards, and utilize an annual curriculum. Questions twenty-two through twenty-four were asked to identify ways to improve the system. Questions were asked of the respondents of how they felt the department can better prepare individuals to fill the role of the training officer, and what additional training is needed for the training officer to perform duties. Answers regarding better preparation were to provide mentoring and related training prior to filling the role. Additional training responses included training related to the field of training and computers. It was also recommended that all training officers obtain Fire Officer I and II level and Instructor certifications. When asked the question of any current duties that should be placed with someone

else, two gave the response of public education and one stated “none” because there is already inadequate staffing to place additional duties on.

The final question, number twenty-five, asked was if they were fearful of personal liability. Two responded no and one responded yes. Explanations of not fearing liability included; awareness and acceptance of potential liability, a feeling that the performance of duties was to the best of the respondent’s ability, and avoiding liability by passing off anything that the respondent had no authority over. The responder that answered he did fear liability cited the reason of lack of support.

An internal survey was utilized to provide a cultural perspective in the EFD. The survey included a potential total of sixty-nine personnel, who were asked fourteen questions. The fire chief, members who responded to the training officer interview, and author were not included. Fifty-five members completed and returned the survey. Of the respondents, forty-two were the rank of firefighter, twelve were of officer rank, and one respondent did not provide rank. This completion rate was found to be similar to the officer to firefighter ratio in the EFD.

Question one asked respondents to describe their overall opinion of the training program as it relates to service demands, 60% of the respondents described the program as “less than adequate” or “inadequate”. Complete results are listed in Table 3.

Table 3

| | Ratings | |
|--------------------|---------|------|
| | N | % |
| More than adequate | 2 | 4% |
| Adequate | 19 | 35% |
| Less than adequate | 29 | 53% |
| Inadequate | 4 | 7% |
| No response | 1 | 2% |
| Total | 55 | 100% |

Question two asked more specifically to describe their individual training in relation to their individual position, duties, and responsibilities. The results were split nearly in half. The data in Table 4 shows the breakdown.

Table 4

| | Ratings | |
|--------------------|---------|------|
| | N | % |
| More than adequate | 3 | 5% |
| Adequate | 24 | 44% |
| Less than adequate | 23 | 42% |
| Inadequate | 5 | 9% |
| Total | 55 | 100% |

When members were asked question three, as to their belief of the training officer receiving adequate training in relation to the position; 67% answered “no”.

Question four asked if there was a need for a dedicated training officer position, 91% of the respondents answered “yes”, they believed that the fire department needs a dedicated training officer position.

Respondents were evenly split on question five at 49% as to yes and no, with 2% not responding, when asked if the training officer had too many responsibilities (multitasking).

Question six asked if they believed that the training officer needs an assistant. Only 41% felt that the position needs an assistant.

Question seven was asked because the training officer performs a substantial amount of public education as part of the non-fire personnel training duties performed. The question asked whether or not public education should be part of the training officer’s duties. Less than half of the respondents believed that it should be, at 45%.

Questions eight through twelve consisted of five open-ended questions asking to provide greater cultural perspective as to what respondents felt were the greatest strength and weakness of the training program, greatest improvement that could be made to the program, and any duties that could be added or removed from the training officer position. Due to the fact that the questions were open-ended, the answers varied and were reviewed for commonalities to place in a relevant category based upon the number of responses. Members felt that the utilization of shift instructors to deliver a variety of programs was the greatest strength, but expressed that the training being provided was not consistent and varied among the three shifts. The top categorized answers of the open ended questions are provided in figures 1, 2, and 3.

Figure 1 represents departmental members' responses to their feeling of the strengths and weaknesses of the departmental training program.

| Training Program Strengths and Weaknesses | | |
|--|--------------------------------------|--|
| <i>Rank</i> | <i>Greatest Strength</i> | <i>Greatest Weakness</i> |
| <i>1</i> | <i>Using Shift Instructors</i> | <i>Lack of Direction/consistency</i> |
| <i>2</i> | <i>CEU/Recordkeeping</i> | <i>Training focus/relevancy</i> |
| <i>3</i> | <i>The Training Officer (person)</i> | <i>3 Shifts/3 ways of doing things</i> |
| <i>4</i> | <i>*Having a dedicated position</i> | <i>Funding</i> |
| <i>5</i> | <i>*Firefighting personnel</i> | <i>The Training Officer(person)</i> |
| <i>* denotes equal number of responses</i> | | |

Figure 1

The ranking of categorized responses of Training Program Strengths and Weaknesses in order of greatest to least.

When asked what could be done to improve the training, members listed answers related to planning, organization, and consistency. Figure 2 represents the categorized responses to improvements that should be made to the departmental training program.

| Training Program Needed Improvement | |
|--|---|
| <i>Rank</i> | <i>Greatest Improvement</i> |
| 1 | <i>Operational/annual plan, organization, consistency</i> |
| 2 | <i>Remove non-training duties</i> |
| 3 | <i>Utilize shift trainers- coordinator on each shift</i> |
| 4 | <i>Communications and interaction</i> |
| 5 | <i>Support of/to/for training</i> |

Figure 2

The ranking of categorized responses of Training Program improvement that should be made in order of greatest to least.

When asked what duties should be added to the training officer position, members most often responded that there were no duties that should be added. There was a desire to have the training officer deliver more of the training. When asked what duties should be removed, there were four common responses. The top three were non-training related, the fourth was record keeping. Results are included below in Figure 3.

| Suggestions for Adding and Removal of Training Officer Duties | | |
|--|--------------------------------------|-----------------------------|
| <i>Rank</i> | <i>Remove</i> | <i>Add</i> |
| 1 | <i>Public Education/Relations</i> | <i>None</i> |
| 2 | <i>Fire prevention bureau</i> | <i>Program delivery</i> |
| 3 | <i>Anything not training related</i> | <i>Program development</i> |
| 4 | <i>Record keeping</i> | <i>Needs identification</i> |
| 5 | | <i>Safety Related</i> |

Figure 3

The ranking of categorized responses for duties that Should be added or removed from the responsibility of the Training Officer position

An external survey was utilized to gain perspective of the use of the training officer position in other like fire departments. The data gathered included full time career fire departments in the Great Lakes Region. The data collected came from seven states and twenty respondents. Eighteen of the twenty respondents that fit the criteria of this survey had a dedicated training officer position as asked in question one. The complete survey findings are included in a spreadsheet at the end of the appendix. A summary is provided of some of the more significant findings.

Question two asked the responders to identify the rank of the training officer position in their department. A majority of the departments were found to utilize an officer rank to fill the position. More specific identification as to the specific rank is listed in table 5.

Table 5

| Rank of Training Officer Position | Rank | |
|-----------------------------------|------|------|
| | N | % |
| Firefighter | 0 | 0% |
| Lieutenant | 2 | 11% |
| Captain | 5 | 28% |
| Chief Officer | 9 | 50% |
| Other | 2 | 11% |
| Total | 18 | 100% |

In many cases, the role of the training officer is filled by a chief officer rank. Two respondents did not identify a dedicated training officer position and are not represented in table 5. Those two respondents did supply clarification; stating in one case that training is overseen by a chief officer, and training was a collateral duty of a chief officer in the other. Two respondents identified a dedicated position filled by a manner other than rank; one being identified as a dedicated training officer position, the other position being open to all ranks of members who

have achieved a minimum of five years of service. One of the non-officer rank training officer position indicated that the pay of the position was equivalent to a chief officer position; the other did not mention pay. Three of the respondents stated that the position was currently vacant due to budget constraints, but believed this was a temporary condition and did provide survey information. These departments were included in the statistical data because the vacancies were believed to be temporary.

Additional findings included all departments that had a dedicated training officer position filled the position on a full time basis. A majority of the full time positions were filled on a daily basis as a forty hour staff position. Only two departments utilized a non-staff type position, and both utilized a 24 hour shift combined with two 8 hour days. When asked about having a dedicated assistant for the training officer, four respondents had full time assistants that were shared with other positions.

When asked about the job description for the position of the training officer, only one department did not have a written job description. The most recent versions of job descriptions varied widely from being prior to year 2000 to present. Job description and duty findings included most often of utilizing the training officer as the manager/facilitator of the program and performing training program delivery. Only two respondents that utilized a dedicated training officer did not perform program delivery (one of the two did not respond to the question).

When asked if the job description accurately reflected the duties and responsibilities performed in question nine, those respondents that stated they had a written job description, 71% indicated that it was accurate. The results are demonstrated in table 6.

Table 6*Job Description Accuracy*

| | Accuracy | |
|-------------|----------|------|
| | N | % |
| Yes | 12 | 71% |
| No | 4 | 24% |
| No Response | 1 | 6% |
| Total | 17 | 100% |

Question ten was the follow up to find if department training officers were seeing changes in their duties over the past five years. There were no respondents that stated there had been a decrease in their duties. Complete results are shown in table 7.

Table 7*Change in Duties over five year period*

| | Change | |
|-------------|--------|------|
| | N | % |
| Increase | 15 | 83% |
| Decrease | 0 | 0% |
| Same | 2 | 11% |
| No Response | 1 | 6% |
| Total | 18 | 100% |

When asked the question of whether they felt that the position had too many duties and was multitasking, the results were mixed between yes and no. Some respondents did not respond to this question, and one indicated yes and no.

In review of professional qualification training levels in external departments as related to NFPA 1021, 83% respondents indicated that they utilize some level of professional qualifications as indicated in table 8.

Table 8

NFPA 1021 Professional Qualifications

| | Level | |
|----------------|-------|------|
| | N | % |
| Fire Officer 1 | 4 | 22% |
| Fire Officer 2 | 5 | 28% |
| Fire Officer 3 | 5 | 28% |
| Fire Officer 4 | 1 | 6% |
| Not applicable | 2 | 11% |
| No Response | 1 | 6% |
| Total | 18 | 100% |

In review of the minimum qualifications and receipt of advanced training for individuals that fill the training officer position, the results varied from experience only to the necessity of a bachelor degree. Most respondents indicated that they do receive annual advanced training to assist them with their duties.

Figure 6 indicates a review of results to question fifteen, which asks of additional duties that the training officer position fulfills as a primary performer. Most respondents identified record keeping as a duty that the training officer fulfills as a primary performer. Nearly half of the respondents indicated that their training officers fill the role of the safety officer. In no cases did respondent's training officers fill the role of public information or public education/relations as the primary performer of those functions.

| Additional Duties as Primary Performer | |
|---|------------------------|
| <i>Duty Type</i> | <i>Total Responses</i> |
| <i>Training Record Keeper</i> | <i>15</i> |
| <i>Public Information Officer</i> | <i>0</i> |
| <i>Safety Officer</i> | <i>8</i> |
| <i>Health and Safety Officer</i> | <i>5</i> |
| <i>Public Education/Relations Officer</i> | <i>0</i> |

Figure 6

Total number of responses includes multiple responses by an individual department if indicated also the primary performed of that duty assignment

When asked whether or not respondents felt that their current training program delivery met departmental demands, 75% of the respondents felt that they adequately or more than adequately met the needs of their fire department. Complete results are listed in table 9.

Table 9

Current Training Program Delivery Meeting Departmental Demands

| | <u>Demands Met</u> | |
|--------------------|--------------------|----------|
| | <u>N</u> | <u>%</u> |
| More than Adequate | 3 | 15% |
| Adequate | 12 | 60% |
| Less than Adequate | 5 | 25% |
| Inadequate | 0 | 0% |
| Total | 20 | 100% |

When asked questions to describe responsibilities and duties of the position, main strength and weakness of their training program, and a change desired relating to their training program; the answers varied greatly. The complete list of responses is provided in the full spreadsheet as provided in appendix G.

DISCUSSION

The author appreciates that the EFD is responsible to the community for a vast array of both emergency and non-emergency services with limited resources. The training officer position is a single resource of limited time and productivity that has been stretched to its limit. The position has been tasked and challenged with additional duties and responsibilities. The position is currently limited in providing potential benefits from training. This study came from the environment at EFD of years of continued controversy and opinions toward results and productivity out of the training officer position. It was necessary to perform an objective study to provide some insight and clarification on the use of the training officer position. This study was undertaken with the goal of reviewing the training officer job description for accuracy and relevancy for the position. As identified in the statement of the problem; the mission of the fire service surrounds life safety, incident stabilization, and property conservation. The question of how the training officer position fits into this mantra was an obvious and necessary one to ask. It is hoped that this information may provide insight of the potential value and opportunity for the organization if the position is allowed to re-focus on the duties of training.

The first questions of this study asked if the current written job description, duties, and responsibilities of the training officer position were accurate with those practiced. This led to the logical second question of; how does the training officer job description model in the Elyria Fire Department compare with similar career departments?

It was found that the use of accurate and up to date job descriptions can create a win-win for the employee and the organization. Job descriptions provide focus and direction to the individual employee by assisting them in defining and understanding their role in the overall

organization. The organization benefits in areas of accountability, effectiveness, efficiency, mission accomplishment, fair hiring, liability protection, and proper compensation.

Specifically related to the Elyria Fire Department, it appeared to the author that the workload and expectation of the training officer position appeared to be great. This fact was readily identified through review of the EFD annual reports and confirmed by the training officers interviewed. The current training officer expressed frustration over the expected duties from the position (C. Mandoke, personal communication, May 7, 2010). Coleman (July 2002) questions how well departmental training officers are able to meet the complexity of today's demands. He raised the question of whether training officers are given a support structure and resources necessary to perform and make necessary changes. Those who served as training officers in EFD believed that they needed a full time assistant to fulfill the demands placed upon them. A previous formal recommendation was found to add two to three personnel to meet the various needs and services provided by the training officer position (EFD 2009 Annual Report). The external survey did not identify the common use of assistants for training purposes. Only 20% of the external departments were found to have a dedicated assistant, and all of those were found to be shared. Record keeping was identified by EFD training officers as the most time consuming portion of the position. This duty was identified by external fire departments as being a normal responsibility of the position.

Review of the job description and annual reports, and through interviews; it became readily apparent that actual practice was not accurately reflected by that written. It was identified that non-training related duties existed that were not in the current job description. The time commitments for duties not in the job description were increasing. In one case, it was found that the training officer was being utilized as a liaison for many outside agencies and spent many

hours in meetings for this purpose. One of the training officers interviewed felt that he was utilized as a jack of all trades by his fire chief to do anything needed. The area of public education/relations was found to be a time consuming duty performed by the training officer, but was not found in the job description. The annual reports indicated that a great amount of time was spent in this area. The three interviewed training officers confirmed that a large portion of time is spent in this area, with the current training officer stating “requests for public education are greater than ever” (C. Mandoke, personal communication, May 7, 2010). These findings indicate that a large amount of time is spent in areas not written in the job description. Furthermore, many of the duties and the associated time requirements are not directly related to the function of training personnel.

The importance of safety was found to be closely related to training. Like EFD, nearly all of the external departments used the training officer fill the role of the safety officer. In addition to filling a safety officer role, the EFD training officer fills double duty at fire related scenes by assisting the fire prevention bureau with investigation and cause determination. This duty was identified and confirmed in the 1995 job description. This duty was not found to be part of the earlier job description. Over the years, there has been a greater reliance on training, and utilizing the training officer for that purpose. The role of fire prevention and investigation is a specialty role in the fire service, having its own standards and educational requirements. This additional duty utilizes another portion of the training officer’s time, not related to the field of training.

Training is of such importance and responsibility that it should be considered for higher ranking officers. Training officers interviewed felt that the position of the training officer should be a chief officer. McGrath recommended that training in the Elyria Fire Department should be overseen by the rank of Deputy Chief of Operations to oversee training (p. 185).

The EFD utilizes a dedicated staff position, serving in the rank of captain to perform the function of the training officer. When compared to like external departments, findings indicated that training officers were normally full time dedicated positions on a staff type schedule of forty hours per week. Training officers were usually of an officer rank and in 50% of the cases a chief officer or pay grade equivalent of a chief officer is utilized to fill the role. In addition to filling the role of the program manager/facilitator, program delivery is normal duty. The EFD training officer does not normally perform program delivery to personnel. Shift instructors are often used for program delivery. While the internal survey identified the use of shift personnel as a strength of the program, it also indicated associated problems with consistency of the material and dissemination of information. Nearly every external responder indicated that the training officer's duties have increased over the past five years.

Formal education and training requirements are absent from the job qualifications. The EFD training officer did not feel that they were adequately prepared to fill the role of training officer when the position was achieved. It was found that the position is not required to have much formal training, qualifications, or educational requirements to perform the job. The EFD training officer is only required to hold certifications of an emergency medical technician at the basic level and hazardous materials operational level. External departments recognized the need for more and often require their training officers to meet NFPA officer standards. When reviewing the NFPA 1021 Fire Officer level that other departments require, nearly every department required a minimum of meeting NFPA Fire Officer 2 level. In review of minimum qualifications for the position in external departments, four required some level of college degree and four indicated some level of NFPA recommendations. A majority of the external departments provide advanced training to their training officers. EFD training officers indicated

that they received advanced and additional training if they initiated it and the budget allowed it. Without minimal requirements, there was no accountability for job relevancy of the advanced and additional training they received.

The use of the training officer is normally for training and safety related duties. When reviewing additional primary roles, it is not uncommon to use the training officer as the primary safety officer. The largest discrepancy came in the finding that none of the external departments surveyed were utilizing the training officer for the duty of public education/relations.

Fire departments in general seem to be behind other industries in how they view learning and training. Training professionals are being more often recognized as an asset. They are being credited with skill development, productivity, and assisting with growth according to the Occupational Outlook Handbook, 2010 -2011 edition. The National League of Cities stresses that public safety training should be an organizational priority for municipal government (p. 108) They specifically recommended the prioritizing of fire personnel education in the areas of management, leadership, and safety (p. 119-120). Coleman (March 2002) believes that our training officer concepts are still in the past and too limiting for the responsibilities of today. The concept of lifelong learning is being utilized most everywhere outside of the fire service. Fire departments often seek minimum training and provide one-time learning. This appears to be changing with more continuing educational requirements and opportunities. Other organizations are utilizing the training officer position to create organizational value. The Department of Justice Competency Profile (1991) stated that the training program manager is responsible for promoting individuals and organizational performance. The United States Army Training Coordinator Handbook (2008) involves training personnel in long term planning, and counseling and career development

The training officer position should be proactive through awareness and identification of what is happening in the fire service. The position is responsible to identify and ensure that standards are known and incorporated into training. Murphy (2009) states the responsibilities of the training officer are to ensure safety and accomplish education and skills objectives. He believes that the position should be aware of and follow the most recent training standards, guidelines, analytical reports, and trade journal recommendations (p.207).

There was a gap identified in the area of industry standards. The job description did not list any industry or professional requirements associated with the topic of training. This is not to say they may not exist, or that those in the position of the training officer may not have them. The job description listed responsibilities of planning, directing, supervising, and assessing. The area of knowledge, skills, and abilities required of the position was vast. Much of what was found required advanced or specialty training. The training officers in EFD did not feel that they were properly prepared to assume the duties of the position. After being placed in the position, they were without guidance of how or what compliance was needed. By identifying desired industry standards, the organization can include them in the job description.

The fire industry utilizes National Fire Protection Agency codes and standards to benchmark their organization against. The NFPA updates their codes and standards every three to five years. NFPA 1500 Standard for Occupational Health and Safety is a great starting point for a fire department and their training program. The standard identifies that “the fire department shall establish and maintain a training, education, and professional development program with the goal of preventing occupational deaths, injuries, and illnesses” (5.1.1). It further states “members are also to receive training, education, and professional development programs commensurate with their duties and functions they are expected to perform” (5.1.2 and 5.1.7).

“Individual training, the overall training and education curriculum must meet the minimum requirements outlined in the professional qualifications standard covering a member’s assigned functions” (5.3.1). The NFPA has standards for specific duties, one being the NFPA 1041 Standard for Fire Service Instructor Professional Qualifications. The standard recognizes three instructor levels dependent upon their duties and provides for recommended minimums at each level. This standard identifies “all fire service instructors are required to maintain professional competency through continuing education, networking, instructional development and delivery, and maintain membership in professional organizations” (1.3.7). The standard has additional recommendations for those who manage the training program, as in the case of the EFD training officer, of accomplishing the tasks of budgeting, resource management, management of personnel, management of instruction, program evaluation, training needs analysis, scheduling, goal setting, networking with other agencies, technical writing, and effective verbal and written communications(Annex B B.2).

The last question to be answered was regarding the expectations for service delivery from the training officer position by internal participants. The author identified a need for the study and felt that the position can be a greater asset to training, but wanted to get the members’ perspective. The McGrath (2009) report indicated that the training officer could play more of a role as related to training to better ensure that the fire department focuses on its mission through a more proactive and focused approach to training. The training program fell short of the expectations of the internal participants as indicated by the results of the internal survey. 60% of the respondents of the internal survey stated that the overall training program was less than adequate or inadequate in meeting departmental needs. The results further stated that 51% of the members felt that the training program prepared them less than adequately or inadequately for

their expected duties. The training officer plays a key role in preparing personnel for what they face as emergency responders. The NFPA 1500 Standard for Occupational Safety and Health states “members are also to receive training, education, and professional development programs commensurate with their duties and functions they are expected to perform” (5.1.2 and 5.1.7).

There were multiple deficiencies related to the training program. Improvements could be made through a comprehensive and proactive program that includes an annual program with defined training requirements for the various ranks and positions. Members recommended operational and annual planning being organized and consistent as the greatest improvement that could be made to the training program. They also listed a lack of direction and inconsistency as the greatest weakness of the training program, followed by relevancy of training topics.

Training of personnel should be the top priority of the training officer. Non-training related duties should be secondary and not be allowed to interfere with the mission of training. Internal members listed anything not directly related to training as being removed from the training officer’s duties. According to the National League of Cities, public safety training should be an organizational priority. “Providing for the public’s safety in the responsibility of municipal government and one of its highest priorities” (p.108). Some of their recommendations include; better management of fire protection resources, prioritizing education of fire personnel in management, leadership, fire fighter safety (p.119-120).

RECOMMENDATIONS

The research indicated that job descriptions are important to an organization. Job descriptions are best when they accurately reflect the duties needed and expected from the position. Findings identified that the EFD training officer job description is in need of review and updating. The research further indicated that training and those responsible for training are

valuable to an organization. Training officers can be utilized in a number of ways in an organization, but their priority must be related to personnel training. There are standards, recommendations, and litigation to support the value of training. In the case of a fire department, training may be responsible for life and death of citizens and firefighters. Members of the department understood the importance of training, but the author found little information on a strategic level to show organizational support. The results of this study indicate that the EFD has the training officer performing many duties both training and non-training related. Each duty and responsibility has an associated requirement of time. One individual can only do so much in the assigned hours they work. The organization is not utilizing the training officer position for the fullest benefit and potential of training. Recommendations include:

1. Adopt and perform a formal task analysis and job description model for the purpose of updating job descriptions. This should include a time usage audit and a regular schedule for review and updating of job descriptions to ensure relevancy to mission.
2. Perform a formal training audit of the training officer position to determine knowledge, skills, and abilities to perform the position's duties. Training should then be provided to ensure efficiency and effectiveness. This should further benefit the department in the area of in liability protection.
3. Remove the non-training related duties of fire prevention/investigation and public education/relations from the training officer's responsibility. Further studies may be necessary to determine feasibility and needs to meet the demands of these duties.
4. Consider the use of an assistant to assist with the record keeping requirements. A further study for feasibility of creating a shared clerk position should be considered. A possible, but less desired alternative could be to survey the local schools, college, and specialty training as to their desire to provide secretarial interns for this duty.
5. Develop a comprehensive and regular training program with an annual curriculum with the focus on consistency. This will assist in strategic planning and provide program structure.
6. Utilize the training officer more in program delivery. This will assist in meeting consistency of material and training across all shifts.

7. Continue the use of shift instructors. The members enjoy the use of varied personnel. The training officer should more closely evaluate and monitor usage for quality and consistency of instruction.
8. Utilize industry standards as minimum qualifications and desires. These should be in place for pre and post position implementation. Use NFPA Fire Officer 2 and Instructor 3 as minimum requirements for the training officer.
9. Re-initiate the use of the training committee. Institute and follow a regular meeting and dialogue schedule.
10. Make the position of the training officer a chief officer rank position. This would provide the training officer more experience and authority to meet the responsibilities of the position.

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Appendix A Undated Job Description

TRAINING OFFICER

Job Description

The Elyria Fire Department Training Officer by Ordinance #79-130 is a Captain appointed by and directly responsible to the Fire Chief. The rank of Captain is the third highest in the Fire Department and was selected to provide the experience and the knowledge necessary for a Training Officer.

Basically, the duties of the Training Officer are to recommend the subjects in which training is to be given, based upon the personal needs of the department and utilizing all available resources. He should recommend performance standards to be met by the training program and continually evaluate training, using fire critiques to aid the evaluation. He must annually make a report to the Fire Chief suggesting new techniques or equipment for the changing conditions as well as a progress report of the program and its participants.

Fire Fighting Functions

The Training Officer's fire fighting responsibility is that of an observer. He may respond to regular alarm fires as available, and responds to all second or greater alarms of fire when notified by the dispatcher. His primary function is to observe and witness emergency operations to determine if knowledge gained in training is being applied uniformly and departmental procedures are being observed. From these observations, critique sessions are developed to correct or revise negative situations or practices and to determine future plans of instruction.

Non-Fire Fighting Functions

The Training Officer's primary functions are training related. He is required to function independently as a staff officer in support of management and carry out the managerial functions of planning, organizing, directing and controlling activities within the area of his responsibility.

Among the more specific duties are:

Maintain a record structure for the individuals, platoons and the department as may be required by local, state and national agencies.

Utilize the skills of departmental personnel assigned to him as instructors, to achieve the goals of the program.

Provide comprehensive training for new recruits to provide for their personal safety and effectiveness at fires.

Oversee the training of new recruits under the U.S. Bureau of Labor Apprenticeship Program.

Be responsible for the operation of training equipment and aids by assuring their availability when needed.

Review the need of training aids and make recommendations to the Fire Chief for purchases of books, films, slide programs and equipment as needed.

Provide training programs to keep fire fighters appraised of new methods, equipment and operations.

Schedule frequent evolutions of activities to maintain a degree of readiness through repetition.

Provide a schedule in advance to his instructors so preparations may be made for presenting the lessons.

Develop lesson plans to aid the instructors in presenting a measured, planned program.

Develop, renew and update Fire Department Training Bulletins as needed, with the assistance of departmental officers.

Arrange familiarization tours of areas of special interest from a fire fighting standpoint.

Recruit representatives from public utilities, city departments, medical profession, industry and others to present programs in their fields which relate to fire or fire fighting practices.

Provide directly or indirectly, training programs required by city, state or national fire related agencies, and maintain certification through renewal programs as required.

Attend conferences, seminars and training sessions that would be of value in furthering the training program.

Job Qualifications

Necessary Knowledge and Training

The Training Officer should be a graduate of an accredited high school, or any equivalent combination of experience and training sufficient to indicate ability to perform the work and have all the knowledge and experience necessary for subordinate positions. He should have attended seminars, conferences and training sessions to increase his knowledge of fire tactics, leadership, training theories and practices. He should be a trained technician capable of performing administrative duties, planning programs and accepting the responsibility for their completion.

The Training Officer's specialized knowledge should include:

The ability to develop, plan, organize, direct, control and evaluate programs through his awareness of needs and possess a desire to achieve objectives.

The ability to consult reference material such as: Fire Service Training Manual of Ohio, National Fire Codes, International Fire Service Training Association manuals, Codified Ordinances, Elyria Fire Department Rule Book, Building Codes, National Fire Protection Association publications and other fire related periodicals and magazines to develop and update training and fire fighting procedures.

In addition, he must possess all the specialized knowledge required of any other Captain of the Elyria Fire Department.

Evaluation

As training is a function of both staff and line officers, the work of the Training Officer may be evaluated by the example he sets for his instructors. As he demonstrates an awareness of the ever changing needs of a department and expresses a desire to reach set objectives, the motivation for others becomes apparent. The line officers accept their responsibilities to accomplish their obligation as part of the training staff.

The Training Officer is limited by the facilities provided to accomplish the goals of any program that may be developed. He must be able to make the best use of whatever may be provided. The scope of any program is limited by the degree of participation of management in providing the necessary materials, equipment and facilities.

FIRE DEPARTMENT MECHANIC

Job Description

The Elyria Fire Department Mechanic is directly responsible to the Fire Chief for all maintenance and repair of Fire Department apparatus and equipment, maintenance and repair of service vehicles, and repair of a limited amount of fire station equipment. Broadly stated, the duty of the Mechanic is to assure the mechanical readiness of apparatus and equipment for fire service. More specifically, the Mechanic assures this state of mechanical

Appendix B
Job Description 7-11-1995

CITY OF ELYRIA
An Equal Opportunity Employer
POSITION DESCRIPTION

| | |
|--|---|
| Classification Title: Captain/EMT | Position Title: Training Officer |
| Classification No.: | Name Of Incumbent: |
| Dept./Div.: Fire | Employment Status: Full-Time |
| Reports To: Fire Chief | FLSA Status: Overtime Eligible |
| Pay: | |

JOB RESPONSIBILITIES

In addition to the following, performs other related duties as required.
Under general direction, plans and directs the firefighting/EMT training efforts; provides input into the formulation of policies and procedures as required; prepares routine and special operational and related reports as necessary; supervises fire scenes; performs all the duties of a Lieutenant and/or Firefighter EMT "A" as required; serves as Assistant Chief in his absence.

MINIMUM QUALIFICATIONS

Completion of one (1) year as a Lieutenant; successfully pass the promotional examination and placement on the eligibility list as established by the Municipal Civil Service Commission.

LICENSURE OR CERTIFICATION REQUIREMENTS

Possession of a valid Ohio driver's license; maintenance of Emergency Medical Technician—Basic certification**; maintenance of hazardous materials operations level training.

ESSENTIAL FUNCTIONS OF THE POSITION

For purposes of 42 USC 12101.

1. Plans and directs the firefighting/EMT training efforts; supervises subordinate personnel as required; evaluates the performance of employees; ensures the proper assignment of personnel and equipment; establishes unit work procedures.
2. Establishes and maintains entry level and ongoing firefighting and EMT training programs; identifies fire department personnel with expertise in specific specialties and utilizes this expertise in training efforts.
3. Assesses training efforts to ensure effectiveness; meets with Fire Department personnel to determine training deficiencies; identifies appropriate training materials and equipment and formulates recommendations for their purchase.

** Applies to employees hired after January 1, 1979, and promoted after January 1, 1985.

CITY OF ELYRIA
An Equal Opportunity Employer
POSITION DESCRIPTION

Classification Title: Captain/EMT

Name Of Incumbent:

4. Reads publications and technical materials to ensure ongoing working knowledge of fire science; maintains awareness of innovations and technical advancements to ensure that training remains relevant and up to date.
5. Assists the Fire Prevention Bureau with the determination of the cause of fires.
6. Prepares operational and other reports as required; maintains a variety of records associated with the management of the fire department; requisitions supplies, materials, equipment, and services; makes recommendations for the purchase of equipment; provides information to the public concerning fire and other emergency situations.
7. Provides input into the formulation of policies and operational procedures; analyzes existing situations and operational methods and makes recommendations; assesses the proper assignment of personnel to ensure adequate staffing.
8. Demonstrates physical fitness and agility.
9. Demonstrates regular and predictable attendance.
10. Demonstrates physical fitness and agility.

OTHER DUTIES AND RESPONSIBILITIES

1. When required, responds to fire, life, or public safety threatening situations, if so directed, ascertains the location, nature, and magnitude of the fire or emergency; directs the laying of hoses, direction of water streams, placement of ladders, ventilation of buildings, rescuing of fire victims, deployment of personnel, and the administering of first aid; ensures that fires are contained, controlled, and extinguished; inspects to prevent the rekindling of fires; utilizes accepted methods to minimize damage to structures through the removal of smoke, heated air, debris, and water from the building.
2. Secures firefighting venues to ensure public and firefighter safety; safeguards the public and firefighter personnel from falling walls, explosions, gases, chemicals, and other hazardous situations and/or substances.
3. Establishes inspection schedules; oversees the maintenance and cleaning of equipment to ensure that equipment, apparatus, and personnel are in a state of preparedness for future calls for assistance.

Page 2 of 4

CITY OF ELYRIA
An Equal Opportunity Employer
POSITION DESCRIPTION

Classification Title: Captain/EMT

Name Of Incumbent:

4. Responds to hazardous materials incidents; follows established procedures to ensure that the situation is resolved efficiently and effectively with proper regard for the safety of the community.

KNOWLEDGE, SKILLS AND ABILITIES

Necessary to perform duties (* indicates developed after employment).

Knowledge Of: Principles of management; supervisory techniques; federal, state, and local laws concerning the operation of a municipal fire department; public relations; safety practices and procedures; department policies and procedures; employee training and development; firefighting techniques; property and construction methods; geography of the City as well as specific street locations, routes, and topographical features; the location of fire hydrants and water distribution systems; fire service hydraulics and water movement; principles and procedures of forcible entry, ventilation, operations, overhaul, and salvage safety at fire scenes; occupational hazards of hostile atmosphere and dangerous situations in the presence of fire, explosions, and structurally damaged buildings; special hazards to life and property that exists in schools, hospitals, nursing homes, senior citizen housing, manufacturing plants, places of assembly, and mercantile establishments; built in protective devices and systems in buildings, including standpipe and hose systems, sprinkler equipment, smoke and fire detectors, and automatic alarm systems; safe and efficient operation and limitations of fire department pumping engines, ladder trucks, elevating platform trucks, rescue units, etc.; chemistry of fire and the principles of extinguishment of various classes of fire; fire prevention methods.

Ability To: Interpret a variety of instructions in written, oral, picture, or schedule form (including blueprints); understand manuals and verbal instructions technical in nature; cooperate with co-workers on group projects; establish an effective working relationship with subordinates; provide basic emergency medical relief; demonstrate physical fitness and agility; calculate fractions, decimals, and percentages; operate a variety of apparatus and equipment; make minor adjustments and repairs; read and record the readings of gauges and measuring devices; analyze emergency situations; prepare clear, precise reports; provide clear and concise directions or descriptions of complex situations.

Skill In: The operation of fire equipment and apparatus; two-way radio communications equipment.

EQUIPMENT OPERATED

The following are examples only and are not intended to be all inclusive.

Fire vehicles and apparatus; mobile and portable two-way radios; general office equipment.

Page 3 of 4

CITY OF ELYRIA
An Equal Opportunity Employer
POSITION DESCRIPTION

Classification Title: Captain/EMT

Name Of Incumbent:

INHERENTLY HAZARDOUS OR PHYSICALLY DEMANDING WORKING CONDITIONS

The employee:

- has exposure to hot, cold, wet, humid, and/or windy weather conditions;
- has exposure to hazardous driving conditions;
- has exposure to working in street traffic;
- has exposure to burning and smoke-filled structures and hazardous material and compounds.

This position description in no manner states or implies that these are the only duties and responsibilities to be performed by the position incumbent. My signature below signifies that I have reviewed and understand the contents of my position description.

Approval Of Appointing Authority) _____

(Date) _____

Employee Signature) _____

(Date) _____

Adopted: ___ / ___ / ___

Revision # ___: ___ / ___ / ___

Approved By: _____

Appendix C Training Officer Interview

1. Length of time served as the department Training Officer?
2. Length of time served in fire service?
3. What rank do you believe the position of Training Officer in EFD should come from?
4. Describe your current duties and responsibilities, please include as much as possible.
5. What do you believe to be the most important duties of the position of FD Training Officer?
6. Does the Training Officer serve as the primary Safety Officer? Should he?
7. Does the Training Officer serve as the primary Health & Safety Officer? Should he?
8. Does the Training Officer serve as the primary Public Education Officer? Should he?
9. Does the Training Officer serve as the Public Information Officer? Should he?
10. Rank the following from 1 through 5 as being the most time consuming portion of your job.
 - a. _____ Creating training programs
 - b. _____ Delivering training programs
 - c. _____ Research and Record Keeping
 - d. _____ Public Relations
 - e. _____ Phone/email/meetings
11. What do you enjoy most about being the Training Officer?
12. What do you like least about being the Training Officer?
13. Does the Training Officer Job description accurately reflect your duties?
14. Would you describe the current Training Officer work load as
 - a. Too great
 - b. Adequate
 - c. Too little
15. Do you feel the Training Officer position needs a dedicated assistant? If so, would the position need to full time or part time?
16. Were you adequately prepared by the department to perform the duties of Training Officer when you filled the position?
17. Once in the position, do you feel that the Training Officer is adequately trained to perform the required duties?
18. Do you feel the Training Officer position is efficient?
19. How could the Training Officer position be more efficient?
20. Do you feel the Training Officer position is effective?
21. How could the Training Officer position be more effective?
22. How can the department better prepare individuals to fill the role of Training Officer?
23. What additional training is needed for the Training Officer to perform duties?
24. What current Training Officer duties should be placed with another employee?
25. Are you fearful of personal liability as the departmental Training Officer?

Appendix D Internal Training Survey

Thank you for taking part in this internal survey. Please answer each question by placing a circle around the corresponding letter. For those questions requiring a written answer, please remember to only answer the question asked.

1. Describe your opinion of the overall fire department training program as it relates to service demand (training for services offered and community risk).
 - a. More than adequate
 - b. Adequate
 - c. Less than adequate
 - d. Inadequate

2. Describe the training that you as an individual employee receive as related to your position, duties, and responsibilities?
 - a. More than adequate
 - b. Adequate
 - c. Less than adequate
 - d. Inadequate

3. Do you believe that the Training Officer receives adequate training as related to the duties and responsibilities of the position?
 - a. Yes
 - b. No

4. Do you believe that the Elyria Fire Department needs a dedicated Training Officer Position?
 - a. Yes
 - b. No

5. Do you believe that the Training Officer position has too many responsibilities (multitasking)?
 - a. Yes
 - b. No

6. Do you believe that the Training Officer needs an assistant
 - a. Yes
 - b. No

7. Do you believe that public education/relations should be a responsibility of the Training Officer?
 - a. Yes
 - b. No

8. What is the greatest strength of our training program?

9. What is the greatest weakness of our training program?

10. What is the greatest improvement that should be made to the Training Officer position?

11. What, if any, duties/responsibilities should be removed from the Training Officer position?

12. What if any duties and/or responsibilities should be added to the Training Office position?

13. List your position:
 - a. Fire Fighter
 - b. Fire Inspector
 - c. Company Officer
 - d. Staff Officer
 - e. Chief Officer

14. List your experience level
 - a. 0-5 years
 - b. 6-10 years
 - c. 11-15 years
 - d. 16-20 years
 - e. 21-25 years
 - f. 26+ years

Appendix E
External Survey

Please circle the appropriate letter or write-in the appropriate answer for each survey question.

1. Does your department have a dedicated Training Officer position?
 - a. Yes
 - b. No

*** If No, skip to question 18**

2. What rank is the Training Officer position?
 - a. Firefighter
 - b. Lieutenant
 - c. Captain
 - d. Chief Officer
 - e. Other- please describe_____

3. What classification is the Training Officer position?
 - a. Full Time
 - b. Part Time
 - c. Other- please describe_____

4. Describe the Training Officer Position work schedule.
 - a. Staff (8 -10 hours daily, 4-5 days per week)
 - b. Shift (24 hour)
 - c. Other- please describe_____

5. Does the Training Officer have an assigned assistant?
 - a. Yes
 - b. No

*** If No, skip to question 8**

6. Is the assigned assistant a Full time or Part Time position?
 - a. Full Time
 - b. Part Time

7. Is the assigned assistant solely dedicated to training or shared with another position?
 - a. Solely dedicated
 - b. Shared

8. Which role best describes your Training Officer position?
 - a. Manager/Facilitator of the training program
 - b. Training program delivery
 - c. Both
 - d. Neither
 - e. Other: Please describe _____

9. Does your department have a written job description for the position of Training Officer?
 - a. Yes
 - b. No

10. What is the date of the current Training Officer Job description?
 - a. 2006 - 2010
 - b. 2001 - 2005
 - c. 2000 or prior
 - d. Unknown

11. Does the Training Officer Job description accurately reflect the duties and responsibilities performed of the position?
 - a. Yes
 - b. No

12. How have the duties and responsibilities of the Training Officer changed during the past five years?
 - a. Increased
 - b. Decreased
 - c. Remained the same

13. Do you feel that the Training Officer has too many responsibilities (multi-tasking)?
 - a. Yes
 - b. No

14. Which of the following NFPA 1021 Professional Qualifications does your Training Officer meet?
- Fire Officer 1
 - Fire Officer 2
 - Fire Officer 3
 - Fire Officer 4
15. What are the minimum qualifications to fill the Training Officer position?
- NFPA standards
 - Associate Degree
 - Bachelor Degree
 - None
 - Other: Please describe_____
16. Does the Training Officer position annually receive advanced training related to performance of training duties?
- Yes
 - No
17. Which of the following roles does the Training Officer position also fulfill as the primary performer (please circle all that apply)?
- Training record keeper
 - Public Information Officer
 - Safety Officer
 - Health and Safety Officer
 - Public Education/Relations Officer
18. How would you describe your current training program delivery in meeting departmental demands?
- More than adequate
 - Adequate
 - Less than adequate
 - Inadequate
19. Briefly describe the Training Officer's responsibilities and duties.
-
-

20. Describe the main strength of your training program?

21. Describe the main weakness of your training program?

22. What one change would you make to your training program?

23. Which best describes your fire department

- a. Career Full Time
- b. Combination Full Time/Part Time
- c. Part Time Staffed
- d. Part Time/Paid on Call
- e. Volunteer

24. Number of active firefighters

- a. 0-25
- b. 26-50
- c. 51-75
- d. 76-100
- e. 101+

25. Population served

- a. 45,000 - 49,999
- b. 50,000 – 54,999
- c. 55,000 – 59,999
- d. 60,000 – 64,999

Appendix F

List of Like Departments in the Great Lakes Region

| State | Jurisdiction | Identifier |
|--------------|-----------------|------------|
| Ohio | Euclid | OH1 |
| Ohio | Mansfield | OH2 |
| Ohio | Newark | OH3 |
| Illinois | Berwyn | IL4 |
| Illinois | Des Plaines | IL5 |
| Illinois | Hoffman Estates | IL6 |
| Illinois | Mount Prospect | IL7 |
| Illinois | Normal | IL8 |
| Illinois | Oak Lawn | IL9 |
| Illinois | Orland Park | IL10 |
| Indiana | Kokomo | IN11 |
| Michigan | Battle Creek | MI12 |
| Michigan | East Lansing | MI13 |
| Michigan | St Clair Shores | MI14 |
| Pennsylvania | Altoona | PA15 |
| Wisconsin | Janesville | WI16 |
| Wisconsin | Oshkosh | WI17 |
| Wisconsin | West Allis | WI18 |
| Minnesota | Burnsville | MN19 |
| Minnesota | St Cloud | MN20 |

Appendix G External Survey Results

| Identifier | Population | | | | Firefighters | | | | Training Assistant | | | | Job Description | | | | | | | |
|------------|------------|-----------|-----------|-----------|--------------|-------|--------|------|--------------------|--------|----------|---------------|-----------------|----------------|---------------------------|-----------------------------|------------------|-------------------------|-----------|--------------------------|
| | 45-49,999 | 50-54,999 | 55-59,999 | 60-64,999 | 26-50 | 51-75 | 76-100 | 101+ | Dedicated position | Rank | FT or PT | Work Schedule | Assistant | FT or PT asst. | Training solely or shared | Program manager/facilitator | Program Delivery | Written job Description | Year/Date | Job Description Accuracy |
| OH1 | | | | | | | | | Y | Capt. | FT | Staff | N | N/A | N/A | X | | Y | Unknown | N |
| OH2 | X | | | | | | | Y* | | Capt. | FT | Staff | N | N/A | N/A | X | X | Y | 01-05 | Y |
| OH3 | | X | | | | | | Y | | Capt. | FT | 24,8,8 | N | N/A | N/A | X | X | Y | 01-05 | Y |
| IL4 | | X | | | | | | Y | | Lieut. | FT | Staff | N | N/A | N/A | X | X | Y | <2000 | N |
| IL5 | | | | | | | | Y | | Chief | FT | Staff | N | N/A | N/A | X | X | Y | 06-10 | Y |
| IL6 | | | X | | | | | Y | | Chief | FT | Staff | Y | Shared | X | X | Y | 01-05 | Y | |
| IL7 | | | X | | | | | Y | | Chief | FT | Staff | N | N/A | N/A | X | X | Y | 01-05 | Y |
| IL8 | | | X | | | | | Y | | Chief | FT | Staff | Y | Shared | X | X | N | N/A | N/A | N/A |
| IL9 | | | X | | | | | Y* | | Chief | FT | Staff | N | N/A | N/A | NR | Y | NR | NR | NR |
| IL10 | | | | X | | | | Y | | Lieut. | FT | Staff | N | N/A | N/A | X | X | Y | 06-10 | Y |
| IN11 | X | | | | | | | Y | | Chief | FT | Staff | N | N/A | N/A | X | X | Y | 06-10 | Y |
| MI12 | | X | | | | | | Y | | Other | FT | Staff | N | N/A | N/A | X | Y | <2000 | Y | |
| MI13 | | | | X | | | | Y | | Chief | FT | Staff | Y | Shared | X | X | Y | 01-05 | Y | |
| MI14 | | | X | | | | | Y | | Other | FT | Staff | N | N/A | N/A | X | Y | 06-10 | N | |
| PA15 | X | | | | | | | N | | | | | | | | | | | | |
| WI16 | | | | X | | | | N | | | | | | | | | | | | |
| WI17 | | | | X | | | | Y | | Chief | FT | 24,8,8 | N | N/A | N/A | X | X | Y | 06-10 | N |
| WI18 | | | | X | | | | Y | | Chief | FT | Staff | Y | Shared | X | X | Y | 01-05 | Y | |
| MN19 | | | | X | | | | Y | | Capt. | FT | Staff | N | N/A | N/A | X | X | Y | 01-05 | Y |
| MN20 | | | | X | | | | Y* | | Capt. | FT | Staff | N | N/A | N/A | X | X | Y | 01-05 | Y |

* Denotes currently vacant

N/A Indicates Not Applicable

NR Indicates No response received

PA15 and WI16 utilize a Chief officer, who has training duties assigned as a collateral duty.

MI12 rank of other indicates Training Officer tested position open to all ranks with 5 yrs. service

MI14 rank of other indicates Training Officer is a position with pay grade of Chief Officer

| Identifier | Duties | | | | Additional Duties as Primary Performer | | | | | Meet Departmental Needs | |
|------------|---------------|--------------|---------------|---|--|---------------|--------------------|----------------|---------------------------|-------------------------|----------------------------|
| | 5 Year Change | Multitasking | NFA standards | Minimum Qualifications | Receipt of advanced training | Record Keeper | Public Information | Safety Officer | Health and Safety Officer | | Public Education/Relations |
| OH1 | Increase | Y | N/A | Capt. | Y | | | X | | | Less than adequate |
| OH2 | Same | N | N/A | Instructor Safety Officer | Y | | | X | | | Less than adequate |
| OH3 | Increase | N | FO2 | NFPA | N | | | X | | | Adequate |
| IL4 | Increase | Y | FO1 | Lieut. | Y | | | X | | | Less than adequate |
| IL5 | Increase | N | FO1 | Degree (2 yr.) | Y | | | X | | | Adequate |
| IL6 | Increase | N | FO3 | Degree (2 yr.) | Y | | | X | X | | More than adequate |
| IL7 | Increase | N | FO2 | 5 years experience | N | | | X | | | Adequate |
| IL8 | Increase | N | FO2 | Degree (4yr) | Y | | | X | | | More than adequate |
| IL9 | NR | NR | NR | Certified Instructor and Training Program Manager, and Safety Officer | NR | | | NR | NR | NR | Less than adequate |
| IL10 | Increase | Y | FO2 | NFPA | N | | | X | | | Adequate |
| IN11 | Increase | NR | FO3 | NFPA | Y | | | X | X | | Adequate |
| M112 | Same | Y | FO2 | 5 yrs. service | Y | | | | | | Adequate |
| M113 | Increase | Y | FO3 | Chief Officer | Y | | | X | X | | Adequate |
| M114 | Increase | Y/N | FO3 | Civil Service | N | | | X | X | | Adequate |
| PA15 | | | | | | | | | | | Adequate |
| WI16 | | | | | | | | | | | Less than adequate |
| WI17 | Increase | Y | FO4 | Instructor | N | | | X | | | Adequate |
| WI18 | Increase | N | FO1 | Degree (4yr) | N | | | X | X | | More than adequate |
| MN19 | Increase | Y | FO3 | Capt. | Y | | | X | | | Adequate |
| MN20 | Increase | N | FO1 | NFPA | N | | | X | X | | Adequate |

* Denotes currently vacant

N/A Indicates Not Applicable

NR Indicates No response received

PA15 and WI16 utilize a Chief officer, who has training duties assigned as a collateral duty.

M112 rank of other indicates Training Officer tested position open to all ranks with 5 yrs. service

M114 rank of other indicates Training Officer is a position with pay grade of Chief Officer