

Developing a Formal Mentoring Program for the Fire Officers of  
the Castle Rock Fire and Rescue Department

Jason Butts

Castle Rock Fire Department, Castle Rock, Colorado

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 Castle Rock Fire and Rescue Department (CRFD) rank in structure has levels of both lieutenant and acting lieutenant. The development of both of these positions has greatly increased over the last 10 years through training standards and standard operating guidelines (SOG). Recently, line personnel and administrative staff have recognized a need to have a formal mentoring process added to the standard due to concerns of readiness of aspiring officers and continued available mentoring of promoted officers. Therefore, the purpose of this research was to determine the criteria for a formal mentoring program for both existing and aspiring fire officers within the CRFD.

The department was able to address the problem through the following research questions:

- What is the national criterion for mentoring fire officers?
- Are fire departments of similar size using formal mentoring processes and how does it compare to the current CRFD process?
- Do the members of the CRFD feel that the current standard addresses the needs of mentoring for the fire officer?

- What are the needed changes to the current standards for developing an effective mentoring program for the fire officer of the CRFD?

Using the Action Research Method, standard applied research paper procedures were followed. By using survey studies, one-on-one interviews, and Internet searches results were found that provided guidance on recommendations. The results found that many like sized organizations at a national level have not implemented a formal mentoring process for the fire officer and that the CRFD standard needs to be revised to follow current recommendations for the mentoring of fire officers. The recommendations include rewriting of the current training standard for the Acting Lieutenant Professional Development Process, adding a mentoring relationship component for those who aspire to become an acting lieutenant, and adding a standard that can help the promoted lieutenants further guide themselves in development as well as seeking out mentors.

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Mentoring has often been a term that some people have correlated with the "business world" or private employment sector. However, mentoring in the fire service is arguable as old as the first firefighter or firefighting organization. Today's fire department and firefighters are challenged with not only technical considerations, but also leadership roles that have often been overlooked in the area of mentoring.

In most fire departments, the fire officer is typically known as the lieutenant, captain, company officer, sergeant, or any other terminology of rank in the paramilitary organization of firefighting. This level of responsibility is often recognized as a managerial position and sometimes overlooked as a leadership position. This can be a fatal error, since most of the time the fire officer is the first line of communication between the fire department and customers served (citizens) and will typically always be the middleman between the firefighters and the chief officers of an organization.

With today's society asking the fire department to handle "all hazards" within its service delivery, the fire officer is being challenged with leadership issues more than ever before. The leadership issues of today can only be overcome by leaders with good skills, qualities of aspiration and influence, and most importantly guidance from mentors who can relate to the

challenges. The mentor can help the leader develop not only the people they come in contact with, but they can help the leader develop themselves and find reason behind the roles they have chosen to take.

The research problem is that the Castle Rock Fire and Rescue Department (CRFD) line and administrative staff have recognized a need to have a formal mentoring process added to the current departmental standards due to concerns of readiness of aspiring officers and ability of promoted officers. Therefore, the purpose of this research is to determine the criteria for a formal mentoring program for both existing and aspiring fire officers within the CRFD.

Using the Action Research Method (Applied Research Self-Study Guide, 2010), the department will be able to improve the currently used standard for mentoring the fire officer (lieutenant). Specifically, the research will answer the following questions:

- What is the national criterion for mentoring fire officers?
- Are fire departments of similar size using formal mentoring processes and how does it compare to the current CRFD process?

- Do the members of the CRFD feel that the current standard addresses the needs of mentoring for the fire officer?
- What are the needed changes to the current standards for developing an effective mentoring program for the fire officer of the CRFD?

#### Background and Significance

The CRFD is an all-hazards response department for the Town of Castle Rock and Castle Rock Fire Protection District. The response area covered is seventy-five square miles within the central Douglas County in the state of Colorado. The Town of Castle Rock is located between Denver and Colorado springs along the Interstate 25. As of January 2012, the estimated population of the Town of Castle Rock is 50,028 (Town of Castle Rock, 2012).

As a combination fire department seventy-two personnel are full-time paid. Sixty-three of the personnel are line staff assigned to responding to calls for service out of four fire stations on three different shifts. Each fire station is assigned a lieutenant or acting lieutenant (for sick calls and vacations) each and everyday. Currently, the department has twelve promoted lieutenants, three acting lieutenants, and five



candidate-acting lieutenants (Shift Assignments Roster, 2012). Each lieutenant or acting lieutenant is responsible for his or her assigned station and personnel during their shift.

The CRFD responded to over 4,000 calls for services during the 2011-year. This call volume is an increase of over 300 calls from the 2010-year. The department has seen a trending increase in calls for service since its first career staff joined the department in 1997. Like most fire departments, the majority of calls for service are emergency medical services (EMS) related at 63%. While alarms accounted for 9%, fires 2%, and other (gas leaks, carbon monoxide, public assistance, odors, smoke investigations, etc.) made up the remaining 26%. Of these 4,000 calls, a lieutenant or acting lieutenant is managing the incident either alone or with the assistance of a peer from the beginning to end of the call (FireManager, 2012).

Currently, the department follows a training standard that provides a basic outline for a plan of action to develop as a lieutenant or acting lieutenant. The problem with the training standard is that it addresses the mentoring process as a very specific time frame where a "mentor" and candidate spend time together to work on job performance requirements (JPR) and not necessarily on development of the candidate's ability to be an effective leader within the organization. This time frame that

a mentor works with a candidate is more like the time a preceptor or field training officer (FTO) would spend with a person working through specific tasks until the preceptor/FTO felt the candidate was ready to function on his or her own. In accordance with the training standard, the "mentoring" relationship never even begins until the candidate is assigned a task book and mentor and then ends once the task book has been completed (Acting Lieutenant Professional Development Process, 2008).

While it has been effective to have a training standard that the organization can follow to help guide the fire officer, it lacks the development piece of a mentoring relationship. This development piece has brought some current lieutenants to question whether they should recommend a person to the acting lieutenant process without the person having shown some interest in his or her development. Further, it has lacked the ability for every acting lieutenant and lieutenant to succeed in the position of company officer within the organization. Specifically, acting lieutenants and lieutenants have either lost the ability to continue in the program or have been demoted from the position they had previously held.

While failure is always expected at some level, the CRFD has set a very high expectation as evident in the vision,

mission, and values of the organization. The department's vision statement is, "To be the best at providing emergency and prevention services" (CRFD, 2008), and the mission statement is, "High customer satisfaction through quality preparation and excellent service" (CRFD, 2008). The department's values are "strength, honor, integrity, excellence, leadership, dedication, and service", which forms acronym "S.H.I.E.L.D.S'" (CRFD, 2008). It can be seen that all three of these organizational beliefs do not support losing even one acting lieutenant or lieutenant. Therefore, it is important for the organization to take a look at the current mentoring process in place for the fire officer and make adjustments, where needed, to add even more value and credibility to the development process.

One of the goals of the Executive Development course is to "develop and integrate management and leadership necessary in complex organizations" (Executive Development, Student Manual, 2011, IX). By evaluating the mentoring of the fire officer and offering ways to enhance the current process, this research project will effectively address this goal. Further, by using the Action Research Method (Applied Research Self-Study Guide, 2004), this research will enhance the mentoring process of the CRFD. Lastly, one of the United States Fire Administration (USFA) Strategic Plan goals is to "improve the fire and

emergency services 'professional status'" (Applied Research Self-Study Course Guide, 2010, p. 3). By researching this process of mentoring the CRFD will be actively improving the professional status of both the department and the entire fire service.

#### Literature Review

As required a literature review was conducted to obtain information on the currently existing information available on mentoring fire officers. This literature review was completed to determine what research had already been done and what guidelines could be found that would be useful to developing the mentoring process within the CRFD. Further, the literature review was completed to begin a foundation for answering some of the research questions that were developed to guide the researcher on the problem within the organization.

The literature review started in the Learning Resource Center (LRC) at the National Fire Academy (NFA) in January of 2012. After completing the initial search of documents in the LRC, it was determined that many previous Applied Research Projects (ARP) papers existed on the subject of mentoring and development. While many ARP's had been written over a fifteen year period on mentoring and development, many of them were related specifically to the development of training programs for

officers and chief officers and did not specifically address the importance of the mentor or the mentoring relationship.

However, a few ARP's did speak of the importance of the mentor and the mentoring relationship. From this point the research was expanded to include books, articles, and publications. All of these resources produced a significant amount of information that will be used to help answer the questions related to this research paper.

How do we develop the next generation of fire officers? The key to this question is through mentoring. We understand mentoring as the relationship one person (typically of more experience) has with another person (typically of less experience) to develop the less experienced person at some higher level. It is also well known that mentoring is as old as Greek times, when Mentor was entrusted to guide Telemachus the son of the then King Odysseus during his absence (Nelms & Stanley, 2009). So why does it seem so unusual that fire departments today are reluctant to mentor for the future? The answer lies within the fact that the fire department has been mentoring without any formalized guidance. Think about the first time you stepped into a fire station, someone undoubtedly took you under his or her wing and helped show you the next step you should be taking. It was probably a senior firefighter, an

engineer, or maybe even a fire officer. The point is we have been mentoring in the fire service, probably since the first organized fire department existed (Coleman, 2002, p.42). The challenge for mentoring today, is that the knowledge and experience that we need to pass on isn't just related to technical skills or those tactical decision-making experiences (Gates, 2003 p.104). Today's fire service needs to mentor for an ever-changing future.

Understanding the term mentoring is only a small piece of the pie. Both mentors and mentees are the workhorses of any mentoring program and understanding what it takes to fill these roles is an important piece of any mentoring program (Ensher & Murphy, 2005, chapter 1, para. 6). The mentor is defined in more ways than one. Most literature gives qualities such as; teacher, counselor, coach, father, experienced, effective listener, wise, serves others, etc. (Schrage, 2007; IAFC ODH, 2012; Tracy, 2004; Coleman, 2002; Nelms & Stanley, 2009; CRFD Training Standard, 2008). These qualities are all too important and should make a person stand out to a perspective mentee or organization. For the mentee they should be looking for someone who is really making a difference. This is the person that they know is moving up in either rank or position, the person that is likely discussed within inner circles, they are always being

looked to for solving a problem or identifying solutions, and they are that which the mentee wants to emulate (Ensher & Murphy, 2005, chapter 5, section summary).

In Dr. Alyn's article, *The Value of Mentoring in the Fire Service* (n.d.), she describes the following key characteristics of a mentor:

- Values congruent with actions
- Strong work ethic
- Strong leadership skills
- Positive work attitude
- Experienced and competent
- A desire to share experience and expertise
- Willingness to spend time with a (mentee)
- Good conflict resolution skills
- Good understanding of organizational cultures
- Loyal to mission, vision, and goals of the organization
- Confidential

When you take these characteristics described by Dr. Alyn and compare them to the characteristics of the *CRFD Company Officer* (2008) similarities can be noted:

- Honest with integrity
- Good communicators
- Justifiably confident
- Mentors and role models of CRFD values and safety
- Fair and consistent
- Accountable
- Compassionate and forgiving without judgment of others
- Competent and knowledgeable in a broad range
- Positive in attitude
- Loyal to their team, organization, community, and self

For the mentee, knowing that they wish to progress and have some idea of their career path for the next three, five, or ten years down the road is a start (Alyn, 2008, p.80). From this point it will be based upon desire for knowledge, willingness to succeed, understanding that failures will happen, positive outlook about ones mentor, and a willingness to take some risks (Ensher & Murphy, 2005, chapter 4, section 3, para. 2). More importantly the mentee must have a sense of loyalty and commitment to both the mentor and the organization (Ensher & Murphy, 2005, chapter 4, section 3, para. 4). This loyalty and commitment is an important piece of the relationship because it



helps support the desire that the mentee has and gives the mentor the needed purpose and direction to guide the mentee down his or her path (Nelms & Stanley, 2009).

The mentee must understand that this relationship between him or and her and the mentor is much more than just talking about some calls and figuring out how to deal with those difficult firefighters. The mentorship is a development process that will not only address the magnitude of challenges that the fire service faces today (Tracy, 2004), but it also helps the mentee grow personally as an individual. In this mentor relationship the mentee has a high probability of facing adaptive problems for which they will have to try and solve as they move through the process (IAFC Officer Development Handbook-ODH, 2010).

An article by Todd LeDuc, *On Scene* (2012), offered some skills that today's fire service leaders must understand and provide for mentoring on for tomorrow's generation:

- Rapidly changing technology
- The cultural influence of generational changes in the workforce
- Unprecedented economic challenges
- Evolving fire service delivery expectations

- Enhanced accountability expectations

Further, LeDuc (2012) challenges organizations to foster a mentoring environment that includes "networking, knowledge sharing, and developing cultural norms both within and outside of the organization" (LeDuc, 2012 para. 12). With this information in mind, it can be seen that networking, knowledge sharing, or developing cultural norms is not accomplished overnight. These are components that take years of time to establish, understand, and institute within a persons leadership abilities. That is why organizations and individuals should begin the mentoring process as soon as possible (Mueller, 2003, p.28).

Gone are the days of filling positions with "trained and equipped firefighters" (Alyn, 2008, p.80). Organizations must not only teach the basics of firefighting, incident command structure, reporting procedures, and preplanning to today's fire service officer. They must also guide the fire officer through the role of leadership, team building, peer coaching, and project management (Gates, 2003; IAFC ODH, 2010) to name a few. The role of the organization in helping to mentor fire officers has increased and will continue to increase with the help of recommendations, standards, guidelines, and certifications.

As formal mentoring has seemed to grow and be recognized as a need within fire departments groups have taken steps to provide information to help guide not only organizations on mentoring but also mentors. Some of these tools for mentors are the National Fire Protection Association (NFPA) 1021 Standard for Fire Officer Professional Qualifications 2009, International Association of Fire Chiefs (IAFC) Officer Development Handbook 2<sup>nd</sup> ed., Fire and Emergency Services Higher Educations Program (FESHE), and the Center for Public Safety Excellence (CPSE). The important thing about all of these tools is that they all endorse mentoring and that they can work with one another to help departments develop, mentor better, and be successful.

In July 1976, the first NFPA 1021 standard was developed to provide the fire service with performance objectives to help guide officer development down a building block path (NFPA 1021, 2009). The newest 2009 edition of 1021 takes the basic requisite knowledge that a fire officer, at given levels, will need to understand and couple with skills to be considered qualified to function at the specified level (NFPA 1021, 2009). This is not only beneficial to a mentor to provide a systematic approach, but also to the mentee who can begin self-development and provide a reference for him or herself as they progress through their career.

The IAFC OHB, originally released in 2003 to give fire officers an idea of what they would need to accomplish to help them develop and progress in leadership (IAFC OHB, 2003). This handbook was built upon the NFPA 1021 standard to inform the new and developing fire officer on not only the minimum recommended standards, but also the needs based on professional recognition and developing lifelong learning (IAFC OHB, 2010). The OHB also embraces the FESHE program model showing the importance of the academic relationship that needs to occur in both developing and mentoring (IAFC OHB, 2010). This handbook takes the information that is important to the mentoring process and provides one-stop reference shopping.

Through the National Fire Academy, the FESHE has been developed to bring together higher education and professionals seeking the education. This has provided a resource for those looking to continue the education process and develop their career path at the same time (NFA FESHE Program, 2008).

Lastly, CPSE has developed a mentoring program that is designed to help those who mentor understand the process and give insight to pairing mentors and mentees together (Aurhammer, Burton, Mason, & Sobotka, 2009). While this program has been designed to address the chief officer level, the training that it provides can be used at all levels.

In closing, the literature provided a number of ideas on how to develop people, specifically fire officers. It also provided information on how departments have recognized the need for mentoring and that problems exist with people being properly guided to move to levels of success. The take away from the review is that the fire officer is where the interaction begins to developing people for the future (Gayk, 2012). With the right direction (mentoring) and development future fire service leaders realize "progress, improvement, and personal achievement" (Haden, 2012, para.7).

#### Procedures

Action Research was used to help improve the present performance of the CRFD's mentoring process for company officers. Several steps were used to answer the research questions for this project. The first step was to complete a literature review and determine what national criteria was being used to mentor fire officers in the nation. The second step was to develop and distribute a survey to see what other fire departments around the nation were doing to provide for mentoring within their organizations and see how that compared to the CRFD. The third step was to develop and distribute a survey within the CRFD to determine how the members felt about the current mentoring process and what thoughts they had on

changes to the process. The final step was to use the literature review information and both the national survey and department survey to develop changes to the CRFD process.

The first step, literature review process, was initially completed in the LRC using the research database to look up information on previously completed ARP's, professional articles, books, and any other relevant information to the topic of study. The terms "mentoring in the fire service", "mentoring fire officers", and "fire officer development" were used to guide the researcher to the literature available. Further information was gained using basic search engines, such as Google, on the World Wide Web (WWW) and through department specific documentation. Most of this information was accessed over a three-month period beginning in February and ending in June of 2012. Some information from the department was accessed after that period as needed in providing information on the introduction and background/significance.

The second step, develop and distribute a national survey, was completed by using the information from the literature review to develop questions regarding mentoring fire officers. These questions were then put into a questionnaire on SurveyMonkey.com. An email was then drafted and sent to the National Society of Executive Fire Officers (NSEFO) to request

distribution of the survey to the members of the organization.

A confirmation email was obtained stating that the survey had been emailed to 791 members of the NSEFO. SurveyMonkey.com was then used to collect, categorize, and analyze the survey information obtained. The emails and survey information with results can be viewed in Appendix A. Of the 791 surveys sent to NSEFO members, 114 responded to the survey.

The third step, develop and distribute a survey within the CRFD, was completed using information obtained from the literature review and national survey. These questions were then put into a questionnaire on SurveyMonkey.com. An email was then drafted and sent to all firefighters, engineers, lieutenants, battalion chiefs, and chief officers within the CRFD.

SurveyMonkey.com was then used to collect, categorize, and analyze the survey information obtained. The email and survey information with results can be viewed in Appendix B. Of the 63 surveys sent to members, 31 responded to the survey.

The final step of the procedures was for the researcher to use both the information collected in the literature review process and the survey process to provide recommendations on the research questions. This process will be described in the discussions and recommendations sections.

The information that is described above is deemed reliable as it is described. The surveys were designed with specific questions and appeared to have no leading information. The answers were basic yes and no. It is assumed that the respondents of the surveys answered questions on their own thoughts and did not seek outside opinion to provide answers. Further, it is understood that the respondents had basic information regarding mentoring and how the process works within their own organization.

In regards to the national survey, there are limiting factors. The first is that the survey was only sent out to one "national" organization. While this may hit a broad spectrum of departments throughout the nation it does not encompass every department in the nation. The second is that the survey was only answered by 114 of the 791 people who received the survey. This low response may not show a true accuracy of the national information available. Finally, the survey was designed to see which departments were using a formal mentoring process and then only gather further information on those respondents. The problem that was noted was that some of the respondents who did not have a formal mentoring program might have answered questions regarding a program they don't have. While the



numbers are low, they may affect some of the information obtained.

For the internal department survey there was again an unexpected small number of respondents. This survey was sent to all of the firefighters, engineers, lieutenants, battalion chiefs, and chief officers of the organization (63), but only 31 responded. With this research benefiting or affecting all of these members, the low response may not show a true interpretation of the entire department.

#### Results

The literature review provided good information on the first question the research paper set out to address. The survey information received from the external national survey did not yield a very large number of respondents, but the information that came back was that the majority of respondents were from departments of equal size to the CRFD. While the internal department survey did not yield over 50% return the information that was provided by the respondents is helpful in answering the questions of the research paper.

The first question of the research paper asks, what is the national criterion for mentoring fire officers? A few different resources that the researcher found addressed this question. The first resource is the NFPA 1021 Standard. This document

provides a base foundation for where a fire officer would start to begin the process through the Fire Officer levels I, II, III, and IV. This information is also useful to departments to show those interested in career development what the requisite knowledge and skills for the individual levels are (NFPA 1021, 2009).

The second resource that was discussed was the IAFC OHB. This reference is a reiteration of the 1021 Standard as a starting process. The handbook then provides information that the IAFC has identified as being important for each fire officer level to attain. The first piece of information is the learning (certifications) that is expected of the specific level. The second is the education knowledge that has been identified. The third is the experience that the fire officer should be exposed too. The fourth and final is the self-development that the fire officer should consider (IAFC OHB, 2010). The handbook further addresses the mentoring process and how mentoring is an ongoing process through both the formal and informal relationships that are made.

The third reference is the FESHE developed through the NFA to provide connection between educational facilities that recognize the fire service as a profession and the need to educate the leaders of that profession. FESHE understands the

relationship between knowledge and leadership and has provided a resource to help those that seek and those that mentor to provide guidance in the area of institutional knowledge.

The fourth and final reference is CPSE and the mentoring program that the organization has developed. This program, although designed for the chief officer has some interesting insight to mentoring. The program offers a workshop that address, "the best practices in mentoring", "how to develop a mentoring program", and "how to become a mentor" (CPSE, Keys to Successful Mentoring, para. 2).

Question number two; are fire departments of similar size using formal mentoring processes and how does it compare to the CRFD? This question was answered through the external survey that was sent out through the NSEFO (Appendix A). The first two questions of the survey provided information on demographics of the departments answering the survey. The information revealed that the majority of the departments that answered were of similar size to CRFD. The specific information was that 30% of the departments had similar firefighter counts (51-100) as the CRFD and 40% served a similar size population (50,000).

This next question in the survey differentiated departments who were actually using a formal mentoring process for the fire officer and those who were not. Of the 114 responses that were

received 90 of those departments do not use a formal mentoring process for the fire officer. With only 24 of the respondents answering yes to a formal mentoring program those people were asked to respond to further questions regarding their program.

Of those respondents with a formal program it was split (50/50) on those who use the program as part of a promotional process. Seventy-five percent of the departments acknowledged that they have individuals start the mentoring program before and individual is promoted. Sixty-five percent do not have specific guidelines for individuals to become mentors. Eighty-nine percent of the departments do not let a mentee chose his or her mentor. Sixty-four percent of the departments do not guide the mentoring relationship with job performance requirements (JPR's). Sixty-four percent of the departments do not require that a person who wishes to promote participate in the departments mentoring program. Fifty-seven percent of the departments do not have a specific beginning or end to their mentoring process. Finally, 82% of the respondents believe that the mentoring process benefits the mentor, mentee, and organization.

Question number three: do the members of the CRFD feel that the current standard addresses the needs of mentoring for the fire officer? This question was also addressed with a survey

that was internally conducted in the CRFD (Appendix B). This first question of the survey asked the rank of the individual completing the survey and this was used to gather information on where most of the information on the survey would be coming from. The majority of respondents were from the rank of firefighter at 38%.

The second question of the survey asked whether the respondents thought the current fire officer mentoring process was effective. Fifty-five percent felt the process was effective. It is important to note that two respondents skipped answering the question.

The third question asked if the respondent agreed that those who aspire to become fire officers (acting lieutenants) have adequate mentoring guidance, 62% percent answered no. While two respondents skipped the question, a majority felt that the mentoring was not adequate.

The fourth question asked if currently promoted fire officers have adequate mentoring guidance available to them to accomplish their responsibilities. A majority of the respondents, 58%, felt they did not.

The fifth questions asked respondents if they felt aspiring fire officers (firefighters and engineers) should be required to enter into a formal mentoring relationship prior to becoming an

acting fire officer. The response was over 83% of the respondents believed that the relationship should begin beforehand.

For the sixth question, the respondents were asked if a formal mentoring program should be made available to promoted fire officers. An overwhelming 96% agree that this would help the promoted fire officer accomplish his or her responsibilities.

The seventh and final question asked whether a mentee should be able to choose his or her mentor. Seventy percent of the respondents believed that a mentor should be chosen rather than assigned. One respondent skipped the question.

The fourth and final question of this research project; what are the needed changes to the current standards for developing an effective mentoring program for the fire officer of the CRFD? This final question was answered through both the literature review that was completed and the surveys that were administered both externally and internally.

The results of this combined information has resulted in two training standards for the CRFD. The first training standard is a rewrite of the *Acting Lieutenant Professional Development Process* in Appendix C2. The new training standard can be compared to the old standard that is located in Appendix

C1. This training standard has been rewritten to include a mentoring process that is sought out by a mentee and started well before the mentee engages in the acting lieutenant process. The standard also provides guiding information for the both the mentee and mentor to help them both with a successful process.

The second training standard is new, titled *Lieutenant Professional Development Process*, and can be found in Appendix D. This standard stresses the importance of development and how a currently promoted lieutenant can help guide him or herself down the path of fire officer. This standard also addresses the need for mentoring and provides guidance on what a fire officer should look for in a mentor.

#### Discussion

Based on the information that has been gathered in this research paper the author feels that mentoring is more of a program than a process and that it is never too early to begin a mentoring program as either a mentor or mentee. The current training standard for the CRFD was developed and written as a process with a beginning and ending point. The standard specifically states that the mentoring relationship is both assigned with JPR task book and that the time frame for completion of the book is no longer than four months (CRFD, Training Standard 1.3.5, 2008). While this addresses specific

performance practices it does not address the needed guidance or coaching a mentee needs to develop him or herself through personal and professional growth with the experiences a mentor can provide (IAFC OHB, 2010).

The first question of this research project was to determine what national criteria is being used to mentor the fire officer. The author found that many resources are available to help both the mentor and mentee in guiding the development in a mentoring process. The IAFC OHB encompasses both the NFPA 1021 Standard and the FESHE program. This coupled with the extensive information gathering that was completed by the authors of this handbook make it a perfect tool for use in mentoring the fire officer. This handbook details information for the supervising fire officer to the executive fire officer which makes it perfect for the mentoring process to show both participants where the road will be taking them and how they can accomplish getting there (IAFC OHB, 2010). Further, with the use of programs such as the CPSE Keys to Successful Mentoring, program mentors can better understand mentoring, learn how to guide their mentees, and build a foundation for both the mentor and mentee (Aurhammer, Burton, Mason, & Sobotka, 2009).

When this author looked at the information regarding what other departments of similar size are doing for mentoring and



how it compared to the CRFD it was interesting to see the results. It was surprising that a large percentage, almost 80%, of fire departments surveyed don't engage in a mentoring program at all (Butts, 2012). Currently the CRFD recognizes "mentoring" as part of the culture, although the term is used more like a FTO. Further, the findings on whether the mentoring program in other departments had a specific beginning and/or ending, 57% responded no, stressed the need for the CRFD to embrace mentoring as a program (Butts, 2012). Dr. Alyn (2008) touched on this when she discussed how leaders couldn't develop others if they don't first provide themselves with a roadmap (p.80). It is never too early to start the mentoring process and the CRFD needs to start the process early to ensure a strong foundation and commitment to the journey.

As the internal survey information was collected and analyzed the author was not surprised to find that a majority of the respondents felt that the mentoring process was effective but could use improvement. It has been a struggle for some current lieutenants to provide recommendations for some aspiring acting lieutenants. This author feels that is because the lieutenants have not invested (mentored) in those who wish to progress to a fire officer position and the failure of that person would be correlated back to them. As Gayk (2012) touched

on in his article *Dare to Care*, officers provide the first impression of leadership for the firefighter and when failure occurs people will typically look toward the officer (p.54). The officer can overcome this by investing in mentoring those beneath them so that they can have great people who are capable and they are happy to recommend (Haden, 2012).

What was a surprise to the author when studying the information from the internal survey was that the majority of people, 70%, felt that a mentee should be able to choose his or her mentor (Butts, 2012). When this question was asked in the national survey almost 90% responded that they do not let the mentee choose his or her mentor. This is interesting because the current CRFD training standard assigns mentors (CRFD Training Standard 1.3.5, 2008). When the literature was searched it was noted that some of the articles provided guidance on the subject. Nelms and Stanley (2009) discuss how "mentor and mentee relationships are an attraction" (para.4) and that mentees should consider certain traits in their search for a mentor (para.16). Dr. Alyn (n.d.) also provides similar counsel in her article *The Value of Mentoring in the Fire Service*, here she provides a list to consider when designing a mentoring program and the number one point is to "let the mentee choose his or her mentor" (para.9). This information is

something that the author has added into the new training standard for the CRFD.

The final question of the research was to determine what the changes to the current mentoring program would be. Since the current training standard addressed mentoring as a process it was determined that the first change would be to label mentoring as a program and show that there is no defined ending when two individuals enter into a mentoring relationship. The second change would be to provide some tools that both the mentor and mentee could use to help them chart their course. These tools would be based on the IAFC OHB with reference to NFPA 1021 Standard, FESHE, and CPSE. From here it will be recommended that since the acting lieutenant will still be assigned a task book that the guidance through that task book be accomplished by a FTO, which can also be a mentor, so that the term mentor is looked at from the perspective of developing people rather than "training and equipping someone for a new position" (Alyn, 2008, p.80).

The last piece of this change is for the author to provide the currently promoted lieutenant with a standard that can be used to help guide them. This standard will provide tools such as those in the acting lieutenant standard. It will also stress that the mentoring program that they engaged in to get the

promotion is not yet over. That finding guidance from mentors should be a lifelong process to ensure the long-term success of the lieutenant, the department, and the fire service profession (LeDuc, 2012).

### Recommendations

With the completion of the research there are several recommendations that should be followed. These recommendations apply to the CRFD and will have the greatest impact within that organization, however these recommendations represent information gathered from literature and survey information at national and international levels. With that said, fire service leaders can use this information to develop and expand upon the mentoring and developing of the fire service profession.

- The first recommendation is that the CRFD take the revised training standard 1.3.5 *Acting Lieutenant Development Program* (Appendix C2) and place it into the review process through the guidelines and standards team so that it may be accepted and implemented. This standard has been revised to meet the needs of a mentoring program, not just a process, and outlines needed aspects of mentoring that the acting lieutenant candidate should engage in prior to

becoming an acting lieutenant. Further, this document has redefined the terminology used between mentoring and training an individual. This will provide clarity to the recommendations that a mentor makes versus the recommendations that a FTO makes.

- The second recommendation is that the CRFD take the developed training standard 1.3.6 *Lieutenant Development Program* (Appendix D) and place it into the review process through the guidelines and standards team so that it may be accepted and implemented. This standard is a new addition to a non-existent program. It was determined through the research process that providing guidance to current fire officers (lieutenants) is just as important as providing it to those who aspire to be fire officers. While this standard is not all encompassing of a program it is definitely a start and will help guide current fire officers in a direction toward developing themselves and seeking assistance in development. Further, the program will enhance the organization by meeting the mission of the CRFD, "To provide high customer

satisfaction through quality preparation and excellent service" (CRFD, 2008).

- The last recommendation is that the CRFD continue to embrace mentoring and developments at all levels (firefighter, engineer, lieutenant, battalion chief, chief officer, etc.) and foster this within the cultural norms. This ensures that the organization is ready for changes that occur in the future. This is also in line with the department's vision statement, "To be the best at providing emergency and prevention service" (CRFD, 2008).

In closing, it is important that the fire service profession continue to study and research information that adds to the professionalism and development of each and every aspect of fire and emergency services. Without the scientific information to provide support to the fire profession we will be leading without a roadmap. If we embrace, foster, and continue to develop aspects of our profession we will lead far into the future.

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Appendix A

Below is the complete result of the survey that was sent the National Society of Executive Fire Officers. Question #12 was removed in its entirety due to personal identifying information.

I am looking for survey information regarding mentoring for mid-level fire officers for my applied research project. Please assist me in filling out the survey that can be accessed at the link below before July 1<sup>st</sup>, 2012. Thank you for you time and assistance.

Mentoring for mid-level fire officers-Fire Departments

Q1. How many firefighters does your department have?

Answer Options, "Response Percent", "Response Count"

Under 50, "24.6%", 28

51-100, "30.7%", 35

101-250, "23.7%", 27

250+, "21.1%", 24

, "answered question", 114

, "skipped question", 0

Q2. What is the size of the population that your department serves?

Answer Options, "Response Percent", "Response Count"

0-50,000, "40.7%", 46

50,000-100,000, "26.5%", 30

100,000-150,000, "7.1%", 8

150,000+, "25.7%", 29

, "answered question", 113

, "skipped question", 1

Q3. Does your organization use a formal mentoring process/program for mid-level fire officers (lieutenant, captain, acting lieutenant/captain, etc.)?

Answer Options, "Response Percent", "Response Count"

Yes, continue to question #2, "21.1%", 24

No, Thank you for your time, please place your email in the box for question #12 if you would like the results of this survey., "78.9%", 90

, "answered question", 114

, "skipped question", 0

Q4. Is your departments formal mentoring program part of a promotional process?

Answer Options, "Response Percent", "Response Count"

Yes, "50.0%", 15

No, "50.0%", 15

, "answered question", 30

, "skipped question", 84

Q5. Is your departments formal mentoring program started before an individual is promoted to a fire officer rank (lieutenant, captain, acting lieutenant/captain, etc.)?

Answer Options, "Response Percent", "Response Count"

Yes, "75.9%", 22

No, "24.1%", 7

, "answered question", 29

, "skipped question", 85

Q6. Does your department require specific guidelines for an individual to become a mentor?

Answer Options, "Response Percent", "Response Count"

Yes, "34.5%", 10

No, "65.5%", 19

, "answered question", 29

, "skipped question", 85

Q7. Does your department let the person being mentored chose his/her mentor?

Answer Options, "Response Percent", "Response Count"

Yes, "10.3%", 3

No, "89.7%", 26

, "answered question", 29

, "skipped question", 85

Q8. Is the mentoring relationship strictly guided by job performance requirements?

Answer Options, "Response Percent", "Response Count"

Yes, "35.7%", 10

No, "64.3%", 18

, "answered question", 28

, "skipped question", 86

Q9. Is the mentoring program that your organization uses a requirement for a person to participate in if they would like to advance to the mid-level fire officer spot?

Answer Options, "Response Percent", "Response Count"

Yes, "35.7%", 10

No, "64.3%", 18

, "answered question", 28

, "skipped question", 86

Q10. Does your departments mentoring process have a specific beginning and ending based on time spent with an individual or tasks accomplished?

Answer Options, "Response Percent", "Response Count"

Yes, "42.9%", 12

No, "57.1%", 16

, "answered question", 28

, "skipped question", 86

Q11. Does your department find that the mentoring process helps develop the mentor and mentoree and benefit the organization?

Answer Options, "Response Percent", "Response Count"

Yes, "82.8%", 24

No, "17.2%", 5

, "answered question", 29

, "skipped question", 85

Appendix B

Below is the complete result of the survey that was sent to Castle Rock Fire and Rescue Department members.

I am looking for some feedback on a survey for my applied research project for the Executive Fire Officer Program. If you could take a minute to complete the survey accessed at the link below I would appreciate your help. The survey should only take a couple of minutes to complete and the information obtained is completely anonymous with no ties back to an individual. Please complete before June 28<sup>th</sup>, 2012. Thank you for your help.

Mentoring the mid-level fire Officer-CRFD

Q1. What is your rank?

Answer Options	Response Percent	Response Count
Firefighter	38.7%	12
Engineer	22.6%	7
Lieutenant	25.8%	8
Chief Officer	12.9%	4
Other	0.0%	0
,"answered question"		31
,"skipped question"		0

Q2. In your opinion, is the current mentoring program for acting fire lieutenants an effective process?

Answer Options, "Response Percent", "Response Count"

Yes, "55.2%", 16

No, "44.8%", 13

, "answered question", 29

, "skipped question", 2

Q3. In your opinion, do you think that firefighters and engineers who aspire to become acting lieutenants have adequate guidance (mentoring)?

Answer Options, "Response Percent", "Response Count"

Yes, "37.9%", 11

No, "62.1%", 18

, "answered question", 29

, "skipped question", 2

Q4. In your opinion, do you feel that the current lieutenants have adequate guidance (mentoring) available to them to accomplish their responsibilities?

Answer Options, "Response Percent", "Response Count"

Yes, "41.9%", 13

No, "58.1%", 18

, "answered question", 31

, "skipped question", 0

Q5. Should a formal mentoring relationship, for aspiring acting lieutenants, be required prior to enter the acting lieutenant process?

Answer Options, "Response Percent", "Response Count"

Yes, "83.9%", 26

No, "16.1%", 5

, "answered question", 31

, "skipped question", 0



Q6. Should a continuous formal mentoring program be made available for promoted lieutenants to assist them in their responsibilities?

Answer Options, "Response Percent", "Response Count"

Yes, "96.8%", 30

No, "3.2%", 1

, "answered question", 31

, "skipped question", 0

Q7. Should a person be able to chose his/her mentor rather than be assigned a mentor?

Answer Options, "Response Percent", "Response Count"

Yes, "70.0%", 21

No, "30.0%", 9

, "answered question", 30

, "skipped question", 1

Appendix C1

 <p><b>CRFD</b></p>	<b>Castle Rock Fire and Rescue Department</b>	
	<b>TRAINING STANDARDS</b>	
	Subject:	Acting Lieutenant Professional Development Process
	Section:	Management and Administration
	Sub-section:	Organizational Planning and Preparedness
	Number:	1.3.5
Date initiated:	09/30/2003	
Date revised:	05/08/2008	
Approved:	 Rick Auston, Division Chief of Training	

**APPLICABLE CODES AND STANDARDS:** IAFC Fire and Emergency Services Self-Assessment Manual, NFPA 1021 *Standard for Fire Officer Professional Qualifications*, (current edition), IFSTA *Fire Department Company Officer*, 3<sup>rd</sup> edition, and the Colorado Division of Fire Safety *Firefighter Voluntary Certification Program*.

**INTENT:** The intent of this Training Standard is to provide detailed guidelines for members of the Castle Rock Fire and Rescue Department pursuing the position of Acting Lieutenant with a professional development plan of action in order to develop as a leader both professionally and personally, and succeed in the position of company officer within the organization. The intent of this Training Standard is also to provide expectations to those aspiring to become company officers.

**SCOPE:** All members of the Castle Rock Fire and Rescue Department participating in the company officer professional development and mentoring process.

**DEFINITIONS:**

**MENTOR** – a person who acts as a trusted counselor or teacher for someone else in the organization. The mentor provides coaching, visibility, role modeling, challenging work assignments, and direction to a subordinate in the mentor relationship. (*Fire Service Personnel Management*, 2000)

**MENTORING** – is a relationship between a junior and senior colleague as a positive contribution to his or her development. (*Fire Service Personnel Management*, 2000)

**ATTACHMENTS:** None

**STANDARDS:**

There will be a total of six (6) candidates and six (6) mentors within the Castle Rock Fire and Rescue Department.

The following process will choose candidates:

1. The candidate shall receive a written recommendation from the candidate's Chain of Command (i.e. Lieutenant to Battalion Chief) to participate in the program. The recommendation shall be forwarded to the Executive Staff for review and approval.
2. The candidate shall successfully complete the courses *FST 201 Instructional Methodology* and *FST 206 Fire Company Supervision and Leadership* through Red Rocks Community College (RRCC) with a grade of "B" or better. The Fire and Rescue Department will pay for the college courses. Candidates who have completed the Fire and Rescue Department's Fire Officer I course, have completed the Fire and Rescue Department's Fire Instructor I course, hold a current Colorado Fire Officer I certification, or hold a current Colorado Fire Instructor I certificate do not need to complete the applicable courses listed above through Red Rocks Community College.
3. The candidate shall score a minimum of 80% on the written test of at least 50 questions. The test will be based on the identified reading list; Castle Rock Fire and Rescue Department SOG's, Training Standards, Administrative Directives, IFSTA Essentials of Firefighting and Company Officer. Based on department needs, the candidate/s with the highest scores shall be scheduled for a psychological test. The candidate/s will be scheduled for an interview with the Fire Chief who will make the final decision.

An eligibility pool will be established for all acting positions and will be good for two (2) years.

4. Complete the Job Performance Requirements (JPR) Acting Lieutenant Task Book with the assigned mentor within 4 months of being issued. The Task Book is located in **Training Standard 1.3.5**.
5. Upon successful completion of the Task Book, the member will be eligible to function as an Acting Lieutenant and will be eligible to proceed in the Lieutenant hiring process.

The following process will choose mentors:

- Submit letter of interest from the Lieutenant (why the member feels they should be considered and what they can offer as a mentor).
- Written recommendation up through the Chain of Command (i.e. Battalion Chief to Operations Division Chief).
- Review of Employee Performance Evaluation.
- Mentor/s shall not have any disciplinary action during the past 365 days from the date of appointment.

Approval of mentors will be at the discretion of the Fire Chief or his designee.

Directions for the completion of the Task Book are as follows:

- Candidate/s shall complete the State of Colorado JPR's in the Acting Position Academy.
- Once the State of Colorado JPR's are successfully completed, they will be sent to the Division of Fire Safety for evaluation. Upon the State's approval, the candidate/s are eligible to take the State of Colorado Fire Officer I Exam (provided that the candidate/s currently hold all of the certifications required by the State of Colorado. See the public Safety Certification Manual pg. 52).
- Candidate/s shall complete the CRFD JPR's after the Acting Position Academy under the direction of their Mentor.
- The CRFD JPR's reflect specific tasks directly tied to our department. In some circumstances there may be JPR's that require more than one performance i.e., managing an emergency scene, 1 EMS, 1 Fire, 1 Gas Leak, etc.
- The candidate/s Mentor will initially evaluate the completed CRFD JPR's and route them through the chain of command to the Division Chief of Training for final review and approval.
- The candidate/s shall complete the Task Book in 4 months from the date they graduated from the Acting Position Academy.
- The Division Chief of Training must have signed off the candidate/s Task Book before being eligible for a promotional exam.

A minimum of a two (2) hour training program shall be provided for Mentors participating in the program. The training program shall consist of the program purpose, practical examples, and an evaluation.

Acting Lieutenants shall acquire sixteen (16) hours of continuing education annually in order to maintain Acting Lieutenant status. The Division Chief of Training shall determine applicable continuing education hours.

The Candidate and Mentor shall adhere to the **Guideline for Station Officers Standard Operating Guideline.**

**Responsibility**

It is the responsibility of all personnel to know and understand this Training Standard and adhere to the related Standard Operating Guideline.

Appendix C2

 <p><b>CRFD</b></p>	Castle Rock Fire and Rescue Department
	<b>TRAINING STANDARDS</b>
	Subject: Acting Lieutenant Professional Development Program Section: Management and Administration Sub-section: Organizational Planning and Preparedness Number: 1.3.5 Date initiated: 9/30/2003 Date revised: 07/27/2012
	Approved:  Jim Piper, Division Chief of Training

**APPLICABLE CODES AND STANDARDS:**

- IAFC Officer Development Handbook, 2010
- IAFC Fire and Emergency Services Self-Assessment Manual
- NFPA 1021 *Standard for Fire Officer Professional Qualifications* 2009 Edition
- IFSTA *Fire Department Company Officer*, 4<sup>th</sup> edition
- Colorado Division of Fire Safety *Firefighter Voluntary Certification Program*

**INTENT:** The intent of this Training Standard is to provide detailed guidelines for members of the Fire and Rescue Department pursuing the position of Acting Lieutenant with a professional development plan of action in order to develop as a leader both professionally and personally and succeed in the position of Acting Lieutenant within the organization. The intent of this Training Standard is also to provide expectations to those aspiring to become an Acting Lieutenant.

**SCOPE:** All members of the Castle Rock Fire and Rescue Department (CRFD) participating in the Acting Lieutenant professional development and mentoring program.

**DEFINITIONS:**

**ACTING LIEUTENANT** – an appointed position that a CRFD member obtains to replace the Lieutenant in their absence and assume the responsibilities of the Lieutenant while he or she is away.

**ACTING LIEUTENANT CANDIDATE** – a CRFD member who is being coached by a Field Training Officer to learn the tasks and responsibilities of the Acting Lieutenant position.

**EMPLOYEE PERFORMANCE EVALUATION (EPE)** – an annual evaluation used to provide employees feedback on performance within their given position.

FIELD TRAINING OFFICER (FTO) – a person who provides guidance through the process of task book or other job performance requirements (JPR) outlined by a certification process or other process developed and initiated by the CRFD

JOB PERFORMANCE REQUIREMENT(JPR) – statement that describes the performance requirement for a specific job.

MENTEE – a person who is guided by a trusted counselor or teacher. This person receives coaching, visibility, role modeling, challenging work assignments and direction from a senior colleague.

MENTOR – a person who acts as a trusted counselor or teacher for someone else in the organization. The mentor provides coaching, visibility, role modeling, challenging work assignments, and direction to a subordinate in the mentor relationship.

MENTORING – is a relationship between a junior and senior colleague as a positive contribution to his or her development.

### **ATTACHMENTS:**

A and B

### **STANDARDS:**

The following mentoring process will prepare perspective Acting Lieutenant Candidates for eligibility:

1. The perspective Acting Lieutenant Candidate will be required to establish a mentoring relationship with a currently promoted Lieutenant, Battalion Chief, or Executive Chief Officer within the CRFD.
2. The mentoring relationship will be initiated by the Mentee and the Mentor will agree to the relationship.
3. The mentoring relationship will be implemented at least 6 months prior to the Mentees desire to request recommendation to the Acting Lieutenant Program as an Acting Lieutenant Candidate.
4. The Mentor will work with the Mentee using the tools available to them as described in Training Standard 1.3.6 *Lieutenant Development Program*.
5. The Mentee can use Attachment A to help them determine the qualities they seek in a Mentor.
6. The Mentor can use Attachment A to help them determine the qualities they seek in a Mentee.
7. Both the Mentor and Mentee can use Attachment A to help them determine the key elements of a mentoring relationship.

The following process will choose Acting Lieutenant Candidates:

1. The potential candidate shall receive a written recommendation from the individuals mentor outlining the mentoring relationship. This shall include time frame of the relationship, accomplishments made during the relationship, and

- why the recommendation is being made. The recommendation shall be forwarded to the potential candidates battalion chief for review and approval.
2. The battalion chief shall then provide written recommendation for the potential candidate to be considered. The recommendation shall be forwarded to the executive staff for review and approval.
  3. Once the potential candidate is approved, he or she shall successfully complete the courses *FST 201 Instructional Methodology* and *FST206 Fire Company Supervision and Leadership* through Red Rocks Community College (RRCC) with a grade of "B" or better. The Fire and Rescue Department will pay for the college courses. Those who have completed the Fire and Rescue Department's Fire Officer I course, have completed the Fire and Rescue Department's Fire Instructor I course, hold a current Colorado Fire Officer I certification, or hold a current Colorado Fire Instructor I certificate do not need to complete the applicable courses listed above through Red Rocks Community College. Further, for those who have completed the *FST 201 Instructional Methodology* and *FST206 Fire Company Supervision and Leadership* through Red Rocks Community College (RRCC) with a grade of "B" or better then they can submit transcript information and course waiver will be considered by the Division Chief of Training.
  4. The potential candidate shall score a minimum of 80% on the written test of at least 100 questions. The six (6) highest scores are eligible to proceed as an Acting Lieutenant Candidate (provided that 6 open Acting Lieutenant positions exist). The test will be based on the identified reading list: Fire and Rescue Department Standard Operating Guidelines, Training Standards, Administrative Directives, IFSTA's *Essentials of Firefighting*, IFSTA's *Fire Department Company Officer*.
  5. Based on department needs, Acting Lieutenant Candidates will be scheduled for and complete a department psychological test.
  6. The Acting Lieutenant candidate will then complete the Job Performance Requirements (JPR) Acting Lieutenant Task Book with the assigned FTO within 4 months of being issued. The Task Book is located in Attachment B.
  7. Upon successful completion of the Task Book, the Acting Lieutenant Candidate will meet with the Division Chief of Training and/or the Fire Chief and they will determine if the candidate will be eligible to be an Acting Lieutenant with the CRFD.
  8. If the candidate is deemed eligible to function as an Acting Lieutenant with the CRFD, he or she will be recognized and able to function in that role.
  9. The Acting Lieutenant shall function in the role for 12 months prior to being eligible to proceed in any Lieutenant hiring process.
  10. The Acting Lieutenant will follow the Training Standard 1.3.6 *Lieutenant Development Program* recommendations in order to maintain Acting Lieutenant status and be eligible to promote to Lieutenant.

The following process will choose FTO's:



1. Only promoted Lieutenants of 3 or more years will be considered for the FTO responsibility.
2. The potential FTO will submit a letter of interest to their respective Battalion Chief on why they feel they should be considered and what they can offer as a FTO.
3. The Battalion Chief shall then provide written recommendation for the potential FTO to be considered. The recommendation shall be forwarded to the Executive Staff for review and approval.
4. Review of the EPE will be completed prior to the appointment to FTO.
5. FTO's shall not have any disciplinary action during the past 365 days from the date of appointment.
6. The Division Chief of Training and/or the Fire Chief will approve all FTO's to appointment.
7. All FTO's will be required to complete a training program on the FTO roles, responsibilities, requirements, and evaluation techniques that will be delivered by the Division Chief of Training prior to engaging an Acting Lieutenant Candidate.

The following process will be used to guide the Acting Lieutenant Candidate and FTO through the completion of the Task Book:

1. Acting Lieutenant Candidates shall complete the CRFD Fire Officer JPRs prior to the completion of the State of Colorado Division of Fire Safety JPRs for Fire Officer I.
2. The CRFD JPRs emulate those of the State of Colorado with additional requirements in each standard related directly to the CRFD. In some circumstances there may be JPRs that require more than one performance (i.e. managing an emergency scene, 1 EMS, 1 Fire, 1 Gas Leak, etc.).
3. The FTO will guide the Acting Lieutenant Candidate through CRFD JPR's while evaluating them in the role of an Acting Lieutenant.
4. This role will require the Acting Lieutenant Candidate to ride in the officer position and the FTO to ride in the 1<sup>st</sup> or 2<sup>nd</sup> firefighter seat, depending on staffing, to evaluate the Acting Lieutenant Candidate.
5. While the CRFD JPR's are the main task that will need to be completed prior to the FTO signing the Acting Lieutenant Candidate off, the FTO is also required to note insufficiencies that the Acting Lieutenant Candidate has in his or her leadership role and attempt help develop them and guide them to successful leadership abilities.
6. Once the Acting Lieutenant Candidate has completed the CRFD JPR's the and the FTO feels that he or she is ready to be considered for the Acting Lieutenant role, the FTO will provide a written memo to the Division Chief of Training stating such.

The following process will be used to guide the Acting Lieutenant through the State of Colorado Division of Fire Safety JPR's for Fire Officer I:

1. The Acting Lieutenant will completed the State of Colorado Division of Fire Safety JPR's for Fire Officer I.
2. The Acting Lieutenant will seek assistance from Lieutenants, Battalion Chiefs, and the Division Chief of Training in order to complete the JPR's.
3. Once the JPR's are completed the Acting Lieutenant will submit them to the Division Chief of Training for review and approval.
4. The Division Chief of Training will then submit the JPR's to the State of Colorado Division of Fire Safety for review and acceptance

The Acting Lieutenant Candidate, Acting Lieutenant, FTO and any othe Fire Officer shall adhere to the **Guideline for Station Officers Standard Operating Guideline at all times.**

### **Responsibility**

It is the responsibility of all personnel to know and understand this Training Standard and adhere to the related Standard Operating Guideline.

## **ATTACHMENT A**

## **Characteristics of a Quality Mentor**

- **Values are congruent with actions**
- **Strong work ethic**
- **Strong leadership skills**
- **Positive work attitude**
- **Experienced and competent**
- **A desire to share experience and expertise**
- **Willingness to spend time with the mentee**
- **Good conflict resolution skills**
- **Good understanding of organizational culture**
- **Loyal to the mission, vision, values, and motto of the organization**
- **Confidential**

## **Characteristics of a Mentee**


- **Intelligent**
- **Ambitious**
- **Desire to accept risk and responsibility**
- **Similar perceptions of profession and department**
- **Commitment to the department**
- **Optimistic**
- **Trustworthy**
- **Has integrity**
- **Shows initiative**

## **Elements of Good Mentoring**

- **Mentor and mentee meet weekly**
- **Establish a personal and professional mission statement and goals for the mentee**
- **Map out a career development program for the mentee**
- **Have specific objectives to cover in each meeting**
- **Be honest**
- **Hold the mentee accountable for goals**
- **Mentors offer guidance, not answers**
- **The mentee must be:**
  - **Open to constructive feedback**
  - **Honest and open**
  - **Willing to learn**
  - **Open to new ideas**
  - **Willing to take risks and stretch outside of comfort zones**
  - **Able to identify short and long term goals and make adjustments as necessary**
  - **Willing to invest time off duty to develop personally and professionally**

Dr. Kimberly Alyn, *The Value of Mentoring in the Fire Service*, (n.d.)

Appendix D

 <p><b>CRFD</b></p>	Castle Rock Fire and Rescue Department
	<b>TRAINING STANDARDS</b>
	Subject: Lieutenant Professional Development Program Section: Management and Administration Sub-section: Organizational Planning and Preparedness Number: 1.3.6 Date initiated: TBD Date revised: N/A
	Approved:  Jim Piper, Division Chief of Training

**APPLICABLE CODES AND STANDARDS:**

- NFPA 1021 *Standard for Fire Officer Professional Qualifications* 2009 Edition
- International Association of Fire Chiefs (IAFC) *Officer Development Handbook*, 2010
- National Fire Academy (NFA), *Fire and Emergency Services Higher Education Program (FESHE)*
- IFSTA *Fire Department Company Officer*, 4<sup>th</sup> edition

**INTENT:** As the Acting Lieutenant progresses into the promoted Lieutenant role the guidance on development seems to slow. This is typical and occurs until the Lieutenant makes the decision to progress to a higher level or becomes involved in his or her development. This standard has been developed to assist both the Acting Lieutenant and Lieutenant in developing themselves for both their current position and higher level positions they may seek.

**SCOPE:** All members of the Castle Rock Fire and Rescue Department (CRFD) at the Lieutenant and/or Acting Lieutenant level.

**DEFINITIONS:**

**ACTING LIEUTENANT (ALT)** – an appointed position that a CRFD member obtains to replace the Lieutenant in their absence and assume the responsibilities of the Lieutenant while he or she is away.

**EMPLOYEE PERFORMANCE EVALUATION (EPE)** – an annual evaluation used to provide employees feedback on performance within their given position.

**FIRE OFFICER (FO)** – under direction from a chief officer, provides direction, supervision, and leadership to assigned personnel.

**JOB PERFORMANCE REQUIREMENT(JPR)** – statement that describes the performance requirement for a specific job.

**JOB SHADOWING** – watching another do their job so that you can be developed and determine if the job is one you would wish to do.

**MENTEE** – a person who is guided by a trusted counselor or teacher. This person receives coaching, visibility, role modeling, challenging work assignments and direction from a senior colleague.

**MENTOR** – a person who acts as a trusted counselor or teacher for someone else in the organization. The mentor provides coaching, visibility, role modeling, challenging work assignments, and direction to a subordinate in the mentor relationship.

**MENTORING** – is a relationship between a junior and senior colleague as a positive contribution to his or her development.

### **ATTACHMENTS:**

A and B

### **STANDARDS:**

Tools available to the ALT and Lieutenant of the CRFD:

- NFPA 1021 *Standard for Fire Officer Professional Qualifications* 2009 Edition
- International Association of Fire Chiefs (IAFC) *Officer Development Handbook (ODH)*, 2010
- NFA FESHE Development Model, see attachment A
- IFSTA *Fire Department Company Officer*, 4<sup>th</sup> edition

The above listed tools are only as good as the process that is used to implement them. The below process can be used to help guide the ALT and/or Lieutenant on how these tools can be best used:

- The NFPA 1021 Standard is designed to guide the FO on requisite knowledge and skills for the level of FO (I,II,III,IV) the individual is seeking. This information is useful for the ALT to reference as they complete the Colorado State JPR's and are interested in promoting to Lieutenant. The Lieutenant can reference the information to see if they are meeting the requirements of FOI or what the requirements are the next level FOII.
- The IAFC ODH is an all encompassing tool that both the ALT and Lieutenant can use to help them develop. This tool provides detailed information on mentoring, mapping, motivation, measuring, and maintaining for all four levels of the FO. The ODH has also described, in detail, further recognized training, education, experience, and self-development that each level of the FO should be striving to obtain. This handbook is the most comprehensive piece to FO development and should be a first resource.
- The FESHE development model can be used as a quick at-a-glance tool to help the ALT and Lieutenant see the upward direction the training and education

provide. The NFA has partnered with educational institutions to help define appropriate curriculum for higher level education in the fire service. The NFA is a valuable resource for not only training and educating FO's, but also for providing guidance in the educational arena.

- Lastly, the IFSTA *Fire Department Company Officer*, 4<sup>th</sup> edition is an excellent tool for reference and guidance for the ALT and Lieutenant. This tool is directly designed to prepare those seeking FO I and II and can be a valuable resource for the FO in day-to-day operations.

This process will assist the ALT and Lieutenant in developing a map that can help them chart their course as FO's:

- Use the above tools to see where you are and where you want to go
- Write goals related to your development in your EPE and have your supervisor provide guidance on getting those goals accomplished
- Attend seminars, classes, and trainings related to your goals
- Attend the NFA
- Consider higher education as a route to obtain professional goals
- Consider job shadowing as a way to determine interests and develop
- Consider mentoring, both becoming a mentor to someone else so you can help them develop and finding mentors to help you develop

Information on mentoring:

Mentoring is about developing people to be great leaders. Great leaders have a love and passion for what they do. Great leaders develop a high level of competence in their job performance. Most importantly they make the fire service professional and ultimately pass their success down as a mentor.

Mentor:

- Look for opportunities to develop all subordinates
- Assist you peers so that success is a team approach
- Don't let an opportunity slip away when the chance comes to develop and progress another
- Give meaning to any mentorship so that it can be positively recognized and paid forward

Mentee:

- Everyone can use a mentor, especially the FO
- Look not only inside of the department, but also outside for mentors
- Seek mentors out
- Don't limit yourself to one individual mentor, use the power of multiple
- Don't wait for the opportunity, create the opportunity



## **Responsibility**

It is the responsibility of all personnel to know and understand this Training Standard.

Attachment A

