

Ensuring Organizational Success through Professional Development

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CERTIFICATION STATEMENT

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

Signed:  _____
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Abstract

The problem is the Fort Myers Fire Department (FMFD) has not identified a professional development career path to prepare the ranks of Captain and Battalion Chief for advancement into administrative positions. The purpose of this applied research paper (ARP) is to identify the proper competency-based professional development path to prepare the ranks of Captain and Battalion Chief for career advancement. Descriptive research was used to answer the following: a) What are the formal and informal roles of an administrative officer at FMFD?; b) What educational components and/or professional designations are used by other Florida fire departments to prepare for career advancement to the administrative level?; c) What are the similarities and differences between fire service professional development programs, the military, and private sector professional development programs?; d) What advantages should be expected from a professional development program in FMFD? Procedures for this ARP were developed by using literature review, books, journals, articles, and Executive Fire Officer Program (EFOP) ARPs found in the fire service and other like industries. Job descriptions, questionnaires, a survey, and interviews were utilized to gather data and insight into the ways other fire service organizations use professional development programs. Results indicated that establishing a competency-based professional development program will prepare FMFD employees for the organizational challenges that face administrative officers. The recommendation is that FMFD models its professional development program after the International Associations of Fire Chiefs' (IAFC) *Officer Development Handbook, Second Edition*.

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Ensuring Organizational Success through Professional Development

The FMFD is facing the same dilemma that plagues some of the fire service, the retirement of senior leadership and with it the institutional knowledge and experience that has been used to lead the agency. The failure to identify a professional development program for administrative fire officer positions has contributed to a shortage of competent internal candidates for future vacancies. The problem is FMFD has not identified a professional development career path to prepare the ranks of Captain and Battalion Chief for advancement into administrative positions. The purpose of this applied research paper (ARP) is to identify the proper competency-based professional development path to prepare the ranks of Captain and Battalion Chief for career advancement. The following research questions will be answered utilizing descriptive research: a) What are the formal and informal roles of an administrative officer at FMFD?; b) What educational components and/or professional designations are used by other Florida fire departments to prepare for career advancement to the administrative level?; c) What are the similarities and differences between fire service professional development programs, the military, and private sector professional development programs?; d) What advantages should be expected from a professional development program in FMFD?

Background and Significance

The City of Fort Myers is located in Southwest Florida, midway between Tampa and Miami along U.S. Highway 41. Incorporated in 1886, Fort Myers is the county seat for Lee County and much of the government infrastructure for the county is found within the city. The city encompasses 48.82 square miles, including waterways, and is bordered to the north and west by the Caloosahatchee River, which is part of the Okeechobee Waterway connecting the Atlantic Ocean and the Gulf of Mexico. According to the U.S. Census Bureau (2015), the estimated

population was 70,918 in 2014, representing a 14% increase since the 2010 census. FMFD can trace its origins back to 1901 when the bylaws for the Fort Myers Volunteer Fire Department were drafted (Board & Colcord, 1993). Today, the department is an all-hazards emergency response agency, providing fire suppression, advanced life support (ALS) non-transport emergency medical services, fire prevention, public education, hazardous material response, and marine fire and rescue response. The department's Operations Division is staffed by 125 personnel, comprised of three Battalion Chiefs, twenty-one Captains, thirty-nine Engineers, and sixty-two Firefighters. Twenty-one of the firefighter positions are funded through the Federal Emergency Management Agency (FEMA) Staffing for Adequate Fire and Emergency Response (SAFER) grant. Additionally, personnel in this division work a rotating three-day or 24-on-48-off work schedule. The department performs its mission from six stations operating six engine companies, two aerial apparatus, two rescue trucks, and one command vehicle each day. The Fire Prevention Bureau staff includes the fire marshal and a staff of four. The department's administrative staff includes one fire chief, one deputy chief, three division chiefs, and four administrative assistants.

The organizational chart begins with the Fire Chief and ends with the Firefighter position. In between are five ranks giving the department a total of six promotional levels. The position levels are titled Firefighter, Engineer, Captain, and Battalion Chief and are recognized under Local 1826's collective bargaining agreement (CBA) between the City and the International Association of Firefighters (IAFF). The positions of Division Chief, Deputy Chief, and Fire Chief are not covered by the CBA.

Unlike administrative level positions, a pathway for professional development is clearly identified within the union's CBA. Personnel are eligible for promotion to the next rank after

meeting the time-in-grade, educational attainment, and competency requirements. At the start of employment, new employees begin at the rank of Firefighter and become eligible for promotion to the rank of Engineer after completing four years' time-in-rank, attainment of State of Florida Pump Operator Certificate, and completion of the department's Acting Engineer Taskbook.

Personnel in the Engineer rank are eligible for promotion to Captain after completing four years' time-in-rank, attainment of State of Florida Fire Officer I Certificate, completing an associate's degree, and completion of the department's Acting Captain Taskbook. Personnel in the Captain rank are eligible for promotion to Battalion Chief after four years' time-in-rank, attainment of State of Florida Fire Officer II Certificate, completion of a bachelor's degree, and completion of the department's Acting Battalion Chief Taskbook. Time in rank is used to develop the knowledge, skills and abilities (KSAs) to function proficiently in the current position, while also providing time to gain the KSAs to perform in the next rank. The taskbooks contain job performance requirements (JPRs) from the *National Fire Protection Association 1001: Standard for Firefighter Professional Qualifications*, *National Fire Protection Association 1002: Standard for Fire Apparatus Driver/Operator Professional Qualifications*, and *National Fire Protection Association 1021: Standard for Fire Officer Professional Qualifications*.

A defined professional development path ends at the Battalion Chief rank. The department has relied on the motivation of individuals to prepare themselves for promotion into the administrative ranks, without having a career path to follow. By identifying and developing a professional development path that addresses responsibilities and the necessary KSAs of administrative officers, the department can begin to prepare the next generation of leaders that will ensure the organization remains successful in the future.

This research project is part of the Executive Fire Officer Program Executive Development course. The research is directly linked to Executive Development course content by providing a defined path of professional development that will assist FMFD in addressing its expanding mission and goals (National Fire Academy [NFA], 2013). This research project is also directly linked to the fourth goal of the United States Fire Administration (USFA), which is to improve the professional status of the fire and emergency services (United States Fire Administration [USFA], 2014., p. 13).

Literature Review

The literature review focused on professional development and its importance to the fire service, defining competency-based professional development, identifying fire service professional development programs, and identifying how professional development is used by other professions.

The desire to improve professional development in the fire service can find its origins in the first Wingspread Conference held in 1966. Held every ten years since, the conference brings together the top leaders in the industry to address the issues affecting the fire service. The first conference created statements that addressed the desire for the fire service to attain professional status. According to The Johnson Foundation (1966), statement nine states that “The career development of the fire executive must be systematic and deliberate” (The Johnson Foundation, 1966, pp. 12-13). Each conference since has identified the continued need to address professional development at the executive level (Clark et al., 1976; Iowa State University, Fire Service Institute, Johnson Foundation, and Volunteer Firemen’s Insurance Services, Inc. [ISU], 1986; Volunteer Firemen’s Insurance Services, Inc. [VFIS], 1996; International Association of Fire Chiefs Foundation [IAFCF], 2006).

Engaging in professional development provides the individual the opportunity to develop the skills needed for future positions and the ability to maintain current skills (Fleming, 2010). Professional development in the fire service can be defined as the “training, education, experience and self-development required to achieve proficiency in the many aspects of managing a contemporary fire and emergency services organization” (Thiel, 2012, p. 248). Dennis (2015) agrees with this definition, but further defines the self-development portion as achieving professional qualifications.

The components of a professional development program should be understood. Training and education are often used interchangeably, however there is a difference which must be defined within a professional development program. Training is acquiring skills needed to be successful at a profession, while education for the student is acquiring knowledge and developing powers of reason and judgement to intellectually prepare oneself (Coleman, 2015). According to Maxfield and Fisher (2012) “Like any other position, experience is a key factor for professional success in the fire and emergency services” (p.368). Experience is gained through opportunities to put training and education into practice. Self-development is the lifetime commitment to professional and personal growth (Department of the Army, 2014; International Association of Fire Chiefs [IAFC], 2010).

The expectation at many fire departments is that professional development for career advancement is the responsibility of the individual. Fleming (2010) believes that professional development is the shared responsibility of the organization and its personnel. Access to an organized professional development plan can change a department. By adding mentoring programs, leadership training, and supporting education opportunities, an organization is

supporting professional development and succession planning. “When you invest in your membership, it will pay you back tenfold” (Greenwood, 2015, p. 42).

Wallace (2009) recommends a strategic approach towards professional development to ensure that personnel are prepared to meet the demands of higher ranks in an organization. The elements of a professional development strategic plan will include preferred requirements for consisting of experience, education, training, and certifications. Additionally, concepts of a SWOT analysis will be applied, outlining strengths, weaknesses, opportunities and threats that the department faces during the implementation phase of a professional development plan. The concepts applied are derived from community expectations, career vision of personnel and the needs and demands of department leadership (Wallace, 2009). Rice (2013) agrees that a professional development plan should be developed to ensure officers are prepared to meet the mission, goals, and objectives of the department. Only after a department has developed a strategic plan for professional development, responsibility is shifted to the individual to determine their career vision. The individual must decide where they want their career to take them and develop a strategic career plan. A strategic career plan may include a timeline, people and systems that support your plan, a personal gap-analysis, SMART goals (specific, measurable, achievable, results-oriented, and time-defined), and identification of the next step to begin the path (Wallace, 2009).

According to the National Park Service (n.d.) competencies can be defined as “a cluster of related knowledge, skills, and attitudes that affects a major part of one’s job (a role or responsibility), that correlates with performance on the job, that can be measured against well-accepted standards, and that can be improved via training and development” (para. 2). Moreover, Thiel (2012) believes that the goal of professional development is the application of knowledge

on the job and therefore the emphasis on competency is important to the fire and emergency services. Organizations should identify the core competencies for a position to ensure that they are in line with the vision, mission, and values of the organization. An employee's capabilities are vital to the success of an organization, therefore employee development can translate into organizational growth (The Competency Group website, n.d.).

The literature review identified three competency-based professional development programs for the fire service to include:

1. *National Fire Protection Association 1021: Standard for Fire Officer Professional Qualifications* (NFPA 1021),
2. The IAFC's *Officer Development Handbook, Second Edition* (ODH) and the National Professional Development Model (NPDM),
3. The Florida Fire Officer certifications.

The National Fire Protection Association (NFPA) is a nonprofit organization that develops codes that establish consensus standards which are designed to reduce risk and effects of fire. Mission driven, the NFPA strives to save lives and reduce fire loss through information, knowledge and passion (National Fire Protection Association website, 2016). NFPA 1021 "... identifies the minimum job performance requirements (JPRs) for fire officer" (National Fire Protection Association [NFPA], 2014, p. 6). The Standard for Fire Officer Minimum Qualifications has changed tremendously since first adopted in 1976. The standard has evolved through the years from a strictly defined career ladder from firefighter to fire officer to the 2014 edition, serving as a professional qualifications document that embraces the pursuit of formal education and maintenance of current knowledge and skills (NFPA, 2014). Principally-based on four ascending levels, NFPA 1021 begins at the Fire Officer I and ends with Fire Officer IV –

each autonomous to minimize confusion, while promulgating education, training, and experience of the preceding level.

Recognizing that competent leaders and managers are developed through the pursuit of formal education, the standard recommends the formal education that should be attained at each level, culminating with a graduate degree for the Fire Officer IV (NFPA, 2014). Continuing education and training can be applied to current levels of KSAs. Additionally, NFPA 1021 describes how local, state, federal, and tribal organizations can adopt and promote the concepts outlined in this standard through institutions of higher learning and professional associations (NFPA, 2014).

The standard identifies required competencies and related JPRs, indicating that an individual possesses the required knowledge and skills to perform at each fire officer levels. Furthermore, tasks are identified within each JPR, outlining prerequisites, skills, and evaluation parameters. The purpose of this ARP is to identify the proper competency-based professional development path to prepare the ranks of captain and battalion chief for career advancement; therefore the Fire Officer III, or Administrative Fire Officer, level will be the focus. The standard identifies the following competencies:

- General
 - Ability to research
 - Ability to use evaluative methods
 - Ability to analyze data
 - Ability to communicate orally and in writing

- Ability to motivate members
- Human Resource Management
- Community and Government Relations
- Administration
- Inspection and Investigation
- Emergency Services Delivery
- Health and Safety
- Emergency Management

The standard also recommends job shadowing as a practice to gain work experience. Job shadowing is defined as “Witnessing firsthand the work environment, employability, and occupational skills in practice, the value of professional training, and potential career options” (NFPA, 2014, p. 7). Work experience opportunities may prove invaluable to the development of employees – growing future leadership into management positions. Designed to increase career path awareness, job shadowing can be used to show the link between education, training, experience and work requirements while at the same time serving as an opportunity to display competent examples of proper work behavior (NFPA, 2014).

The second edition of the ODH was developed by the IAFC to address the professional development dilemma identified earlier by the Wingspread Conferences and be a companion document for the NPDM (Thiel, 2012). Education and training form the foundation of the NPDM and it recognizes that they are part of a life-long effort of professional development. Acting as a roadmap for development, the model incorporates formal education levels to the fire

officer level as an individual's career progresses. Education and training shift from operational to organizational as one promotes through an organization (IAFC, 2010). The ODH identifies four levels of fire officer, each successive level builds upon the requirements of the previous level.

The handbook addresses four components of professional development for each fire officer level:

- Learning
- Education
- Experience
- Self-development

The learning component for each level consists of meeting the JPRs found in NFPA 1021 and level appropriate certifications and training. Educational requirements for each fire officer level are consistent with the Fire and Emergency Services Higher Education (FESHE) program developed by the United States Fire Administration and the NPDM (IAFC, 2010). Moreover, a baccalaureate degree is recommended to meet the minimum requirements of Fire Officer III. The experience and self-development components are addressed through examples of opportunities which will enable the user to become proficient in the competencies for the fire officer level.

In Florida, firefighter certification and training is managed by the Division of State Fire Marshal Bureau of Fire Standards and Training, operating under the supervision and oversight of the Division of Financial Services. Prior to 2013, Florida had only developed curriculum to meet the Fire Officer I and II levels. In 2013, the Division updated its fire officer program to meet or exceed the standards recommended in *NFPA 1021: Standard for Fire Officer Professional Qualifications*. The certifications use recommendations from the National Fire Academy's FESHE initiative and the IAFC's Officer Development initiative for coursework and

professional development experiences (Department of Financial Services, 2013). Since November 2013, Florida now recognizes Fire Officer I – IV. For the purpose of this research, the literature review will focus on Florida requirements for Fire Officer III and IV certification.

Florida's program aligns with the ODH, requiring five years of full-time experience in a fire officer position prior to being eligible to apply for Fire Officer III or IV. Eligible candidates for Fire Officer III and IV have two options for certification. The first is the direct delivery program. This program requires completion of coursework that has been determined by the Division of State Fire Marshal to meet professional development requirements for the Administrative Fire Officer and the Executive Fire Officer. The Fire Officer III curriculum includes Chief Officer/Fire Administration, Analytical Approaches in Public Fire Protection, and Legal and Ethical Issues for the Fire Service. The Fire Officer IV curriculum includes Community Risk Reduction, Personnel Management for the Fire and Emergency Services, Strategic Planning and one elective, either Quantitative Analysis or a Capstone project.

The second option to receive certification is the portfolio program. Designed to reduce the redundancy in course work often found with certification programs, the portfolio program allows the candidate to evaluate and document their education and professional development accomplishments utilizing any combination of three experiential areas; undergraduate or graduate level coursework, the National Fire Academy's Executive Fire Officer designation, and the Center for Public Safety Excellence's Chief Fire Officer designation (Department of Financial Services, 2013).

Finally, the literature review will identify methods used by other professions to develop future leaders. Fire departments are often considered to be para-military organizations. This is best shown through our mission to serve and rank structures. The manner in which the military

prepares its leaders for promotion to higher rank and greater responsibility will provide insight into this research topic. Professional development of its officers is of vital concern to the U.S. Army. The U.S. Army's strategy for development shares the same focus as many of the strategies mentioned use in the fire service; accomplished through a career-long synthesis of training, education, experience, and mentoring to develop competent and committed professionals (Department of the Army, 2014, p. 5).

The U.S. Army strategy employs three areas of development, institutional, operational, and self-development, in an ongoing cycle of professional growth. The institutional strategy encompasses the education and training portion of development. An important aspect of the Army's development strategy is to develop well-rounded officers. "Officer development for the Army should effectively balance breadth and depth of experience" (Department of the Army, 2014, p. 1). The operational area of the strategy provides the opportunities to put into practice what has been learned through formal education and training. The quality of the duty performed is what is valued, not the number of assignments an officer receives (Department of the Army, 2014, p. 1). The third area is self-development. Self-development is used to augment education, training and experience. It is an individual process used to address gaps in development and identify remedial actions to correct the gaps (Department of the Army, 2014, p. 6).

The private sector focuses on leadership development driven by the values and mission of either the business or the industry to ensure success and longevity (Edwards, 2012; Morris, 2013). The allied health professions is an industry that is beginning to use physician leadership development to achieve organizational success. Physician leadership development may be the key to organizations navigating the ever-changing healthcare environment of the United States and improving performance (Cherry, Davis, & Thorndyke, 2010; Kaplan & Feldman, 2008).

Competency-based in nature, communication, conflict resolution, change management, team/relationship building, and forward thinking were common among the programs identified through the literature review (Butcher, 2015; Cherry et al., 2010). Program curriculums expose participants to administrative and management concepts that are aligned to the organizational strategy. Employing a combination of online coursework and workshops, physicians are taught "... "hard" business skills such as financial management, quality improvement, business planning, information technology adoption, and "soft" skills such as influence, leading teams, and managing physician performance" (Kaplan, Porter, & Klobnak, 2012, p. 24). Participants are tested through experiential opportunities and projects with the goal of further developing competencies. As with any professional development program, physician leadership development must be supported from above. The value of leadership development being essential to the success of the organization and worth the investment and effort is determined by the engagement and support of senior leadership (Cherry et al., 2010).

Human resource departments are tasked with developing and facilitating professional development programs. CPS, a human resource consulting firm that provides human resource solutions to the public and private sector, recommends competency-based professional development to address the present and future needs of the organization and the employee (CPS website, n.d.). CPS' process begins with the organization's strategic plan, mission, vision and values. Once these are clearly identified, goals and objectives for each organizational division can be created. These should be aligned with the strategic plan. At this point, a professional development strategy team, comprised of individuals whose responsibilities include training, human resource management, and operations, can be formed to continue the process (CPSHR, 2007). Using input from a variety of stakeholders can provide a broader view of professional

development opportunities. The professional development strategy team is tasked with identifying the necessary core competencies for each position, how the organization will provide professional development opportunities, and the manner in which the organization will communicate to the employee the professional development opportunities (CPS Human Resources Services [CPSHR], 2007).

The problems related to professional development support date back to the 1960s, as witnessed in the first Wingspread Conference (The Johnson Foundation, 1966; IAFC 2010). Until recently, fire departments were left to their own devices to determine the best manner in which to prepare administrative officers for the responsibilities of the positions. The literature review provided the opportunity to research the available development programs specific to the fire service. Common aspects of professional development in the private sector and military were identified and can be compared to the elements of the fire service programs. With this information, the ARP's purpose to identify the proper competency-based professional development path to prepare the ranks of captain and battalion chief for career advancement can be addressed.

Procedures

Descriptive research was performed to address the following questions: a) What are the formal and informal roles of an administrative officer at the City of Fort Myers Fire Department?; b) What educational components and/or professional designations are used by other Florida fire departments to prepare for career advancement to the administrative level?; c) What are the similarities and the differences between fire service professional development programs, the military, and private sector professional development programs?; d) What advantages should be expected from a professional development program in the City of Fort Myers Fire Department?

To address research question a) What are the formal and informal roles of an administrative officer at the City of Fort Myers Fire Department?, a review of the job descriptions for the Division Chief rank at the City of Fort Myers Fire Department was performed in order to identify the formal roles and responsibilities of the positions. The second procedure was to create, issue, and review a questionnaire given to two of the three Division Chiefs. The author of this applied research project is currently in one of the three Division Chief positions and, therefore, did not take part in the questionnaire. The questionnaire was sent through the City's email system. The questionnaire was designed to identify the roles and responsibilities that may exist beyond the position title and job description and the participant's view of the education, training, and experiential opportunities that were afforded to them to assist with their ability to meet the expectations of their position.

To address research question b) What educational components and/or professional designations are used by other Florida fire departments to prepare for career advancement to the administrative level?, the research relied on data gathered from responses for information from other fire agencies. A request for copies of the job description for Administrative Officer positions was emailed to the twenty-six fire agencies found in the tri-county area of Southwest Florida. This includes Lee County, Charlotte County, and Collier County. Six of the agencies responded providing a total of thirteen administrative officer job descriptions. The job descriptions were reviewed to identify the requirements for education, training, and experience.

Further insight to address research question b) was derived from a survey created using the online services of SurveyMonkey. The survey was issued through two groups, the Florida Fire Chiefs Association (FFCA) Executive Fire Officer (EFO) group and the Lee County (FL) Fire Chiefs Association (LCFCA). Email requests were sent to contacts at the organizations

requesting assistance with disseminating the survey instrument. Between the two organizations, 178 requests were disseminated. Forty responses to the survey were received, representing a return rate of 22.4%. Overall, 31 Florida fire departments were represented. The survey questions were designed to identify the experience, education, and training that respondents obtained prior and after promoting to administrative positions. The survey questions are located in the appendix of this ARP.

A literature review was conducted to address research question c) What are the similarities and the differences between fire service professional development programs, the military, and private sector professional development programs? The literature review was initially performed at the Learning Resource Center at the National Fire Academy, Emmitsburg, MD. The FMFD library and online databases were used to assist in the literature review. Professional development for the fire service, professional development in the military, and private sector management practices were search phrases used for the literature review. Additionally, internet searches including variations of the phrases professional development, professional development for the fire service, fire department professional development, U.S. Army professional development, leadership development and private sector professional development were utilized in the literature review.

The results for the final research question, d) What advantages should be expected from a professional development program in the Fort Myers Fire Department?, were obtained from the literature review and an interview of Lawrence Nesbit, Fire Chief, Bayshore Fire Protection and Rescue Services District. The interview of Chief Nesbit occurred on January 11, 2016, in his office.

Limitations of the research procedures for this applied research project was that job descriptions were requested only from the departments in the Southwest Florida region and not statewide. This was accomplished to provide a regional view of the requirements relating to professional development. The failure to request job descriptions from across the state has caused the author to not be aware of the educational, experience and training requirements used by agencies outside of the immediate region.

Failure to address the problem statement with the rank and file personnel of FMFD was another limitation of the research. Attitudes and motivations differ among individuals at FMFD as they relate to career progression. Implementing a professional development program for administrative officer positions could be viewed as writing job descriptions for certain individuals. Solicitation of the views from rank and file personnel could show that their input is of value while also providing an understanding of the value of professional development to the future of the organization.

Results

To obtain results for the first research question, what are the formal and informal roles of an administrative officer at the FMFD, job descriptions were reviewed and a questionnaire was given to 2-out-of-3 Division Chiefs. The roles and responsibilities can be used to identify the necessary competencies for the positions. Formal roles and responsibilities, identified in the job description, common to the three Division Chief positions included:

- Provide administrative support.
- Ensure compliance with departmental policies and procedures.
- Assist with budget preparation and equipment procurement for assigned areas.

- Attend meetings, conferences, workshops, and training sessions and review publications and audiovisual materials to become and remain current on the principles, practices, and new developments in assigned work areas.
- Assist the Fire Chief with development of long-range plans and programs to provide an appropriate level of emergency medical, special operations, and firefighting services to the City.
- Perform supervisory responsibilities in accordance with the City's policies and applicable laws. These include planning, assigning, directing work, performance appraisal, reward/discipline, address complaints, and resolve problems.
- Assume the role of Incident Commander under the National Incident Management System (NIMS) or Incident Command System (ICS) for all large-scale emergencies.
- May assume any role in NIMS/ICS command structure.
- Serve as Duty Chief in the absence of a Battalion Chief (Shift Commander) or as needed.
- Perform other duties as assigned.

Roles and responsibilities specific to the Division Chief of Operations include:

- Coordinate the activities of suppression platoons, including daily operational issues and emergency responses.
- Conduct staff meetings with Battalion Chiefs and Company Officers to review daily work.

- Schedules and discuss shift activities.
- Oversee Battalion Chiefs in the completion of their responsibilities.

Roles and responsibilities specific to the Division Chief of Special Services include:

- Oversee personnel actions
- Complete special assignments for the Fire Chief as requested
- Serves as the Department Medical Officer
- Oversees the Special Operations Team (HazMat)

Responsibilities specific to the Division Chief of Training include:

- Develops and/or implements fire, medical, and other training programs.
- Oversees and utilizes Field Training Coordinators (FTC) and Peer Fitness Instructors to coordinate between shifts.
- Evaluates and makes modifications to training programs to ensure effectiveness.
- Maintains and utilizes fire simulation programs and other computer programs to provide information and computer based training.
- Evaluates and coordinates all training requests and scheduling for department personnel to attend out-of-department schools, seminars, and conferences.
- Ensures that all training records and reports are accurate, complete, and maintained in compliance with applicable standards and practices.

- Assists and/or coordinates professional development/education plans for all personnel.
- Monitors and ensures all records maintained by the Florida Bureau of Fire Standards and Training for FMFD personnel are up-to-date.
- Serves as the department Safety Officer, assessing processes and conditions, accident review process, and participating in related meetings.
- Reports to working incidents, if available, to observe operations and evaluate the effectiveness of training programs in actual operation and to identify training needs.

Formal roles were also identified from responses to the questionnaire. Located in Section Four of the questionnaire, respondents were asked to identify formal managerial roles as defined in *Effective Fire and Emergency Services Administration*. Fleming (2010) introduced ten managerial roles identified by Mitzenberg. Respondents were provided with the roles and their definitions as follows:

Interpersonal Roles – involve working or interacting with others.

- Figurehead – performs ceremonial and symbolic duties on behalf of the organization.
- Leader – motivating and empowering fire department personnel.
- Liaison – interacting with other organizations or agencies on behalf of the organization.

Informational Roles – involve the management of information.

- Monitor – involves gathering information about proposed regulations or standards revisions, performs research to identify best practices for the organization.
- Disseminator – involves sharing the information above within the organization.
- Spokesperson – involves communicating information with external stakeholders or others outside of the organization.

Decisional Roles – involve making decisions that affect the organization.

- Entrepreneur – involves seeking opportunities to position the organization to better fulfill its mission.
- Disturbance Handler – involves handling customer complaints or internal disciplinary matters.
- Resource Allocator – involves setting priorities in resource allocation.
- Negotiator – involves engaging in formal and/or informal negotiations on behalf of the organization.

The response to the Formal/Informal Roles section of the questionnaire indicated that all ten managerial roles were performed on a regular basis by the Division Chiefs at FMFD.

Responses to the questionnaire identified informal roles and responsibilities performed at the Division Chief level at FMFD. Mentor and coach were listed by both respondents. Other informal roles were Information Technology Systems (ITS) projects and grant writer and administrator.

Results for the second research question, what educational components and/or professional designations are used by other Florida fire departments to prepare for career advancement to the administrative level were obtained from reviewing job descriptions and respondents answers to a survey. Six of the twenty-three fire service providers, or 26%, in the Southwest Florida region provided job descriptions for their administrative chief officer positions. In total, thirteen job descriptions were provided by the responding departments which identified educational components and professional designations required for promotion. The job descriptions included the positions of Assistant Chief, Deputy Chief, Division Chief, and Fire Marshal. These positions ranged from the second in command of the department, Assistant Chief, to the entry level administrative chief officer position, Division Chief.

A bachelor's degree is required as the minimum educational requirement by four of the six responding departments, regardless of job description. Of the two departments that did not require a bachelor's degree, one required an associate's degree and the other had no minimum educational requirement.

Professional designations, such as Executive Fire Officer or Chief Fire Officer, were listed twice on the job descriptions. Two departments found value in NFA programs. One department listed the requirement to begin the National Fire Academy's Executive Fire Officer Program (EFOP) within thirty months of promotion. The other included EFO and the NFA's management series (training program management or fire prevention) as preferred requirements. The remaining job descriptions required State of Florida certifications for promotion. State of Florida Fire Officer I certification was required for 54%, or seven out of thirteen, of the job descriptions. Fire Officer II is required for four of the thirteen positions. The remaining two positions required no specific fire service supervisory certification. Most of the job descriptions

used in this research had not been updated since 2013, therefore State of Florida Fire Officer III and IV were not listed as requirements as they did not exist prior to 2013. Other certifications required of the positions included State of Florida Fire Instructor, Emergency Medical Technician, Paramedic, and various specialty certifications dependent on the job description. State of Florida Fire Officer III and IV were not listed on any of the job descriptions

Results from the survey, designed to provide further insight to the second research question, were calculated in percentages where applicable. The survey contained 20 questions designed to identify agency demographics and the respondent's level of professional development prior to and after promotion. Some questions were designed to solicit the opinion of the respondent as to the value of the components of a professional development program. Forty responses to the survey were received representing 31 Florida fire departments. The survey questions are located in this ARP's appendix.

The first four questions focused on the respondent's agency asking name of the department, department type, population served, and the number of personnel. Question one asked to provide the name of the respondent's agency. Question two asked to describe the department type in terms of being a career, volunteer or combination agency. 87.5%, or 35, of the responses were from career agencies, 12.5%, or 5, from combination agencies, and there were no responses from volunteer agencies. Question three asked the size of the population served by the agency. 55.0% of the respondents are employed by agencies that serve a population greater than 50,000. The two populations represented the most by respondents were 10,000 – 49,999 and 50,000 – 99,000, with 37.5% and 32.5% of the overall responses, respectively.

Question four asked for the number of personnel employed by the department. 60% of the respondents are employed by agencies that employ less than 100 personnel. The range of 51 – 100 personnel was the greatest represented size with 32.5%, or 13, of the respondents.

Five of the survey questions gathered information about the respondent and experience levels. Question five asked to provide the respondent's current rank. The provided options were Deputy Chief, Assistant Chief, Division Chief, Battalion Chief, Captain, Lieutenant, and Other. Thirty-five percent of the respondents chose Other. The next highest respondent rank was Deputy Chief with 25% of the responses. The ranks of Battalion Chief, Division Chief, Assistant Chief, and Fire Chief had comparable responses of 7.5%, 12.5%, 10% and 7.5%. One respondent held the rank of Captain and none of the respondents held the rank of Lieutenant.

Question six asked the respondent to provide the total number of years of fire service experience that they have attained. Responses ranged from 11 years to 45 years of fire service experience. The average number of years of fire service experience was 28.8 among the 40 respondents. Question seven asked the respondents to provide the number of years that they have served in an administrative officer position. Responses ranged from one year to thirty-three years of administrative officer experience. The average number of years of administrative officer experience was 14 years among the forty respondents.

Question eleven asked the respondents for their opinion whether or not the recommendation of the ODH that Administrative Fire Officers have at least three to five years of job experience at the Managing Fire Officer level was appropriate. Seventy-five percent of the respondents indicated that this was an appropriate amount of experience.

Question twelve asked the respondent to give their opinion of the minimum amount of fire service experience an employee should have to move into an administrative chief officer

position. The answer choices were separated into five year increments beginning with none and ending with 21 years or greater. Seventeen, 43.59%, believed that 11 to 15 years of fire service experience should be the minimum requirement. Six to ten years garnered 13 responses, or 33.33%. One to five years and sixteen to twenty years each received four responses, while none, or no fire service experience required, received one response.

Question eight asked the respondents if their agency has a written professional development program/career development path for administrative chief officer positions. A written professional development program was not in existence for 20 of the represented fire service agencies.

Three of the questions focused on formal education. Respondents were asked to disclose the level of formal education that had been completed prior to being promoted to an administrative officer position, the highest level of formal education that had been completed, and their opinion of the minimum level of education that should be required for an employee moving into an administrative chief officer position. Seventeen of the forty respondents, or 42.5%, had completed a bachelor's degree prior to promotion to an administrative officer position. 30%, or twelve, had completed an associate's degree or at least 60 credit hours and 20%, or 8, had either completed a graduate degree or had some level of graduate coursework completed. Three of the respondents entered into administrative positions with a high school diploma or GED.

Twenty-eight of the forty respondents, 70%, had completed a higher level of education since promoting to an administrative position. Six of the respondents entered into their positions with graduate degrees.

When asked their opinion of the minimum level of education that should be required for an employee moving into an administrative chief officer position, 87.5%, 35-out-of-40, indicated a bachelor's degree should be the minimum requirement. Three of the respondents indicated an associate's degree and two indicated a graduate degree.

Question fourteen of the survey asked to provide the opinion if years of experience should be substituted for formal education and vice versa. A response of no was given by 75% of the respondents. A follow-up question was directed at those who responded that a trade-off is acceptable to provide examples of acceptable substitutions. The responses ranged from no opinion to detailed accounts of the acceptable substitutions. Following is a summary of the responses:

- One year of experience is equivalent to one year of college
- Two years of experience is equivalent to one year of college
- Three years of experience is equivalent to one year of college
- Five years of service with increased responsibility is equivalent to one year of college
- Five years of experience at the Fire Officer I level and completion of a bachelor's degree
- Three years of experience at the Fire Officer II level and completion of a master's degree
- Fifteen years of experience equals an associate's degree
- Progressive years of service and experience can substituted for some educational requirements
- It is dependent upon the person, their abilities and the job requirements

- There should be no substitution if for a chief officer position, but if for an Administrative Lieutenant or Captain position, then two years of experience is equivalent to one year of college

To identify the level of training that had been completed prior to being promoted to an administrative position, respondents were asked to identify which of the listed competency based certifications they had received. The certifications were listed in four groupings: Florida Fire Officer Certification, Center for Public Safety Excellence (CPSE) professional credentialing, National Fire Academy programs, and Florida Fire Instructor certification. Thirty-eight respondents answered this question. Fire Officer Two was completed by 44.7%, or 17, of the respondents. Fire Officer IV was completed by one of the respondents. Professional credentialing had been completed by five of the respondents, three at the Chief Fire Officer level and two at the Fire Officer level. The Executive Fire Officer program had been completed by eight of the respondents. At least one level of Florida Fire Instructor had been completed by 33 of the respondents.

Respondents were asked to list the competency based certifications which, in their opinion, should be included in the minimum requirements for an administrative chief officer position. The majority of respondents indicated the Florida Fire Officer II and Florida Fire Instructor III certifications should be included in minimum requirements. Eleven of the thirty-nine respondents to this question believed that CPSE professional credentialing should be included. EFO was selected four times. The new NFA Managing Fire Officer program was selected eight times.

The final two questions of the survey asked the respondents to identify formal and informal roles which are performed in their current position. Survey respondents were also asked

to identify formal managerial roles as identified by Mitzenberg (Fleming, 2010). The roles, their definitions, and the percentage of respondents that perform these roles on a regular basis follow:

- Figurehead – performs ceremonial and symbolic duties on behalf of the organization, 65%
- Leader – motivating and empowering fire department personnel, 95%
- Liaison – interacting with other organizations or agencies on behalf of the organization, 87.5%
- Monitor – involves gathering information about proposed regulations or standards revisions, performs research to identify best practices for the organization, 80%
- Disseminator – involves sharing the information above within the organization, 82.5%
- Spokesperson – involves communicating information with external stakeholders or others outside of the organization, 85%
- Entrepreneur – involves seeking opportunities to position the organization to better fulfill its mission, 77.5%
- Disturbance Handler – involves handling customer complaints or internal disciplinary matters, 85%
- Resource Allocator – involves setting priorities in resource allocation, 82.5%
- Negotiator – involves engaging in formal and/or informal negotiations on behalf of the organization, 75%

Respondents were asked to list any informal roles they performed in the completion of their duties. Responses included mentor, confidant, coach, peacekeeper, cheerleader, sounding board, friend, visionary, change agent, conflict resolution, and politician.

Results for the third research question, what are the similarities and differences between fire service professional development programs, the military, and private sector professional development programs, were obtained through the literature review. The ODH will be used as the model fire service professional development program for comparison to military and private sector programs. Based on its incorporation of NFPA 1021 JPRs as minimum requirements for fire officer levels and being the user guide for the NPDM, the ODH provides greater guidance towards professional development program content.

Education and training form the foundation of the NPDM and it recognizes that they are part of a life-long effort of professional development. Acting as a roadmap for development, the model incorporates formal education levels to the fire officer level as an individual's career progresses. Education and training shift from operational to organizational as one promotes through an organization (IAFC, 2010). For example, at the Supervising Fire Officer and Managing Fire Officer levels, recommended training includes certifications such as Instructor I, Fire Investigator I, HazMat – Operations, and the National Fire Academy's Leadership Development Series. The recommended educational courses include those commonly found in Associates degree programs. At the Administrative Fire Officer level training and education shift towards the organizational level with suggested offerings of Strategic Planning, the National Fire Academy's Leading Change course and baccalaureate level coursework.

The U.S. Army strategy for officer development shares the same focus as the ODH, life-long learning through training, education, experience and self-development opportunities. The U.S. Army's Officer Education System's strategy is to provide operationally relevant education and training that is relevant to current Army mission (Department of the Army, 2014). It is also designed to provide personal growth and professional development to ensure the U.S. Army

leaders of tomorrow are prepared to adapt to future missions. Education and training are delivered primarily through professional military education but civilian academics are used to augment professional development.

Experience within a professional development program for fire officers is the best way to develop competencies that are in line with the strategic needs of the organization (IAFC, 2010). The ODH includes 13 common experience elements to the four fire officer levels. Professional Contributions is added to the Administrative Fire Officer and the Executive Fire Officer. The common elements include areas such as planning, human resource management, and financial resource management. As with education and training, the experiential opportunity shifts from operational to organizational as the individual moves up the organizational chart. For example, in the element of instruction, the Managing Fire Officer is expected to be able to implement training plans whereas the Administrative Fire Officer is expected to develop and monitor department-wide training programs. The operational to organizational shift is also common in the U.S. Army as junior, or Company, grade officers would perform tactically and senior, or Command, grade officers perform strategically (Department of the Army, 2014). Experience is provided to the U.S. Army officer through the operational domain. Operational experiences provide the officer with the opportunity to use education and training through challenging assignments. Referred to as key development assignments, these exposures present opportunities to solve complex problems that will prepare tactical and operational level personnel to become strategic, adaptive, and innovative executive-level leader (Department of the Army, 2014).

Self-development is the lifetime commitment to professional and personal growth (Department of the Army, 2014; IAFC, 2010). Education, training, and experience elements may have been completed early in a career, but through continued self-development knowledge, skills

and abilities can be maintained. Two methods of self-development are common among the professional development programs presented in this ARP: mentoring and career-mapping. Mentoring provides personal development, professional development, and enhances leadership and teambuilding (Department of the Army, 2014; IAFC, 2010). Senior officers in the Army are expected to mentor junior officers thereby providing a legacy of leadership. Mentoring is an aspect of physician leadership development where program developers are encouraged to identify physicians who are willing to teach and mentor others in leadership areas that they excel in (Cherry et al., 2010).

The ODH refers to the identifying and seeking opportunities for achieving career goals as career-mapping. Army officers are encouraged to create and continuously update personal self-development action plans and professional goals that will allow them to contribute to the career management process (Department of the Army, 2014).

Results for the fourth research question, what advantages should be expected from a professional development program in the FMFD, were obtained through the literature review and an interview with the President of the Lee County Fire Chiefs Association (LCFCA).

One of the advantages that a professional development program will provide to FMFD is an improved level of leadership and professionalism from its employees. The diversity of the training, education, experiences, and varying roles and responsibilities of the employees will contribute to the overall development of the agency (Thiel, 2012). Properly developed programs will provide options to the employee for in attaining proficiency of the competencies. "Providing a broad scope of input will expose future leaders and managers to various approaches and philosophies in both the public and private sector settings" (Thiel, 2012, p. 253).

Another advantage is improved employee morale through a sense of value. If the employee is truly an organization's most valued resource, investment in the development of the employee is then in the best interest of the organization. An organization invests in an employee from the first step of the hiring process throughout their career by the training and experience received (C. McDade, personal communication, December 4, 2015). Professional development programs show the employee that they are valued and that the organization has a stake in their career by providing opportunities to better position themselves to assume higher ranking positions and perform the responsibilities of the positions (Edwards, 2012; DeIorio, 2003).

Succession planning will benefit from the implementation of a professional development program. Organizational success will be achieved through competent employees with the education, training, and experience to face the challenges of the future (Dennis, 2015; Thiel, 2012). Professional development programs enable internal candidates to be prepared to fill strategic positions enabling the organization to avoid leadership voids that may negatively impact the organizational effectiveness (Edwards, 2012; DeIoria, 2003).

Lawrence Nisbet is the Fire Chief of the Bayshore Fire Protection and Rescue Services District in North Fort Myers, Florida. He is also the President of the Lee County (FL) Fire Chiefs Association and a 2006 Executive Fire Officer graduate. Chief Nisbet was interviewed to gain a Chief Officer's perspective of the advantages of professional development to a fire service agency. Chief Nisbet believes that a defined professional development program will simplify transition and should decrease the chances of failure of newly promoted personnel through the quality of the education and experiences (personal communication,). He stated that the fire service is dynamic and evolving, that operational experiences are harder to come by, yet the educational requirements continue to increase. Professional development is a balancing act

between education, training and experience; an employee may be qualified administratively, but lack the operational experience, therefore, training programs such as the NFA command and control series can be used to provide balance. Although professional development must be available to all personnel, the organization must make it clear that participation does not guarantee promotion.

Discussion

The problem is FMFD has not identified a professional development career path to prepare the ranks of Captain and Battalion Chief for advancement into administrative positions. Within the NPDM, these ranks are identified as supervising officer and managing officer. At FMFD, an outlined professional development plan ends at the managing officer position. Through the CBA, the education, training, and experience requirements for promotion to these two positions are clearly identified. The trend at FMFD is to set the promotion requirements for administrative officer positions to the individual that has been identified as best suited for the position, not necessarily best qualified. This practice does not address the need that “succession depends on professional development to ensure that the next generation of fire and emergency service managers has the right combination of training, education, and experiences, and self-development to lead the organization into the future” (Thiel, 2012, p. 253).

Minimum requirements for administrative officer positions have not been consistently addressed at FMFD. Among the three Division Chief positions, the job descriptions list both an associate’s degree for Special Services and Operations positions and a bachelor’s degree for the Training position. The research identified that four of the six agencies that provided job descriptions for administrative officer positions required a bachelor’s degree as the minimum education level. Furthermore, 62.5% of the respondents to the survey had attained at least a

bachelor's degree prior to promotion. For the Administrative Fire Officer, NPFA 1021, the ODH, and the Florida Fire Officer III portfolio workbook recommend that the Fire Officer III attains a bachelor's degree (NFPA, 2014; IAFC, 2010; Department of Financial Services, 2013). Through the CBA, in order to be eligible for promotion to the Battalion Chief level at FMFD, a candidate must have attained a bachelor's degree. To continue this professional development path, the Division Chief level should also require attainment of a bachelor's degree.

The experience component of professional development needs to be addressed. Historically, the fire service has based promotions on a resume review process that rewards course and certification completion but fails to address employee development and performance (IAFC, 2010). Minimum years of experience are often listed as promotional requirements but the content of the experience is not evaluated. FMFD has made no effort to replace this with experiential opportunities that develop the KSAs which will enable an individual to perform the responsibilities of an administrative officer. Experience being substituted for education and training was included on the job descriptions used in the research for this ARP. 75% of the survey respondents did not agree with this practice indicating that experience should not be substituted for formal education. A department's professional development program should incorporate experiential opportunities that provide employees with the ability to develop competencies that will be needed as they move up the organizational chart (IAFC, 2010). As stated by the IAFC (2010), Lominger and others have found that competencies are best developed through experience and that the experience must be aligned with the individual's current set of competencies and the strategic needs of the organization.

The ODH lists examples of ways to gain experience at the Administrative Fire Officer level. These include managing organizational projects, emergency management planning, and

committee involvement (IAFC, 2010). As used by the Department of the Army (2014) in its officer development, the number of assignments is not what is valued, it is the quality of the results of the assignment. By identifying experiential opportunities which provide the ability to improve KSA's, FMFD can begin to place a value on experience other than years in a position.

The purpose of this applied research paper is to identify the proper competency-based professional development path to prepare the ranks of Captain and Battalion Chief for career advancement. "The fire service's practice of promoting personnel into higher ranks and then attempting to train or educate them has proven ineffective" (DeIorio, 2003, p. 36). This has been experienced by FMFD in the past. The research identified three fire service professional development programs, NFPA 1021, the ODH, and the Florida Fire Officer series. NFPA 1021 and the Florida Fire Officer I and II certifications are currently incorporated into the career paths of the Captain and Battalion Chief levels. When developing a professional development program, the components and competencies should ensure that an individual can meet the needs of the organization (CPS, 2007; Rice, 2013; Thiel, 2012; Wallace, 2009). Utilizing the ODH to develop a professional development program for the Division Chief level will ensure that the next generation of leaders at FMFD are truly prepared for the responsibilities of the position.

Recommendations

The purpose of this applied research paper is to identify the proper competency-based professional development path to prepare the ranks of Captain and Battalion Chief for career advancement. Utilizing the ODH as the foundation for this path will enable FMFD to identify position specific competencies which will prepare its personnel for future success. For the program to be successful, support should come from the highest level of the organization. Creating a professional development strategy committee is recommended to provide stakeholders

the opportunity to have input into program development. Stakeholders will include representatives from the Human Resources Department, Local 1826 of the IAFF, the incumbent Division Chiefs, and personnel in the Captain and Battalion Chief ranks. The committee will be tasked with:

- Reviewing and, if necessary, recommending updates to job description for the Division Chief position.
- Matching the roles and responsibilities of the position with competencies identified from the ODH.
- Identifying and recommending bachelor and graduate degree programs which provide the curriculum to meet the education component of the ODH.
- Identifying local, state or national training programs to introduce or enhance knowledge, skills, and abilities relevant to the Administrative Fire Officer level.
- Identifying experiential opportunities for personnel to hone their education and training, e.g., committee participation, project management, or job-shadowing.
- Identifying and recommending the elements of self-development, e.g., obtaining professional designations, mentoring programs or suggested reading lists.
- Identifying a quality assurance method. A professional development program will require monitoring and evaluation to ensure that it is preparing personnel to meet the needs of the organization.

For FMFD, the implementation of this professional development program can provide competent internal candidates for future vacancies. The department should recognize that a professional development program is a commitment by the organization and the individual to career-long enhancement of knowledge and abilities and not solely about identifying

promotional qualifications. “Ultimately, succession depends on professional development to ensure that the next generation of fire and emergency service managers has the right combination of training, education, experiences, and self-development to lead the organization into the future” (Thiel, 2012, p. 253). Future readers of this ARP should perform a needs analysis of their organization, taking into account the vision, mission, and strategic plan, and utilize professional development to prepare their officers to ensure organizational success.

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Appendix

Administrative Chief Officer Position Survey

1. What is the name of your department?

2. Which of the following best describes your department:

Career

Volunteer

Combination

3. What size population does your department serve?

Less than 4,999 5,000 – 9,999

10,000 – 49,999 50,000 – 99,999

100,000 – 249,000 Greater than 250,000

4. How many personnel are employed by your department?

Less than 50 51 – 100

101 – 200 201 – 300

Greater than 300

5. Which rank do you currently hold?

Deputy Chief Captain

Assistant Chief Lieutenant

Division Chief Other

Battalion Chief

6. In the box below, enter the total number of years of fire service related experience that you have attained.

7. In the box below, enter the total number of years that you have been in an Administrative Officer position.

8. Does your department have a written professional development program/career path for the Administrative Chief Officer Positions?

9. From the list below, select the highest level of education that you had attained when first promoted to an Administrative Chief Officer position:

- | | |
|--|-----------------------------|
| High school diploma or GED | Some graduate level courses |
| Associate’s degree or at least 60 credit hours | Graduate level certificate |
| Bachelor’s degree | Graduate’s degree |

10. From the list below, select the highest level of education that you have completed:

- | | |
|--|-----------------------------|
| High school diploma or GED | Some graduate level courses |
| Associate’s degree or at least 60 credit hours | Graduate level certificate |
| Bachelor’s degree | Graduate’s degree |

11. The IAFC’s *Officer Development Handbook, Second Edition*, identifies that an Administrative Fire Officer should have previously served as a Managing Fire Officer (FOII) for 3 – 5 years. Do you believe the required years of previous job experience identified by the IAFC is appropriate for the Administrative Fire Officer?

- Yes
- No

12. In your opinion, what should be the required minimum amount of total fire service experience for any employee moving into an Administrative Fire Officer position?

- | | |
|--------------|---------------|
| None | 1 – 5 years |
| 6 – 10 years | 11 – 15 years |

16 – 20 years 21+ years

13. In your opinion, what should be the minimum level of education that should be required of any employee moving into an Administrative Fire Officer position?

High school diploma or GED	Some graduate level courses
Associate’s degree or at least 60 credit hours	Graduate level certificate
Bachelor’s degree	Graduate’s degree

14. In your opinion, should years of experience be substituted for formal education and vice versa?

Yes
No

15. If you answered yes to the question above, in your opinion, what should the trade-off be? For example, one year of experience equals one year of college and vice versa.

16. Which, if any, of the competency-based certifications/credentials did you possess when first promoted/appointed to an Administrative Fire Officer position?

Fire Officer I	Executive Fire Officer
Fire Officer II	Managing Fire Officer
Fire Officer III	Instructor I
Fire Officer IV	Instructor II
Fire Officer Designation	Instructor III
Chief Fire Officer Designation	

17. In your opinion, which, if any, of the competency-based certifications/credentials should be required as a minimum of an employee moving into an Administrative Fire Officer position?

Fire Officer I	Executive Fire Officer
Fire Officer II	Managing Fire Officer
Fire Officer III	Instructor I
Fire Officer IV	Instructor II
Fire Officer Designation	Instructor III
Chief Fire Officer Designation	

18. From the list below, select as many choices that correspond to duties you perform regularly which are identified in your current job description:

Agency operations	Coaching/Counseling	Directing resources
Incident management	Planning	Instruction
Human Resource Management	Interagency Operations	Training
Emergency Management	Community Involvement	Health and Safety
Financial Resource Management	Other	
Program/Project Management		

The following section addresses formal and informal roles of your position. In *Effective Fire and Emergency Services Administration*, the author, Robert Fleming, introduces Henry Mintzenberg's ten managerial roles. These roles are defined as follows:

Figurehead – performs ceremonial and symbolic duties on behalf of the organization

Leader – motivating and empowering fire department personnel

Liaison – interacting with other organizations or agencies on behalf of the organization

Monitor – involves gathering information about proposed regulations or standards revisions, performs research to identify best practices for the organization

Disseminator – involves sharing the information above within the organization

Spokesperson – involves communicating information with external stakeholders or others outside of the organization

Entrepreneur – involves seeking opportunities to position the organization to better fulfill its mission

Disturbance Handler – involves handling customer complaints or internal disciplinary matters

Resource Allocator – involves setting priorities in resource allocation

Negotiator – involves engaging in formal and/or informal negotiations on behalf of the organization

19. Using the role definitions above, identify which, if any, of the roles you perform on a regular basis in the normal completion of your job duties.

20. Identify any informal roles that you perform from your position. For