


Preparing Supervisors and Acting Supervisors to be Leaders through Professional Development

Jason Schwabe

Oldsmar Fire Rescue, Oldsmar, Florida

Certification Statement

I hereby certify that my responses on this exam constitute my original product, that where the language of others is set forth, quotation marks so indicate, and that appropriate citation is given where I have used the language, ideas, expressions, or writings of another.

Signed:  _____

Date: December 28, 2018

Abstract

The problem was that Oldsmar Fire Rescue did not have a formalized professional development process for company officers and acting officers. Much like the rest of the fire service, professional development tended to be left to a self-guided approach on the part of the individual leading to a lack of consistency in leadership within the department. Technical skills development occurred but a focus on interpersonal dynamic training was lacking. The purpose of this project was to identify components of a formal professional development program for company officers and senior firefighters that act in a capacity of higher position. Descriptive methodology guided the following research questions: (a) what professional development components are available on a supervisory level through local, state and federal institutions? (b) What professional development processes are used in other fire department organizations? (c) What professional development processes are non-fire service organizations using for supervisors and senior employees with a desire to become supervisors? (d) What industry standards are applicable to a supervisory professional development program?

The procedures were personal interviews with non-fire organization leaders, and two surveys constructed and distributed to other Florida fire organizations and other non-fire organizations. The results identified industry standards consistent with NFPA 1021 and Florida Fire Officer I standards to achieve the level of company officer.

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Professional Development for Company Officers and Acting Officers

Upon promotion, new company officers go from being a part of the crew on shift to the leader of their own crew. Often this transition occurs with little direction on the adaptive challenges that come along with the promotion. Movement up the leadership ladder can become more and more complex as each level is achieved, but the first step as a company officer is the most significant of them all (Cline, 2015). This first crucial step is easily missed in the fire service, leaving the newly promoted company officer to handle challenges as they experience them. This can cause a reactive approach to leadership rather than proactively leading. The need for professional development is not a new issue for the fire service, but with a mass exodus of senior supervising members of the fire service retiring, the fire service has seen a loss in competent leadership (*IAFC ODH*, 2010).

The problem was that Oldsmar Fire Rescue did not recognize a formal professional development process for company officers and acting officers. The purpose of this research was to identify components of a formal professional development program for company officers and senior firefighters that act in a capacity of a higher position as acting officers.

Descriptive methodology was used guide the following research questions: (a) what professional development components are available on a supervisory level through local, state and federal institutions? (b) What professional development processes are used in other fire department organizations? (c) What professional development processes are non-fire service organizations using for supervisors and senior employees with a desire to become supervisors? (d) What industry standards are applicable to a supervisory professional development program?

Background and Significance

Oldsmar Fire Rescue functions as part of a city-council government for the City of Oldsmar. The name, Oldsmar, may appear familiar as it was founded by Ransom Eli Olds, the founder of Oldsmobile, in 1913 (*Reflections of Oldsmar*, 1996). The City of Oldsmar borders nine square miles and is geographically located in the Tampa Bay region of Florida and sits as the far most eastern municipality of Pinellas County (*Reflections of Oldsmar*, 1996). This geographical location within Pinellas County is important to Oldsmar Fire Rescue because of the automatic mutual aid agreement that is present with the other 17 departments of Pinellas County. All of the automatic mutual aid response units respond from the west, including more experienced chief level assistance, leaving the potential for longer responses when responding to the easternmost areas of the city. This presents the company officer, or acting officer, with extended tactical challenges heightening the need for professional development in that area.

The City of Oldsmar has a mixture of residential, commercial and industrial areas that boast their coexistence with many city established parks, and recreational areas, a sports complex that includes an Olympic style BMX track, wilderness preserve areas and multiple trails for biking and running. This mixture exemplifies the City's one-time motto "A great place to live, work, and play" as the City strives to maintain a small-town atmosphere while providing advancing amenities to its citizens and businesses. The 2017 estimated static population for the City of Oldsmar was 14,617 (U.S. Census, 2017) which almost triples in daytime traffic due to the commercial and industrial workforce.

Oldsmar Fire Rescue is a one station career fire department that provides advanced life support (ALS) emergency medical services (EMS) and fire suppression with the use of an engine company and rescue unit. Oldsmar Fire Rescue consists of 15 full-time frontline personnel, two

administrative lieutenants, one fire inspector, an executive administrative assistant and the Fire and EMS Chief. The frontline personnel break down into three separate shifts consisting of five personnel each that work the traditional twenty-four hours on duty and forty-eight hours off duty. Each of the three shifts is led by a lieutenant that is responsible for the day to day operations of the department reporting directly to the Fire and EMS Chief. The current practice of staffing the two companies results in three personnel, this includes the lieutenant, occupying the engine company and two personnel occupying the rescue unit. In the event that staffing falls below five at any time, the rescue unit is placed out of service due to staffing and all of the remaining personnel staff the engine. Overtime personnel are brought in when staffing falls below three individuals qualified to staff the engine. The shift lieutenant is responsible for all of the staffing responsibilities as part of the day to day operations.

As part of Pinellas County, OFR operates under an automatic aid agreement with the Pinellas County Fire and EMS Authority that is guided by a set of tactical guidelines referred to as the 600 series. Each company officer working in the system is responsible for knowing the 600 series so that the fire ground operations run smoothly under the automatic aid agreement. With OFR's limited resources, it is not uncommon to find multiple agencies responding to fire-related incidents under the automatic aid agreement. This makes the knowledge of the system and 600 series SOPs by the lieutenant and acting officer, an important part of their professional development.

With the exception of the Fire and EMS Chief and executive administrative assistant, all personnel are represented by a collective bargaining agreement (CBA) that is negotiated between the International Association of Fire Fighters (IAFF) and the City of Oldsmar. Article 31 of the

CBA lists educational requirements for promotion to lieutenant as Florida Fire Officer I, Firesafety Inspector and Fire Instructor I.

Oldsmar Fire Rescue recognized the impact and the need for an acting officer program to prepare senior personnel for a supervisory role in the absence of the shift lieutenant. This program requires a minimum of three years' experience with OFR and completion of a checklist that focuses on tactical training and a minimum of two hundred and forty hours of "ride up" time with a shift lieutenant evaluating them. Formal educational requirements of the acting officer program include a forty-hour building construction and forty-hour tactics and strategies class provided by local institutions, along with two four-hour conflict resolution and leadership courses that are provided by Pinellas County government (City of Oldsmar, 2018).

While there are some minimal education and training requirements that assist in the initial development of employees seeking to become company officers and acting officers, OFR lacks a formal on-going professional development program that would assist newly promoted lieutenants and acting officers. This research is relevant to the Executive Development section of the Executive Fire Officer Program (Executive Development, 2016) in that it addresses the adaptive challenge of growing the professional development approach currently practiced by OFR. Furthermore, this research supports the United States Fire Administration 2014-2018 operational objectives to "enhance the Fire and Emergency Services Capability for Response to and Recovery From All Hazards" and to "Advance the Professional Development of Fire Service Personnel..." (United States Fire Administration, 2014, p. 12-13) in that this research should assist in improving the professional development of company officers and acting company officers of OFR while better preparing them in their capabilities involved with responding to emergency incidents.

Literature Review

A research of literature began with a keyword search of “Professional Development” within Executive Fire Officer Program (EFOP) papers through the National Training Center Library Catalog, revealing a list of 750 results. The number of results highlighted the importance of professional development to the fire service while directing this researcher to trade journals, professional magazines, consensus standards, and other internet searches to assist in completing this literature review.

One of the most important aspects of today’s fire service focuses on preparing to respond (Wallace, 2009). While responding to emergency incidents is of utmost importance, preparing those in supervisory roles needs to be an intricate component of the process to ensure that not only those incidents are managed correctly, but personnel dynamics are handled accordingly as well. According to Cline (2015) the fire service, in general, should continue to work towards creating a professional development environment that is better-rounded.

Continuing education is prevalent in many aspects of the fire and EMS services, but appears to be overlooked when it comes down to leadership skills. Many newly promoted company officers go from being part of a crew to being the crew’s leader overnight and are set up for failure by their departments by not providing necessary supervisory skills when they are promoted (Sargent, 2001). The more proactive approach would be to train and develop young company officers so that they have the necessary tools to one day lead the organization (Eder, 2011). In Wayne Eder’s *Guide to Fire Officer Development* (2011), he suggests participation in the FEMA Independent Study Program as a substantial first step for fire officers and individuals aspiring to become fire officers. This program provides general and advanced incident command courses that are self-paced online courses providing certification of completion. Mark Heeren

(2013) supports Eder's statement and goes further in stating that individuals striving to become fire officers should also investigate courses at the National Fire Academy (NFA) to further solidify their management styles while improving communications and mentoring skills. These national programs provide outstanding training with the added benefit that they are provided free of charge to the individual by being supplemented with tax dollars (Heeren, 2013).

The National Fire Protection Agency (NFPA) standard 1021 Standards for Fire Officer Qualifications (2014) outlines Fire Officer Level I through Fire Officer Level IV as guidance of knowledge, skills, and abilities on a national level. The State of Florida has adopted standards that closely parallel the four levels of fire officer in NFPA 1021 by providing state certification in each level. For the purpose of this research, the focus will be directed to the Fire Officer I level which is considered to be the "supervising" fire officer according to the International Association of Fire Chiefs (IAFC) Officer Development Handbook (2010). A review of Florida's Division of State Fire Marshal's web page revealed that to achieve Fire Officer I Florida State Certification one must complete four core courses in building construction, company officer, firefighting tactics and strategies and fire service course delivery. The candidate must also complete a Fire Officer I task book that was designed to document their ability to demonstrate specific skills and abilities outlined in NFPA 1021.

On a local level, the Pinellas County Human Resources and Talent Development Team created the Pinellas County Consortium (2018) that is offered to employees of municipalities located within Pinellas County borders. The Consortium offers "learning paths" designed to assist potential leaders in their development. These learning paths begin with the "Core" path which includes: (a) training in career development, (b) communications, (c) individual

leadership, and (d) core business skills, then progresses through (e) six more learning paths with advancing leadership and development skills (Pinellas County, 2018).

Deputy Chief Tom Peters of Safety Harbor Fire Department provided action research as part of his EFOP paper that created a formalized acting company officer training program with accompanying task book, expressing the shared concern of a lack of professional-development for these positions on a local level (Peters, 2016). A concern that was shared by Deputy Chief Scott Sanford (2017) of Palm Harbor Fire Rescue, another neighboring department, in his EFOP research was a lack of training and educational requirements for company officers after they were promoted, leading to inconsistent leadership skills within their department (Sanford, 2017).

Studies on career development in the workplace confirms that organizations that make career development a priority tend to have a more productive workforce (Kaye and Giulioni, 2012). A myth among business managers is that the employee has to do all the work if they want to develop their own career. They need to own it. While an employee has a tremendous role in owning their career, the organization has an essential role in providing support of their employee development (Kaye and Giulioni, 2012). This may be achieved by simply creating an environment that includes career development as part of the organizational culture beyond the traditional career paths and training programs (Ware, 2016). Movement up the career ladder can make some organizations nervous that the employee will learn what is needed to move on to another organization. A view not much different from that in the fire service, but the opposite is true. Employees generally feel a sense of loyalty and are more apt to continue employment with an organization that is known for developing their employees (Ware, 2016).

This philosophy is evident in the leadership development program in place at the National Aeronautics and Space Administration (NASA) (2005). NASA focuses on developing

future leaders early on as part of their succession planning by identifying individuals that are willing to take on broader responsibilities (NASA, 2005). Some key elements of NASA's leadership development program involve a results-based leadership model that includes: (a) leadership workshops, (b) individual training elements, and (c) mentoring and coaching assignments (NASA, 2005, p. 7). Most of these key aspects may be found in other organizational professional development programs. The US Army's officer development programs have been in place as far back as World War II in an effort to prepare very junior officers for critical battle responsibilities (Hall and McCoy, 2002). Their development program involves feedback and guidance from mentors while providing development of an officer's interaction skills with other battalion staff (Hall and McCoy, 2002). A review of the officer's strengths and weaknesses is conducted so that a plan to further develop and improve them may be made (Hall and McCoy, 2002). This very important aspect shows the US Army's desire to continually improve the leadership of its officers rather than simply preparing them for their promotion without providing them the tools for further development.

A search for "Professional Development" within EFOP papers through the National Training Center Library Catalog provided some initial literary review. Troy Reeves (2015) of Martinsville Fire and EMS Department identified career development plans as an avenue to identify an individual's strengths and weaknesses in an effort to provide that individual with the tools to improve upon them (Reeves, 2015). One of these tools identified in the EFOP papers reviewed was the Officer Development Handbook (ODH) created by the International Association of Fire Chiefs (2010). The ODH identifies that professional development generally occurs through experience, mentoring, and education, in order of most importance to the developmental process (IAFC ODH, 2010). Much of the fire service focuses heavily on training

and education as their primary mode of development of their personnel while rarely focusing on an extensive developmental plan for their officers. Even less focus is given to acting officers that may in turn become officers one day (IAFC ODH, 2010). A developmental plan rich in experiential opportunities is advised to provide officers with the ability to develop core competencies. In fact, the ODH suggests that development works best when it involves 70% experience, 20% mentoring, and only 10% education (2010, p. 5).

The National Fire Protection Agency (2014) created NFPA 1021: Standards for Fire Officer Professional Qualifications as a national standard for fire officer development. The standard is not meant as a requirement for an individual to become a company officer but provides a framework of job performance requirements that can be applied to any fire department in any city throughout North America (2014). Much like the ODH, NFPA 1021 considers Fire Officer Level I as an initial stage in the fire officer ladder functioning primarily in the supervisory role (NFPA, 2014).

Many fire organizations fall short of the need to develop officers beyond technical training. Much focus is given to the required training and education to become an officer, but once the promotion occurs it seems to lack needed ongoing development. They should be willing to invest in their leadership by providing opportunities for their officers to attend training at institutions such as the National Fire Academy, while also providing mentoring and coaching opportunities and creating the right experiences for future leaders of the organization (IAFC ODH, 2010).

The literature review influenced the direction of this research by providing a framework of expectations through local, state, and national standards. Furthermore, it led this author to

views on professional development of the fire service through review of established authors, industry standards and review of non-fire organization discussions on professional development.

Procedures

The applied research project was conducted with the descriptive methodology. Initial research began during the Executive Development year one course of the Executive Fire Officer Program at the National Fire Academy during June 2018 in discussions with other EFOP students from varying years of completion.

A twelve-question survey (Appendix B) was created using a free online survey service, SurveyGizmo.com, and distributed to various Florida fire departments through the Florida Fire Chiefs Association (Appendix A). The online survey method was used in order to reach participants from various areas of the state of Florida. This also provides an opportunity to reach a great number of participants.

A review of current job performance requirements, and knowledge, skills and abilities for company officers and acting officers of Oldsmar Fire Rescue was conducted to provide a basis for this research survey, as well as information collected through literature review. The survey consisted of twelve questions made up of fill in the blank and multiple-choice type questions. A test draft of the survey was distributed to and completed by past EFOP students known to this author and to administrative officers of Oldsmar Fire Rescue. Changes were recommended by the test draft group and made prior to distribution.

Fifty-one responses were received from this survey. Departments with less than ten stations were targeted due to the small size of OFR and the size of surrounding automatic mutual aid departments which range from one to nine station departments. Forty-one of the fifty-one results met this criteria falling just short of the National Fire Academy (National Fire Academy,

2016, p.35) desired 85% sample rate. Although only an 80% sample rate was achieved, this represents a sample size well above the 20% response rate that is considered as a good response rate by the online survey group Checkmarket (Van Dessel, 2013). A comprehensive list of fire department respondents that met the targeted criteria is included in Appendix C.

A twelve-question survey (Appendix G) was created using a free online survey service, SurveyGizmo.com, with a similar basis to the first survey created for fire service organizations. A survey request was sent to the Society of Human Resource Managers through the Human Resources Director for the City of Oldsmar (Appendix D). A survey request was also sent to the International City Managers Association through the Assistant City Manager for the City of Oldsmar (Appendix E) and to members of the Upper Tampa Bay Chamber of Commerce through the local Chamber of Commerce office (Appendix F). The survey (Appendix G) consisted of twelve questions made up of fill in the blank and multiple-choice type.

Poor response was received from the survey request. Out of the three organizations targeted for requests, the survey only received four total responses. Therefore, in addition to the survey, a face-to-face interview (J. Mekler, personal communication, October 2018) (Appendix H) was conducted with the principal of a local elementary school to gain insight into the professional development philosophy and processes of the Pinellas County School Board (Appendix H). A phone interview (J. Tinter, personal communication, November 2018) (Appendix I) was also conducted with the Clinical Services Coordinator for Sunstar, the local ambulance provider of Pinellas County (Appendix I).

Limitations were experienced during research of professional development processes for supervisors and acting supervisors in non-fire organizations. An attempt was made to receive numerous responses to survey two (Appendix G) by requesting distribution through three large

membership organizations: Society of Human Resource Managers, International Association of City Managers, and Upper Tampa Bay Chamber of Commerce. However, responses from these organizations were limited with only four responses captured. Although the number of requests disseminated throughout the three targeted organizations is unknown, the assumption by this author would be that a response of four would represent a sample rate that fell far below the National Fire Academy (National Fire Academy, 2016, p. 35) desired 85% sample rate.

Results

Results for research question one asked: What professional development components are available on a supervisory level through local, state, and federal institutions? This data were compiled through review of national standards, State of Florida Standards and local institutions. On a local level, The Pinellas County Training Consortium offers a series of “learning paths” that begin with a “core” path that includes training in career development, communications, individual leadership, and core business skills. The “learning paths” are progressive in nature advancing through seven total paths consisting of Core, Emerging Leader, Evolving Leader, Strategic Leader, Supervisory and Management Competencies Series, Certified Supervisory Manager, and Certified Public Manager (Pinellas County, 2018). The first three learning paths focus on the training of supervisors and potential supervisors which would essentially compare to company officers and acting officers.

The state of Florida outlines requirements for state certification of Fire Officer I which includes a candidate meeting the requirements of NFPA 1021- Fire Officer I (2009 edition), completion of Fire Officer I Task Book, and completion of the following courses: Building Construction for the Fire Service, Company Officer, Fire Service Course Delivery, Firefighting

Tactics and strategies I, and the National Fallen Firefighters Foundation's course Courage to be Safe (Bureau of Fire Standards, 2018). With the exception of Courage to be Safe, all other courses are available through local and state educational organizations such as the Florida State Fire College, Saint Petersburg College, Hillsborough Community College, Friends of Tampa Bay Fire Fighters, and other state and local institutions.

NFPA 1021 Standards for Fire Officer Qualifications outlines nationally recognized job performance requirements that describe knowledge, skills and abilities an individual should possess to perform as a company officer (2014). Fire officer I is considered as the primary supervisory phase to be completed in an individual's path forward through their organizational ranks. Fire officer II through IV build upon the supervisory phase of Fire Officer I with additional managerial duties that provide further professional development of a company officer or chief officer.

The single most discussed professional development component available on a national level would be the IAFC Officer Development Handbook (ODH). Reference to the ODH was found in multiple EFOP papers, trade journals, and online resources. The IAFC refers to NFPA 1021 standards in its development of the four sections of the ODH: Supervising Fire Officer, Managing Fire Officer, Administrative Fire Officer, and Executive Fire Officer (2010). For the purposes of this applied research, the Supervising Fire Officer level in conjunction with NFPA 1021 Fire Officer I standards are most relevant.

Research question two asked: What professional development process are used in other fire department organizations? This research question was answered through the creation of a survey titled "Professional development of company officers and acting officers" (Appendix B) through a free online survey system called Survey Gizmo. The survey received fifty-one

responses with forty-one responses meeting the targeted criteria size department of less than ten stations. Questions one through three of the survey collected demographic data to gain a sense of the type of fire organization completing the survey and how they compared to Oldsmar Fire Rescue. Fifty of the fifty-one respondents replied to question two: Department type? Table 1 reflects the responses.

Table 1: Department Type Response

Department Type	Percent	Responses
Paid Career	86.00%	43
Combination	12.00%	6
Volunteer	2.00%	1

Fifty of the fifty-one respondents replied to survey question three: Department size? Providing forty-one respondents meeting the targeted criteria of less than ten stations. Table 2 reflects the responses of the targeted group.

Table 2: Department Size Response

Value	Percent	Responses
Three to nine stations	56.00%	28
Less than three stations	26.00%	13
Ten to twenty-five stations	12.00%	6
More than twenty-five station	6.00%	3

Question four (Appendix B) of the survey asked departments to indicate all certifications that were required by their department for promotion to company officer. The data indicated that Fire Officer I was overwhelmingly required at 76.3% of the respondents indicating this requirement. The next closest requirement was ICS 300 at only 50%, indicating that the remainder of the requirements for promotion to company officer with the respondents was not consistent. Table 3 reflects the complete responses by the targeted sample.

Table 3: Certifications Required Response

Value	Percent	Responses
Fire Officer I	76.3%	29
ICS 300	50.0%	19
Fire Officer II	34.2%	13
ICS 400	28.9%	11
Instructor I	26.3%	10
Associates Degree	21.1%	8
Fire Safety Inspector I	13.2%	5
Fire Safety Inspector II	7.9%	3
Instructor II	2.6%	1

Survey question five of the survey (Appendix B) requested that respondents indicate the knowledge, skills and abilities training that company officers receive as part of their professional development. The top three KSA's indicated were *tactical* at 97.4%, *organizational policies and procedures* at 79.5%, and *reporting/ NFIRS* at 79.5% with *time management* (30.8%) and *stress management* (28.2%) indicated as the least provided. Table 4 reflects the total number of responses by the targeted sample.

Table 4: KSA Training Provided to Company Officers Response

Value	Percent	Responses
Tactical	97.4%	38
Organizational policies and procedures	79.5%	31
Reporting/ NFIRS	79.5%	31
Diversity & harassment	71.8%	28
Discipline	69.2%	27
Conflict resolution	66.7%	26
Performance appraisals	64.1%	25
Customer service	61.5%	24
Interpersonal dynamics	53.8%	21
Labor relations	43.6%	17
Computer skills	41.0%	16
Emergency Management	33.3%	13

Fire codes and inspections	33.3%	13
Time management	30.8%	12
Stress management	28.2%	11

Question six of the survey (Appendix B) requested that respondents indicate the knowledge, skills and abilities training that senior firefighters acting in a higher capacity as an acting officer received as part of their professional development. The responses were similar to question five. The top three KSA's were *tactical* at 94.7%, *organizational policies and procedures* at 76.3%, and *reporting/ NFIRS* at 76.3%. *Time management* (21.1%) and *fire codes and inspections* (18.4%) were indicated as the least provided training. Table 5 reflects the complete responses by the targeted sample.

Table 5: KSA Training Provided to Acting Officers Response

Value	Percent	Responses
Tactical	94.7%	36
Organizational policies and procedures	76.3%	29
Reporting/ NFIRS	76.3%	29
Customer service	63.2%	24
Diversity & harassment	52.6%	20
Conflict resolution	52.6%	20
Discipline	44.7%	17
Computer skills	44.7%	17
Interpersonal dynamics	42.1%	16
Performance appraisals	34.2%	13
Stress management	28.9%	11
Emergency Management	26.3%	10
Labor relations	23.7%	9
Time management	21.1%	8
Fire codes and inspections	18.4%	7

Question seven of the survey (Appendix B) requested the respondent to indicate years of service requirements for a senior firefighter to act in a higher capacity. 31.7% of the respondents indicated a three to five-year requirement with their organization, 24.4% indicated more than five years with the organization, and 12.2% indicated a one to two-year requirement with the organization, while 9.8% indicated no requirement by the organization. A write in “other” option was given with the following results making up the remaining 22%. Table 6 reflects the responses by the targeted group to survey question seven.

Table 6: Years of Service Write In Response

2+ years, FO1, Task book
3-5 years + 4 of the 7 classes required for Fire Officer I
7+ years
Depends on position
Engineers can qualify to work out of rank as a Company Officer after 2 years in rank. Same for Captain working up as BC
Not apply there is no acting up
One year as a promoted officer before they can take the test for the next rank.
One year in current classification then a task book for next upper level.
completion of one-year probation, 3 years as a professional firefighter, completion of department acting driver program, completion of department acting Lieutenant program and Fire Officer I off probation and completion of positional task book

Question eight of the survey (Appendix B) requested information about the mode in which professional development training was provided. The majority of targeted respondents indicated that their organization uses a combination of departmental and outside training at 72.5% while 30% indicated the use of in-house departmental training only. Other indications included outside training at 12.5% and professional development training not provided at 7.5%.

Question nine of the survey (Appendix B) requested indication of the requirement of company officers to complete a formalized professional development program or task book once promoted. 43.9% indicated Yes; as part of a probationary period, 39% of the respondents indicated No; department does not have a formalized professional development program, and 17.1% indicated Yes; ongoing professional development to be completed in some other time period.

Question 10 of the survey (Appendix B) requested indication of the requirement of the completion of a formalized professional development program, or task book, to be completed by senior firefighters acting in a higher capacity. 62.5% of respondents indicated Yes while 37.5% responded No.

Question 11 of the survey (Appendix B) was simply a statement requesting any formalized professional development programs that the respondent was willing to share as part of the research. Twenty-six respondents indicated that they would provide this researcher with a formalized professional development program, although only five were received at the time of completing this research project. Clearwater Fire Rescue, Fort Meyers Fire Department, Palm Harbor Fire Rescue, Palm Bay Fire Rescue, and Safety Harbor Fire Rescue all replied with formalized professional development programs for acting company officers to prepare for promotion to company officer. No responses were received with a formalized professional development program for company officers once they were promoted.

Question 12 of the survey (Appendix B) offered the respondents the opportunity to provide their email if they desired the results of the survey. Twelve respondents provided their email address with the desire to receive the results of the survey. Results were provided at the conclusion of the study.

A survey (Appendix G) was created to answer research question three: (c) What professional development processes are non-fire organizations using for supervisors and senior employees with a desire to become supervisors? But, a lack of adequate response provided a sample size that was difficult to create usable data. Only four responses were received, one of which was actually another fire department organization that this researcher could only conclude was forwarded the survey from their human resources department in response to this researchers SHRM or ICMA request. Two of the remaining respondents provided an email description of leadership development programs within their governmental agencies. According to Chrystal Ryals, (Appendix J) Human Resource Analyst with The City of Clearwater, the city provided a quarterly “Leadership Development Training Boot Camp” consisting of multiple one-hour courses that are listed in Appendix J.

Kevin Goncalo, Training Manager for Manatee County also provided an email (Appendix K) response with a description of “Leadership Academy I” that was available to employees desiring to gain knowledge into the supervisory role and “Leadership Academy II” that is provided to supervisors as part of their professional development. Leadership Academy I was an eleven-week program consisting of the courses listed in Appendix K. Leadership Academy II was a fourteen-week program consisting of the courses listed in Appendix K.

Two interviews were also conducted to gain further perspective of professional development methods in the non-fire organization category. Some similarities in the results of those interviews were identified. One was the requirement of three years of service to become an assistant principal with the Pinellas County School Board as well as to become an assistant field supervisor with Sunstar Paramedics. Another similarity was the lack of ongoing professional development once promoted. Jennifer Mekler (personal communication, October 2018)

(Appendix H) stated that ongoing professional development for a Principal was often self-driven with some assistance and motivation provided by the area superintendent. Likewise, Jeremy Tinter (personal communication, November 2018) (Appendix I) stated that continuing leadership training rarely occurs after a newly promoted field supervisor's initial Leadership Effectiveness Training.

Research question four asked: (d) what industry standards are applicable to a supervisory professional development program? The question was answered by professional development programs received through the request portion of the survey (Appendix B). Of the fifty-one respondents, five distributed acting officer professional development programs to this researcher. Some commonalities were noted throughout the programs including the NFPA 1021 Fire Officer I components listed in Appendix L.

Many of these components are also found as part of the Florida Fire Officer I task book that must be completed prior to certification. The task book itself refers directly to NFPA 1021 job performance requirements.

IAFC ODH also presented some similarities to NFPA 1021 Fire Officer I as competencies to be measured through both academic achievements and experience as part of the *Supervising Fire Officer* development (2010). The elements associated with the ODH are listed with the accompanying NFPA 1021 section in table 7:

Table 7: IAFC ODH/ NFPA 1021 Fire Officer I Comparison

IAFC ODH Element	NFPA 1021 section
Agency operations	N/A
Coaching	4.2
Directing resources	4.6

Incident management	4.6
Planning	4.3, 4.4, 4.5, 4.6
Instruction	4.2
Human resource management	4.2, 4.4
Financial resource management	4.4
Project management	4.3
Interagency	N/A
Emergency management	4.5, 4.6
Community involvement	4.3
Professional actions	N/A
Health/ fitness	4.7
Physical ability	N/A
Career mapping	N/A
Communication	4.2, 4.3, 4.4, 4.5, 4.6, 4.7
Interpersonal dynamics	4.3, 4.4
Diversity	N/A
Ethics	N/A
Legal issues	N/A
Technology	N/A
Local and/or contemporary hazards/issues	4.5

Discussion

The problem was that Oldsmar Fire Rescue did not recognize a formal professional development program for company officers and acting officers. The established acting officer program was limited to minimal education and training requirements to assist in the initial development of employees seeking to become company officers and acting officers. The supervisory level company officer is the first step in the leadership ladder, but is often overlooked (Cline, 2015). In general, the fire service needs to do a better job of creating a professional development environment that creates a better-rounded company officer (Cline, 2015). The survey data shows that much of the professional development for company officers focus lies with tactical training (97.4%) and the requirement of Fire Officer I (76.9%) while interpersonal dynamic skills were only provided to 53.8% of the respondents and only 21.1% require an associate's degree for promotion to company officer. A proactive approach to better prepare company officers for the technical and adaptive challenges that lie ahead would be to train and develop young company officers so that they have the tools necessary to one day lead the organization (Eder, 2011).

NASA provides a good example of taking a proactive approach to professional development by identifying individuals early on in their career and providing them a path to prepare for broader responsibilities. NASA's results-based leadership model includes leadership workshops, individual training elements, and focuses on mentoring and coaching activities (NASA, 2005). Mentoring and coaching are also present in the US Army's professional development program as they provide junior officers a mentor that will guide them through their interaction skills with other battalion members (Hall and McCoy, 2002).

NFPA 1021 Standards for Fire Officers Qualifications provides the basis of development for the supervisory fire officer at the Fire Officer I level (2014). Five acting officer professional development programs were submitted to the researcher via email, and all referenced NFPA 1021 in some fashion with accompanying knowledge, skills, and abilities that needed to be achieved. The state of Florida has also adopted standards that closely parallel NFPA 1021 in its Fire Officer I certification task book that must be completed prior to certification.

The IAFC ODH (2010) discusses the need to provide leadership development opportunities rich in experience while providing educational opportunities and mentoring. Training and education are easily obtained by the company officers as the avenue for professional development while experience can often become overlooked. A developmental plan rich in experiential opportunities is advised to provide company officers with the ability to develop core competencies (IAFC, 2010).

Interpersonal skills are listed as a requisite skill in many sections of NFPA 1021 but survey results showed that only 53.8% of respondents receive interpersonal dynamics as part of their professional development for company officers and only 42.1% receive it as part of their professional development for acting officers. Oldsmar Fire Rescue requires two four-hour interpersonal dynamics type courses through the Pinellas County Consortium (City of Oldsmar, 2018) as part of the acting officer requirements but many more available as part of a series of “learning paths” available to members of the consortium. Company Officers do not have a requirement once promoted past these two courses where they received interpersonal skills training in their path to becoming acting officers. The Core Learning Path, Emerging Leader Learning Path, and Evolving Leader Learning path are the three initial paths, out of six that are

primarily focused on the supervisory level (Pinellas County, 2018). Neither of the three learning paths available to OFR are being utilized.

Acting officers quickly become informal leaders of the organization and become emerging leaders in need of direction. It is important to encourage development in their future with the organization. The development of these informal leaders may be accomplished by simply encouraging them to attend courses such as those found with the Pinellas County Consortium, National Fire Academy, FEMA Independent Study Program, and more. A formal mentorship program along with providing them with relevant experiences are important as well in the development of new emerging leaders of any organization (IAFC ODH, 2010).

While NFPA 1021 requirements (2014) for Fire Officer I and the Florida State Fire Officer I certification guidelines (Bureau of fire standards and training, 2018) provide a potential company officer with some initial professional development tools in their journey to becoming a company officer, The IAFC Officer Development Handbook (ODH) delves deeper into the development of young company officers once they are promoted. The ODH discusses the need for organizations to focus on development of young officers beyond the technical aspects of the job and the importance of providing a professional development program (2010). NFPA 1021 is discussed as a basis for development of the ODH but much more is provided. Networking with professional organizations, community diversity, professional ethics, legal issues, personal career mapping, maintaining and developing the use of technology in the fire service, and working as an emergency responder for three to five years as a requisite, are all components of the development of a *Supervising Fire Officer* in the ODH (2010). Further certifications such as Incident Safety Officer, Instructor I, Inspector I, and further NIMS training are also recommended as part of the *Supervising Fire Officer* level training in the ODH (2010).

The misconception by the fire service is that adequate development *occurs* during the path to becoming a company officer. Many departments set up their new leaders for failure by not providing necessary supervisory training once they are promoted into a leadership position (Sargent, 2011). A formal mentorship program would provide necessary tools to further develop young leaders by providing them a consistent and dependable path to not only develop them in their current position but also better prepare them for moving into advanced leadership positions (IAFC ODH, 2010).

Recommendations

Key processes for professional development of the supervising fire officer level have been identified in this research and should be utilized to better prepare acting officers and company officers of OFR in their development. The first recommendation was that a formalized professional development program for company officers that provides ongoing education, training, and mentoring is recommended. Acting officers would also benefit from an ongoing professional development plan that prepares them for situational awareness while performing duties in a higher capacity and that better prepares them for becoming company officers.

The second recommendation was to explore opportunities that exist through local, state and federal organizations that would be of little or no cost to the individual or organization. Institutions such as FEMA, NFA and the Pinellas County Consortium should be explored as partners in professional development programs for company officers and acting officers. Furthermore, The IAFC ODH provides a framework of development that is the product of much research and discussion.

The third recommendation was to conduct a considerable amount of further research into the use of the ODH for creating a formalized professional development program for company officers and acting officers.

While description research provided this author with industry standards and available resources in the professional development of company officers and acting officers, this author recommends the use of action research to develop a professional development program for these positions with Oldsmar Fire Rescue. It is also recommended that future readers of this research project use this data to develop a professional development program that aligns with their organizational needs, mission and values.

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Appendix A**FFCA Survey Request Email**

To whom it may concern,

I am completing an Applied Research Project for year one of the Executive Fire Officer Program with the National Fire Academy. The topic that I am researching is professional development of new company officers and senior firefighters acting in a position of higher capacity. Please consider completing a survey located at <https://www.mysurveygizmo.com/s3/4668688/Professional-development-of-company-officers-acting-officers>.

Also, I would be very interested in any training requirements or professional development programs that your department has implemented for company officers and acting officers. I would greatly appreciate any formalized information that you could send to me at the contact information below.

Sincerely,

Jason Schwabe, Lieutenant-Paramedic
Oldsmar Fire Rescue

Appendix B

Survey One

Professional Development of Company Officers and Acting Officers

I am completing an Applied Research Project for Executive Development, year one of the Executive Fire Officer Program with the National Fire Academy. The topic that I am researching is professional development of new company officers and senior firefighters acting in a position of higher capacity. I would greatly appreciate your help in answering the following questions.

ALSO, I would be very interested in any training requirements or professional development programs that your department has implemented for company officers and acting officers. I would greatly appreciate any formalized information that you could send to me at jschwabe@myoldsmar.com.

Thank you in advance for your help!

1. Department name:

2. Department type:

- Paid career
- Volunteer
- Combination

3. Department size:

- Less than three stations
- Three to nine stations
- Ten to twenty-five stations
- More than twenty-five stations

4. Which of the following certifications and/or educational qualifications does your department require for promotion to company officer?

- Fire Officer I
- Fire Officer II
- Fire Safety Inspector
- Firesafety Inspector I
- Firesafety Inspector II
- Instructor I
- Instructor II
- Instructor III
- ICS 300
- ICS 400

- Associates degree

5. Which of the following knowledge, skills and abilities training do company officers receive as part of their professional development?

- Tactical
- Fire codes and inspections
- Emergency management
- Organizational policies and procedures
- Reporting/ NFIRS
- Customer service
- Time management
- Stress management
- Interpersonal dynamics
- Conflict resolution
- Labor relations
- Diversity & harassment
- Performance appraisals
- Discipline
- Computer skills

6. Which of the following knowledge, skills and abilities training do senior firefighters acting in a higher position receive as part of professional development for acting officers?

- Tactical
- Fire codes and inspections
- Emergency management
- Organizational policies and procedures
- Reporting/ NFIRS
- Customer service
- Time management
- Stress management
- Interpersonal dynamics
- Conflict resolution
- Labor relations
- Diversity & harassment
- Performance appraisals
- Discipline
- Computer skills

7. What service requirements are required for a senior firefighter to act in a higher position?

- One to two years with organization
- Three to five years with organization
- More than five years with organization
- No requirement

- Other - Write In (Required)

8. How does your department provide professional development training to company officers and acting officers?

- In-house departmental training
- Outside training
- Combination of departmental and outside training
- Professional development training not provided

9. After promotion, does your department require newly promoted company officers to complete a formalized professional development program or task book once promoted?

- Yes; as part of a probationary period
- Yes; ongoing professional development training to be completed in some other time period
- No; department does not have a formalized professional development program

10. Does your department require the completion of a formalized program or task book prior to a senior firefighter being able to act in a position of higher capacity?

- Yes (Please send any part of the program you are willing to share to jschwabe@myoldsmar.com)
- No

11.

PLEASE REMEMBER, I would be very interested in any training requirements or professional development programs that your organization has implemented for company officers and acting officers. I would greatly appreciate any formalized information that you could send to me at jschwabe@myoldsmar.com.

- Will do!
- Maybe next time
- We do not have any formalized professional development programs

12. If you are interested in the results of this survey, please provide your email and I will forward them upon completion.

Appendix C**Fire Department Respondents to Survey One**

ID	Response
1	Inverness Fire Department
3	City of Seminole Fire Rescue
4	City of Fort Myers Fire Department
8	Bayshore Fire Rescue
9	Sanibel Fire Rescue District
10	Baker County Fire Department
11	Palm Bay Fire Rescue
12	Davie Fire Rescue
13	North River Fire District
15	Largo Fire Rescue
16	Margate Coconut Creek Fire Rescue
18	Reedy Creek Fire Dept
19	Reedy Creek Fire Department
20	NSA Panama City Fire and Emergency Services
21	Five Points Volunteer Fire Department
24	Gainesville Fire Rescue
25	Space Coast Regional Airport Fire & Emergency Services
28	Villages Public Safety
29	Desoto County Fire Rescue
31	City of Sanford

- 33 Winter Garden Fire Rescue Department
- 34 Hialeah Fire Department
- 35 Boynton Beach Fire Rescue
- 36 City of Palm Beach Gardens Fire Rescue
- 38 Sumter County Fire & EMS, FL
- 41 City of Seminole Fire Rescue
- 42 Largo Fire Rescue
- 44 Tarpon Springs
- 45 Palm Harbor Fire Rescue
- 46 Safety Harbor Fire Department
- 47 East Lake Fire Rescue
- 48 St. Pete Beach Fire Rescue
- 49 South Pasadena Fire Department
- 50 Clearwater Fire Rescue
- 51 Safety Harbor Fire

Appendix D**Michelle Kutch, Human Resources Director, City of Oldsmar Email**

Michelle,

Below is the request that I would greatly appreciate your assistance in sending out locally and to members of the Society for Human Resource Management. Thank you very much for the assistance, and please let me know if you have any questions or concerns.

Thank you,

J

To whom it may concern,

I am completing an Applied Research Project for year one, Executive Development, of the Executive Fire Officer Program with the National Fire Academy. The topic that I am researching is professional development of new company officers and senior firefighters acting in a position of higher capacity when that company officer is absent. I would appreciate your help in completing a survey located at <https://www.mysurveygizmo.com/s3/4668418/Professional-development-of-supervisors-acting-supervisors> about how your organization handles professional development for supervisors and acting supervisors.

ALSO, I would be very interested in any training requirements or professional development programs that your organization has implemented for supervisors and employees acting as supervisors. I would greatly appreciate any formalized information that you could send to me at jschwabe@myoldsmar.com.

Thank you in advance for your help!

Jason Schwabe
Lieutenant- C Shift
Oldsmar Fire Rescue

Appendix E**Felicia Donnelly, Assistant City Manager, City of Oldsmar Email**

Ms. Donnelly,

I would greatly appreciate it if you would be able to send the below request out through the ICMA as we discussed.

Thank you,

J

To whom it may concern,

I am completing an Applied Research Project for year one, Executive Development, of the Executive Fire Officer Program with the National Fire Academy. The topic that I am researching is professional development of new company officers and senior firefighters acting in a position of higher capacity when that company officer is absent. I would appreciate your help in completing a survey located at <https://www.mysurveygizmo.com/s3/4668418/Professional-development-of-supervisors-acting-supervisors> about how your organization approaches professional development for supervisors and acting supervisors.

ALSO, I would be very interested in any training requirements or professional development programs that your organization has implemented for supervisors and employees acting as supervisors. I would greatly appreciate any formalized information that you could send to me at jschwabe@myoldsmar.com.

Thank you in advance for your help!

Jason Schwabe
Lieutenant- C Shift
Oldsmar Fire Rescue

Appendix F**Mark Howe, Upper Tampa Bay Chamber of Commerce Email**

Mark,

Thank you very much for sending this out to businesses in the area. Below is the request with an explanation of what I am looking for. It may not apply to every business, but those that have employees in supervisory roles should be able to answer the questions in the survey. Please let me know if you have any questions.

Thanks again!

J

To whom it may concern,

I am completing an Applied Research Project for year one, Executive Development, of the Executive Fire Officer Program with the National Fire Academy. The topic that I am researching is professional development of new company officers and senior firefighters acting in a position of higher capacity when that company officer is absent. I would appreciate your help in completing a survey located at <https://www.mysurveygizmo.com/s3/4668418/Professional-development-of-supervisors-acting-supervisors> about how your organization approaches professional development for supervisors and acting supervisors.

ALSO, I would be very interested in any training requirements or professional development programs that your organization has implemented for supervisors and employees acting as supervisors. I would greatly appreciate any formalized information that you could send to me at jschwabe@myoldsmar.com.

Thank you in advance for your help!

Jason Schwabe
Lieutenant- C Shift
Oldsmar Fire Rescue

Appendix G

Survey Two

Professional Development of Supervisors and Acting Supervisors

I am completing an Applied Research Project for year one, Executive Development, of the Executive Fire Officer Program with the National Fire Academy. The topic that I am researching is professional development of new company officers and senior firefighters acting in a position of higher capacity when that company officer is absent. I would greatly appreciate your help in answering the following questions.

ALSO, I would be very interested in any training requirements or professional development programs that your organization has implemented for supervisors and employees acting as supervisors. I would greatly appreciate any formalized information that you could send to me at jschwabe@myoldsmar.com.

Thank you in advance for your help!

Definition to consider while completing the survey:

Acting supervisor: A senior employee that may act in a higher capacity than their normal job functions that is left in charge while the supervisor is either absent for the day or a few hours. Your organization may define these individuals by other means.

1. Organization name:

2. Please describe the nature of your business or organization:

3. What is your position in the organization?

4. Size of organization:

- 0 -25 employees
- 26-99 employees
- 100-300 employees
- More than 300 employees

5. Which of the following knowledge, skills and abilities training do supervisors receive as part of their professional development?

- Organizational policies and procedures
- Reporting
- Customer service

- Time management
- Stress management
- Interpersonal dynamics
- Conflict resolution
- Labor relations
- Diversity & harassment
- Performance appraisals
- Discipline
- Computer skills

6. Does your organization allow senior employees to act in a higher position as an acting supervisor?

- Yes
- No

7. If you answered 'yes' to question #6, which of the following knowledge, skills and abilities training do senior employees acting in a higher position as an acting supervisor receive as part of their professional development?

- N/A; Our organization does not use acting supervisors
- Organizational policies and procedures
- Reporting
- Customer service
- Time management
- Stress management
- Interpersonal dynamics
- Conflict resolution
- Labor relations
- Diversity & harassment
- Performance appraisals
- Discipline
- Computer skills

8. If you answered 'yes' to question #6, what service requirements are required for a senior employee to act in a higher position as an acting supervisor?

- One to two years with organization
- Three to five years with organization
- More than five years with organization
- No requirement
- N/A; Our organization does not use acting supervisors
- Other - Write In (Required)

9. How does your organization provide professional development training to supervisors (and employees who act in a higher position as acting supervisors, if applicable)?

- Organizational in-house training
- Outside training
- Combination of Organizational and outside training
- Professional development training not provided

10. After promotion, does your organization require newly promoted supervisors to complete a formalized professional development program or task book once promoted?

- Yes; as part of a probationary period
- Yes; ongoing professional development training to be completed in some other time period
- No; organization does not have a formalized professional development program

11. Does your organization require the completion of a formalized program or task book prior to a senior employee being able to act in a position of higher capacity as an acting supervisor?

- Yes (Please send any part of the program you are willing to share to jschwabe@myoldsmar.com)
- No
- N/A; Our organization does not use acting supervisors

12.

PLEASE REMEMBER, I would be very interested in any training requirements or professional development programs that your organization has implemented for supervisors and employees acting as supervisors. I would greatly appreciate any formalized information that you could send to me at jschwabe@myoldsmar.com.

- Will do!
- We do not have any formalized professional development programs

13. If you are interested in the results of this survey, please provide your email and I will forward them upon completion.

Appendix H

Results from Interview with Jennifer Mekler, Principal, Brooker Creek Elementary

What is the progression to Principal in the Pinellas County School Board?

A teacher or guidance counselor with 3 years of experience can apply to be considered for the Assistant Principal pool. They must have a master's degree that does not have to be educational leadership based, but if it is not, they would have to obtain a certificate in educational leadership through a college institution.

To be accepted into the AP pool one would have to complete three steps:

Panel interviews of current principals

Written assessment

The "In-Box" Given a specific amount of time to prioritize and handle administrative situations that are given to the candidate on a laptop.

Is the Educational Leadership Certification a State Requirement or a requirement that the District desires?

State requirement.

Who is in charge as a supervisor when the Principal is absent?

Assistant Principal. When both are absent an acting administrator would be in charge. Acting administrators are obtained from the AP pool. Currently, Brooker Creek elementary does not have anyone available. Therefore, someone would be brought in from another school or the administrative building.

How often does Professional Development occur after promotion to assistant Principal and Principal?

Professional Development for Principal depends on area superintendent but is often self-driven. Assistant principal development depends on Principal but is often self-driven as well.

There are monthly superintendent meetings and monthly area meetings where some information and district initiative training that is pushed down to the principals.

During first year, assistant principals and principals are required to go through monthly meetings to cover legal, budgeting, leadership, etc. topics that pertain to their positions.

Was there anything following that first year?

Not for principals.

Assistant principals often go through level 2 which is a yearlong program required to move up to Principal. Also, a monthly training day focused on administrative responsibilities. At the end of that year, they would be required to complete a project. At that time an assistant principal would be eligible for movement into principal.

Level 2 is not a requirement, but the current superintendent encourages all Assistant Principals to apply to the program within their first 5 years.

Does the PCSB use any outside training or is it primarily in house?

The State of Florida has the Brian Dassler Leadership Academy that some principals are able to interact and learn from principals at all grade levels.

Jennifer Mekler is a third year Principal for Brooker Creek Elementary in Pinellas County, Florida. Prior to that she was an Assistant Principal at Sutherland Elementary in Pinellas County, Florida.

Appendix I

Results from Interview with Jeremy Tinter, Clinical Coordinator, Sunstar

What processes does your organizations use for professional development of supervisor and acting supervisors?

Prior to an employee becoming an acting supervisor, they must complete courses through an online platform similar to Target Solutions called Night Train. First two weeks of training should provide the employee with a good understanding of organizational SOPs, communications and tactics back to field employees, running MCI drills, etc. A preceptor will track and trend processes with strengths and needs of improvement.

They are also run through a modified academy called L.E.T., or Leadership Effectiveness Training, that deals with communication tactics, active listening, etc. Communication to subordinates and communication to their supervisors is a key factor for our effectiveness. This is a three day course.

Leadership district training also occurs for supervisors and acting supervisors that consists of managers being brought in to train them on safety procedures, documentation, injury investigation, labor relations, etc.

Does ongoing development occur after that initial training?

Yes. They need to ride with all branch supervisors in the field completing a checklist of ride time prior to being cleared for the field on their own. We need to do a better job of continuing education after that process. We have monthly supervisor meetings to address “the flavor of the month” topics, but not much is done other than that. Some training occurs with local fire

departments periodically that deals with rehab, MCI, or other EMS related drills when the opportunity exists. As far as anything structured though, there is none.

Is there a requirement for years of service prior to becoming a supervisor?

Three years with organization for an assistant supervisor with clean background of QAR and disciplinary incidents.

Five years with organization for a supervisor with same background requirements.

Does your organization provide any business and administrative skills training for either acting supervisors or supervisors?

No. I wish that we did. Most of that is taught as you go here. Any information system training is done on as case by case needed basis.

Appendix J

Chrystal Ryals, Human Resources Analyst, City of Clearwater Email Response

Hi Jason,

We offer Boot Camp Leadership Development Training Quarterly. They are 1 hour classes on the following topics:

- Hiring, Interviewing & Selection
 - Performance Reviews
 - Contract Administration
 - PBMP
 - Diversity/Equity
 - Ethics
1. Records Management
 2. Information Technology
 3. Finance Classes (Travel, A/R, A/P, Budget, Payroll, etc.)
 4. Purchasing classes
 5. Risk Management
 6. Wellness Initiative
 7. Drug/Alcohol Reasonable Suspicion Training - Supervisors of CDL drivers
 8. Neogov

On the City's internal webpage we have an Employee Development page.
On this page we have links to:

- Training Calendar
- Training Registration Portal
- Pinellas County Consortium Classes (Available to City employees). Links to Learning Catalog.

Respectfully,

Chrystal Ryals
Human Resources Analyst

City of Clearwater Human Resources Department
100 S. Myrtle Ave. | Clearwater, FL 33756
P: 727.562.4871 | F: 727.562.4877

Appendix K
Kevin Gancalo, Training and development manager, Manatee County Email response

Jason

I am the training manager for Manatee County. I recently completed your survey and wanted to provide you a little more information regarding the questions.

The county offers 2 leadership academy's for employees in the county. Although not mandatory – we highly suggest that any person filling in for a supervisor (whether because of the supervisor being out or the position is vacant) has attended either one or both of these programs.

Leadership Academy I is a program for employees who have never been a supervisor and wish to gain knowledge in this area. One of the goals of this program was aimed at helping employees (who have never had management experience in the past) gain some experience and through the successfully completion of this program allow them to apply for management positions in the county where 3 years of management experience is required. Taking this course did not ensure this person would be hired for the position, but gave them the opportunity to apply – which they would never be able to since they would never meet the 3 year min requirement.

This program is a 11 week program where students have to be recommended by a department director.

They are required to attend each weekly session (on Thursday approximately 4 hours) to successfully complete the course. If they do not attend each session they are dropped.

Course content for the 11 weeks are:

1. Essentials of Business Writing
2. Traits of a great leader
3. Employment law 101
4. Breaking through the communication barrier part I
5. Interviewing and hiring
6. Valuing Diversity
7. Performance Management & Discipline
8. Dealing with difficult people
9. Employment law 102
10. Working with a multi-generational workforce

11. Planning, organizing and time management

Leadership Academy II is geared towards current supervisors and those who graduated from Leadership Academy I. These employees must be recommended by a dept. director for submission. This is a 14 week course that also includes online learning and a capstone project.

Because we found that people graduating from the course would forget content prior to them needing to use it, we implemented 5 online courses they have to take and complete in the 14 weeks – these mini courses recap what they learned throughout the 14 weeks and provides them “read to lead” documents they can refer to. Because this content is online and remains in their training transcript – they have can refer to this at any time in their career – this truly helped retention of the leadership II content.

The capstone project requires the students to break into teams and identify a problem or enhancement that would advance the interests of Manatee County. They must work on a presentation throughout the program and at the end of the 14 weeks – they have to present their projects to the county administrator and dept. heads to see if they can get buy in to move the projects forward. (many of the projects are implemented by dept. directors.) What they realize in the end of program is that what they have learned throughout the course (things like: dealing with difficult people, communication....) all were used in their teams to get the project to completion. It is a very powerful .

They are required to attend each weekly session (on Thursday approximately 4 hours) to successfully complete the course as well as 5 online learning courses and a self-assessment. If they do not attend each session they are dropped.

The leadership Academy II Course content consists of:

1. Customer Service
2. Advance Writing
3. Group Meeting to work on Capstone projects
4. Breaking through the communication barrier
5. Traits of a great leader (part II)
6. Difficult conversations
7. Accountability and Managing change
8. Motivating the people you lead – team building
9. Art of coaching
10. Problem solving and decision making

11. Group Meeting to work on Capstone projects
12. Recruiting a multi-generational workforce
13. Managing a multi-generational workforce
14. Capstone project presentations

The online course content includes 5 recap courses – each with a “read to lead” section with documents they can download and keep as a refresher – it also includes an exam they must pass prior to the end of the 14 week session.

We also have training throughout the year on various topics that ANYONE can attend and a library of online courses that they can take anytime/anywhere 24/7. The online content we create here in house.

Hope this helps.

If you need anything else – just drop me an email.

Thanks

Kevin C. Goncalo
Manager, Training and Development



Manatee County Government
1112 Manatee Avenue West
Bradenton, FL 34205

Tel. (941) 748-4501 x3837



Appendix L

NFPA 1021 Fire Officer I components found in provided professional development programs

4.2 Human Resource Management

- Making assignments
- Potential member related problems
- Member assistance policies and procedures
- Human resource policies and procedures
- Supervision and human resource management principles
- Ability to issue instructions that conform with departmental policy
- Ability to give direction
- Ability to assist members in need
- Ability to communicate orally and in writing
- Ability to set and plan for priorities

4.3 Community and Government Relations

- Demographic and service organizations
- Role and mission of the department
- Interpersonal dynamics
- Familiarity with public relations
- Interpersonal skills
- Ability to handle public inquiries

4.4 Administration

- Administrative policies and procedures
- Records management
- Budgeting
- Department organizational structure
- Functions of management
- Interpersonal skills
- Ability to communicate orally and in writing

4.5 Inspection and Investigation

- Inspection procedures
- Inspection and incident reporting
- The value of fire scene security and evidence preservation
- Ability to establish perimeter at scene

4.6 Emergency Service Delivery

- Elements of a size up
- Standard operating procedures
- Available resources
- Incident management systems
- Post incident analysis
- Ability to analyze an emergency scene
- Ability to allocate resources
- Ability to communicate orally
- Ability to manage a scene safely
- Ability to supervise and account for assigned personnel

- Departmental procedures
- Ability to write reports
- Ability to evaluate skills

4.7 Health and Safety

- Safety policies and procedures
- Safety in the workplace
- Components of an infectious disease control program
- Conducting an accident investigation
- Identify safety hazards
- Communicate orally and in writing