SETTING STANDARDS FOR MANAGEMENT PROMOTIONS

Executive Leadership

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ABSTRACT

The Naperville Fire Department steadily grew from a small combination fire department, to one of the largest career departments in the State of Illinois. Many of Naperville's management personnel were leading an organization the size of which they could never have imagined when they joined the department 25 or more years ago.

As these managers prepared to move on to retirement or other challenges, the department needed to ensure that their replacements would be properly trained and properly selected.

The problem facing the Naperville Fire Department was whether or not enough was being done to properly train the potential successors of the current management team.

This evaluative research project was undertaken to answer the following research questions:

1. What education and experience requirements do fire departments that are similar or larger in size than Naperville have for promotions to management positions?
2. What training is currently available to members of the Naperville Fire Department to prepare them for management positions?
3. How do the chief officer promotional requirements of the Naperville Fire Department compare to other fire departments across the nation?
4. What additional steps can the Naperville Fire Department take to better prepare its personnel to assume management positions?

Information was gathered by surveying 277 fire departments that are similar in size, or larger than Naperville. In addition to the survey, recent trade publications were reviewed to determine current trends in the profession.

It was learned that Naperville's requirements for promotion were fairly standard across the country. Several departments returned outlines from department specific officer training programs, and one article featured the success story of the Houston, Texas officer development program.

It was recommended that Naperville increase its educational standards for both entry-level personnel and chief officers, and that Naperville pursue the development of an in-house officer-training program.

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INTRODUCTION

Leading a fire department through periods of tremendous growth can be a challenge for even the most experienced fire service managers. Selecting the right people to fill critical management positions can be equally as challenging. The City of Naperville has experienced tremendous growth over the last two decades. Critical management positions during this period have been filled from within the ranks of the organization, with the exception of the Fire Chief, who came to Naperville from Hartford, Connecticut in 1984.

The Naperville Fire Department is reaching a time when some key management personnel are preparing to end their careers with the department. Some are preparing to retire while others are actively seeking career advancement outside of the organization. As senior management personnel leave the department, they take their knowledge, skills, and abilities with them. Properly filling the void left by their departure is critical to the future success of the organization.

The problem facing the Naperville Fire Department is determining whether or not enough has been done to properly train the potential successors of the current management team. The future of the organization rests in the hands of those who will be selected as its leaders. How can the department be sure they are receiving the proper training?

This research project was undertaken to learn what fire departments that are similar in composition to Naperville are doing to train their future managers. To accomplish this, recent trade journals were reviewed, and a survey was distributed to a sampling of 277 fire departments from across the United States to determine how Naperville's efforts in training and selecting management personnel compare to those used by other fire service organizations nationwide. This evaluative research project was undertaken to answer the following questions:

1. What education and experience requirements do fire departments that are similar or larger in size than Naperville have for promotions to management positions?
2. What training is currently available to members of the Naperville Fire Department to prepare them for management positions?
3. How do the Chief Officer promotional requirements of the Naperville Fire Department compare to other fire departments across the nation?
4. What additional steps can the Naperville Fire Department take to better prepare its personnel to assume management positions?

BACKGROUND AND SIGNIFICANCE

The Naperville Fire Department was established in 1874 after fire nearly destroyed the downtown business section of the city. The volunteer force that was organized raised $1,000 and purchased a hand pumper and a hose cart to provide the best fire protection available for the citizens of that era. Over the years Naperville grew from a small farming community that listed 12,933 residents and seven full-time firefighters in 1960, to one of the largest cities in the State of Illinois.

As the city continued to grow, so too did the fire department. The number of career members added to the department roster was gradually increased until the paid-on-call contingent was eliminated from the department's budget in 1989. Since that time the department has been staffed entirely with career members. Today, over 185 fire department personnel operate from seven fire stations to protect more than 145,000 people.

Most of the officers who hold management positions within the Naperville Fire Department joined the department when it was a single-station, combination organization. At the start of their careers they had no way of knowing what the city and the department would eventually blossom into. These officers are now being called upon to manage a department consisting of 185 personnel and seven fire stations. These personnel operate seven Advanced Life Support (ALS) Engine Companies, two Ladder Companies, one ALS Heavy Rescue Company, six ALS Transport Ambulances, and three special operations teams, from two command districts. Fire Station 8 is currently under construction, with Station 9 and Station 10 both being planned.

The organizational chart for the Naperville Fire Department shows the entry-level position as that of firefighter-paramedic. After serving ten years in this capacity, personnel are eligible to voluntarily demote themselves to the rank of firefighter, with a corresponding decrease in salary. Firefighters and firefighter-paramedics are supervised by company officers, they being either lieutenants or captains. Each station has one fire captain who acts as both company officer and the on-shift station commander. A fire lieutenant supervises the remaining two shifts that operate using the 24-hour on-duty, and 48-hour off-duty, shift schedule.

The city's overall response area is divided into two command districts, each managed by a district chief, or in his absence, a captain. The duties of a district chief are summarized in their City of Naperville Job Description (1998). They are listed as: supervising and directing the response, readiness and emergency activities of the City's fire companies on an assigned shift, and performing a variety of administrative and managerial duties for the department. A district chief directly supervises from five to seven front-line supervisors (captains and/or lieutenants) and is indirectly responsible for the management of over 30 other shift employees in his assigned

district. The district chief manages department resources in both emergency and non-emergency situations, and provides input to the budget and policy making process.

Minimum education and certification requirements are also listed in the Job Description. The preferred candidate for this position will have a Bachelor's degree in Fire Science. Certification from the State of Illinois as a Fire Officer II and Fire Instructor II are both required, as is five to eleven years of experience in firefighting activities, with at least two of those in a supervisory position. (City of Naperville, 1998)

District chiefs are now appointed by the Fire Chief and serve at his pleasure. There are eight such positions in the Naperville Fire Department. Each of the three duty shifts has a district chief assigned to manage each of the department's two command districts. There is a district chief assigned to the Support Services Division as the Training/Safety Officer for the department and a district chief assigned as the Emergency Medical Services (EMS) Coordinator. The district chiefs assigned to Training and EMS both work in 40-hour staff positions.

Seven of the eight current district chiefs came into their positions through competitive promotional testing. They actually tested for the rank of captain, which at the time had the same job description as that of a district chief. When the department rank structure was revised in1995, the position of district chief was created, and the fire chief gained the ability to appoint people to that position. Personnel who held the rank off captain at the time were all reclassified to the new position of district chief.

There are three assistant chiefs in Naperville's organizational structure. The assistant chief of the operations division oversees the day-to-day operations of the fire department, and supervises the six district chiefs who work shift positions. The assistant chief of the support services division manages the fire prevention bureau, acts as the liaison to the 911 center,

coordinates Information Systems for the department, and the training bureau. The district chief of training reports to the support services assistant chief. The assistant chief of management services coordinates the budget process and purchasing for the department, and manages all labor relations issues. Each assistant chief also has a variety of "other duties as assigned" to handle on a daily basis.

The eleven individuals who hold these chief officer positions in the Naperville Fire Department are the only ones who have ever held these positions under the current management structure. Because of this, there is no rich history from which to draw ideas or examples of other leadership styles. As these individuals begin to approach the end of the careers with the Naperville Fire Department, the challenge will be to fill the right job, with the right person, with the right skills, at the right time. It is critical that the department does all that it can to be sure that the future leaders of the organization are prepared to assume these chief officer roles.

The situation facing the Naperville Fire Department ties directly into Unit 6 of the Executive Leadership course, which addresses Succession/Replacement Planning. The unit describes succession planning as "an organized and systematic way to ensure that employees in a particular organization are capable, competent, and willing to replace and/or succeed to strategic roles within the organization."

LITERATURE REVIEW

In the July, 2000 edition of Fire Chief Magazine, Chief Ronny Coleman (2000) published an interview he conducted with General Charles Krulak, recently retired Commandant of the United States Marine Corps. Chief Coleman describes General Krulak as an "articulate philosopher and practitioner of leadership in a wide variety of situations". This appears to be an

accurate description of General Krulak's experience, given his assignments as a combat officer during two tours of duty in Viet Nam, deputy director of the White House Military Office, and commanding officer of the United States Naval Academy.

Chief Coleman (2000) sought information from General Krulak on how to build leadership skills in firefighters, based on the methods proven successful by the Marine Corps. General Krulak offered his insight on what he refers to as a "continuum of education". Using this philosophy, Marines are educated along a continuum from the time they enter boot camp, through the time they attend War College at the rank of colonel. Marines as well as firefighters must be educated to survive their individual types of battles. If the education that is presented by the department stops at the level of firefighting basics, general Krulak suggests we are tying the hands behind the backs of our firefighters. If leaders are to be developed and grown from within our ranks, leadership training is essential.

According to General Krulak, it is also essential that the fire chief's intent for the organization be clearly understood by all members of the department. When all know this, the entire team can focus on the mission at hand. By knowing the direction in which the leader would like the organization to go, and by maintaining operational agility, that is, the ability to anticipate and react, the organization has the best chance for success when dealing with unanticipated chaos. The education continuum will ensure that all training, equipment purchases, and leadership philosophies are geared toward the leader's intent for the organization, and successful operations will be more likely across the entire spectrum of eventualities.

When asked what he thought was the most important trait for leader, General Krulak responded that one trait stands far above all others. That trait is character. According to the General, you can have brilliance, charisma and physical strength, be articulate and courageous,

but if you do not have character, you will never be a truly successful leader. Most of those traits described are given from God. However character is a choice that you as an individual make every day. If you can draw from deep within your inner strengths, and make hard decisions day in and day out, you will absolutely be successful as a leader (Coleman, 2000).

In his article titled "To BC or Not to BC", Battalion Chief Chris Albertson (1999) of the Santa Barbara Fire Department in California explores the transition from company officer to chief officer. He pursued this study following a promotional examination in his department, where only 12.5% of the eligible fire captains submitted applications for the battalion chief examination. In the past, somewhere between 50 and 75% of the eligible captains had participated in battalion chief examinations.

In 1998, Chief Albertson surveyed 803 fire captains from 40 fire departments throughout California to see how his department compared to others in his area. He found that only 31% of the 803 captains, who were eligible for promotion to battalion chief, had participated in the testing process.

In continuing on with his research, Chief Albertson sought information regarding experience and education requirements from these same 40 fire departments. Experience requirements ranged from one year to five years, with three years of experience being the average requirement. Fourteen percent of the departments listed a bachelor's degree as a condition of eligibility for the rank of battalion chief. Twenty-nine percent listed an associate's degree, or a bachelor's degree as highly desirable. Twenty-four percent of the departments require their captain to possess a California Chief Officer Certificate to be eligible for promotion

to battalion chief. There was no educational requirement listed at all for 33% of the responding departments.

As the next step in his research, Chief Albertson tried to determine why nearly 70% of those captains eligible for promotion to battalion chief opted not to pursue the position. Some captains offered the explanation that they simply liked being a captain and were not interested in another promotion. Others cited their junior standing in the captain's rank, and a desire for more experience as a captain before seeking another promotion. The most common reason cited by the fire captains was the lack of compensation for the increased level of responsibility. A promotion to battalion chief almost always means the loss of overtime compensation. Most captains can easily make up the pay differential by working a relatively few hours of overtime.

Chief Albertson then makes reference to a survey that was conducted in November of 1991. In that study, 85% of the chief officers who were polled indicated that staff positions were less desirable than line positions in their organization. Fifty-five percent of these chiefs stated that if staff assignments were required within their organization, there would be personnel problems of some sort.

As an attempt to offset the initial negative impression of staff assignments, Chief Albertson suggests that staff assignments should be temporary and flexible, with an emphasis on broadening the learning experience and the overall knowledge and capabilities of the new chief officer. He also suggests that the battalion chiefs of tomorrow should begin to prepare themselves today. If these future leaders are to be supported, the fire service will need to endorse an incremental increase in the minimum education standards for chief officers. These standards will need to be raised to the same level that other municipal departments require from their mid-level managers, namely a bachelor's degree. The fire service will need to develop a

better perception of the 40-hour work week, increase salaries to reduce compaction, and develop increased support for chief officers from politicians and senior management staff personnel.

While Chief Albertson calls for the fire service to raise the educational requirements for perspective chief officer candidates, Walter S. Booth, Ph.D., calls for the standards to be raised at the entry-level fire service position. In his article "Many are called, but few are chosen", Dr. Booth (1999) reports that over 91% of the fire departments he surveyed required only a high school diploma from entry-level candidates. His survey encompassed 115 fire departments, representing all geographical areas of the country and more than one half of the fifty states. Although the overwhelming majority of the departments surveyed did not require any college education, over 51% of the candidates hired within the last two years had some college, with another 11% having an associate's degree, and another 3% having a bachelor's degree.

Dr. Booth further classified his findings according to the size of the fire department. Small departments were listed as those having less than 100 uniformed personnel. Medium departments had between 100 and 249 uniformed personnel, and large departments were those with greater than 250 uniformed employees. Using these classifications, he determined that almost 80% of the people hired by large and medium sized departments over the last two years, had either some college or an associate's degree.

Based on this data, Dr. Booth reports that while most departments require a minimum level of education, the competition generally possesses a much higher level of education. With this in mind, he suggests that medium and large sized departments could raise their minimum educational requirements and not notice a great change from the people they are currently selecting.

Raising the educational level required of entry-level applicants immediately raised concerns about attracting minority and female applicants. However, Dr. Booth's study determined that the anticipated adverse impact on the numbers of these candidates did not occur. Instead, there were a smaller number of applicants overall, but the ethnic and gender representation percentages were nearly the same as when the educational standards were lower.

The job of firefighter has transformed over the years from one that relied predominantly on brute strength, to one that now has considerable intellectual demands. The job of today's firefighting forces should be recognized as a profession with a high level of public responsibility and high risk.

Because most departments are already hiring personnel with some college, it would seem reasonable, according to Dr. Booth, that we raise the entry-level educational requirements.

Dr. Booth's also indicated that firefighters with some college performed better than those with none, as reported by more than one- half of the departments that responded to his survey.

Anticipating that a change in hiring standards would probably lead to legal challenges, Dr. Booth cites court cases in which higher educational standards were denied because they were judged as being inappropriate. Those cases had three factors that were common amongst each of them. First, the jobs were labor or vocational, with no support to indicate they were professional. Second, the jobs did not involve any responsibility to the public. And third, the jobs had no unusual degree of risk associated with them.

Dr. Booth further supports his call for increased educational levels by referring to a study that was completed by the Police Executive Research Foundation. That study lists the following 17 reasons why a college education benefits candidates desiring to come into protective services:

1. Develops a broader base of information for decision-making.

2. Provides additional years and experiences for increasing maturity.
3. Inculcates responsibility in the individual through course requirements and research.
4. Permits the individual to learn more about the societal and historical forces that shape our country.
5. Engenders the ability to handle difficult or ambiguous situations with greater creativity and innovation.
6. Develops a greater empathy for minorities and their discriminatory experiences both through coursework and interactions in the academic environment.
7. Engenders understanding and tolerance for persons with different lifestyles and ideologies.
8. Leads to less rigid decision-making.
9. Helps individuals communicate to the service needs of the public in a competent manner.
10. Makes individuals more innovative and flexible when dealing with complex problems.
11. Allows individuals to better perform tasks with little or no supervision.
12. Helps individuals develop better overall community relation skills.
13. Engenders more “professional” demeanor and performance.
14. Enables individuals to better cope with stress and to be more likely to seek assistance with personal, or stress-related problems.

15. Enables individuals to adapt their styles of communication and behavior to a wider range of social conditions.
16. Tends to make individuals less authoritarian and less cynical
17. Enables individuals to more readily accept and adapt to organizational change.

Based on the results of his own survey and the findings of others, Dr. Booth (1999) feels that calling for an increase in the minimum education levels for entry-level firefighters is appropriate.

Captain Michael Ward of the Fairfax County, Virginia, Fire and Rescue Department, expresses his concerns about "academic turf wars" in his January 1998 Fire Chief Magazine article "Coping With Generation Y." The generation Y firefighter he refers to is one who was born after 1976. He describes the many pieces and parts of information that are scattered throughout our "rainbow of services."

As an example, Captain Ward (1998) writes that a northern Virginia firefighter will need to attend three separate lectures on wood-frame construction to achieve fire officer certification. The unfortunate part of this situation is that there is an examination after each of the lectures, and each examination is drawn from different sources. The result is inconsistent information and contradictory test answers.

Captain Ward goes on to say that this "fragmented, postage stamp" method of training firefighters turns into a game of Trivial Pursuit, with no guarantee that the winner will ultimately be a better firefighter. He recommends teaching size-up and hazard mitigation lessons in terms of general theory, rather than by having firefighters memorize specific steps for handling

incidents. By understanding the theory, the fire officer will be better able to adapt to those critical situations that do not fit neatly into textbook examples, ultimately making a more well-rounded and flexible incident commander.

Firefighting is a blue-collar vocational career according to Captain Ward. He compares a career in the fire service to a career in the automobile industry. Both jobs employ a person who has a physical capability to do a certain job and a general ability to learn. If that person performs at an acceptable level and stays with the job long enough to accrue seniority, the reward is a steadily increasing salary. The salary increases are so substantial, that in some large municipal fire departments a battalion chief with a high school education actually makes more money than an assistant city attorney, or a professional engineer.

Captain Ward describes the high school programs that attract "vocational" type students as adolescent day care centers that deliver 18 year-olds who are neither prepared to enter the workforce, nor begin technical college classes. Many of these students can only read at a sixth grade level and cannot understand a bus schedule or read a road map. Many will not be able to pass an entry-level test to become a firefighter, and those who do will need the department to function as a "finishing school" to ensure that the Generation Y firefighter will be able to perform basic essential tasks.

Faced with these concerns, Captain Ward challenges the Baby Boomer fire service leaders of today to leave a lasting legacy for the Generation Y Recruit Classes. He suggests this take the form of a unified library of specialty theoretical knowledge that the future leaders of the fire service can use to be better prepared to handle the challenges of this job.

The Commission on Chief Fire Officer Designation (CFOD) has been established in conjunction with the Commission on Fire Accreditation International. On their website,

Welcome to CFOD, the designation of Chief Fire Officer is defined. It is one who has "…demonstrated through their education, leadership and management skills that they possess the requisite knowledge, skills and abilities required for the fire and emergency services profession" (CFOD, 2000).

To be awarded the Chief Fire Officer Designation, candidates must achieve a minimum number of points, accumulated in seven components. Those components are: experience, education, professional development, professional contributions, active association memberships, community involvement, and technical competencies.

As the program stands right now, a maximum of 150 points are available in the education component. A bachelor's degree earns a maximum of 100 points, while an associate's degree earns up to 50 points. However there are substantial changes coming in the near future. Beginning in January 2004, an associate's degree will be required in order to apply for the CFOD program. Beginning in January of 2009, that application requirement will be elevated to a bachelor's degree.

The Executive Fire Officer Program (EFOP) is a major initiative of the National Fire Academy (NFA) (1998), designed to provide senior fire officials with a broad perspective on fire administration and professional development issues. The program consists of four executive level courses, delivered one course per year for four years. The program also requires participants to complete four applied research projects as a post-course activity for each course.

The EFOP is regarded as highly desirable for fire service management professionals and is often listed as a preferred qualification for chief officer positions. Selection criteria established for the EFOP includes a rank requirement in which the applicant must serve as chief

of department, or chief of a major division within a fire department. There is also an academic requirement, which requires participants to have attained at least an associate's degree from an accredited institution as a prerequisite for admission consideration (NFA, 1998).

The National Fire Protection Association (NFPA) assumed responsibility for the development of professional qualifications standards for fire officers in 1990. NFPA 1021, the Standard for Fire Officer Professional Qualifications, divides fire officers into four categories, listing them as Fire Officer I through Fire Officer IV (NFPA, 1997).

The classification of Fire Officer I primarily addresses the duties assigned to someone serving the capacity of a Company Officer.

At the Fire Officer II level, officers are expected to supervise multi-unit emergency operations and foster inter-government, interagency cooperation. For Fire Officer II certification, the NFPA recommends "general prerequisite knowledge" in numerous areas, including: the organization of local government; the law making process at the local, state, and federal level; functions of other bureaus, divisions, agencies and organizations and their roles and responsibilities that relate to the fire service; human resource policies and procedures, problem identification, organizational behavior, group dynamics, leadership styles, types of power and interpersonal dynamics; department policies and procedures, public education programs and their relation to target audiences; news release policies, procedures and formats; inspection, hazardous materials, and fire investigation procedures; personnel accountability, emergency operations procedures, and emergency management systems; causes of unsafe acts, health exposures, or conditions that result in injuries and/or accidents. A candidate for Fire

Officer II certification must also be certified as a Fire Instructor I according to the NFPA standard (NFPA, 1997).

While there is a considerable list of subject areas in which the candidate for Fire Officer II must be knowledgeable, there is no required list of training or college courses for the candidate to complete, other than Fire Instructor I.

The Office of the State Fire Marshal (OSFM) in Illinois certifies fire officers a little differently, recognizing levels of Fire Officer I through Fire Officer III. According to the Illinois Register, these three levels actually exceed the requirements of the four levels listed in NFPA 1021 (OSFM, 1994).

Illinois does not recognize any rank as an equivalent to the various levels of Fire Officer. However, it is established that a Fire Officer I supervises one or more fire companies. To be certified as a Fire Officer I, a candidate must successfully complete a forty-hour course in each of the following subject areas: Tactics and Strategy, Fire Prevention, Management I and Management II, and the candidate must be certified as a Fire Service Instructor I. The candidate must also serve one year as a Fire Officer I trainee.

Illinois recognizes a Fire Officer II as having "…the responsibility above Company Officer, but less than the responsibilities of the Fire Administrator, fire Chief, head of the department." For certification at the Fire Officer II level, a candidate must be certified at the Fire Officer I level, and have a minimum of five years of experience in the fire department. The candidate must successfully complete a forty-hour course in Tactics and Strategy II, Management III and Management IV, and be certified as a Fire Service Instructor II.

A Fire Officer III is the "…person who has administrative responsibilities, the authority to affect practices, policies and procedures of the department, and is, or reports directly to, the

chief, chief administrator, or head of department". To be certified at the Fire Officer III level, an individual must be a certified Fire Officer II, have at least ten years experience in the fire department. The completion of seven courses, with varying lengths is also required. Those courses are: Communications, Group Dynamics, Government Structures and the Political Arena, Fire Department Operations and Administration, Human Resource Administration, Resources Planning and Administration, and Public Fiscal Planning and Administration.

The Board of Fire and Police Commissioners (1998) for the City of Naperville coordinates original employment and promotional appointments to the non-exempt ranks of both the police and fire departments. The promotional process for fire lieutenant and fire captain consists of the following components, with their individual weighted percentages indicated:

Written examination	45%
Merit and efficiency review	25%
Oral examination (interview)	25%
Seniority credit	5%
Total weighted test score =	100%

The testing process continues on with an assessment center after the total weighted test score is calculated. To determine an applicant's standing on the final eligibility list, 80% of the total weighted test score is added to 20% of the Assessment Center score, to calculate the Final Weighted Promotional Score. Appropriate preference points for active military service and college education are also calculated for those who have earned such credit.

As indicated above, candidates for promotion within the ranks of the Naperville Fire Department, who have successfully obtained an associate's degree or a baccalaureate degree

from an accredited college or university, are preferred for promotion. Education preference points are awarded as follows:

Associates degree	1 point
Associates degree in fire science or EMS	2 points
Baccalaureate degree	3 points
Baccalaureate degree in fire or EMS	4 points

The Board of Fire and Police Commissioners (1998) also requires that candidates for promotion to the rank of fire lieutenant be certified, or at least provisionally certified, to the level of Fire Officer I, prior to the written promotional examination. Likewise, candidates for promotion to the rank of fire captain are required to be certified, or at least provisionally certified, to the level of Fire Officer II prior to the written examination.

The established system of competitive testing for promotional candidates is addressed in Performance Indicator 8A.4 of the Naperville Fire Department Commission on Fire Accreditation International, Fire and Emergency Service Self-assessment document (1997). There, the system is appraised as being "…adequate in providing the fire department with high quality entry level personnel and officer candidates." While this statement is in fact contained in a self-assessment document, the reported condition was found to be valid when it was reviewed by the on-site team of Peer Assessors from the Commission on Fire Accreditation International.

Validated testing processes are often used for promotional testing, and most departments have some form of education and experience requirements. However on occasion a less desirable candidate for promotion places higher on an eligibility list than a more desirable

candidate for the promotion. This situation is addressed in an article titled “Tough to Pass Up”, published by Deputy Chief Charles Angione of the Plainfield, New Jersey Fire Department, in the September 2000 issue of Fire Chief magazine.

When this situation occurs due to a flawed promotional examination or just sheer luck on behalf of the candidate, the chief fire official must step in and make the necessary adjustments. Because promotional examinations are not foolproof, civil service systems usually allow the local authority the ability to promote from the top three names on a promotional eligibility list. This “rule of three” allows the professionals who are running the department to bypass higher-ranking candidates and promote lower ranking candidates. This is allowed to give personnel with proven skills and abilities the opportunity to be recognized by management.

Chief Angione (2000) suggests that a fire chief who does not take advantage of this authority is doing a disservice to his personnel and the public he has sworn to protect. To fulfill the sacred oath of protecting life and property to the best of our abilities goes beyond commanding an emergency incident. According to Chief Angione we fulfill those duties by developing and promoting the very best leaders that we can. If previous promotions have been made solely in “blind obedience to percentage points on some exam”, the fire chief is probably going to take a fair amount of heat the first time the rule of three is invoked. However, once the past practices are corrected, personnel will probably accept the sound idea that performance indeed does count when it comes time for promotion.

In Illinois, communities with populations between 130,000 and 2,000,000 have the ability to promote from the top seven candidates on a promotional eligibility list (Ill. C/S 65.5/10-2.1-15).

Another consideration for filling management positions in the fire department is to hire people from outside of the agency involved. In the August 2000 edition of Fire Engineering magazine, Battalion Chief Patrick Kendrick of Tamarac, Florida Fire-Rescue published an article titled “Hired Guns”.

Chief Kendrick (2000) writes that in the fire service, the practice of hiring from outside the organization is relatively new, other than for the positions of fire chief and assistant chief or its equivalent. Hiring a battalion chief or shift commander from the outside is considered to be a radical management decision. The chief who is assigned to a shift position, whatever title that carries in the individual organization, walks a fine line between management and line personnel, as he is truly a member of both entities. When other management team members leave for home at 5:00 PM, the chief with the shift assignment must stay on to accomplish work through the hands of the shift members. In order to do this, the shift chief must be able to communicate and function effectively with those members.

The shift chief will also be called upon to act as an advisor for educational, professional and often personal matters. Coming into an fire service organization from the outside can make this a very difficult challenge, as the fire service tends to resemble a fraternity that forges relationships not easily infiltrated by outsiders. Personnel from the department may initially resent the outsider as one who is taking promotional opportunities away from them. Every move and decision the new manager makes will be scrutinized. However it should be remembered that the incoming fire service manager has probably accumulated 10 or 15 years of experience with another fire service organization, and probably has advanced his or her education to a level that will assist them in adapting to the new organization.

Chief Kendrick makes some suggestions to administrators who are considering hiring from outside of their organization. First he recommends having solid reasons for looking outside of the organization. These reasons may include an expansion of services beyond the capabilities of the present number of management personnel, or possibly the beginning of a new type service, such as the start-up of a transport Emergency Medical Services System, which requires expertise that may not be available from incumbent management personnel.

When the decision is made to consider applicants from outside of the organization, potential internal candidates must be kept informed about the process. If an internal applicant can obtain the qualifications being sought, that applicant should have the opportunity to both obtain the qualification, and apply for the position. Internal personnel who are made aware of the needed qualifications, and elect to not pursue them, have no one to blame except themselves when a candidate is hired from outside of the organization.

Making educational opportunities available to department members takes on many forms. Some departments may offer tuition reimbursement plans for college programs, some may cover registration fees for courses delivered by other agencies, and yet others may offer specialized in house training programs geared specifically toward members of their own department.

The Houston, Texas, Fire Department has created a comprehensive program to assist in the development of its fire officers. This program is discussed in the article “Texas-sized Schoolin’” (sp), in the August 2000 edition of Fire Chief magazine. In the article, Assistant Chief Chris Connealy describes the monumental task he faced when given the assignment to create an officer development program for the 650 officers.

Newly appointed Fire Chief Lester Tyra gave Assistant Chief Connealy this assignment in 1998. When Chief Tyra was appointed, he had a serious concern for the lack of continuing education in leadership and management. To address this concern, Chief Connealy was enlisted to create an annual 16-hour officer development program for existing officers, and a 40-hour program for soon to be promoted, and newly promoted officers. This was to be done with an annual budget of $35,000.00

Chief Connealy (2000) brings in instructors from both the public and private sectors to provide information on leadership and management topics. To accomplish this training, Houston presents classes in four-hour increments, four times each year. The classes are presented to one half of the officers on duty in the morning, and the other half of the duty officers in the afternoon. The classes are repeated over four consecutive days to deliver the training to all four duty shifts. On days that the training is presented, staffing levels on apparatus are decreased from four personnel to three, to allow the officer to participate in the training.

In addition to shift personnel, all support division officers from the department are included in the training sessions also. This includes fire prevention, arson, communications personnel, and all civilian managers. The department believes that its success is dependant upon all managers maximizing the performance of all of their personnel and other resources.

The training has met with the approval of those who attend the classes. The students were polled in September, October, and November of 1999, and ninety percent of the student evaluations of the program were returned with ratings of “good” or “excellent”, exceeding the expectations of the command staff.

Course topics have included: change in emergency service; enhancing your personal power base and ethics; development of perceptions, values and attitudes; situational leadership; coaching, counseling and discipline; and strategic plan review.

Houston's forty-hour fire officer school is conducted four times each year. Thirty officers or officer candidates are removed from shift duty and assigned to training duty for the duration of the class. Included in the class make-up are perspective captains, senior captains and district chiefs. The forty-hour officer school addresses the following topics in varying time frames:

Leadership (2 hours)

Management theory (1 hour)

Customer service (1 hour)

Group dynamics (1 hour)

Role of an officer (2 hours)

Organizational structure and principles (1/2 hour)

Written operating guidelines (1/2 hour)

Documentation and discipline (4 hours)

Motivation (1 hour)

Empowerment (1/2 hour)

Communications (2 hours)

Training (1-1/2 hours)

Human resource issues (2 hours)

Conflict resolution (1 hour)

Career development (1/2 hour)

Employee assistance program (2 hours)

Resource management (1/2 hour)

Legal issues (4 hours)

Testifying in court (1 hour)

Job knowledge (1 hour)

Overview of all department commands (10 hours)

Accreditation (1/2 hour)

Strategic planning (1/2 hour)

There is a strong commitment from the command staff of the Houston Fire Department to make this program a success. To demonstrate this commitment, most command staff officers serve as instructors for this program, rather than delegating this duty to subordinate staff members.

PROCEDURES

To determine what other fire service organizations are doing to prepare their personnel for promotional opportunities, a survey was sent to all fire departments in the United States that protect more than 100,000 people, or employ more than 100 personnel. Because Naperville currently protects a population of 145,000 and employs 185 personnel, this allowed for a good comparison to other agencies.

The information about fire department size and population were obtained from the National Public Safety Information Bureau (1997) in Stevens Point, Wisconsin. Their publication, the National Directory of Fire Chiefs and Emergency Departments, lists the size and

population protected for all fire departments in the United States. The directory also lists the fire chief's name and information on how to contact the department.

The surveys were mailed to the fire chiefs of the 277 departments that met the established criteria as listed by the bureau. Based on previous experience with fire service surveys, the chiefs were asked to return the survey via facsimile (FAX) to Naperville Fire Headquarters. In the past, this seemed to be the method preferred by survey respondents.

There are a few limitations associated with this process. There is no control over the number of surveys that are ultimately completed and returned in a timely manner. Many surveys that were returned were only partially completed. There is a basic assumption that respondents will answer the questions in an honest manner, but there are no practical means to validate the information received from all of the responding departments. And finally, the is no standard rank structure in the American fire service. Reference to a district chief in one organization, may be the equivalent of a battalion chief, deputy chief, division chief, assistant chief, or captain in another. These varying titles and job descriptions make accurate comparisons difficult.

After the survey was sent out, public libraries were consulted to determine what, if any, materials are available regarding the training of fire officers. It was quickly determined that no current information on this topic is available through the public library system.

Fire service trade journals were then reviewed to learn the experiences of other fire service professionals. This source of information provided the most up to date, real life experiences of other fire service organizations.

RESULTS

Answers to Research Questions

Research Question 1 What education and experience requirements do fire departments which are similar or larger in size than Naperville have for promotions to management positions?

To answer Research Question 1, fire departments from across the country were surveyed to determine what their promotional requirements are. The survey was mailed to departments that protect more than 100,000 people, or that employ more than 100 personnel. A total of 277 surveys were mailed to departments that met the established criteria. Of those 277 that were sent, 144 were returned completed and seven were returned as undeliverable or damaged.

Results of the Officer Training Survey

Total Population Size: 277 Fire Departments

Total Samples Completed: 144

1. Does your fire department offer specialized training to members interested in promoting to the officer ranks? Yes 43% No 57%
2. At what rank level does your department promote by appointment, rather than by competitive testing?

   Company Officer 5%

   Battalion/District Chief 8%

Deputy/Assistant Chief 54%

Chief of Department Only 25%

Other (None) 8%

3. Regarding question #2, at which level are these appointments open to personnel from outside the ranks of your organization?

Company Officer 5%

Battalion/District Chief 3%

Deputy/Assistant Chief 20%

Chief of Department Only 46%

Other (None) 26%

4. Does your department utilize a mentoring program for personnel who have a desire to be promoted? Yes 14% No 86%

5. Has you department filled any senior staff positions with personnel who have come from outside of the fire service? Yes 44% No 56%

6. What educational requirements does your department have for personnel who seek chief officer positions?

High School Diploma 44%

Associate's Degree 32%

Bachelor's Degree 17%

Master's Degree 0%

Other (None) 8%

7. Does your department require officers to be state certified to the level in which they will be performing?

(Company Officers - FO I, District Chiefs – FO II, Senior Staff – FO III)

Yes 28% No 69%

Not Applicable 3%

8. Are your department personnel required to serve a certain amount of time in grade before being eligible for promotion to the next higher rank?

   Yes 94% No 6%

9. Does your department specify National Fire Academy EFO graduates when soliciting for chief officers? Yes 11% No 89%

Research Question 2 What training is currently available to members of the Naperville Fire Department to prepare them for management positions?

The Naperville Fire Department participates in the certification program that is coordinated by the Office of the Illinois State Fire Marshal. As a condition of employment, all members of the department are required to certify to the Firefighter II level prior to the completion of their probationary period (Board of Fire and Police Commissioners, 1998). Certification efforts beyond that level are encouraged, but not required. Training is delivered to the membership of the department at the Firefighter III level. Pursuit of the Firefighter III certification is left to the individual's discretion, however Firefighter III certification is required for participation in fire officer classes (OSFM, 1994).

Through the established program, Naperville employees have access to department training as well as courses offered by other fire departments, the University of Illinois Fire Service Institute, the Illinois Fire Chief's Association, the Illinois Society of Fire Service Instructors, and the National Fire Academy. College level courses are available to the

membership either through individual funding, the city tuition reimbursement program, or scholarships offered by the Illinois Fire Chief's Association Educational Foundation.

Research Question 3 How do the Chief Officer promotional requirements of the Naperville Fire Department compare to other fire departments across the nation?

Naperville promotes company officers, both captains and lieutenants, through competitive testing. The positions of district fire chief, assistant fire chief, and fire chief are filled by appointment, for a total of twelve appointed positions in the department.

Seventy-nine percent of the other departments that responded to the survey begin appointing officers at the assistant chief level. Only 8% of the other departments appoint chief officers at the district or battalion level as Naperville does.

The fire chief and assistant fire chief positions in Naperville are open to applicants from outside of the organization. All others are filled from the ranks of the department. Sixty-six percent of the other departments that returned surveys operate under the same guidelines. However 26% of the departments that responded to the survey do not open any positions to outside applicants.

In Naperville, the preferred candidate for the position of district chief will have a Bachelor's degree in Fire Science. Fire Officer II Certification is required, as is five years of fire service experience including two years in a supervisory position.

A Bachelor's degree in Fire Science or Public Administration is required for candidates seeking the position of assistant fire chief in Naperville, with a Master's degree preferred. Five to seven years in a related field is also required.

Eight percent of the departments that responded to the survey have no educational requirement for their chief officers. Forty-four percent require a high school diploma. Another 32% require an Associate's degree, while 17% require a Bachelor's degree

Naperville requires company officers and district chiefs to be State Certified to the level that corresponds with their position in the organization. Twenty-eight percent of the departments that responded also require their officers to be certified. Sixty-nine percent of the departments that responded have no such requirement. Three percent of the respondents indicated that state certification is not available to their personnel.

In Naperville, two years in grade are required before consideration for promotion to the next level will be considered. Ninety-four percent of the departments responding to the survey have a similar requirement. Six percent of the responding agencies do not have a time in grade requirement.

Research Question 4 What additional steps can Naperville take to better prepare personnel to assume management positions?

Forty-three percent of the reporting departments are using in-house training programs for their fire officers. The program now being used by the Houston Fire Department is outlined in the Literature Review section of this project. Several other departments included copies of their in-house programs when they returned their surveys. A listing of those departments that provided this information can be found in Appendix B. Readers who would like copies of those programs are encouraged to contact the departments directly.

Developing an in-house training program for Naperville fire officers could benefit the department greatly by delivering department-specific training on budgeting, purchasing, personnel, and management issues that directly impact that participants in the training program.

DISCUSSION

This study confirmed one fact that is generally considered common knowledge in the fire service. That being there are almost as many different ways of doing things, as there are fire departments. In the survey, a question was asked about how much time in grade is required before personnel are eligible for a promotion.

This question received a multitude of responses. Some organizations have no requirement at all, while others require personnel to have six months on the job. On the other end of the spectrum, some departments require up to ten years of service for promotion to the battalion/district chief level, with many requiring seven or eight. Some require a total service time with the department, while others require only a certain time in the next lower rank. Some departments have a stair-step program where a certain time is required for the first-level promotion, with a different amount of service required for the next promotion. Some departments indicated that the time requirement varies by labor contract and others vary by the current political climate or by state law.

With these various options all considered, my research results closely resembled those of Battalion Chief Albertson of the Santa Barbara, California Fire Department. Chief Albertson (1999) found that on average, fire departments he surveyed required three years in grade for promotion to battalion chief. My research reveals that the average time in grade requirement from the departments having such a requirement is just over three years. Some departments

listed their requirements in months, which lead to the average being slightly higher than three years.

Chief Albertson reported that 14% of the departments he surveyed required a bachelor's degree for promotion to the rank of battalion chief. My research indicates 17% now require a bachelor's degree, with another 32% that now require an associate's degree. While this shows apparent progress in the raising of the educational level required to be a chief officer, more than half of the departments that returned my survey have either no educational requirement at all, or simply require a high school diploma or GED for promotion to management positions.

Chief Albertson's study reported that 24% of the departments he surveyed required state certification from their fire officers. My research indicates this number to be 28%, again, closely resembling the results of his study, with a slight increase.

In comparing the requirements for promotion in Naperville, to those of the surveyed fire departments, I find that the five to seven years of experience, with at least two in a supervisory capacity, is slightly higher than average. Again, the average department requires only three years for promotion to the rank of district/battalion chief.

Forty-nine percent of the departments surveyed require some college education for promotion to district/battalion chief. Naperville requires only a high school education, with the preferred candidate having a bachelor's degree in fire science.

The Naperville Fire Department does require its fire officers to be state certified. Fire Officer I for lieutenants, and Fire Officer II for captains and district chiefs. Only 28% of the surveyed departments have a similar requirement.

Promotions by appointment in Naperville now start at the district chief level. Of the departments surveyed, only eight percent start at that level, with an additional five percent that

include company officers in appointed positions also. Fifty-four percent of the responding departments begin appointing at the assistant chief level, with 46% having only having the chief of department appointed.

My interpretation of this information is that Naperville's promotional requirements are just about typical when compared to similar sized fire departments. Naperville's time in grade requirement is slightly more stringent than others, but Naperville does not have a mandatory college requirement, although a bachelor's degree is preferred. That statement in the job description may be misleading. At face value it implies that if two candidates are competing for a position and all other things are equal, the candidate with the bachelor's degree will get the job. However if all other things are not equal, and the candidate without the degree has more seniority, say seven years compared to five, and has proven himself as a leader, will the bachelor's degree win the position for the other candidate? This is obviously not a question that can be answered at this point.

Naperville's certification requirement is most appropriate. The fact that only 28% of the reporting departments require their officers to be certified concerns me. When such a program exists, and the department covers the training expenses, there is little excuse for members to not take advantage of the training.

Chief Albertson calls for the incremental increase in the minimum educational level for chief officers. I could not agree with him more. As Dr. Booth reported, 51% of the firefighters now being hired have at least some college education, with 14% of the new hires over the last two years having at least an associate's degree. The 17 reasons why college benefits people in protective services are very solid reasons for increasing the requirements we ask of our

personnel. However, requiring new personnel to have more of an education than the chief officers seems inappropriate.

It would seem more appropriate that the fire service implement both of the aforementioned plans. Raising the educational level for entry-level personnel to an associate's degree, and the educational level for management personnel to a bachelor's degree will provide the fire service with a better-rounded workforce and a more educated managerial staff. At the very least, fire service managers need to begin meeting the established criteria for professional certifications. If the fire service expects non-emergency, business unit respect from other municipal departments and the private sector, its highest-ranking managers need to bring more to the table than a GED and seniority on a pumper.

I would never suggest that we discard the value of experience in the sphere of emergency operations. However it should not be the major determining factor for promotional eligibility. The candidate with both experience and formal education would seem to be the much better choice for a management position. With 94% of the departments reporting a requirement of time in grade, and less than half requiring formal education, this may be a difficult transition for the fire service to make.

Developing department specific officer-training programs for both new and incumbent officers also seems most appropriate. A program of this type should not be considered a replacement for professional certifications and college degree programs. The in-house program should serve to enhance the teachings of these other sources. The department specific training could help to bridge the gaps in the "fragmented, postage-stamp" methods of training identified by Captain Ward (1998), by delivering department specific information from a unified source.

Having the senior management officers from the department present these training sessions as Houston does, assists in developing the "continuum of education," and in clearly delivering the intentions of the fire chief to the membership of the department. These are two issues that General Krulak identifies as being essential to the success of an organization (Coleman, 2000).

While the "Rule of Three" seems to be common amongst many fire departments, it seems to be rarely utilized. The Naperville Fire Department has grown considerably over the last 17 years. No less than 34 promotions have been made since 1984, when this author joined the department. Each of those promotions was made from the top name on the eligibility list, every time. One could interpret this as meaning that the promotional testing process is so incredibly efficient that the best candidates for the job always land at the top of the list, in order. Or more realistically, one could interpret that there is a reluctance to invite the potential difficulties that would probably be associated with invoking this right to choose the best candidate from those three who have the highest scores.

Illinois law allows communities with populations between 130,000 and 2,000,000 to select the best candidate from the top seven on the promotional eligibility list. This modification to the current "Rule of Three" would require proper approval from the city government. Expanding the choice to seven may not be a good idea for the Naperville Fire Department, especially in light of the fact that the current rule has never been utilized. The most recent examination for promotion to fire captain was only challenged by nine of the 24 lieutenants who were eligible to participate. Giving the department the ability to choose from the top seven of nine candidates seemingly reduces any value of the competitive testing process to almost none.

RECOMMENDATIONS

Based on the evaluation of what other fire departments in the United States are doing, it is recommended that Naperville maintain its current time in grade requirement for promotions. While it is slightly higher than the average, it is not so high that it would be perceived as a deterrent for promotional candidates.

It is further recommended that Naperville update its educational requirements for promotion to include a college degree for all chief officers. Rather than indicating a bachelor's degree is preferred for district chief appointments, it should become mandatory. This should be implemented in a manner that will allow personnel who are interested in pursuing a promotion, time enough to meet the change in the eligibility requirements.

Upgrading the educational requirements for entry-level personnel should also be considered. Once again an effective date somewhere in the not to distant future will allow those who desire to compete for the job the opportunity to attain the necessary pre-employment education.

There should be no change in the requirement that lieutenants and captains hold Fire Officer I and Fire Officer II Certifications respectively. It is recommended that all chief officers be required to attain state certification, or provisional certification, at the Fire Officer III level. This would be consistent with the certification requirements that are currently in place for the junior officers of the department.

The creation of a department specific, office development program should become a high priority for the Naperville Fire Department. There are numerous Naperville fire officers who are

qualified to teach such a program. Many of the officers currently teach state certification courses for other organizations, including the Illinois Fire Service Institute, which coordinates the fire training program for the state. These officers, together with the senior staff officers from the department, need to work together to deliver department specific, management information to all department supervisors and acting supervisors.

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APPENDIX A

October 6, 2000

Dear Chief:

My name is Richard Mikel, and I am a District Chief with the Naperville Fire Department in Illinois. Naperville is located in Northern Illinois, approximately 25 miles west of Chicago. We currently operate seven fire stations with 185 full-time employees, and we provide a full line of fire/rescue services, including transport EMS.

I am writing my fourth and final research paper for the National Fire Academy's Executive Fire Officer Program. As part of this project, I am researching what types of training other fire departments require of their fire officers.

My request is that you please assist me by completing the enclosed survey. It should take no more than a few minutes. I ask that you please FAX the completed survey back to me, using the FAX cover that I have included to save you time. If you are not able to FAX the survey, then please mail it to me at the address listed.

As many of you know, time is critical with these projects. If you could please forward your results to me by Friday, October 20, 2000, it would be greatly appreciated.

In advance, I thank you very much for your time and effort in completing this survey. If the Naperville Fire Department or I may be of any assistance to you, please feel free to contact me at your convenience.

Best Regards,

Richard J. Mikel
District Chief, Training/Safety
Naperville Fire Department
1380 Aurora Avenue
Naperville, Illinois 60540
(630) 305-5275
(630) 420-4094 FAX

APPENDIX A CONTINUED
Officer Training Survey

1. Does your fire department offer specialized training to members interested in promoting to the officer ranks?

   Yes No

   If yes, please forward a description of the training/programs offered.

2. At what rank level does your department promote by appointment, rather than by competitive testing?

   A. Company Officer
   B. Battalion/District Chief
   C. Deputy/Assistant Chief
   D. Chief of Department only
   E. Other (None)

   How many of these positions exist in your department?

3. Regarding question #2, at what level are these appointments open to personnel from outside the ranks of your organization?

   A. Company Officer
   B. Battalion/District Chief
   C. Deputy/Assistant Chief
   D. Chief of Department only
   E. Other (None)

   How many of these positions exist in your department? _____

4. Does you department utilize a mentoring program for personnel who have a desire to be promoted?

   Yes No

   If yes, please forward a description of the mentoring program.

5. Has you department filled any senior staff positions with personnel who have come from outside of the fire service?

   Yes No

   If yes, what position(s)? _____

APPENDIX A CONTINUED

6. What educational requirement does your department have for personnel who seek chief officer positions?

   A. High School Diploma
   B. Associates Degree
   C. Bachelors Degree
   D. Masters Degree

7. Does your department require officers to be state certified to the level in which they will be performing?
   (Company Officers – FO I, District Chiefs - FO II, Senior Staff – FO III)

   Yes No

8. Are your department personnel required to serve a certain amount of time in grade before being eligible for promotion to the next higher rank?

   Yes No

   If yes, what is that time requirement? _____

9. Does your department specify National Fire Academy EFO graduates when soliciting for chief officers?

   Yes No

10. Please describe your department:

Department name: _____

Your name: _____

Daytime telephone number: _____

Population served _____ Number of personnel _____

Thank you for taking the time to complete this survey.

Please return via FAX by Friday, October 20, 2000

District Chief Richard Mikel
Naperville Fire Department
FAX (630) 420-4094

APPENDIX B

The following fire departments graciously returned detailed information about the officer training programs in their organization. Their information is greatly appreciated. The information provided by these departments equals approximately five times the size of this research project. If you would like copies of their information, please either contact the author or the listed department directly.

Seattle Fire Department
310 2nd Avenue
Seattle, Washington 98104-2006

Boise City Fire Department
101 South Capital Boulevard
Boise, Idaho 83702

Orange County Fire Rescue
6590 Amory Ct.
Winter Park, Florida 32792

Tucson Fire Department
PO Box 27210
Tucson, Arizona 85726

Aurora Fire Department
1470 S. Havana Street
Aurora, Colorado 80012

Honolulu Fire Department
3375 Koapaka Street
Honolulu, Hawaii 96819

Los Angeles City Fire Department
200 North Main Street
Los Angeles, California 90012

Virginia Beach Fire Department
2408 Courthouse Drive 25
Virginia Beach, Virginia 23456

Alexandria Fire Department
900 Second Street
Alexandria, Virginia 22341

Hollywood Fire Rescue
3401 Hollywood Boulevard
Hollywood, Florida 33021

West Metro Fire Rescue
777 S. Wadsworth Boulevard
Lakewood, Colorado 80226

Colorado Springs Fire Department
31 S. Weber Street
Colorado Springs, Colorado 80903

Knoxville Fire Department
PO Box 1631
Knoxville, Tennessee 37915

Rural Metro Fire Department
660 E 18th Place
Yuma, Arizona 85365

Henrico County Division of Fire
PO Box 27032
Richmond, Virginia 23273

El Paso Fire Department
8600 Montana
El Paso, Texas 79925

APPENDIX B CONTINUED

Tacoma Fire Department
901 S. Fawcett Avenue
Tacoma, Washington 98402

Portland Bureau of Fire
55 SW Ash Street
Portland, Oregon 97204

Chesapeake Fire Department
304 Albemarle Drive
Chesapeake, Virginia 23320

Gwinnett County Fire/Emergency Services
3608 Braselton Highway
Dacula, Georgia 30019

Chesterfield Fire & EMS
PO Box 40
Chesterfield, Virginia 23832