

Running head: SO YOU WANT TO BE A BATTALION CHIEF

So You Want to be a Battalion Chief

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**CERTIFICATION STATEMENT**

I hereby certify that this paper constitutes my own product, that where the language of others is set forth, quotation marks so indicate, and that appropriate credit is given where I have used the language, ideas, expressions, or writings of another.

Signed: \_\_\_\_\_

### Abstract

The problem was that Clay County Fire Rescue (CCFR) did not have an established officer development program to prepare candidates for promotion to the rank of battalion chief. The purpose of the research was to create an outline for a battalion chief officer development program to prepare candidates for promotion. This research will be used to develop curriculum for the leadership development program for advancement to the battalion chief rank for CCFR personnel. The action research method was used to answer the research questions and develop a program outline for CCFR to use for battalion chief candidates. The research questions were: (a) What books on leadership development for middle managers can be assigned as required reading for promotion to the battalion chief rank? (b) What personal qualification standards (PQS) will need to be met for a captain to be promoted to the battalion chief position? (c) What leadership development programs are used by fire departments for promotion to middle management positions? (d) What input from existing battalion chiefs and captains can be used to develop an officer training program for the battalion chief rank? Procedures involved collecting information from other fire departments, an internal survey, the library and the internet for local and state agencies that have leadership development programs and required reading books. The author selected two books for required reading. The author developed a battalion chief task book for CCFR promotional candidates. The task book is referenced to NFPA 1021 Fire Officer II. The battalion chief task book adopted by CCFR is recommended for other departments to review and use. Training is the stepping-stone for the successful promotional process for battalion chief. The

recommendation is to use this officer development outline as a guide and modify it to meet your department specific needs based on a self-assessment.

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## So, You Want to be a Battalion Chief

### Introduction

The problem was that Clay County Fire Rescue (CCFR) does not have an established officer development program to prepare candidates for promotion to the rank of battalion chief. The purpose of this applied research paper is to create a battalion chief officer development program to prepare candidates for promotion. This research will be used to develop personal qualification standards (PQS) for CCFR to use for the battalion chief promotional process. The National Fire Protection Association 1021 Fire Officer Professional Qualifications will be reviewed to ensure the PQS meets the applicable standards. The action research method will be used to develop PQS requirements for CCFR to use for promotion to the battalion chief rank. The research questions were: (a) What books on leadership development for middle managers can be assigned as required reading for promotion to the battalion chief rank? (b) What personal qualification standards (PQS) will need to be met for a captain to be promoted to the battalion chief position? (c) What leadership development programs are used by fire departments for promotion to middle management positions? (d) What input from existing battalion chiefs and captains can be used to develop an officer training program for the battalion chief rank?

### Background and Significance

CCFR was established in 1982 when all the volunteer fire departments serving the unincorporated areas in Clay County were consolidated into one department to serve the citizens of Clay County. Today, CCFR operates out of eleven career fire stations supported by additional volunteers and one completely volunteer station. CCFR operates with 158 career and 75 volunteer fire suppression and rescue personnel. Clay County covers 644 square miles in northeast Florida. In 2009, the department responded to 17,333 calls for emergency service

according to a review of CCFR incidents from the Florida Fire Incident Reporting System. CCFR provides fire suppression, fire inspection/plans review, advanced life support including transport service, hazardous materials response and special operations for search and rescue. CCFR provides service to a population of 189,016. The community looks to the fire service to be the leader in providing immediate response to any emergency. The Clay County Public Safety Department is managed by the Fire Chief and includes the Emergency Management Division and the Fire Rescue Division. Currently there are seven battalion chief positions within the department with a job description for an open Hazard Materials Battalion Chief position. When the Hazardous Materials Battalion Chief was promoted to Deputy Chief, the County Manager left the position vacant due to budget constraints. The CCFR battalion chief promotional examination that was conducted in July 1992 was taken from three reference books. The three books were Fire Command by Alan Brunacini, Emergency Care in the Streets by Nancy Caroline and Managing the Fire Services by the ICMA (CCFR 1992). For the 2005 CCFR battalion chief promotional examination, the books identified for study material included Making a Difference “A Fire Officers Role” author unknown and Occupations Health and Safety in the Emergency Services by James Angle (CCFR 2004). The last battalion chief promotion cycle was in April 2008. That promotion cycle used only an assessment center to evaluate applicants. Based on the research into department archives, there was no assigned leadership development books required for reading as part of the 2008 battalion chief promotional process. The Training Officer that had developed the 1992 promotional criteria had retired. It was unclear why the reading text requirement had been left off, possibly because a written test was not used for the 2008 promotional cycle for battalion chief. The current battalion chief job description requires the employee to be certified as a State of Florida Firefighter, Paramedic and Fire Officer One if

assigned to operations (CCFR 2008). The State of Florida (2005) offers a Fire Officer II certification through the Florida State Fire College. Some departments require this certification for promotion to the battalion chief of higher rank. The program consists of the following courses:

<u>Course Number</u>	<u>Course name</u>	<u>Contact hours</u>
FFP2770	Ethical & Legal Issues for the Fire Service	40
FFP1793	Fire and Life Safety Educator I	40
FFP2111	Fire Chemistry	40
FFP2780	Fire Department Administration	40
FFP2610/FSFC401	Fire Investigation: Cause and Origin	40
FFP2741	Fire Service Course Design	40
FFP2706	Public information Officer	40
	Business/Technical Writing	
	Computer Literacy/Micro Computer Concepts	

CCFR operates two battalions with six Battalion Chiefs filling the three shifts. Each battalion consists of 25 personnel. There is a Captain assigned to each career fire station for a total of eleven station Captains. A Battalion Chief operates the Training Division with a Training Captain on a 40-hour workweek schedule. The Training Battalion Chief also supervises the Communications Center and functions as the information technology expert. The Communications Division is made of ten Communication Specialists. The Department does not have a formal process to train future or promoted battalion chiefs. The Department does not have a PQS book for the battalion chief rank. The Department does not have any leadership books required for reading to prepare candidates for promotion.



This Applied Research Project is linked to the *Executive Leadership* course taught at the National Fire Academy because the intent of this project is to develop a plan to prepare captains for promotion to the battalion chief rank within the department. This is described in the EL-Student Manual, Chapter 7: Succession/Replacement Planning. Succession planning is defined 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.” An organization with a planned management development strategy will allow employees to recognize what they need to do to prepare for the next position in advancement. Equally so, a succession plan allows management to see where deficiencies exist in employee growth which will strengthen the ability of the organization to develop. (Department of Homeland Security, United States Fire Administration, National Fire Academy, 2005, p. SM 7.7-3).

The author has seen first hand the effects of promoting someone that is not ready or prepared for the new responsibilities as a battalion chief. The result has been the individual loses credibility and in one case, ultimately suffered a demotion because of poor performance. In the earlier days of the Department, promotions were made by appointment by the Public Safety Director. As employees organized into a labor union, testing became the norm for advancement. Currently the Collective Bargaining Agreement (CBA) 10/11-19 Article 23 Rank structure provides for battalion chief applicants must have two consecutive years in the Department and meet all other applicable requirements. The CBA also states that CCFR can promote an employee temporarily for 180 days until the exam process is complete if a promotional list has yet to be established or has been expended. Some departments promote strictly by test scores attained for academic knowledge. There is an important aspect of being a battalion chief that is

dependant on skills learned and demonstrated in the field. Whether on the fire ground or in the station, a well-rounded middle manger in the fire service has to be able to perform well in each environment. The PQS will serve the purpose of the candidate demonstrating the skills and proficiencies necessary to attain the battalion chief rank. The PQS will acclimate the individual to the new job requirements and make the transition to the rank of battalion chief smoother.

The research document will use information collected to identify best practices to develop a battalion chief PQS for CCFR to utilize. The fire chief identified the lack of succession planning for the rank of battalion chief and supported the effort to complete this research project to better prepare the members of the department for promotion to battalion chief. By establishing a procedure and conducting training for battalion chief officer development, employees will be better prepared to perform the duties as a battalion chief. This Applied Research Project is linked to the United States Fire Administration operational objectives which include “to respond appropriately in a timely manner to emerging issues”(Department of Homeland Security, United States Fire Administration, National Fire Academy, 2005, p. II-2). The fire service must be prepared to promote members within the department and step up qualified captains to the battalion chief position to be effective in the delivery of emergency services to the community. By having a battalion chief PQS in place, CCFR will be prepared to fill the vacancies in the battalion chief ranks due to retirement, leave and attrition. The fire service must provide qualified leadership to direct routine and emergency operations on a daily basis. No different from private business, the leader of an organization is expected to have the organization run seamlessly in his or her absence. A good fire chief will provide the training and opportunity for subordinates to learn the roles and responsibilities of the organization’s middle managers. The best way to ensure a successful succession plan is to have the plan in writing for all employees to

have access. This allows the continual development of improvements to the plan as observed by those who go through the process. The intent to provide a PQS for the battalion chief rank is to better prepare qualified personnel for the promotion and step up position to battalion chief. The public expects that the emergency services provided by CCFR will run without interruption, regardless of gaps in rank vacancies. The Florida Legislature is currently in session and both the House of Representatives and the Senate have passed different bills that will affect the way the Florida Retirement System (FRS) calculates retirement benefits and will require the employee to contribute an anticipated three per cent. Of the seven existing battalion chiefs, five are eligible to retire. Throughout the State, there will be an expected mass exodus of eligible employees that will retire prior to the bill effective date being signed into law by the Governor. The results of this research paper are intended for implementation to provide the needed leadership and skill development for the Captains that aspire to become a battalion chief. It is vital to have personnel that will be willing and qualified to step up into the battalion chief role when the need exists.

#### Literature Review

Literature review was accomplished by review of information at the National Emergency Training Center Learning Resource Center, the National Fire Protection Association and on line sources. Applied Research Paper documents were reviewed to evaluate what others had researched on standard operating procedures. The NFPA 1021 is the Standard on Fire Officer Professional Qualifications (2009) which was reviewed and states “The purpose of this standard shall be to specify the minimum job performance requirements for service as a fire officer.” (p. 6). The standard defines the Fire Officer II level as the fire officer that is at the supervisory/managerial level. Within the CCFR organization, the NFPA 1021 Fire Officer II level fits the battalion chief rank. The standard defines requisite skills and knowledge in the

following areas: human resource management, community and government relations, administration, inspection and investigation, emergency service delivery, and health and safety.

To perform a literature review of the first research question, “What books on leadership development for middle managers can be assigned as required reading for promotion to the battalion chief rank? A search was done on Yahoo to determine what others had used for battalion chief promotion required reading. The phrase “battalion chief “and “required reading” was selected. There were 151 results. There were many sites that dealt with military battalion chiefs that were not applicable to this research. The author found sites that offered valuable insight to what books are suitable for middle managers for the fire service. *First In, Last Out* by John Salka was rated as five stars out of five stars. The book describes key aspects to leadership including establishing trust, connecting with employees, decision making, engaging employees, dealing with crises and nurturing new leaders. The book focuses on leadership with references to the job of firefighting over the authors 25 years with the Fire Department of New York (Amazon 2011).

The web site <http://management.about.com/od/leadership/tp/LeadershipBooks.htm> lists the top three leadership books as:

*One-Minute Manager* by S. Johnson and K. Blanchard

*Executive Thinking: The Dream, the Vision, the Mission Achieved* by L. Kossoff

*Leading Change* by J. Kotter

Each of these books deals with business management, but has valuable application to any organization including the fire service.

The Washington Post published an article by Joe Frontiera and Dan Leidi that describe the ten best leadership books of all time. The books include:

On Becoming a Leader by Warren Bennis

The Leadership Moment by Micheal Useem

The Leadership Challenge by Jim Kouzes

Control Your Destiny or Someone Else Will by Noel Tichy and Straford Sherman

Leadership is an Art by Max de Pree

The Radical Leap by Steve Farber

Leading Change by John Kotter

Questions of Character by Joe Badaracco

The Story Factor by Annette Simmons

Never Give In Speeches by Winston Churchill

The authors give an overview of the value of each of the first five leadership books listed above.

Each of the book authors relate leadership to the corporate business that they functioned in (Frontiera & Leidi, 2009). As the reader knows, leadership can be applied to whatever business or service organization the reader is involved in. Therefore, each book could be beneficial to an up coming battalion chief.

Using the key search words of fire leadership books provided 32,800,000 results. Using the key search words fire service leadership books there were 5,240,000 results. There was a variety of books available for leadership development that departments used and were identified in task books and job descriptions for advancement. The National Fire Academy Executive

Development course pre-course reading uses Leadership on the Line by Heifetz and Linsky. This is the first course of four that is part of the Executive Fire Officer Program. On the Leadership Now (2009) web site Harvard Business School Press, the publisher of Leadership on the Line states:

For all its excitement and rewards, leading is risky, dangerous work. The authors also address often-neglected aspects of leadership, such as how to manage your personal vulnerabilities, and how to anchor yourself and sustain your spirit through tough times. Both uplifting and practical, this essential book enables each of us to lead courageously and confidently-without losing ourselves.

The Professional Reading Program Library, which is part of the Wildland Fire Leadership Development Program developed by the National Wildfire Coordinating Group, provides a catalog list of twenty-two leadership and management books with a short description of each book and is found at [http://fireleadership.gov/toolbox/PRP\\_library/leadership\\_management.htm](http://fireleadership.gov/toolbox/PRP_library/leadership_management.htm). The Chesterfield County Fire and EMS has upcoming department leaders read three books on leadership. They selected *The Seven Habits of Highly Effective People* by Stephen Covey; *Who Moved My Cheese* by Spencer Johnson, M.D.; and *Leadership Secrets of Attila the Hun* by Wess Roberts. Each student is required to do a written assignment on each book. Each book gives a different perspective on leadership, so the student has the opportunity to adapt to what leadership style fits them best (Avsec 2006). Based on the millions of sites on the internet, the author could spend countless hours reviewing books on leadership that are available. The author chose to look at what some of the best books on leadership are and what others are using with success in the fire service.

Fire service leaders in the Florida Fire Chief's Association recommended the several books. William Bingham, Fire Chief in Boynton Beach, recommended *Leadership on the Line* by Heifetz and Linsky and *From Good to Great* by Collins. District Chief Randy Keirn recommended *The Seven Habits of Highly Effective People* by Covey and *It's Your Ship* by Abrashoff.

The second research question was “What personal qualification standards (PQS) will need to be met for a captain to be promoted to the battalion chief position?” a variety of fire department battalion chief personal qualification task books were reviewed. A search using Yahoo search engine with key words of “fire department battalion chief task book” resulted in two sites. When inputting the phrase “fire department battalion chief PQS book” into the Yahoo search engine the results were 162,000 sites. Four fire department battalion chief task books were found that had excellent content and format to help develop the CCFR battalion chief task book. The Sparks Fire Department’s task book was divided into sections including introduction, guidelines for completion, incident command system, battalion chief vehicle, office duties, standard operating procedures, personnel issues, reading assignments, writing assignments and 144 hours of ride time as acting battalion chief with a mentor. The Watsonville Fire Department’s battalion chief task book is divided into sections for administration, personnel, incident operations, fire prevention, logistics, health and safety, professional development, emergency medical services, and community and governmental relations. The Seminole Tribe of Florida Fire Department’s task book is broken down into sections for directions, responsibilities, computer aided dispatch, incident management/emergency scene, mutual aid, firehouse software, leadership, policy knowledge/compliance, repair/maintenance request procedures, training and meetings. The Santa Maria City Fire Department (2009) task book contained sections on assessment, internship, daily staffing/Tele Staff program, strike team leader, leadership/management, general leadership. incident leadership and incident safety. Target Safety Resource Library provided a copy of the Georgia Firefighter Standards and Training

Council Fire Officer II Student Task Book at <http://tsfiles.targetssafety.com/BEE3EF4C-024D-9693-5877B7292CEF70A3.pdf?AWSAccessKeyId=AKIAJSFHUHZQ7WRJOIPA&Expires=1306894246&Signature=aDCdX8DyZNSYM35ISoMjAPjfLms%3D&CFID=308849&CFTOKEN=23688050&jsessionid=8430642e163afe01f6ef16e512f78c654106>. The task book was based on the National Fire Protection Association 1021 Standard for Fire Officer Professional Qualifications, 2003 Edition. Many of the tasks were not reflective of what the CCFR battalion chief is responsible for or duties that are performed. Additionally, all chief officers and captains were surveyed within CCFR to collect input from them as to what the PQS should include to best prepare a candidate for the advancement to battalion chief. The Clay County Board of County Commissioners Job Description for the Battalion Chief positions were reviewed and are attached in Appendix B. Experience requirements are three years as a Captain with CCFR or five years as a Captain or command officer in another organized fire rescue department. The necessary experience also requires substantial and documented training, preferably through the National Fire Academy in incident command, hazardous materials, emergency medical services management fire prevention, arson investigation and personnel supervision and management (CCFR 2008).

To answer the third research question “What leadership development programs are used by fire departments for promotion to middle management positions?” the author reviewed several programs used by fire departments that were accessed on the internet and by respondents in Florida that replied to the survey sent out to the 660 fire departments. The Officer Development Handbook is available through the International Fire Chief’s Association (IAFC). The NFPA offers a Fire Officer Handbook that can be used as a text for developing a leadership



development program. Several of the more progressive states have existing leadership development programs in place that require specific courses for attaining the Fire Officer II designation. The Fire Officer II designation fits the category of job responsibilities for the battalion chief rank in CCFR. California, Georgia, Florida, Illinois and Virginia have this type of training program and certification established. The National Fire Academy has the Executive Fire Officer program to develop executive leaders in the fire service. The program currently requires the applicant to hold a bachelors degree to apply. That educational requirement in itself demonstrates the higher educational background that the fire service wants to see attained by their senior leaders. The Chesterfield County (Va.) Fire and EMS Department use a program they developed as the Officer Development Program II for candidates for the rank of captain and battalion chief. Since the program was a new requirement, the program was open to existing officers also. The department conducts a three day Chief Officers School. This school focuses on the development of strategic planning and managerial talents. Topics that are presented include human resource management, strategic planning, project management, leadership and strategic incident management. Chesterfield County has collaborated with the local university to offer chief officers to attend a leadership development program at the Darden Graduate School of Business Administration at the University of Virginia (Avsec 2006).

The final research question dealt with determining what input from existing battalion chiefs and captains can be used to develop an officer-training program for the battalion chief rank. English (1998) found that fire departments that want to start an officer development program should first survey their employees to determine what subjects should be addressed in the program. Research done by Rudy Horist (1998) for an officer development program for acting battalion chiefs of the Elgin Fire Department provided the basis for components of the

survey the author developed for the CCFR rank structure of captain, battalion chief and deputy chief to fill out. Chief Horist concluded that officer development programs are a result of a combination of existing programs and local needs. There are leadership development programs in both the fire service and the private sector. Horist stated, "Researching, evaluating and then implementing the information available from all these sources will assist in creating a high quality, progressive officer development program." An important part of any program is the evaluation and revision of the plan to meet the needs of the organization. Horist (1998) identifies this as part of the four phases of the planning model. The North Kansas City Fire Department had recommended that newly promoted battalion chiefs utilize a questionnaire at the end of their one and two year evaluation period to evaluate the training they had to prepare them for advancement. The questionnaire would allow the recently promoted officer to offer feedback as to what portions of the officer development program were beneficial (Scarpa 2007).

In summary, the findings of others influenced this research project by identifying other fire departments that have existing battalion chief leadership development programs and personal qualification standards for promotion. By reviewing on line sources, the author was able to identify several books related to leadership development that could be selected for required reading for battalion chief candidates. Leadership development books did not have to be fire department related. The author reviewed other books not from the fire service. The viewpoints of others in private business can bring leadership methods to the fire service to improve management. Both fire department and private business leadership development books were researched and identified. The current NFPA 1021 (2009) standard was reviewed to ensure that the program and PQS recommended met national standards for the battalion chief officer development. Recognizing the expertise that subject matter experts bring to the NFPA standard

development committees to write this standard, the author wanted to ensure CCFR followed the standard guidelines for officer development. Valuable information was identified for this research project from personal qualification standard or task books used by other fire departments. Information included how the task books were formatted and some of the specific topics specific to CCFR operations. The following fire department task books proved invaluable; Santa Maria, Seminole Tribe of Florida, Sparks and Watsonville. There are leadership development programs that are offered by a variety of training vendors along with nonprofit organizations such as the IAFC. The summary of these findings was to economically provide an officer development program, many departments make a homegrown program taking ideas from other organizations. In reviewing other Applied Research Paper documents, the importance of conducting a department survey was validated by English (1998) who recommended that any organization interested in starting a leadership development program should first survey their employees. The purpose of the survey is to determine what subjects the employees believe should be addressed. The Rocky Mount Fire Department concluded that written communication, problem solving, human resource management, team building and motivation were the key five subject areas needed for leadership development. Many times fire departments develop programs and policies without consulting outside sources for information. Those departments due to failure of what they developed, later, have to change their programs policies to match those already established by others (English, 1998).

### Procedures

The identified procedures were used to answer the four research questions to assist the department in developing personal qualification standards (PQS) for captains to meet for promotion to the battalion chief position. In researching books on leadership development for

middle managers that can be assigned as required reading for promotion to the battalion chief rank, the Florida Fire Chief's Association (FFCA) was surveyed and online sources searched to determine what if any books were required reading for advancement to the battalion chief rank. In addition, the internet was searched for leadership books that the fire service uses. Searches were done on Google at <http://www.google.com/> to review information available on line. Using "leadership books" initially gave a wide range of information. The search was narrowed with specific parameters for advanced searches for records. There were 32,800,000 sites available for fire leadership book at the Google web site. When the search was refined to "fire service leadership books", the available sites were 5,240,000. Due to the vast number of sites, the author was limited and did not review every site on line about books on leadership in the fire service. The significance of the large volume of material available on line indicates there are many subject matter experts that are versed in fire department leadership. There are businesses and fire service related organizations such as the IAFC available to provide leadership training and leadership programs that can be purchased to deliver by the fire department. Many departments choose to provide their own personalized leadership development programs customized for their department. The author chose to review sites with books that described information pertinent to this research purpose. The personal qualification standards (PQS) that will be needed for a captain to be promoted to the battalion chief position was researched using the information found at the National Emergency Training Center Learning Resource Center, internet searches for fire department battalion chief task or PQS books. Google was searched at <http://www.google.com/> to review information available on line using the key words "fire department battalion chief task book". Results were limited, so the search word was changed to "fire department battalion chief task book". There were 162,000 results found. The FFCA was surveyed for fire department

battalion chief task books or PQS books that other department's used from over 660 fire departments in Florida. The State of Florida is protected by paid, volunteer and combination type fire departments. The FFCA was surveyed to collect what other department's used for leadership development programs. The author looked at what other research has been done in applied research papers at the National Training Center Learning Resource Center. Other fire department web sites were reviewed for battalion chief PQS and task book descriptions. Some of the other fire department leadership programs were found through the Google search and the National Emergency Training Center Learning Resource Center. Each fire department was contacted through the FFCA member contact email capability and asked to send a copy of their officer development program. The limitations of this process were the limited number of programs received. The FFCA email subscriber list includes 1830 fire service personnel. There were thirteen responses for the request for information from the FFCA. The author found more departments responded with not having a program and wanting to get a copy of the applied research paper when completed to use in their department. Each leadership development plan and battalion chief PQS book was reviewed to determine the feasibility and benefit to be used by CCFR. Last, a survey was distributed to all CCFR personnel with the rank of captain or higher. The survey population was twenty. This included one deputy chief, seven battalion chiefs and twelve captains. The respondents were 50% of the population surveyed within the department. The survey contained a list of potential components of a battalion chief officer development program that were extracted from research done by Rudy Horist (1998). The components Chief Horist selected in his survey were:

Daily responsibilities

Communication skills

Incident command

National Incident Management System

Handling personnel issues/conflict resolution

Administrative skills

Fire inspections and investigations

Safety

Policy/Standard Operating Guidelines interpretation

Labor relations

Media relations

Mutual/automatic aid

Conducting training

Strategy and tactics

Ride along time including actual incidents

Additional components were added to the survey based on the authors experience as a battalion chief and job performance requirements of the existing position in operations. The author also asked on the survey to select the seven most important components needed for the captains to prepare for promotion to battalion chief. The survey contained open-ended questions to solicit input from the members as to what should be contained in the PQS book for battalion chief. The CCFR Battalion Chief Officer Development Survey is attached in Appendix A. The usual response within the department is on average 40%. The author believes the significance of a higher response by the targeted audience was because the end product of a battalion chief leadership development program and a PQS book will directly influence the people who were surveyed.

Limitations identified to identify what books on leadership development can be assigned for required reading was the lack of response from the statewide survey in Florida. From some of the responses, senior chief officers had recommendations based on their personal experiences, but did not have a requirement within their fire department. Performing a search on the internet was too time consuming to review all available site within the scope of this research project.

Although some progressive fire departments have had officer leadership programs in place for years, other areas of the country are just now addressing the issue. Some departments rely on state developed programs only. The author feels that unless local issues are addressed in a task book, the department will not accomplish the desired outcome with chief officer development. Limitations were noted on the survey questions because of the responses in the wrong areas of the survey tool and two respondents not answering all the questions. Possibly more detailed instructions or an easier format would have reduced the errors. Based on the information collected during research and the CCFR Battalion Chief Officer Development Survey, the author developed the CCFR Battalion Chief PQS task book. The Battalion Chief PQS task book will be submitted for review and adoption once the chief officers have agreed to the content. Based on the data collected, the training division will develop a leadership-training program for a pilot class to determine the effectiveness of the proposed program.

## Results

The results for this research were analyzed from the literature review, survey results and battalion chief task books provided to the author from other fire departments. National standards were reviewed from NFPA 1021 (2009) to develop the CCFR battalion chief task book.

The first research question was “What books on leadership development for middle managers can be assigned as required reading for promotion to the battalion chief rank?” There was a limited response to the survey question posed to the FFCA members ranging from nothing to suggestions of what books to use. Randy Keirn, Deputy Chief of Lealman Fire District, Florida recommended *The Seven Habits of Highly effective people* by Stephen Covey and *Lessons Learned from Fire – Rescue Leaders* by Stephen M. Gower. William Bingham, Fire Chief of Boynton Beach Fire Rescue Department, Florida, recommended *Leadership on the Line* by Marty Linsky and Ronald A Heifetz and *From Good to Great* by Collins. The Chesterfield County (Va.) Fire and EMS Department utilized three leadership books for required reading in their applied leadership program. Chesterfield County used *The Seven Habits of Highly Effective People* by Stephen Covey; *Who Moved My Cheese?* By Spencer Johnson, M. D.; and *The Leadership Secrets of Attila the Hun* by Wess Roberts. The books were selected because of the variety of types of leadership each book has to offer. Each student is assigned written assignments related to the three books (Avsec, 2006). The Cleveland, Ohio Fire department written examination reading list for battalion chief utilizes the *Fire officer’s handbook of Tactics* by John Norman, *Building Construction for the Fire Service* by Francis Brannigan and *Fire Administration* by Randy Bruegman and Jeffrey Lindsey. Using the Yahoo.com search engine there were 70,000,000 sites related to leadership books. When the search was refined to fire service leadership books, there were 5,240,000 sites available. When the search was narrowed to battalion chief required reading there were only 151 sites available. There were many sites that dealt with military battalion chiefs that were not applicable to this research. The author found sites that offered valuable insight to what books are suitable for middle managers for the fire service. *First In, Last Out* by John Salka was rated as five stars out of five stars. The book



describes key aspects to leadership including establishing trust, connecting with employees, decision making, engaging employees, dealing with crises and nurturing new leaders. The book focuses on leadership with references to the job of firefighting over the authors 25 years with the Fire Department of New York (Amazon 2011).

The web site <http://management.about.com/od/leadership/tp/LeadershipBooks.htm> lists the top three leadership books as:

One-Minute Manager by S. Johnson and K. Blanchard

Executive Thinking: The Dream, the Vision, the Mission Achieved by L. Kossoff

Leading Change by J. Kotter

Each of these books deals with business management, but have valuable application to any organization including the fire service.

The Washington Post published an article by Joe Frontiera and Dan Leidi that describe the ten best leadership books of all time. The books include:

On Becoming a Leader by Warren Bennis

The Leadership Moment by Micheal Useem

The Leadership Challenge by Jim Kouzes

Control Your Destiny or Someone Else Will by Noel Tichy and Straford Sherman

Leadership is an Art by Max de Pree

The Radical Leap by Steve Farber

Leading Change by John Kotter

Questions of Character by Joe Badaracco

The Story Factor by Annette Simmons

Never Give In Speeches by Winston Churchill

The author gives an overview of the value of each of the first five leadership books listed above. Each of the book authors relate leadership to the corporate business that they functioned in (Frontiera & Leidi, 2009). As the reader knows, leadership can be applied to whatever business or service organization the reader is involved in. Each of the books referenced above could be beneficial to a battalion chief candidate.

There was a variety of books available for leadership development that departments used and were identified in task books and job descriptions for advancement. The National Fire Academy Executive Development course pre-course reading uses *Leadership on the Line* by Heifetz and Linsky. This is the first course of the Executive Fire Officer Program. On the *Leadership Now* (2009) web site Harvard Business School Press, the publisher of *Leadership on the Line* states:

For all its excitement and rewards, leading is risky, dangerous work. The authors also address often neglected aspects of leadership, such as how to manage your personal vulnerabilities, and how to anchor yourself and sustain your spirit through tough times. Both uplifting and practical, this essential book enables each of us to lead courageously and confidently-without losing ourselves.

The Professional Reading Program Library, which is part of the Wildland Fire Leadership Development Program, developed by the National Wildfire Coordinating Group, provides a catalog list of twenty two leadership and management books with a short description of each book and is found at [http://fireleadership.gov/toolbox/PRP\\_library/leadership\\_management.htm](http://fireleadership.gov/toolbox/PRP_library/leadership_management.htm). The description gives the reader an over view of topics covered and any direct relationship to lessons learned or examples related to the fire service. The books listed are:

It's Your Ship: Management Techniques from the Best Damn Ship in the Navy by M. D. Abrashoff

A Mentor's Companion by Larry Ambrose

The One Minute Manager by Blanchard, H. Kenneth and Spencer Johnson

The Courageous Follower by Ira Chaleff

The Stuff of Heroes: Eight Universal Laws of Leadership by William Cohen

Good to Great: Why Some Companies Make the Leap.. and Others Don't by Jim Collins

Principle Centered Leadership: Strategies for Personal and Professional Effectiveness by Stephen Covey

Leadership is an Art by Max De Pree

Corp Business: The 30 Management Principles of the U. S. Marine Corps by David H. Freedman

The Leadership Challenge by Kouzes, James M. and Barry Z. Posner

Developing the Leader Within You by John C. Maxwell

Sun Tzu: The Art of War for Managers (50 Strategic Rules) by Gerald A. Michaelson

Shackelton's Way: Leadership from the Great Antarctic Explorer by Morrell, Margot and Stephanie Capparell

American Generalship: Character is Everything- The Art of Command by Edgar Puryear

Leadership Secrets of Attila the Hun by Wess Roberts

First In, Last Out: Leadership Lessons from the New York Fire Department by John Salka

You Don't Need a Title to be a Leader: How Anyone, Anywhere, Can Make a Positive Difference by Mark Sanborn

Rules and Tools for Leaders: A down to Earth Guide for Effective Managing by Perry M. Smith

Leadership for the Wildland Fire Officer: Leading in a Dangerous profession by Teie, C.

William, Brian F. Weatherford and Timothy M. Murphy

Five Star leadership: The Art and Strategy of Creating leaders at Every Level by Townsend, L.

Patrick and Joan E. Gebhardt

The Go Point: When It's Time to Decide by Michael Useem

Leading Up: How to Lead your boss so You Both win by Michael Useem

The author looked at Hit The Ground Running: A Manual for New Leaders by Jason Jennings.

The book was more focused on success stories of CEO's and not applicable for middle managers such as battalion chiefs. The author went to a on line discussion board from Fire Engineering and found several books already mentioned. In addition, an additional book was discussed called From Buddy to Boss: Effective Fire Service Leadership by Chase Sergeant. The publisher, Barnes and Noble describes the book as material written from the leadership course that the author designed and taught as a battalion chief for the Virginia City Fire and Rescue Department (Va.) . The book covers a wide range of leadership attributes to make a battalion chief successful as he or she starts the job. This book is written based on experience of the author in the fire service field. The book is written in a language that the fire service leader can understand and relate to.

The second research question was "What personal qualification standards (PQS) will need to be met for a captain to be promoted to the battalion chief position?" The hypotheses by the author that there were fire department's nationwide that already had battalion chief PQS task books developed was correct. Although researching what other departments have done and looking at national standards, the specific needs are determined locally by the experiences and training that an individual has had. Junior officer development without a formal program will be

the result of their observations of current and past chief officer leadership that has helped shape their opinion of the expectations of their rank. For fire departments that are small and do not have exposure to national standards, they will not have the vision of what other departments use to meet the needs of leadership development and battalion chief PQS task books. As was expected, many of the PQS requirements are department specific. This will be dependant of what software programs, computer aided dispatch and fire incident reporting systems the department uses. The type of properties that are protected will vary the level of tactics and strategy training that is needed for the battalion chief officer. Four fire department battalion chief task books were found that had excellent content and format to help develop the CCFR battalion chief task book. The Sparks Fire Department's task book was divided into sections including introduction, guidelines for completion, incident command system, battalion chief vehicle, office duties, standard operating procedures, personnel issues, reading assignments, writing assignments and 144 hours of ride time as acting battalion chief with a mentor. The Watsonville Fire Department's battalion chief task book is divided into sections for administration, personnel, incident operations, fire operations, prevention, logistics, health and safety, professional development, emergency medical services, and community and governmental relations. The Seminole Tribe of Florida Fire Department's task book is broken down into sections for directions, responsibilities, computer aided dispatch, incident management/emergency scene, mutual aid, firehouse software, leadership, policy knowledge/compliance, repair/maintenance request procedures, training and meetings. The Santa Maria City Fire Department task book contained sections on assessment, internship, daily staffing/Tele Staff program, strike team leader, leadership/management, general leadership, incident leadership, and incident safety. The Georgia Firefighter Standards and Training Council Fire Officer II Student Task Book was based

on the National Fire Protection Association 1021 Standard for Fire Officer Professional Qualifications, 2003 Edition. Many of the tasks were not reflective of what the CCFR battalion chief is responsible for or duties that are performed. The layout of references for NFPA 1021 was useful to match tasks to the standard. The author utilized the results of the Department survey to develop specific tasks for the battalion chief related to CCFR.

The third research question was “What leadership development programs are used by fire departments for promotion to middle management positions?” The Seminole Tribe Fire Department in Florida provides a nine day leadership training program for upcoming officers. The program covers expectations, battalion vehicle orientation, communications, firehouse software, run reporting, fire prevention, standard operating procedures, the art of leadership, disciplinary action, mass casualty incidents, mutual aid, evaluations, training, repairs and the Courage to be Safe program. Deputy Chief David Casey presented the program at the Florida Fire Chief’s Association Conference. Boynton Beach Fire Rescue has an officer candidate school that runs nine days over two months for four hours in the mornings. There are nine modules corresponding to the nine days the program covers. Module One covers job responsibilities, budget, purchasing and dealing with the media. Module Two is presented by the Fire Prevention Bureau and covers fire investigations, fire systems, high rise fire concerns and fire code violations. Module Three pertains to safety/ risk management, report writing, training reports on system software and computer technology. Module Four covers department rules and regulations, strategy and tactics, fire ground command, EMS, and HIPPA policies. Module Five covers performance evaluations, and special team operations. Module Six deals with employee legal rights and supervisor training. Module Seven covers workplace violence, conflict resolution, fitness and wellness programs. Module Eight explains labor management

relationships and customer service. Module Nine covers probationary employees, record keeping of their training and the multi generation workforce. The Boynton Beach program was being implemented at the time of this research and had not been presented or evaluated yet. The Richardson Fire Department (Texas) Professional Development Program consists of six areas of study. The areas are human resource management, community and government relations, administration, inspection and investigation, emergency service delivery and safety. ( Palomba, 2001). James Love stated “Officer development programs tend to increase the confidence of the rank and file in its leadership and management staff”. ( Love, 2004).

The fourth research question was “What input from existing battalion chiefs and captains can be used to develop an officer training program for the battalion chief rank?” The importance of getting input from the Department personnel is paramount in developing a PQS booklet and chief officer development. The CCFR Battalion Chief Officer Development Survey Results are attached in Appendix B. The survey population was twenty. This included one deputy chief, seven battalion chiefs and twelve captains. The respondents were 50% of the population surveyed within the department. The results of the second survey question, which asked what were the necessary components of a battalion chief officer development program, are listed in order of the number of respondents that choose the selection:

Dealing with complaints-8

Mutual aid-8

Speaking to the media-8

Tele Staff-8

Florida State Emergency Response Plan-7

County Emergency Management Plan-7

ICS-7

Safety-7

Ethics-7

Discipline/ conflict resolution-7

Communication skills-6

Conducting training-6

Formal investigations-6

Ride along mentoring-6

Standard operating procedures-6

Time management skills-6

Union contract-6

The above list was confined to what over 50% of the personnel surveyed choose.

The third survey question identified eight most important components needed for preparation for promotion to the battalion chief rank. The reason for there being eight components was a tie for the last three components. The top eight components were:

Tele staff

Safety

Dealing with complaints

Disipline conflict resolution

Communication skills oral and written

Ride along time/ mentoring

Formal investigation

Ethics



Survey question four asked about any other topics that the respondent viewed as important to the battalion chief officer development program. The results of this question were beneficial to identify what was not addressed in survey question two and three. Several areas of importance were identified. Human resources included topics of employee law, employee recognition and workers compensation. Communications covered the different radio bands used by the department including UHF, VHF and 800 MHz radio systems. Identified was the need to know what the alternate dispatch locations were in case of failure of the primary communications center. Members felt it is important to know managers in other departments to ensure open lines of communication. Having knowledge of point of contacts for other surrounding agencies such as other fire service agencies, hospitals, law enforcement and the American Red Cross to network with is important for managers to understand. Some of the other responses were items covered under the categories of survey questions two and three. The purchasing policy needed to be addressed so battalion chiefs can properly acquire needed supplies and equipment when needed.

Question five solicited a large response to list skills and tasks that should be part of the personal qualifications standard book. The main topic that was mentioned by four people was having the ability to perform filling the daily roster using the Tele Staff software program. Many battalion chiefs struggle with this tool that was designed to simplify filling vacation and sick leave for the department. Emphasis on this software program is paramount. Two other topics with two people mentioning them were handling employee and public complaints along with updating emergency vehicle operating course training. Having a ride along program is essential to gain experience to fill the battalion chief position. The intent to ride along with more than one battalion chief will give the candidate the experience from multiple chiefs. Management issues mentioned dealt with injury reporting, accident forms, written communication, annual

evaluations, discipline, ethics, current expectations and conflict resolution. Tactics and strategy issues mentioned were mutual aid, expanded and unified ICS, mass casualty incidents, high rise fires, target hazards and large fires requiring large volumes of water. Computer skills was identified as an area to include on the PQS. There should be documentation of training. There should be line of duty death training. Medical treatment protocols should be reviewed. Winch operations on the battalion chief vehicle should be included in the task book. Develop a directory of contact information for other fire departments and outside agencies that could require notification during an incident.

Survey question six provided the respondent an opportunity to mention any other comments that would be beneficial to be included in the battalion chief training program. The need to create scenarios to allow personnel to walk through many common scenarios is needed. It was felt that the department needed to build better lieutenants. Battalion chiefs should be assigned to a 40 hour training work week to experience each step of being a battalion chief. It should be mandatory for each captain to ride up as the battalion chief once a year. Personnel that are eligible to step up to battalion chief should be provided updates and changes for each battalion. Differences for each battalion should be identified and distributed to the step up personnel. These changes include coverage issues, paperwork, procedures, investigations and Tele Staff issues. Assessment center training should be provided. Training should start early once promoted to captain, well before being eligible for promotion to battalion chief. More ride along time should be allocated for captains.

The author developed a Battalion Chief PQS for CCFR, which is included as Appendix C. The CCFR Battalion Chief PQS is based on model task books found during this research and results from members of the department that completed the CCFR Battalion Chief Officer

Development Survey for this research paper. The CCFR Battalion Chief PQS will be reviewed internally for corrections and revisions. The results of this research paper will allow the CCFR Battalion Chief PQS task book to be implemented in a timely manner before the next battalion chief testing cycle. There will need to be sufficient time for the Training Division to develop a lesson guide and train personnel to become a battalion chief officer. Waiting until the vacancy occurs in the rank structure will be too late to put a plan in place for chief officer leadership development. By having the battalion chief PQS book in place and being able to training captains in leadership development will result in the CCFR having captains prepared to step up and be promoted to the battalion chief rank.

### Discussion

The relationship between the study results and the specific findings of others is evident. The results of the research to find leadership development books for middle managers that were used by fire departments was inconclusive. Although the author received many opinions from fire professionals, there was not many departments that had required reading text books for leadership development. The departments that had requirements for leadership development book reading varied and there was not any book that stood out as a preferred book. Several departments that had leadership development programs did not have required reading text books as part of the program. These departments included Elgin Fire Department (Horist, 1998), Rocky Mount Fire Department (English, 1998), North Kansas City Fire Department (Scarpa, 2009) and the Honolulu Fire Department (Simeona, 2006). The author chose *Leadership on the Line* based on the book being chosen for the Executive Development pre course reading requirement. The Wildland Fire Leadership Development Program (Professional Reading Library, 2011), developed by the National Wildfire Coordinating Group, provided a catalog list of twenty two

leadership and management books with a short description of each book. *First In, Last Out*, by John Salka was one of the books listed. (Professional Reading Library, 2011) The author chose *First IN, Last Out* as the second book for CCFR on leadership development based on the relationship of the material related directly to the fire service and John Salka's experience. The author provided research that identified many books on leadership development. The reader is offered options of other books that will yield the same outcome of expanding leadership development knowledge to upcoming leaders within the fire service.

The results of the what is needed for battalion chief PQS was derived from PQS books reviewed for this research. The Clay County Fire Rescue Lieutenant Task Book (2010) was used as the template for the introduction and final verification of completion The Georgia Firefighter Standards and Training Council Fire Officer II Student Task Book (2003) was based on the National Fire Protection Association 1021 Standard for Fire Officer Professional Qualifications, 2003 Edition. The references to the current NFPA 1021 (2009) standard were used as a baseline for the CCFR battalion chief task book. The Watsonville Fire Department (2008) task book was used for the sign off format for each individual task. Each of the task books reviewed including the Sparks Fire Department (2011), Seminole Tribe of Florida Fire Rescue (2010) and the Watsonville Fire Department (2008) followed the same format and topic selections as did the author's task book for CCFR. There were variations which were department specific.

The results of the leadership development programs used by fire departments for promotion to middle management positions were found on line and through email contacts to fire departments in Florida. The programs that were developed within an organization seemed to provide better development of battalion chiefs based on the needs of the department. David Bullins found that each fire department uses parts of other officer development programs to

customize and mold their own battalion chief leadership development program. There are many methods available to be used to reach the objective of developing chief officers. (Bullins, 2003).

The results of the CCFR Battalion Chief Officer Development Survey were necessary to aid in developing the task book and the outline for the officer development course. Chief English recommended that departments that start an officer development program should first survey their own employees to help decide what subjects are needed. (English, 1998). English found that the key elements to a successful leadership development program were written communication, problem solving, human resource management, team building and motivation. This research included identifying three of the five key elements that English recommended. If there was not a time limit for delivery on the leadership development program, the author feels that team building and motivation could be beneficial to the program. These elements could be used as follow up training for candidates and battalion chiefs. The fire service generally does not do any continuing education for upper management. The author believes that as an organization, we sell ourselves short by not furthering the education of our leaders. There are always benefits to be gained by improving team building concepts and motivation. The research proved that the

The implications to Clay County Fire Rescue as a result of this research will be to have a better trained group of middle managers as battalion chiefs and captains. Through this research, the author has discovered the lack of leadership development within the CCFR. The adoption of the Battalion Chief PQS task book by Clay County Fire Rescue will improve Clay County's succession planning and build confidence in the leaders of the fire service for the community. The main objective in this research was to identify the best practices throughout the nation for fire departments that have battalion chief PQS task books and leadership development programs and put these practices into policy for CCFR. The policy to be adopted by CCFR is expected to

be built upon and improved as the department moves forward. The fact that Clay County Fire Rescue has not had a formal task book for promotion to middle management, the addition of a Battalion Chief Task book along with a leadership development course will be imperative to improving the leadership and succession planning.

#### Recommendations

CCFR does not have a requirement for any books to be read on leadership. The author recommends that two books be required reading for advancement to battalion chief. These books should be part of the battalion chief task book and include response from the candidate to identify what insight was gained from reading the leadership book. *Leadership on the Line* by Marty Linsky and Ronald A. Heifetz and *First In, Last Out* by John Salka are the two books recommended to be read by CCFR battalion chief candidates. The selection of these two books are supported by data and endorsements by others. *Leadership on the Line* is used by the National Fire Academy for their first course in the Executive Fire Officer Program titled *Executive Leadership*. This book was also recommended by other fire chiefs in Florida. *First In, Last Out* is one of the books listed as one of the recommended books for leadership and management by the National Wildland Consortium Group as part of their Wildland Fire Leadership Development Program. Amazon rates *First In, Last Out* as an excellent book with five out of five stars. While one could provide supporting arguments to adopt other books for required reading on leadership, the author provided a combination of viewpoints from the both the business community and the fire service. Many other books could meet the same objectives based on the amount of literature available on the market and internet. CCFR currently does not have a battalion chief PQS. The author recommends that CCFR evaluate and adopt the Clay County Battalion Chief Task Book (Appendix A) once it is reviewed internally by the

department. The author recommends the battalion chief bargaining unit endorse the task book. The final adoption of the task book will be approved by the fire chief. Human resources will then need to add the requirement to the battalion chief job description. The author recommends that the educational requirements for the battalion chief be more detailed and specific. The results of this research paper support the need for the fire service to have succession planning with a leadership development program to educate and prepare subordinates to be promoted. As with any program, periodic review is needed to remain current with changes in information technology and lessons learned. The author recommends the additional job requirement of completion of Fire Officer II certification through the State of Florida (2005) Florida State Fire College curriculum to be promoted to battalion chief. This is a program already in place and would not place an additional burden on a two person training division. The author recommends an internal officer development program be developed to include sections for:

Tele Staff staffing software for the CCFR application

Media relations

Resource deployment including the FSERP

Human resources including conflict resolution, investigations and union contract

Safety

ICS that is scenario based and CEMP

Conducting training

Time management and decision making

Ethics

Due to the lack of staff to develop this program, the author recommends that the sections be divided up among the chief officers to develop objectives and lesson plans. The respective

chief officer that develops each section would be the one responsible for the first course delivery of that section to make any improvements to the curriculum for the future offerings of the program. The author recommends that the objectives and course curriculum be completed within six months. The first leadership development course should be delivered within twelve months. Student feedback should be reviewed and revisions made as applicable for the next course delivery. The author developed a basic 40 hour course outline as a guide to further develop a final course outline for delivery. The CCFR Leadership Development Course outline is included as Appendix D. In order for the program to be effective and be successful, Department administration must buy into and support the leadership development program and provide captains the opportunity to complete the PQS book.

The author would recommend to future readers that there would be a benefit to research what is available within the researchers' state first before researching other state programs. The reader should next survey their own organization for input to develop an in house leadership development program based on the specific needs of the organization. General leadership courses can be acquired through local college, State and Federal course offerings. The attitudes of the organization can cause a program to fail or succeed from the start. The fire service generally does not have a clear understanding of the important role that leadership development plays in a succession planning and promotion opportunities. The fire chief should ensure their department has a leadership development course to instill leadership qualities in young up coming officers. By having a PQS task book for every rank, it provides candidates with a clear and concise plan of how to get qualified for the next rank to be promoted or to step up to that rank when other officers are unavailable. The importance of understanding your role in the organization is done through training and practice. Leadership development can provide many



dividends to the organization. Members can excel in their present position while waiting for an opening to be promoted. If you want to become a battalion chief, you must look at completing formal education, Fire Officer II certification and be qualified within your department to perform the job. This may be done through mentoring or a battalion chief task book. Each agency can set their own requirements based on tasks to be performed. Chief officers of today will mold the fire officer leadership of tomorrow. Do not take the job lightly. Your direction and leadership style is being evaluated everyday by those below you.

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## Appendix A

**CCFR Battalion Chief Officer Development Survey**

1. What is your current rank:
2. In your opinion what would be the necessary components of a Battalion Chief Officer Development program for CCFR?  
Circle all that you select
  - a. Daily duties
  - b. Communication skills- oral and written
  - c. ICS
  - d. Mutual Aid
  - e. Florida State Emergency Response Plan
  - f. Safety
  - g. Tele Staff
  - h. Union Contract
  - i. Speaking to the Media
  - j. Conducting training
  - k. Ride along time/mentoring
  - l. SOP's
  - m. Discipline/conflict resolution
  - n. Dealing with complaints
  - o. Inspections/Fire investigations(requesting an investigator)
  - p. Formal investigations
  - q. Work orders/logistics
  - r. Budget
  - s. Ethics
  - t. Time management skills
  - u. Clay County Emergency Management Plan(CEMP)
  - v. Evaluations
3. From the above list in #2, select the seven most important components needed for CCFR captains to prepare for promotion to Battalion Chief. List the corresponding letter for each component.
4. List any other topics you view as important to have as part of the program.



## Appendix B

**CLAY COUNTY  
BOARD OF COUNTY COMMISSIONERS  
JOB DESCRIPTION**

**JOB TITLE:** Battalion Chief

**EXEMPT:** No

**SALARY LEVEL:** Grade 920

**DEPARTMENT:** Department of Public Safety

**REPORTS TO:** Deputy Fire Chief

**GENERAL DESCRIPTION OF DUTIES:** This is a highly responsible position with the Public Safety Department, responsible for coordinating emergency and non-emergency activities. The Battalion Chief directly supervises subordinate officers and staff (career and volunteer) assigned to the Division and assumes command at major fires and emergencies managed by the Department, serving as Incident Commander and/or other position within the Incident Management System. The Battalion Chief may be assigned to operational responsibilities, administrative responsibilities, support function responsibilities, emergency management responsibilities, fire prevention responsibilities, training responsibilities or a combination thereof. The Battalion Chief will work directly under the supervision of the Deputy Fire Chief. The specific function and work hours of the position are established by the Fire Chief.

The employee is responsible for carrying out the goals and objectives of the organization as they are within the scope of functions performed by the Division. The Battalion Chief is responsible for planning the activities of the shift or assigned branch, as appropriate; coordinating the management of projects by subordinate officers and monitoring and measuring performance at all levels within the Division. The Battalion Chief has responsibility for labor relations within the Department and administers personnel policies and procedures for the personnel under their command. The work requires the use of mature judgment, initiative and application of knowledge of county government organizations. Administrative direction is accomplished through evaluation of programs, written reports, observations and results obtained. The Battalion Chief reports directly to the Deputy Fire Chief and represents the Deputy Fire Chief at various committees and community assignments.

**ESSENTIAL DUTIES AND RESPONSIBILITIES INCLUDE THE FOLLOWING:** (other duties, may be assigned)

Plans, organizes, supervises and controls the activities and functions of shift based operations, fire prevention, training and safety, special teams, or other function as defined by the Fire Chief; assists in the development of department policy, procedures, rules and regulations; prepares, analyzes develops reports to determine trends and reports the results of that analysis with recommended responses to the Director/Fire Chief.

Oversees and coordinates the day-to-day administrative or emergency service delivery activities of assigned personnel to assure a consistent, high quality service delivery.

Be thoroughly familiar with all departmental forms and the correct procedure for documentation of situations that may occur in the course of Fire and Rescue related services, including, but not limited to, Worker's Compensation and Employee Injury Reports.

Thorough knowledge of Division Rules and Regulations, SOPs, Medical Protocols, and Union Contract agreement, specifically on the area of the grievance procedure.

Thorough knowledge of County Personnel Policies, specifically the purchasing policy and hiring practices.

Meets regularly with appropriate chief officers, station officers, volunteer officers, and administrative officers to recognize, evaluate and solve operational or personnel difficulties.

Recognizes and recommends for improvement areas of authority which can be improved through training, procedures and processes.

Causes external and internal complaints to be investigated and takes appropriate action.

Promotes a professional and harmonious goal-oriented attitude within the Division and resolves conditions which impair this achievement.

Maintains a complete and accurate system of records, reports and similar documents which reflect the activity of the Division.

Prepares reports on the activity of assigned personnel, both emergency and non-emergency in nature.

Establishes, supervises and reviews the results of research projects with the goal of improving service to the community either through new methods, new equipment or resource allocation.

Works closely with the Deputy Fire Chief on projects, as assigned.

Assists in the preparation of correspondence, speeches and news releases; appears before civic and community groups to promote and explain fire department programs, goals, plans and services.

Participates in the testing, training and safety of Department personnel.

Participates on managements' labor relations team. Prepares and responds to collective bargaining proposals



Supervises and assigns Department personnel. Participates in hiring, firing and advancement decisions. Disciplines and evaluates Department personnel.

Ability to work cooperatively and effectively with other County Departments, Divisions and Agencies.

Performs other related work as assigned.

**QUALIFICATION REQUIREMENTS:** To perform this job successfully, an individual must be able to perform each duty satisfactorily. The requirements listed below are representative, of the knowledge, skill and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

Technical skills and ability in firefighting strategy and tactics, emergency medical services field operations, tactical considerations of hazardous materials incident management and community disaster management.

The ability to train, instruct and direct the activities of subordinates.

Ability to prepare clear and concise reports, communicate orally and in writing and a knowledge of fire suppression, emergency medical and fire administration terminology.

Ability to establish and maintain effective working relationships with members of the fire department, other agencies and the public.

Knowledge of fire department organization, operations and public management.

Ability to plan, assign, delegate and direct the work of personnel.

Ability to conduct special studies, analyze and interpret findings and prepare and effectively present factual reports.

Ability to operate computers utilizing managerial level software programs.

Available and on call twenty-four (24) hours a day. Must possess a valid State of Florida driver's license; 10-12 mile radius residency requirement and/or 10-15 minutes response time to Clay County. Must have and maintain a satisfactory driving record. Must be able to work in assigned areas (operations, training, prevention, etc.) and during assigned work hours as defined by the Fire Chief.

**EDUCATION AND/ OR EXPERIENCE:**

An Associates Degree in related field is preferred; current and maintained State of Florida Paramedic, Firefighter, and Fire Officer 1 certifications for Battalion Chief assigned to Operations; current and maintained State of Florida Paramedic, Firefighter, Fire Instructor 1 and Fire Officer 1 certifications as well as ACLS instructor, CPR instructor for Battalion Chief assigned to Training & Safety; current and maintained State of Florida Paramedic, Firefighter,

Fire Officer 1, Plans Review, and Fire Inspector certifications for Battalion Chief assigned to Fire Prevention. Three years as a Captain within Clay County Fire Rescue or if hired from outside the organization, five years as Captain or command officer in an organized fire rescue department; substantial and documented supplemental training, preferably through the National Fire Academy, in the following areas: Incident Command, Hazardous Materials, Emergency Medical Service Management, Fire Prevention and Arson Investigation and Personnel Supervision and Management and/or completion of the Command and Staff course curriculum offered at the National Fire Academy. Where the Battalion Chief is assigned to fire prevention or alternative training functions, an exception may be made for command fire officer requirement and types of supplemental training. Thorough knowledge and extensive experience in the delivery and administration of modern fire suppression techniques. Extensive knowledge of emergency management and major incident command and control.

All requirements are subject to possible modification to reasonably accommodate individuals with disabilities. However, some requirements may exclude individuals who pose a direct threat or significant risk to the health and safety of themselves or other employees.

While requirements may be representative of minimum levels of knowledge, skills and abilities to perform this job successfully, the incumbent will possess the abilities or aptitudes to perform each duty proficiently.

The job description in no way implies that these are the only duties to be performed. Employees occupying the position will be required to follow any other job-related instructions and to perform any other job related duties requested by their supervisor.

**PHYSICAL QUALIFICATIONS AND ACTIVITIES OF THE POSITION:** Meet the physical demands and the requirements set out by Florida Statutes.

Stooping: Bending body downward and forward by bending spine at the waist.

Kneeling: Bending the body downward and forward by bending leg and spine.

Crouching: Moving about on hands and knees or hands and feet.

Reaching: Extending hand(s) and arm(s) in any direction.

Standing: Particularly for sustained periods of time.

Sitting: Particularly for sustained periods of time.

Walking: Moving about on foot to accomplish tasks, particularly for long distances.

Lifting: Raising objects from a lower to a higher position, or moving objects horizontally from position-to-position.

Dexterity: Picking, pinching, typing or otherwise working, primarily with fingers rather with the whole hand or arm as in handling.

Grasping: Applying pressure to an object with the fingers and palms.

Talking: Expressing or exchanging ideas by means of the spoken word. Those activities in which, they must convey detailed or important spoken instructions to other workers accurately, loudly, or quickly.

Hearing: Perceiving the nature of sounds with no less than a 40 db loss @ 55 HZ, 1,000 HZ and 2,000 HZ with or without correction. Ability to receive detailed information through oral communication and to make fine discriminations in sound, such as when making fine adjustments on machined parts.

Repetitive motions: Substantial movements (motions) of the wrists, hands, and/or fingers.

Visual requirement equal to that for clerical administrative whose work deals largely with preparing and analyzing data and figures, accounting, transcription, computer terminal, extensive reading, etc.

The worker is subject to inside and outside environmental conditions.

**CONCLUSION:**

1. All main duties and requirements are essential job functions.
2. All requirements are subject to possible modification to reasonably accommodate individuals with disabilities.
3. Regular attendance is an essential function of this position.

## Appendix C

**CCFR Battalion Chief Officer Development Survey Results**

1. What is your current rank:  
Deputy Chief-1, Battalion Chief- 3, Captain- 6
2. In your opinion what would be the necessary components of a Battalion Chief Officer Development program for CCFR?
  - a. Daily duties-5
  - b. Communication skills- oral and written-6
  - c. ICS-7
  - d. Mutual Aid-8
  - e. Florida State Emergency Response Plan-7
  - f. Safety-7
  - g. Tele Staff-8
  - h. Union Contract-6
  - i. Speaking to the Media-8
  - j. Conducting training-6
  - k. Ride along time/mentoring-6
  - l. SOP's-6
  - m. Discipline/conflict resolution-7
  - n. Dealing with complaints-8
  - o. Inspections/Fire investigations(requesting an investigator)-5
  - p. Formal investigations-6
  - q. Work orders/logistics-0
  - r. Budget-5
  - s. Ethics-7
  - t. Time management skills-6
  - u. Clay County Emergency Management Plan(CEMP)-7
  - v. Evaluations-5
3. From the above list in #2, select the seven most important components needed for CCFR captains to prepare for promotion to Battalion Chief. List the corresponding letter for each component.
  - a. Daily duties-2
  - b. Communication skills- oral and written-4
  - c. ICS-7
  - d. Mutual Aid-2
  - e. Florida State Emergency Response Plan-1
  - f. Safety-6

- g. Tele Staff-7
  - h. Union Contract-3
  - i. Speaking to the Media-2
  - j. Conducting training-0
  - k. Ride along time/mentoring-4
  - l. SOP's-4
  - m. Discipline/conflict resolution-5
  - n. Dealing with complaints-6
  - o. Inspections/Fire investigations(requesting an investigator)-0
  - p. Formal investigations-4
  - q. Work orders/logistics-0
  - r. Budget-1
  - s. Ethics-4
  - t. Time management skills-2
  - u. Clay County Emergency Management Plan(CEMP)-2
  - v. Evaluations-0
4. List any other topics you view as important to have as part of the program.
- Alternative dispatch locations
  - Basic radio systems: 800 MHz, VHF, UHF, FIN
  - Daily expectations by Fire Chief
  - Delegation and follow up
  - Employee laws
  - Employee recognition
  - Firefighter survival and rapid intervention team
  - Four wheel drive vehicle operations
  - Interaction with other staff to encourage open communication
  - Interpersonal skills
  - Mass casualty incidents
  - Many of the items listed on the survey should have been well honed by the time the employee reaches the rank of battalion chief
  - Networking with surrounding counties, hospitals, Rd Cross, Public Works, Clay County Sherriff's Office
  - Priority of issues
  - Purchasing policies
  - Team building-2

Winch and vehicle recovery operations  
Workers compensation

5. List any skills and tasks that should be part of a PQS book for the Battalion Chief position.

Accident forms

Build Tele Staff roster five times and training-5

Communications

Computer skills

Conflict resolution and interpersonal development

Current expectations

Discipline

Ethics

Evaluations

Expanded and unified ICS review

Familiarization with battalion chief equipment

Formal investigations

Handling employee and public complaints-3

ICS

Injury reporting and handling

LODD training

Medical treatment review

Must be able to resolve more issues than they create for upper management to deal with

Mutual aid

Review of Mass Casualty Incident, high rise fires, target hazard fires and large big water fires

Ride along with one or more battalion chiefs

Tactics

Time assigned to units for busy engine and rescue companies along with rural companies that rely on their ability and skill to see them through until help arrives

Training documentation

Updated EVOG driver training

Who's who for proper notification to include other departments

Winch operation

Written communication

6. List any other comments that would benefit candidate training for the Battalion Chief position.
  - Assessment center training
  - Build better lieutenants
  - Create scenarios, which allow promoted personnel to walk through many common scenarios
  - More ride along time
  - Once promoted, assign battalion chief to 40-hour workweek to go through each step of the position
  - Ride up for one year
  - Updates for step up eligible personnel to include: differences between battalion 1 and battalion 2, coverage issues, paperwork, investigation procedures and Tele Staff
  - Early development of Captains before they are eligible for promotion

Appendix D

Clay County Fire Rescue Leadership Development Course Outline

Day 1

Introduction  
Daily routine and equipment checks  
Tele Staff program  
Art of Leadership

Day 2

Communication skills  
Event reporting  
Resolving complaints  
Discipline/conflict resolution  
Formal investigations

Day 3

Media relations  
Mock interviews recorded and critiqued  
FSERP  
Mutual aid  
Mass casualty incidents  
Logistics Division  
Purchasing policies  
Repairs for vehicles, equipment and facilities

Day 4

Incident Command System  
Interactive scenarios  
Emergency Management Division  
CEMP  
Fire Loss Management Division  
Insurance Services Office (ISO)  
Training Division  
Conducting training  
Human Resources  
Evaluations

Day 5

Courage to be Safe by Brett Pollack  
Safety  
Line of duty death  
Time management  
Ethics  
Graduation



Appendix E

Fire Department Task Book Policy and Leadership Development Program Contacts

William L. Bingham, Fire Chief  
Boynton Beach Fire Rescue Department  
2080 High Ridge Road  
Boynton Beach FL 33426  
Phone 561-742-6331  
Fax 561-742-6334  
Cell 4561-436-2283  
email: [binghamb@bbfl.us](mailto:binghamb@bbfl.us)

David Casey  
Deputy Fire Chief  
Seminole Tribe of Florida  
6300 Stirling Road  
Hollywood, FL.33024  
Office 954-986-2080 ext 14002  
Cell 954- 445-0332

Mary Jo Newton, CPS/CAP  
Administrative Assistant  
Sparks Fire Department  
Office 775-353-2255  
[mnewton@cityofsparks.us](mailto:mnewton@cityofsparks.us)

Randy Keirn  
District Chief  
Lealman Fire District  
4360 55th Avenue North  
St. Petersburg, FL 33714  
Cell (727) 459-2572  
[rkeirn@lealmanfire.com](mailto:rkeirn@lealmanfire.com)

Appendix F



# Clay County Fire Rescue Battalion Chief Task Book

Task Book Assigned to:
Employee's Printed Name & Title

**Supporting documentation for each task completed must be attached to be accepted as passed and completed.**

June 4, 2011

**VERIFICATION/CERTIFICATION OF COMPLETED  
CANDIDATED TASK BOOK FOR TESTING AND CERTIFICATION**

**FINAL CANDIDATE'S VERIFICATION**

I verify that all tasks have been performed and are documented with appropriate signatures & dates.  
I also verify that I have performed all tasks satisfactorily and should therefore be considered for completion of  
Battalion Chief program.

\_\_\_\_\_  
Candidate's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Candidate's Printed Name

\_\_\_\_\_  
Employee ID#

**FINAL EVALUATOR'S VERIFICATION (Deputy Chief)**

I verify that all tasks have been performed and are documented with appropriate signatures & dates.

I also verify that \_\_\_\_\_  
has performed satisfactorily and should therefore be considered for completion of Battalion Chief program.

\_\_\_\_\_  
DEPUTY CHIEF SIGNATURE

**TRAINING DIVISION CERTIFICATION**

I certify that \_\_\_\_\_ has met all requirements for completion  
of Battalion Chief program.

\_\_\_\_\_  
TRAINING CHIEF SIGNATURE

\_\_\_\_\_  
DATE

\_\_\_\_\_  
TRAINING CHIEF'S PRINTED NAME

\_\_\_\_\_  
EMPLOYEE ID#

## TASK BOOK

This Position Task Book (PTB) has been developed to document the required performance objectives for Battalion Chief. Each objective lists the performance requirements (tasks) in a format that allows the individual to be evaluated against written guidelines. Successful performance of all tasks, as observed and recorded by a department approved evaluator, will result in a recommendation to the Fire Chief (or designee) of the fire department that the firefighter be certified in that position.

Evaluation and confirmation of the individual's performance of all tasks may involve more than one evaluator. It is important that performance be critically evaluated and accurately recorded by each evaluator. All tasks must be evaluated before recommending certification. All statements within a task which require an action must be successfully demonstrated before the task is to be signed off.

The Clay County Fire Rescue shall issue the entire task book to each member who wants to promote to a Battalion Chief as they become eligible.

The Fire Chief or his/her designee may authorize personnel to be an evaluator and to sign the PTB. Individuals may not sign off on themselves. The Training Chief is normally the designated final evaluator and he/she will review each completed PTB with the Fire Chief or Designee. The "Evaluator" CANNOT teach or coach while he/she is evaluating or have not taught the candidate the skill.

The employee is responsible for:

- Ensuring supporting documentation is attached. If skill is accomplished orally, a brief summary should be written and attached for the task performed.
- Reviewing and understanding instructions in the PTB.
- Identifying desired objectives/goals.
- Satisfactorily demonstrating completion of all tasks.
- Assuring the Evaluation Record is complete.
- Notifying his/her "Deputy Chief" when the PTB is complete and providing a copy for his/her department records.

The Evaluator is responsible for:

- Being qualified and proficient in the position being evaluated.
- Explaining to the candidate the evaluation procedures that will be utilized.
- Identifying tasks to be performed during the evaluation period.
- Accurately evaluating and recording demonstrated performance of tasks. Satisfactory performance shall be documented by dating and signing after completion of the task.

The Final Evaluators is responsible for:

- Signing the verification statement inside the front cover of the PTB when all tasks have been initialed and the student is recommended for testing and certification.

## Battalion Chief Task Book

Performance Task	Evaluator: Signature & Date upon Completion
1. Human Resource Management	
A. 5.2.1 Employee Performance  Describe how to initiate actions to maximize member performance and/or to correct unacceptable performance.	
Describe the progressive disciplinary process.	
Describe the formal investigation process and time frames associated with reporting.	
Provide a response to a simulation of a problems brought before you as an acting Battalion Chief: <ul style="list-style-type: none"> <li>• A female fighter comes to you and complains of another member of the company who has a smell of alcohol on his breath at 1000 hours. Her Lieutenant and he told her they would handle it at the station. We all have those bad days coming back to work on Monday.</li> <li>• The family of a patient recently transported states a ring and a prescription bottle are missing from the home because no one else has been in the house.</li> <li>• A new member at Station 27 tells you that he is tired of working in a hostile work environment because no one likes him &amp; treats him badly. He talked to his Lieutenant and got no help.</li> </ul>	
B. 5.2.2 Job Performance Evaluation	

<p>Review with your mentor the last evaluation you completed on a subordinate discuss areas of improvement.</p> <p>Write an annual evaluation of yourself. Review strengths and weaknesses. Identify goals for yourself in the department.</p>									
<p>C 5.2.3 Professional Development Plan</p> <p>Create a professional development plan for a member of your station, given the requirements for promotion, so that the member acquires the necessary knowledge, skills and abilities to be eligible for the examination for the position.</p> <p>Review the Professional Development Plan with your mentor then meet with the member and discuss the plan to get acceptance by the member.</p> <p>Describe types of incentive programs:</p> <table border="0" data-bbox="250 1073 816 1220"> <tr> <td>Education</td> <td>Fire Inspector</td> </tr> <tr> <td>Admin Leave</td> <td>Paramedic</td> </tr> <tr> <td>Florida Firefighter</td> <td>Special Team Pay</td> </tr> <tr> <td>Supplemental Education</td> <td></td> </tr> </table>	Education	Fire Inspector	Admin Leave	Paramedic	Florida Firefighter	Special Team Pay	Supplemental Education		
Education	Fire Inspector								
Admin Leave	Paramedic								
Florida Firefighter	Special Team Pay								
Supplemental Education									
<p>2. Community and Government Relations</p>									
<p>A. 5.3.1</p> <p>Identify community organizations that you can form relationships with to project the role, mission and image of the department.</p> <p>Choose a community organization and make a presentation to them about an aspect of what the department does or a safety topic.</p> <p>Identify the following people:</p> <p>Clay County Department Heads          Adjacent County fire supervisors the Battalion Chief would interact with at emergencies          Municipal managers Green Cove Springs, Penney</p>									

<p>Farms, Keystone Heights and Orange Park</p> <p>Meet with your fire district school principal and discuss opportunities for the department to integrate into the school through education, demonstration and role modeling.</p> <p>Describe what programs and demonstrations can be provided to community groups by the department.</p> <p>Describe the Fire Wise Program from Division of Forestry.</p> <p>Describe the requirements for a citizen to join the CERT Community Emergency Response Team</p> <p>Describe the requirements to be a volunteer Firefighter. Describe the application process.</p> <p>Attend a Board of County Commissioners meeting. Discuss any action on department related agenda items.</p>	
<p>3. Administration</p>	
<p>NFPA 1021 5.4.1 Policy Development</p> <p>Identify on your own or with assistance from a supervisor a policy or procedure needed. Develop a Standard Operating Procedure so that the policy addresses the problem with a solution. An alternative would be to update an existing policy.</p> <p>Describe the chain of command and approval steps for a Standard Operating Procedure.</p> <p>Describe the process to distribute drugs requested by a unit. Who handles records request in Clay County Fire Rescue?</p> <p>Tele Staff:</p> <p>Demonstrate how to fill sick leave call outs fill the roster 3 days out.</p>	

<p>Demonstrate assignment of floaters to fill vacancies.</p> <p>Demonstrate how to put someone off roster.</p> <p>Demonstrate how to assign Rescue 4 for special assignment.</p> <p>Demonstrate how to assign extra units for mutual aid deployment.</p> <p>Fill mandatory overtime.</p> <p>Discuss staffing for 24 on 24 off for Hurricane operations.</p> <p>Identify when overtime exception forms can be used. Give six examples.</p> <p>What are the qualifications for an engineer to fill the tender engineer position?</p>	
<p>NFPA 1021 5.4.2 Budget Planning</p> <p>Develop a project budget for a project assigned to you by the Deputy Chief. Identify what fund and line item the project costs would be assigned to including overtime, capital and operating costs. The project may be related to ongoing or new projects; repairs to existing facilities; new equipment; apparatus maintenance; contract services; and training.</p>	
<p>NFPA 1021 5.4.3 Purchasing</p> <p>Board of County Commissioners Purchasing Policy</p> <p>Describe the approval process and procedure for purchasing a \$500.00 nozzle to replace a broken nozzle on Engine 24.</p> <p>Describe the process to acquire a Field Purchase Order (FPO) and what is the monetary limit.</p>	



<p>Describe when a formal bid is required for a purchase. What items did the department purchase using a formal bid over the last 12 months?</p> <p>Describe who has authority to approve an emergency purchase and provide an example of what commodity would be purchased.</p> <p>Write a travel request to attend a course at the National Fire Academy. Provide a copy of the course description and schedule. Identify what cost the department is responsible for.</p>	
<p>NFPA 1021 5.4.4 News Release</p> <p>Prepare a news release on a recent significant event on your shift so that the information is accurate and formatted correctly.</p> <p>Answer questions verbally in a simulated interview with the media that is in reference to your written news release. Dress appropriately.</p> <p>Prepare and distribute a news release on a fire, your station or a life safety topic to the local news media.</p>	
<p>NFPA 1021 5.4.5 Trend Report</p> <p>Prepare a concise report to the Deputy Chief on a preapproved trend, variance or other related topic. Use documents drawn from a database to substantiate the written report. Be prepared to orally discuss the findings.</p>	
<p>NFPA 1021 5.4.6 Policy Change</p> <p>Identify a change you would like to see in the department. Develop a plan to accomplish the change in the department, so that effective change is implemented in a positive manner.</p>	

<p>Attend a Quality Assurance Committee meeting. Date: _____</p>	
<p>4. Inspection and Investigation</p>	
<p>5.5.1 Fire Investigation</p> <p>SOP</p> <p>Describe the responsibilities of the Company Officer for fire investigations.</p> <p>Describe who investigates wildland fires and the procedure for notification.</p> <p>Describe who investigates all other types of fires and the procedure for notification.</p> <p>Describe the authority and responsibilities of the County Fire Marshal.</p> <p>During a meeting with the State Fire Marshal and Fire Investigator, discuss their roles in fire investigations and guidelines for requesting assistance from the State Fire Marshal. Discuss their responsibility and procedure for criminal prosecution.</p> <p>Describe the role and responsibility of company Fire Inspectors as it relates to annual inspections and re-inspections of day cares, health care, assisted living, correctional, educational and fire station facilities.</p> <p>Describe the situations that may result in a stand by life safety assignment (fire watch).</p> <ul style="list-style-type: none"> <li>• Special event</li> <li>• Fire protection system out of service</li> </ul> <p>Describe the duties and responsibilities (fire watch) of a standby life safety assignment, which may include.</p> <ul style="list-style-type: none"> <li>• Fire watch</li> <li>• Inspecting required fire protections</li> <li>• Monitoring access and egress</li> <li>• Length of assignment</li> <li>• Preventing and extinguishing fires</li> </ul>	

<ul style="list-style-type: none"> <li>• Inspecting fire ground for re-kindle</li> </ul> <p>Provide a response if you were asked by a business owner “What do I need to do to open a business for the fire inspector”?</p> <p>Provide a verbal explanation to a citizen (simulated) about the Insurance Services Office (ISO) Public Protection Classification Rating for Clay County Fire Rescue (Rating 5/9).</p>	
<p>5. Emergency Service Delivery</p>	
<p>5.6.1 Multi-Unit Incident</p> <p>Given an emergency incident and location in Clay County, produce operational plans so that required resources and their assignments are carried out in compliance with NFPA 1600 and approved safety procedures resulting in the mitigation of the incident.</p> <p>During Mass Casualty Incident, identify the responsibilities of the Incident Commander, Triage Officer, Treatment Officer, Transport Officer and Staging Officer.</p> <p>Describe the responsibilities of the Clay County School Board and Clay County Fire Rescue during a school bus accident.</p> <p>Identify mutual aid resources available in adjacent counties for:</p> <p>Battalion 1 Battalion 2</p> <p>Describe the process to request resources under the State Emergency Response Plan.</p> <p>Fill out an ICS 201 and 214 forms.</p> <p>Identify when the State Warning Point must be notified.</p>	

<p>Describe the Battalion Chief’s responsibilities for implementing and managing the initial damage assessment after a large scale disaster.</p> <p>Describe when unified command would be applicable at an incident.</p> <p>Develop an Incident Action Plan.</p> <p>Demonstrate proficiency in the use of the Florida Field Operations Guide for:</p> <p>HazMat USAR Terrorism/WMD</p>	
<p>5.6.2 Post Incident Analysis</p> <p>Develop and conduct a post incident analysis of a multiunit incident in Clay County so that all required critical elements are identified and communicated. A formal written summary will be submitted. Demonstrate how to manage addressing weaknesses and strengths during the analysis.</p>	
<p>5.6.3 Incident Data Written Report</p> <p>Given incident reporting data from the jurisdiction prepare a written report that identifies the major causes for service delivery and any observed deficiencies in service.</p>	
<p>6. Health and Safety</p>	
<p>5.7.1 Safety Analysis</p> <p>Identify the members of the Joint Occupational Safety and Health Committee (JOSH).</p> <p>Attend a JOSH meeting. Address a safety concern you have in the department and your solution.</p>	

<p>Demonstrate knowledge and proficiency using the Vehicle Damage Matrix to determine appropriate action.</p> <p>Analyze a member's accident, injury or health exposure given a case study or recent incident. Give a written report, including action taken and recommendations, to the Deputy Chief.</p> <p>Identify the steps to report a worker's compensation notice of injury.</p> <p>Fill out a supervisor report for an accident. Describe the documents that must be submitted and what notifications must be made when an accident occurs in a county vehicle.</p> <p>Describe the actions that will take place when a MAYDAY is called on the scene of a fire.</p> <p>What equipment should the RIT carry?</p> <p>Describe situations that would require the closure of a fire station due to safety and health issues.</p> <p>Access a weather internet site to observe weather forecast and current radar mapping.</p>	
<p>7. Duties</p>	
<p>Perform morning inspection of Battalion Chief vehicle and all equipment. Calibrate the MSA Sirius multi gas meter test operation of all radios.</p> <p>Operate vehicle winch and 4-wheel drive. Identify safety precautions for winch operation. Identify limitations of winch.</p> <p>Describe what action to take when a station repair work order has had a time elapse greater than two (2) weeks.</p> <p>Describe the out of service criteria for vehicles per</p>	

<p>SOP.</p> <p>Describe how to access replacement PPE and medical supplies at Logistics after hours.</p> <p>Describe what to do when a vehicle breaks down on the road after hours.</p> <p>Describe requirements for legal outdoor burning per DOF Know The Law Before You Strike That Match In Florida pamphlet 2005.</p>	
<p>8. Communications</p>	
<p>Describe when you would utilize the Code Red System. Explain the systems compatibilities.</p> <p>Direct Dispatch to patch 800 MHz with Jacksonville Fire Rescue Department and perform a radio test with a Jacksonville Fire Rescue Department unit.</p> <p>Direct Dispatch to patch the DOF white or another applicable channel and perform a radio test with an outside agency.</p> <p>Describe the steps necessary to provide alternative VHF tone dispatching if the Communications Center becomes inoperative.</p> <p>Where is the back-up Communications Center for 911/800 MHz operations?</p> <p>Describe the capabilities and ordering process for the MARC trailer for the region.</p> <p>Discuss the procedures to follow when a failure occurs on the radio system:</p> <ol style="list-style-type: none"> <li>a. 800 MHz radio</li> <li>b. VHF</li> </ol>	
<p>9. Assigned Reading</p>	
<ol style="list-style-type: none"> <li>1. Read "Leadership on the Line" by Linsky and Heifetz and type a two page double spaced summary of leadership skills you have learned from the book.</li> </ol>	

<ol style="list-style-type: none"> <li>2. Read "First In, Last Out" by John Salka             <ol style="list-style-type: none"> <li>a. Describe three benefits learned from leading by example.</li> <li>b. Describe two other positive leadership traits discussed in the book.</li> </ol> </li>   <li>3. Provide a one page double-spaced typed of leadership skills and guidance to pass on to a newly promoted Lieutenant.</li> </ol>	
<p>10. Training Required</p>	
<p>NWCG S-215 Fire Operations in the Urban Interface</p> <p>NWCG S-330 Strike Team Leader</p> <p>I-300 I-400 I-700 I-800</p> <p>Attach a copy of certificate to task book.</p>	

## EVALUATION RECORD

\_\_\_\_\_  
Trainee Name

\_\_\_\_\_  
Trainee Position

<b>#1 Daily Staffing</b>	Evaluator's name: Evaluator's title:
Objectives: Demonstrate the ability to: 9.1.16 Access the staffing program 9.1.17 Understand minimum staffing needs 9.1.18 Interpret circumstances 9.1.19 Correct staffing deficiencies 9.1.20 Notify personnel as necessary 9.1.21 Document all activity/decision as required	1. <input type="checkbox"/> 2. <input type="checkbox"/> 3. <input type="checkbox"/> 4. <input type="checkbox"/> 5. <input type="checkbox"/> 6. <input type="checkbox"/>
The above named trainee has performed under my supervision and in a satisfactory manner, the tasks initiated and dated by me. I recommend the following for further development of this trainee.	
_____ The individual has successfully performed all tasks for the position and should be considered for certification.	
_____ The individual was not able to complete certain tasks or additional guidance is required.	
_____ Not all tasks were evaluated and additional assignment is needed to "complete" the evaluation.	
_____ The individual is severely deficient in the performance of this task book and must complete further training	
Comments: _____ _____ _____ _____ _____ _____ _____	
Date: _____ Evaluator's Initials _____	



# EVALUATION RECORD

\_\_\_\_\_  
Trainee Name

\_\_\_\_\_  
Trainee Position

#2 Training Exercise	Evaluator's name: Evaluator's title:												
<p>Objectives: Demonstrate the ability to:</p> <table border="0"> <tr> <td>1. Develop multi-company wet drill</td> <td>1. <input type="checkbox"/></td> </tr> <tr> <td>2. Coordinate and schedule companies</td> <td>2. <input type="checkbox"/></td> </tr> <tr> <td>3. Conduct post exercise analysis</td> <td>3. <input type="checkbox"/></td> </tr> <tr> <td>4. Identify areas of improvement needed</td> <td>4. <input type="checkbox"/></td> </tr> <tr> <td>5. Provide constructive criticism</td> <td>5. <input type="checkbox"/></td> </tr> <tr> <td>6. Document training completed</td> <td>6. <input type="checkbox"/></td> </tr> </table>		1. Develop multi-company wet drill	1. <input type="checkbox"/>	2. Coordinate and schedule companies	2. <input type="checkbox"/>	3. Conduct post exercise analysis	3. <input type="checkbox"/>	4. Identify areas of improvement needed	4. <input type="checkbox"/>	5. Provide constructive criticism	5. <input type="checkbox"/>	6. Document training completed	6. <input type="checkbox"/>
1. Develop multi-company wet drill	1. <input type="checkbox"/>												
2. Coordinate and schedule companies	2. <input type="checkbox"/>												
3. Conduct post exercise analysis	3. <input type="checkbox"/>												
4. Identify areas of improvement needed	4. <input type="checkbox"/>												
5. Provide constructive criticism	5. <input type="checkbox"/>												
6. Document training completed	6. <input type="checkbox"/>												
<p>The above named trainee has performed under my supervision and in a satisfactory manner, the tasks initiated and dated by me. I recommend the following for further development of this trainee.</p> <p>_____ The individual has successfully performed all tasks for the position and should be considered for certification.</p> <p>_____ The individual was not able to complete certain tasks or additional guidance is required.</p> <p>_____ Not all tasks were evaluated and additional assignment is needed to "complete" the evaluation.</p> <p>_____ The individual is severely deficient in the performance of this task book and must complete further training</p> <p>Comments: _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Date: _____ Evaluator's Initials _____</p>													



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## EVALUATION RECORD

---

Trainee Name

---

Trainee Position

<b>#4 Command Vehicle</b>	Evaluator's name: Evaluator's title:
Objectives: Demonstrate the ability to:	
1. Inspect the command vehicle for deficiencies	1. <input type="checkbox"/>
2. Inventory the command vehicle and corrects deficiencies	2. <input type="checkbox"/>
3. Operate all items contained in the inventory	3. <input type="checkbox"/>
4. Operate all driving components and systems	4. <input type="checkbox"/>
5. Operate all code 3 systems	5. <input type="checkbox"/>

The above named trainee has performed under my supervision and in a satisfactory manner, the tasks initiated and dated by me. I recommend the following for further development of this trainee.

\_\_\_\_\_ The individual has successfully performed all tasks for the position and should be considered for certification.

\_\_\_\_\_ The individual was not able to complete certain tasks or additional guidance is required.

\_\_\_\_\_ Not all tasks were evaluated and additional assignment is needed to “complete” the evaluation.

\_\_\_\_\_ The individual is severely deficient in the performance of this task book and must complete further training

Comments: \_\_\_\_\_

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Date: \_\_\_\_\_ Evaluator’s Initials \_\_\_\_\_