**UPWARD MOBILITY: A PRELIMINARY EVALUATION OF CHARACTERISTICS AND METHODS USED TO FOSTER PROFESSIONAL DEVELOPMENT**

STRATEGIC MANAGEMENT OF CHANGE

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**ABSTRACT**

This applied research project evaluated the characteristics and methods used to foster professional development. The problem was that the Longview Fire Department did not have an established professional development program to prepare employees for upward mobility within the organization. The purpose of this evaluation was to identify characteristics and methods which could be utilized to create a professional development program for the employees of the Longview Fire Department.

The project used descriptive research methods to ascertain: (a) What benefits could be gained by having a professional development program in the Longview Fire Department? (b) What do professional development programs consist of, for similar sized fire departments in Texas, if any? (c) What characteristics of identified professional development programs could be applied to the Longview Fire Department.

The procedures used included a literature review, convenience survey, phone interviews, and the development of three questions pertinent to the research. During the literature review, prior Executive Fire Officer applied research projects were examined, as well as an array of emergency services books and trade publications. Some information was gathered by utilizing Internet services and the World Wide Web.

The research revealed that the fire service in general is severely lacking in professional development programs for our respective organizations. An untold amount of resources indicate that professional development programs are absolutely necessary, and vital, if the fire service intends on staying current with global business and technological trends.

The recommendations derived from the project included: (a) Additional research and

continued evaluation, (b) Utilization of the Change Management Model, (c) An evaluation period to adequately assess the potential benefits of professional development, and (d) be willing to think "outside the box."

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## INTRODUCTION

"Today, a firefighter's survival depends - literally and figuratively - on that firefighter's commitment to learning and on the fire organization's desire to provide valid opportunities for that learning to occur!" (Ryan, 1995).  The problem is that the Longview Fire Department does not have an established professional development program to prepare employees for upward mobility within the organization.

The goal of personnel development is not only to improve the performance of incumbent personnel, but also to create a pool of personnel qualified for the positions of advanced generalists, specialists, supervisors, managers, and executives.  Personnel development integrates the concepts of career development and management development (Matzer & Whisenand, 1988a).

The purpose of this applied research is to identify characteristics and methods which can be utilized to create a professional development program for the employees of the Longview Fire Department.  Descriptive research will be used to answer the following questions:

1.	What benefits could be gained by having a professional development program in the Longview Fire Department?

2.	What do professional development programs consist of, for similar sized fire departments in Texas, if any?

3.	What characteristics of identified professional development programs could be applied to the Longview Fire Department?

## BACKGROUND AND SIGNIFICANCE

The City of Longview Fire Department provides service to the incorporated areas of the City, as well as several unincorporated areas of Gregg County, Texas.  The primary response area is fifty-three square miles, serving a population of 79,016.  The day time population swells to over 100,000 as commuters drive into Longview for their work assignments.  Longview is in the heart of the Northeast Texas "piney woods," and is home to petro-chemical giants such as Texas Eastman Chemical Company and Huntsman Corporation.  The area abounds with general industry, technology, commercial applications, and affordable residential living areas.  The Department provides multi-faceted services which include suppression, EMS, hazardous material response, technical rescue, emergency management, inspections, investigations, and code enforcement.  The Department has 155, dual certified personnel, capable of performing these duties.

The Fire Department was established in 1896 and consisted of a small number of paid personnel.  Seniority on the roster was the established procedure for advancement within the organization.  It was not until the late 1970's that promotional processes began being administered for placement of personnel.  Considering technological change, the fire service in general has progressed rather slowly.  Traditional concepts and methodologies have in many ways hindered our ability, or our desire to progress forward.  The thought process for many years was that formalized training was not needed because an individual would get all of their knowledge, skills, and abilities (KSA's) from on the job training.

In the future "changes in methodology in the fire service will include increased emphasis

on human resources and the strengths of individual employees" (Coleman & Granito, 1988b).

During the past fifteen to twenty years, the American Fire Service has seen a recession in the amount of fire calls, compared to years past.  As a result, the ability for a person to gain the required KSA's has significantly decreased, in contrast to their earlier peers.  Additionally, the 1980's brought about substantial changes in emergency response requirements with the introduction of hazardous materials response, confined space rescue, and an array of specialized technical operatives.

A change of mission has occurred since the early days when fire departments were viewed essentially as combat organizations, focusing an inordinate amount of resources, time, attention, and training on fire suppression operations (Coleman & Granito, 1988a).

The Longview Fire Department's attrition rate has been extremely high over the past six to seven years, due to retirements.  This trend continues today, and is expected to continue at this frequency for several more years.  Obviously, the issue with attrition is the loss of seasoned veterans.  The Department is comprised of approximately forty percent with less than five years seniority, forty-five percent with less than ten years seniority, and fifteen percent with fifteen years and above.  The mean average of age in the organization is twenty-eight to thirty years.

The Department has a training staff of five personnel, which consists of two District Chiefs, and three Captains.  While we consistently strive to meet Federal, State, and Local training requirements, there is a notable void in the time spent preparing our personnel for

upward mobility. Historically, an individual who has aspired to greater heights has done so, for the most part, on their own.

A paradigm shift has occurred over recent years, in that, the largest majority of new employees have college educations, whereas, the veteran force is severely lacking in this area. With this change, some of the older employees, in particular, our company officers, are experiencing difficulty in managing their resources because of stark differences in backgrounds. There is an obvious difference in priorities when you compare young, educated employees with older, less educated staff. The new generation of firefighters hunger for knowledge and advancement, and it is demonstrated daily by their actions and attitudes.

Recent changes in command staff, further substantiates the paradigm shift. Overall, the philosophy of the Longview Fire Department is rapidly changing, in contrast to five years ago. Organizational structure and culture indicate a need to evaluate the creation of a professional development program. This is an observation made by the author, and currently is unsupported by the appropriate research.

The applied research project is relevant to "Module 2 - The Change Management Model" and "Module 3 - Managing Change Using the Change Management Model" of the Strategic Management of Change course of the National Fire Academy's Executive Fire Officer Program. The Change Management Model helps to facilitate a paradigm, by providing the necessary tools to effect a positive outcome, as well as assist in pursuing opportunities through change. One of the key factors discussed in this module is the importance of evaluation and analysis. Module 3 stresses that the change management model should be based on the characteristics of the organization. This paper will examine the benefits and characteristics of professional

development programs (USFA, 1999).

## LITERATURE REVIEW

The objective of this literature review was to assemble and examine information on the benefits of professional development programs, their methodologies and characteristics.

A profession has been defined as: [an] occupation requiring specialized knowledge that can only be gained after intensive preparation. Professional occupations tend to possess three features: (1) a body of erudite knowledge which is applied to the service of society; (2) a standard of success measured by accomplishments in serving the needs of society rather than purely serving personal gain; and (3) a system of control over the professional practice which regulates the education of its new members and maintains both a code of ethics and appropriate sanctions. The primary characteristic that differentiates it from a vocation is its theoretical commitment to rendering a public service (Schafritz, 1980).

Career development is a personnel function that often does not receive the attention it deserves. Yet, for effective operation, hiring, promotion, and, of course, training, it must consider all aspects of career development, from ensuring that competence standards of all positions are met to career counseling (Carter & Rausch, 1999a).

"...on September 1, 1970, in Williamsburg, Virginia, the Joint Council of National Fire Service Organizations was formed...One of the national goals of the fire service identified by the Joint Council at that time was "to develop Nationally recognized standards for competency and achievement of skills development, technical proficiency and academic knowledge appropriate to every level of the fire service career ladder" (Amabili, 1992).

The benefit of rotating personnel for training and development is well known in private

organizations and to a lesser extent in the public service  (Matzer & Whisenand, 1988b).

Professional development is a continuous and complex responsibility for the fire service manager.  Among its many facets are a recognition that the fire service constitutes not only a job but a profession, with its own unique body of knowledge, an orientation toward community service, and a commitment to a set of ethical standards. Professional development also involves the promotion of growth and development opportunities through professional associations and meetings, internships, and exchange programs, and formal education and training curricula (Marlatt & Walz, 1988).

If the public expects and deserves qualified, competent, and professional emergency services personnel, then it is obvious that professional qualifications are needed in the emergency services field (Strickland, 1995).

Peters (1994) argues that in the present workplace the "age of mass production is fading fast and the emerging economy is based on knowledge, imagination, curiosity and talent."  This new image of the workplace is in strong contrast to the one that has been prevalent for so long.

Handy (1994) suggests, "it does not make sense to treat them as automata, nor do those better educated people enjoy having so little space for discretion in their jobs."

Peters (1994) submits "a corporation that doesn't figure out how to use the special curiosities of each of its people is headed for trouble.  No longer is the worker seen as an instrument of production.  Rather, the company is now seen as a tool for fostering individuals' growth."

Compton (1996) states that "helping firefighters to grow and develop has not only been the right thing to do, it's been good business."  Furthermore, he contends that it "makes sense to

have a better understanding of the personal and professional needs of our firefighters, and to have some kind of road map for them to follow."

Greene (1986) noted that, "Through career development, employees have the opportunity to earn higher salaries, increase their responsibility and authority, and ultimately grow to their full potential. As this occurs, the department is provided with knowledgeable, effective employees who strive to improve themselves and their jobs.

Huff (1999), wrote that "structured career development has provided guidance to individuals who have varied ambitions and goals. It has helped define career options, and has pointed people in a positive direction. It has been an aid, or tool that has helped workers make better choices. In a world of differing perspectives, it has been a roadmap that has helped spawn individual and organizational growth along common lines."

Sonnenburg & Allman (1993) assert that "Development attempts to prepare a person for new and greater challenges that will be encountered in another, more demanding job and to enhance career progression. All development is really self-development, and cannot occur without the employee's personal commitment."

Information was gathered during the literature review regarding professional development programs, or in some cases career development, which inferred various methodologies associated with these types of programs.

Apprenticeship is a combination of on-the-job training and related classroom instruction in which workers learn the practical and theoretical aspects of a highly skilled occupation (U.S. Department of Labor, 2002).

Apprenticeship may become one of several cars on a train that provides a variety of

training options to existing and future workers (The Federal Committee on Apprenticeship,

1992).

Jordan (1987) identified several characteristics of traditional apprenticeship learning,

stating that "apprentices are inducted into a community of expert practice in which the "teacher"

continuously engages in and is a master at the practice being learned. His or her performance

constitutes the standard for the apprentice."

Service members work in important occupational fields and receive extensive training

that

proves valuable in developing their professional skills. Individuals who successfully complete

the United States Military Apprenticeship Program (USMAP) are issued a Certificate of

Completion of Apprenticeship from the U.S. Department of Labor and are among the most

highly skilled craftsman in industry (USMAP, 2000).

The National Occupational Information Coordinating Council has formulated career

development competencies for each level of development in the areas of (1) self concept,

interpersonal skills, and developmental changes, (2) educational and training demands for work,

and (3) career planning and decision making. Mentoring can foster the development each of

these "competencies" (Flaxman, 1993).

Kerz (2002), has found that people who are mentored learn more thoroughly and retain

their new knowledge better because the training is usually one-on-one and ongoing.

For the organization, mentoring serves to preserve "institutional memory" by sharing

information and experience from one to another. This need to pass along corporate learning and

develop bench strength within the organization is particularly critical now that downsizing has

created flat and lean organizations and as baby boomers begin to retire, taking their know-how

with them.  Mentoring programs are an inexpensive way to inspire future leaders, improve

management and staff relationships and prepare people to succeed an aging workforce (Kent,

2001)

With more people managing their own learning and development, coaching is

increasingly being used by managers to support their employee's development (Crofts, 2002).

The value of coaching lies precisely in the fact that the coach is not you and can see

things

differently (Borkowski, 2001).

Without effective coaching, fire fighters and officers will not necessarily move

aggressively toward enhancing their competencies (Carter & Rausch, 1999).

Working with the National Fire Protection Association, the National Professional

Qualifications Board  have developed standards for all levels of the fire service.  To implement

the standards nationwide, the board reviews state and local testing procedures and accredits

certification agencies or organizations that meet the standards (Marlatt & Walz, 1988).

The National Fire Protection Association (NFPA) standards have addressed minimum

competencies for all levels of fire service professional qualifications. The NFPA competencies

are based upon varying degrees of responsibility.  These standards are classified as follows:

- Fire Fighter, Standard 1001

- Fire Apparatus Driver / Operator, Standard 1002

- Airport Fire Fighter, Standard 1003

- Fire Officer, Standard 1021

- Fire Inspector, Standard 1031

- Fire Investigator, Standard 1033

- Public Fire and Life Safety Educators, Standard 1035

- Fire Service Instructor, Standard 1041

- Hazardous Materials, Standard 472

A collateral benefit of certification systems is that they standardize our education and training programs. The standards we recognize today are performance standards, many of which have become the core of education and training programs (Strickland, 1995).

"States can develop their own sets of standards and criteria or states can adopt any or all of the Nationally recognized standards published by the National Fire Protection Association or the American National Standards Institute (ANSI)," (Bachtler & Brennan, 1995), as is the case with the Texas Commission on Fire Protection (Texas Commission on Fire Protection, 2002).

Morrill (2001), identified in his applied research, that the Department of Defense (DoD) has approved a program for certification that defines various positions or roles within their fire protection services. Each of the positions has cross-references to the various NFPA 1000 series standards.

In summation of the literature review, professional development is not only the responsibility of one's future, but that of the organization, as well. Various dynamics are at the forefront of career enhancement, and while each one is independent of another, each lends support and structure to the overall growth process. The review indicates that there are substantial benefits to having a professional development program.

**PROCEDURES**

The purpose of this applied research project is to identify methods and characteristics which can be utilized to create a professional development program for the employees of the Longview Fire Department. Descriptive research was conducted to augment the discovery process.

Online access to the National Fire Academy's Learning Resource Center was utilized in February and March 2002 to garner information for the literature review. Prior Executive Fire Officer applied research projects were examined, as well as an array of emergency services books, articles, and trade publications.

Additional information was also discovered through online resources, as documented in the bibliography. A wealth of information was gained through various search engines when key words were used, i.e.; career development, professional development, career enhancement, coaching, mentoring, and apprenticeship.

Time was spent combing through various possibilities at the City of Longview Public Library and the Kilgore College Library. A small amount of information was gathered from the author's personal collection of pertinent references.

The National Fire Protection Association (NFPA) and the Texas Commission on Fire Protection (TCFP) provided valuable information regarding National and State standards, as well as, certification criteria for various discipline levels.

A convenience survey was distributed to one-hundred, fifty-five personnel in the City of Longview Fire Department in April 2002. The personnel were asked to complete and return the surveys within a one week period. Sixty-four were completed and returned during the requested time period.

The survey consisted of ten questions regarding professional development. In particular, questions were structured to evaluate whether they thought a professional development program would benefit the organization, and how. (Appendix B)

The results were tabulated to reflect the total number of responses for each question, and the relative percentage of these responses. The complete convenience survey and the results are contained in Appendix C - 1 through C - 5.

Phone interviews were conducted with paid, Texas Fire Departments, who operate in populated areas of 70,000 - 110,000 people. The names of organizations and their scope of service capabilities were derived through the use of the National Directory of Fire Chiefs and EMS Administrators (National Public Safety Information Bureau, 2000). All paid Texas Fire Departments listed in this publication were evaluated, but only sixteen met the proposed criteria. The list of organizations that were interviewed is found in Appendix F.

The intent of the interviews was to gain background knowledge and information pertinent to research question two. This collection of interviews is an important part of this preliminary research process, because of the limited amount of data discovered during the literature review which was directly applicable to research question two. (Appendix D & E)

**Assumptions and Limitations**

An assumption was made that the personnel of the Longview Fire Department surveyed, understood the questions posed, and had the foresight to respond appropriately.

It should be noted that several limitations were encountered during the applied research process. Of the one-hundred fifty-five respondents surveyed, only sixty-four (41.3 %), completed and returned the survey in the requested time frame. Obviously, this critically

restricted the amount of data available to sufficiently and accurately address the creation of a professional development program. (Appendix C)

A second limitation may have occurred if the respondents answered the questions based upon their own perceptions, and not based on factual information. Another limitation could be the structure of the survey format. Some survey questions required the respondent to write comments in regards to the proposed question. There was a reluctance by some to write any kind of commentary, and for those that did, they responded minimally.

Finally, the applied research was impacted by the small representation of emergency systems surveyed. The emphasis with this ARP lies within the preliminary content of evaluation and not that of a comprehensive analysis or assessment.

**Definitions of Selected Terms**

Apprenticeship - the method of instruction for someone learning an occupation or skill.

Coaching - process of providing instruction and positive direction.

Credentialing - evidence of ones successful completion of a specified unit of study. Similar to certification.

Dual Certified Personnel - In the Longview Fire Department, this means a person has both structural firefighting certification and emergency medical certification.

ESTI - TEEX - Emergency Services Training Institute - Texas Engineering Extension Service.

Part of the Texas A&M University System.  Provides educational opportunities for the United

States fire service, in particular, the State of Texas.

Exchange Program -   a venture where organizations exchange personnel for networking

opportunities.

FDSOA - Fire Department Safety Officers Association.  The certifying agency for National

qualifications as fireground safety officer.

FEMA - Federal Emergency Management Agency.  Operational unit for the United States,

responsible for preparedness, recovery, mitigation, and response.

ICMA - International City Management Association is the professional and educational

organization for chief appointed management executives in local government.

IFSTA - International Fire Service Training Association.  Provider and publisher of emergency

services resource material, located in Stillwater, Oklahoma.

Internship - process of a student undergoing supervised practical training.

Mentoring - process of counseling or teaching.

NFA - National Fire Academy.  Branch of the United States Fire Administration, located in Emmitsburg, Maryland.  Provides educational opportunities for the United States fire service.

NFPA - National Fire Protection Association.  Produces and publishes National consensus standards for the fire service.

Preceptorship  - process of being taught, instructed, and evaluated.

TCFP - Texas Commission on Fire Protection.  Certifying agency in the State of Texas for structural firefighting personnel.

TDH - Texas Department of Health.  Certifying agency in the State of Texas for emergency medical personnel.

TDPS / DEM - Texas Department of Public Safety / Division of Emergency Management. Operational unit for the State of Texas, under the Federal Emergency Management Agency. Responsible for preparedness, recovery, mitigation, and response.

## RESULTS

The results of the applied research project emanates from the evaluation of information provided from published Executive Fire Officer Applied Research Projects, convenience surveys, phone interviews, trade journal articles, periodicals, books, research questions, and the

compilation of relevant data.

**Question One**

**What benefits could be gained by having a professional development program in the Longview Fire Department?**

"Today, a firefighter's survival depends - literally and figuratively - on that firefighter's commitment to learning and on the fire organization's desire to provide valid opportunities for that learning to occur!" (Ryan, 1995). Booth (1999) makes the following comment, "It has been noted that the job of a firefighter has moved from one that relies predominantly on brute strength to one with considerable intellectual demands."

As the fire service's scope and mission have broadened, the need for enhancements in both training and education have grown proportionately. In addition, as the fire service has increased in complexity so too has fire service management (Kramer, 1995).

It is then good resource management and makes sense to have a better understanding of the personal and professional needs of our firefighters, and to have some kind of roadmap for them to follow (Compton, 1996). Compton further maintains that the environment that a person works in sets the stage for collective and individual success. Departments that have invested in employees by supporting their career development efforts have built trusting relationships, have gotten the most out of employees, and have retained those with the most potential.

Bolman and Deal (1997) noted that "employees are hired to do a job but always bring social and personal needs with them to the workplace. Both individuals satisfaction and organizational effectiveness depend heavily on the quality of interpersonal relationships." How people feel about their careers has affected morale, attendance, productivity, and loyalty to an

organization.

Waitley (1998), emphasized that, "Organizations benefit from the empowerment and vision derived from employee's career development. These attributes have been proven essential to team performance and service quality."

Human resource assumptions have emphasized the fit between individuals and organizations. Career development has helped workers find and maintain work situations that have suited both parties. When this fit is good, both benefit: individuals find satisfaction and meaning in work; the organization makes effective use of individual talent and energy (Bolman & Deal, 1997).

To set a standard is to reach for a point of excellence or achievement in carrying out a particular process: it allows an organization or program to analyze its practices, processes, or outcomes according to this standard in a systematic way (Flaxman, 1993).

Increasing National attention is being paid to workforce preparation in the United States. This stems from the growing realization that America's ability to occupy a leading competitive position in the emerging global economy hinges, to a large degree, on assuring that the nation's workforce is second to none. Clearly, we are on the verge of a major revolution with respect to how America prepares its workforce. As a new National training system emerges in the coming years, considerable thought should be given to the role of true apprenticeship in that new system (The Federal Committee on Apprenticeship, 1992)

In a document published by the Kalamazoo Valley Community College, (2001), they list employer benefits as it applies to apprenticeship programs. They are:

Lowering cost by increasing productivity as employees become more skilled on the job.

Reducing labor turnover and absenteeism.

Motivating employees to learn new job skills.

Instilling loyalty in employees to learn new job skills.

Instilling loyalty in employees by demonstrating interest in providing training.

Developing a more skilled workforce that can adapt to the changing technology.

Assuring a means for passing skills and knowledge from one person to another.


According to Margo Murray, a consultant in Oakland, California; mentoring is an inexpensive way for organizations to achieve a number of goals. These include: creating future leaders, improving management and staff relationships, meeting diversity objectives, and replacing an aging workforce while developing a line of succession (Jossi, 1997).

The Department of Transportation (2000) benefits from mentoring programs improving: communication, leadership, motivation and morale, recruitment and retention, and work force capability, while energizing organizational culture.

Ivancevich and Matteson (1996) highlight a number of positive benefits to the organization as outcomes of mentoring programs. These include: a) early identification of talent that might otherwise go unnoticed, b) sensing by mentors of employee attitudes and morale, and c) transmission of informal organizational expectations (corporate culture).

Question nine of the Longview Fire Department, Professional Development Program, Convenience Survey (Appendix C) asks the following: What benefits would you expect to gain out of program implementation?

- *Better training. Increasing in department advancement.*

- *Increase in knowledge and know-how.*

- *Competent leadership.*

- *A well trained and rounded individual.*

- *Again, would be nice to develop personnel prior to being put into position.*

- *Leadership abilities, public relations.*

- *To be better prepared for promotional testing and step-ups.*

- *Equality, respect, loyalty, honor, to all employees.*

- *More education.  Better officers, drivers, and firefighters.  Should make better informed and professional employees.*

- *Have all personnel be better prepared to advance in this Department.  Also, it would allow personnel to have better chances of moving into positions in other Departments.*

- *I would get the knowledge, the training to better myself.*

- *New information.*

- *Classes to do my job better.  Possibly an opportunity for college degree.*

- *Clearer understanding of what is expected to obtain the position being applied for, and how to be more proficient in the position.*

- *Better communication between shifts for exchange of training skills.  Improved team performance by improving the individuals that compose a team from the 3 man stations to the Department as a whole team.*

- *General knowledge of the position that the employee would be promoted to.*

- *I would expect to learn leadership and management skills.*

- *I want to go as high as I can.  I want to learn but nothing has been given other than photo copies of training classes from other departments that you can't go to because your not on the task force.  I would love to go but can't get admin leave.*

- *Higher quality fire service leaders.  This would help every member of our agency to operate at an optimum level.  Safety, tactics, use of resources etc.  Would become an obvious advantage as many National standards reflect these priorities.*

- *Employees more knowledgeable about each position.*

- *Good mentor program produces good employees.*

- *Distinguishment between those who are eager to promote by volunteering and participating in the program.*

- *When promotions become available you have employees who have the basic concept of the open position.*

**Question Two**

**What do professional development programs consist of, for similar sized fire departments in Texas, if any?**

A phone interview was conducted with sixteen paid fire departments in the State of Texas, to inquire whether they have a professional development program or not.  Six of the sixteen fire departments interviewed (38.0%) have professional development programs.  Four of the six (67.0%) have a program that addresses all levels of the organization.

In general, their programs are based on NFPA standards and those of the Texas Commission on Fire Protection.  Interestingly, the survey indicates that emphasis is placed more

on fire based standards, than a merge with general management concepts, even at the company officer and chief officer levels.

The departments with programs rely heavily on college and university training to supplement their overall development. A majority of departments surveyed agreed that the following concepts should be part of a professional development program:

- Preceptorship

- Internship

- Mentoring

- Coaching

- Apprenticeship

- Exchange Programs

Through this preliminary evaluation of comparative departments, there is initial indication that professional development programs are the exception and not the norm. In addition, there is tangible evidence that demonstrates inconsistency and lack of standardization in program content.

An argument could be made over whether standardization should even be a factor, or if it should be Department specific. Obviously, there is going to be contrast in similarities and differences from one organization to the next. Appendix E offers a complete summary of the phone interviews conducted.

**Question Three**

**What characteristics of identified professional development programs could be applied to the Longview Fire Department?**

Strickland (1995), states that many training certification programs exist, but virtually all are based upon the guidelines established in the NFPA standards relating to professional qualifications for fire service personnel.

In Cantor's (1995) article, he examines the role higher education plays in fire service professionalism. Eight content areas are described in which the academic community can potentially help meet the needs of the fire service (e.g., the scientific method; human relational skills; communications and organizational skills).

Ferguson (2002), contends that "every company should identify competencies for each position to help you determine what skills to develop to achieve your long-term goals. The competencies should be specific enough so that you'll know when you've attained them. For example, a competency defined as leadership is too broad. Break it down to visioning, gaining trust, influencing others, and so forth."

Borkowski (2001) asserts that organizational change can be brought about through the use of one or more of these coaching processes:

- Reflecting: the coach can help the client step back, think through different perspectives and discover new connections.

- Feedback: by acting as a mirror the coach allows the client to see, that which resides in their blind-spots.

- Confronting: the coach helps the client face up to those things we dislike, make us uncomfortable, and that we secretly fear.

- Re-framing: the coach helps his / her client connect what was before unconnected and which we usually encounter as the "Aha!" experience.

- Questioning, Probes or Prompts: are the coach's primary tools to get the client to scan their thoughts and feelings and focus on the critical variables and contexts.

Laford (1998) reports that there are four basic ways to pursue career development. These are:

- Individually - we can each personally, look to classes, training, references, and standards to work on improving our background and working towards our goals.

- Mentoring - using their specific knowledge gained through experience, the mentor grooms the candidate to meet the necessary challenges that await.

- Networking - the team approach many times will help the individuals increase their potential for achieving their collective goals.

- Systematic - the organization works to develop a program to help a given target group work on the steps to increase their potential in achieving their career goals.

The research clearly indicates that the standards most utilized for fire service career development, emanate from the professional qualifications outlined by the National Fire Protection Association (NFPA). These standards specifically delineate the minimum competencies for all levels of firefighter certifications.

The NFPA classifies their minimum competencies according to the following standards:

- Firefighter, Standard 1001

- Fire Apparatus Driver / Operator, Standard 1002

- Airport Firefighter, Standard 1003

- Rescue Technicians, Standard 1006

- Fire Officer, Standard 1021

- Fire Inspector, Standard 1031

- Fire Investigator, Standard 1033

- Public Fire and Life Safety Educators, Standard 1035

- Fire Service Instructor, Standard 1041

- Wildland Firefighters, Standard 1051

- Public Safety Communicators, Standard 1061

- Emergency Vehicle Technicians, Standard 1071

(NFPA, 1998).

The Texas Commission on Fire Protection (TCFP) addresses minimum requirements for varying degrees of competencies through Chapters in their Standards Manual.  (TCFP, 2002).

All of the identified fire departments in Appendix E indicated that a portion of their development comes through local community colleges and universities.  Today's environment provides endless opportunities for career development via the Internet through distance education.  The following is a sample list of web-based training available:

Western Illinois University, Open Learning Fire Service Program, Macomb, Illinois

Kilgore College, Fire Protection Certification, Kilgore, Texas

Tyler Junior College, Fire Protection Technology, Tyler, Texas

West Texas A&M University, Emergency Management Administration, Canyon, Texas

Oklahoma State University, Fire & Emergency Management, Stillwater, Oklahoma

University of Phoenix, Various Programs Available, Phoenix, Arizona

Other opportunities for development are available through the National Fire Academy's resident and non-resident programs. The Executive Fire Officer Program is a four year resident program of the Academy and is recommended for chief officers. The courses available through seminars and conferences are limitless.

Chief Thompson with Lewisville Fire Department is in the process of developing a mentoring program which also involves internship. The project is expected to be complete in late Summer 2002. Preliminary discussions indicate the need to further evaluate this program, once it is finalized.

Question six of the Longview Fire Department, Professional Development Program, Convenience Survey (Appendix C) asks the following: What should the program consist of?

| | Firefighter | Driver | Company Officer | Chief Officer |
|---|---|---|---|---|
| **Mentoring** | 71.88% | 80.0% | 44.4% | 100.0% |
| **Coaching** | 46.88% | 40.63% | 22.2% | 100.0% |
| **Apprenticeship** | 59.34% | 75.0% | 55.6% | 66.67% |
| **Exchange Program** | 28.13% | 30.0% | 11.11% | 33.33% |
| **Internship** | 40.6% | 40.0% | 55.6% | 66.67% |
| **Credentialing Certifications Degrees** | 56.25% | 35.0% | 22.2% | 100.0% |
| **Other** | 18.75% | 0.0% | 0.0% | 0.0% |

Question seven of the Longview Fire Department, Professional Development Program,

Convenience Survey (Appendix C) asks the following: The program should encompass the

following opportunities:

| | Firefighter | Driver | Company Officer | Chief Officer |
|---|---|---|---|---|
| In-house training | 90.6% | 95.0% | 88.89% | 100.0% |
| Outside training | 68.75% | 50.0% | 66.67% | 100.0% |
| Extra Curricular | 46.9% | 40.0% | 33.33% | 66.67% |
| Self-development | 68.75% | 65.0% | 33.33% | 100.0% |
| Other | 9.34% | 0.0% | 0.0% | 0.0% |

Question eight of the Longview Fire Department, Professional Development Program,

Convenience Survey (Appendix C) asks the following: What standards should be evaluated for

consideration in the development of the program?

| | Firefighter | Driver | Company Officer | Chief Officer |
|---|---|---|---|---|
| NFPA | 90.63% | 65.0% | 66.67% | 100.0% |
| TCFP | 78.13% | 45.0% | 55.56% | 100.0% |
| TDH | 78.13% | 35.0% | 44.44% | 100.0% |
| TDPS / DEM | 13.0% | 10.0% | 0.0% | 100.0% |
| FEMA | 34.38% | 25.0% | 11.11% | 66.67% |
| ICMA | 3.13% | 10.0% | 0.0% | 33.33% |
| IFSTA | 50.0% | 30.0% | 22.22% | 100.0% |
| NFA | 63.0% | 50.0% | 33.33% | 100.0% |
| TAMU - ESTI | 50.0% | 45.0% | 55.56% | 66.67% |
| FDSOA | 18.76% | 10.0% | 22.22% | 33.33% |
| Degrees | 50.0% | 35.0% | 22.22% | 66.67% |

| Professional Stds | 18.76% | 25.0% | 0.0% | 66.67% |
|---|---|---|---|---|
| Military | 15.63% | 10.0% | 0.0% | 33.33% |
| Other | 0.0% | 10.0% | 0.0% | 0.0% |

## DISCUSSION

Edwards (2000), makes a strong argument with respect to career development versus professional development.  His belief is that career development is a formal approach utilized by the department to ensure that firefighters and officers with the proper qualifications and experience are available when needed, where as, professional development is directed at improving the performance of personnel in their current roles and preparing them to accept higher levels of responsibility within the organization.

Supporting documentation was discovered through Carter & Rausch (1999c), who equate the following: "Career development is a personnel function that often does not receive the attention it deserves. Yet, for effective operation, hiring, promotion, and, of course, training, it must consider all aspects of career development, from ensuring that competence standards of all positions are met."

Further relevance is the comments of Marlatt & Walz, (1988), "Professional development involves the promotion of growth and development opportunities through professional associations and meetings, internships, and exchange programs, and formal education and training curricula."

The fire service which historically has served as the "all service" community provider has a responsibility to provide outstanding service.  Good public service and outstanding organizations are not accidents; they are the result of effective training and development

(Edwards, 2000).

The benefit of rotating personnel for training and development has been well known by private organizations (Matzer & Whisenand, 1988b), and Peters (1994) submits "a corporation that doesn't figure out how to use the special curiosities of each of its people is headed for trouble."

If the public expects and deserves qualified, competent, and professional emergency services personnel, then it is obvious that professional qualifications are needed in the emergency services field (Strickland, 1995).

The difference between good fire departments and great fire departments, and the difference between capable leaders and great leaders, is a matter of knowledge - knowledge gained through training and education (Kramer, 1995).

Several areas of professional development were researched for appropriateness, content, and validity, as it would apply to the modern fire service. The age old methodology of apprenticeship was evaluated as being a viable candidate for a professional development program. This is supported by the surveys found in Appendix C and E, The Federal Committee on Apprenticeship (1992), the United States Military (USMAP, 2000), and finally, Kalamazoo Valley Community College (2001).

While mentoring programs alone, have not had promising results, there is potential applicability to the Longview Fire Department as noted in this observation by Kent (2001), "For the organization, mentoring serves to preserve "institutional memory" by sharing

information and experience from one to another.  This need to pass along corporate learning and

develop bench strength within the organization is particularly critical now that downsizing has

created flat and lean organizations and as baby boomer begin to retire, taking their know-how

with them."  As noted in the background and significance, one of the concerns is the attrition rate

occurring within the Department.

The Department of Transportation (2000) reports that their mentoring program has

improved communications, leadership, motivation and morale, recruitment and retention, and

work force capability, while energizing organizational culture.

Coaching, which correlates with preceptorship, internship, and mentoring has promising

possibilities.  Carter & Rausch (1999) observes that " firefighters and officers will not

necessarily move aggressively toward enhancing their competencies, without coaching.  As with

a professional athletic organization, "the value of coaching lies precisely in the fact that the

coach is not you and can see things differently (Borkowski, 2001).

Sonnenburg & Allman (1993) assert that "all development is really self-development, and

cannot occur without the employee's personal commitment."

In his Training Perspectives article regarding professional development, Little (2002),

remarks, "the ultimate goal is creating an environment where good educational opportunities are

in place and the department members are able and willing to seek them.  Until this is a reality,

the fire service will lack the ability to meet the challenges of the 21$^{st}$ century."

Compton (1996) states that "helping firefighters to grow and develop has not only been

the right thing to do, it's been good business."

Question 2 of the Longview Fire Department convenience survey (Appendix C) asked the

respondents if the Department needed to develop a  professional development program?

Likewise, Question 6 of the Texas Fire Department survey (Appendix E) asked the respondents

if they believed there is substantial benefits in having a professional development program?  All

respondents answered "YES" unanimously.  I have been in the fire service long enough to know

that anytime you can get unanimous support and agreement from firefighters, obviously you are

on to something!

### RECOMMENDATIONS

The author began this research process under the premise that professional development

programs were not utilized to a large extent in the fire service of the United States, and more

importantly, the State of Texas.  Further speculation on the part of the author questioned the

consistency of established programs from one organization to the next.  The problem, as

originally declared, was that the Longview Fire Department does not have an established

professional development program to prepare employees for upward mobility within the

organization.  The purpose of this applied research was to identify characteristics and methods

which can be utilized to create a professional development program for the employees of the

Longview Fire Department.

The applied research presented in this evaluation reflects the need for the Longview Fire

Department to further appraise an array of subject matter, methodologies, and benefits

surrounding the proposed implementation of a professional development program. The following

recommendations are intended to foster further evaluation processes for the Longview Fire

Department.

**Additional Research / Continuing Evaluation**

Additional research needs to be conducted on professional development programs. Supplementary information needs to be evaluated on the various aspects of programs, including, preceptorship, internship, mentoring, coaching, exchange programs, apprenticeship, etc.

**Change Management Model**

The Change Management Model would assist the Longview Fire Department in the assessment process by allowing the organization to guide and direct the efforts if change was deemed to be appropriate. The Change Management Model consists of four phases:

Phase 1 - Analysis - Analyze organizational change requirements.

Phase 2 - Planning - Develop plans to respond to determined change requirements.

Phase 3 - Implementation - Perform tasks required to ensure successful change implementation.

Phase 4 - Evaluation / Institutionalism - Evaluate / modify and institutionalize prescribed organizational change (USFA, 1999).

**Evaluation Period**

Establish an evaluation period to objectively and subjectively assess information obtained from the additional research. Appoint a committee to oversee the evaluation period. Have them envision the organizational change to be implemented. Charge them with evaluating the completeness and soundness of the envisioned change. Choose a realistic time frame, one which will produce the necessary information to make an informed decision.

## General Recommendations

The evaluation of the proposed professional development program should be approached in such a manner where the organization thinks "outside the box." Historically the fire service has been hindered from progress because of our unwillingness to consider other possibilities.

The general recommendations are clear. As emergency service providers, we should strive for excellence in everything we do. To do anything less is a tremendous disservice to our customers and to ourselves. An exhaustive and comprehensive study is warranted, to not only foster the internal development of the Longview Fire Department, but to compliment and enhance the professionalism of the fire service as well.

## Future Readers

"The future of the fire service, is most likely going to be determined by the actions of its managers and leaders today" (Coleman & Granito, 1988). The essential elements of this project revolved around the preliminary aspects of conducting research based upon the unknown. There continue to be many unknowns regarding the performance improvements an organization could realize from a professional development program. The evaluation process is a critical component directly affiliated with the problem, because initially it appears that professional development programs "are the exception and not the norm."

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**APPENDIX A**
**Professional Development Program**
**Introduction Letter**

City of Longview Fire Department
All Personnel
P.O. Box 1952
Longview, Texas 75606-1952

May 06, 2002

Fire Department Personnel,

I am currently enrolled in the National Fire Academy's Executive Fire Officer Program. I am required to conduct research and write and applied research paper as part of this four-year program. I am researching professional development programs along with their benefits and characteristics. Specifically, the research will attempt to address whether the Longview Fire Department needs a program, and second, what the program should consist of.

I have enclosed a convenience survey, which targets the research items. Please fill out as much of the information as possible, and where applicable, be specific. The questionnaire should take no longer than ten to fifteen minutes to complete. The survey must be returned by May 14, 2002 to be included in the document.

The information I receive will be compiled to preliminarily evaluate the proposal. Because the survey is confidential, I ask for your honest response. I wish to take this opportunity to thank you ahead of time for your assistance with this project. If you would like a copy of the applied research project or the results of the survey, please contact me at (903)237-1209. Again, thank you for your time.

Respectfully Yours,

Russell Marshall, District Chief

**APPENDIX B**
**Longview Fire Department**
**Professional Development Program**

**Convenience Survey**
**May 2002**

**Please respond to the following questions by marking the appropriate box:**

1) Indicate your rank:

    ☐      Firefighter
    ☐      Driver
    ☐      Company Officer
    ☐      Chief Officer

2) Does the Longview Fire Department need to develop a professional development program?

    ☐      Yes
    ☐      No

Comments: _____

_____

_____

3) If so, what levels of the organization should be impacted from the development of this program? Please check all that apply.

    ☐      Firefighters
    ☐      Drivers
    ☐      Officers
    ☐      Chief Officers

Comments: _____

_____

_____

**APPENDIX B cont-**
**Longview Fire Department**
**Professional Development Program**

4) Should the program be voluntary or mandatory?

&#9633;      Voluntary
&#9633;      Mandatory

Comments: _____
_____
_____
_____

5) Should the program have an impact on promotional eligibility?

&#9633;      Yes
&#9633;      No

Comments: _____
_____
_____
_____

6) What should the program consist of? Please check all that apply.

&#9633;      Mentoring
&#9633;      Coaching
&#9633;      Apprenticeship
&#9633;      Exchange Program
&#9633;      Internship
&#9633;      Credentialing / Certifications / Degrees
&#9633;      Other_____

Comments: _____
_____
_____
_____

**APPENDIX B cont-**
**Longview Fire Department**
**Professional Development Program**

7) The program should encompass the following opportunities: Please check all that apply.

        ☐      In-house training opportunities
        ☐      Outside training opportunities
        ☐      Extra-curricular opportunities
        ☐      Self-development opportunities
        ☐      Other_____

Comments: _____

_____

_____

_____

8) What standards should be evaluated for consideration in the development of the program?
Please check all that apply.

        ☐      National Fire Protection Association (NFPA)
        ☐      Texas Commission on Fire Protection (TCFP)
        ☐      Texas Department of Health (TDH)
        ☐      Texas Division of Emergency Management (DEM)
        ☐      Federal Emergency Management Agency (FEMA)
        ☐      International City Managers Association (ICMA)
        ☐      International Fire Service Training Association (IFSTA)
        ☐      National Fire Academy (NFA)
        ☐      Texas A&M University System (ESTI - TEEX)
        ☐      Fire Department Safety Officers Association (FDSOA)
        ☐      College Degree Programs
        ☐      Professional Standards outside the Emergency Services arena
        ☐      Military
        ☐      Other_____

Comments: _____

_____

_____

_____

**APPENDIX B cont-**
**Longview Fire Department**
**Professional Development Program**

9) What benefits would you expect to gain out of program implementation? Please be specific.

Comments: _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

10) Over what period of time should the implementation phase be initiated?

☐     1 year
☐     2 - 3 years
☐     3 - 4 years
☐     4 - 5 years

Comments: _____

_____

_____

_____

**APPENDIX C-1**
**Results from Internal Survey**
**Firefighter**

**1) Indicate your rank:**

☐ **Firefighter (32 Respondents)**
☐ Driver
☐ Company Officer
☐ Chief Officer

**2) Does the Longview Fire Department need to develop a professional development program?**

Yes 32 100.0%
No 0 0.0%

**Comments:**

*This would be good to keep all in touch with fire and medical updates and current procedures.*

*Would be nice to train people before they promote.*

*That would be something good for staff required to promote.*

*Should have a program where all employees can do some training of the type that will enable them to be better in their jobs, from firefighter up.*

*I believe we have one but we could always have more classes for lower rank.*

*If it doesn't currently have one it needs one. The fire service is headed toward more of a white collar profession. Public image plays an important role now and will even more in the future. A professional development program would be invaluable.*

*It would be helpful at all levels.*

*I think individuals should be educated on leadership skills before they are put into that position.*

*Absolutely! Should be very important to teach, train, inspire, etc. from within.*

*It is my opinion since we have a FTO program, I would like to see a program set up for each position in this Department.*

**APPENDIX C-1 cont-**
**Results from Internal Survey**
**Firefighter**

**3) If so, what levels of the organization should be impacted from the development of the program?**

| | | |
|---|---|---|
| Firefighters | 23 | 71.88% |
| Drivers | 24 | 75.0% |
| Company Officers | 27 | 84.4% |
| Chief Officers | 26 | 81.25% |

**Comments**:

*Teach firefighters how to prepare for being drivers.  Teach drivers to prepare for becoming Lts.*

*All would benefit from a development program such as this.*

*We have a firefighter development program.*

*C.E. is always important.*

*From firefighters to Chief Officers, continuing education is key in an aggressive / progressive department.*

*All levels need to be prepared to step-up to the next level.*

*Should have rolls that develop all stages of those that are involved.  I don't think everyone should qualify.  Those that are interested and qualified should be involved.*

*I think this would improve our leadership.*

**4) Should the program be voluntary or mandatory?**

| | | |
|---|---|---|
| Voluntary | 21 | 65.63% |
| Mandatory | 15 | 46.88% |

**Comments:**

*You should be able to take the classes if you want to take the initiative to learn.*

*All should participate.*

**APPENDIX C-1 cont-**
**Results from Internal Survey**
**Firefighter**

*Should be mandatory to promote.*

*For those that want to promote.*
*Mandatory for moving up.*

*Some parts should be mandatory and others should be available for personnel to take both on and off duty.*

*It would be hard to have classes for everyone plus some would not care to attend.*
*Mandatory for important information, and skills. Basic Level / Voluntary for those wishing to better themselves at a higher level.*

*Mandatory for company officers and above, voluntary for below.*
*If someone is not interested then they won't learn anything by making them attend.*

*Provides continuity!*

*I think this would show administration who is eager to promote and strive to make a better Department.*


**5) Should the program have an impact on promotional eligibility?**

| | | |
|---|---|---|
| Yes | 23 | 71.88% |
| No | 9 | 28.13% |

**Comments:**

*It should be impacted on a point system.*

*Should be able to take more classes without using vacation and compensated time.*

*Only if everyone has had ample opportunities to attend such classes.*

*Those without the initiative to participate would more than likely not be a strong self starting driver or officer.*

**APPENDIX C-1 cont-**
**Results from Internal Survey**
**Firefighter**

*A person needs to be knowledgeable in the position they are in.*

*This should hold some water when assessed. Same as one that has all the schooling, training, gone the extra steps - should have some sort of edge on one that hasn't.*

*Fireground commanders need to have every educational opportunity.*

## 6) What should the program consist of?

| | | |
|---|---|---|
| Mentorin | 23 | 71.88% |
| Coaching | 15 | 46.88% |
| Apprenticeship | 19 | 59.34% |
| Exchange Program | 9 | 28.13% |
| Internship | 13 | 40.6% |
| Credentialing / Certifications / Degrees | 18 | 56.25% |
| Other | 6 | 18.75% |

**Comments:**

*Maybe some of the courses could go towards degrees.*

*Common Sense!*

*The mentoring and coaching can't be done in this Department very much because I don't think the Department as a whole has much faith in the Chief Officers.*

*I don't think a degree necessarily improves your ability to do a job.*

*All those above catch all. This sounds super e positive. Good for moral as well. Have to be careful not to alienate some or make some feel they are not qualified.*

*I believe if you have a FTO program for each position, I think it would benefit each employee who chooses to participate.*

## 7) The program should encompass the following opportunities:

| | | |
|---|---|---|
| In-house training | 29 | 90.6% |
| Outside training | 22 | 68.75% |

**APPENDIX C-1 cont-**
**Results from Internal Survey**
**Firefighter**

| | | |
|---|---|---|
| Extra-curricular | 15 | 46.9% |
| Self-development | 22 | 68.75% |
| Other | 3 | 9.34% |

**Comments:**

*While in-house training is good, it is nice to have a fresh view point from the outside.*

*Sounds great. Might need some sort of incentive though. Some people might lose sight of the long term goal.*

**8) What standards should be evaluated for consideration in the development of the program?**

| | | |
|---|---|---|
| National Fire Protection Association | 29 | 90.63% |
| Texas Commission on Fire Protection | 25 | 78.13% |
| Texas Department of Health | 25 | 78.13% |
| Texas Division of Emergency Management | 4 | 13.0% |
| Federal Emergency Management Agency | 11 | 34.38% |
| International City Managers Association | 1 | 3.13% |
| International Fire Service Training Association | 16 | 50.0% |
| National Fire Academy | 20 | 63.0% |
| Texas A&M University System | 16 | 50.0% |
| Fire Department Safety Officers Association | 6 | 18.76% |
| College Degree Programs | 16 | 50.0% |
| Professional Standards outside the Emergency Services Arena | 6 | 18.76% |
| Military | 5 | 15.63% |
| Other | 0 | 0.0% |

**Comments:**

*It is hard to gauge a Longview firefighter by using National or State standards. They should reach those but the gaps should be filled by a clear and well defined outline of objectives written by LFD.*

*Can use all these. Why military? For me, this would hold no learning.*

*We have an excellent availability of training. We should use it!*

*I think we should use programs that are mostly recognized in the Department. I know we probably use most of these programs, but lets use the "keep it simple method."*

**9) What benefits would you expect to gain out of program implementation?**

**Comments:**

*Better training. Increasing in department advancement.*

*Increase in knowledge and know-how.*

*Competent leadership.*

*A well trained and rounded individual.*

*Again, would be nice to develop personnel prior to being put into position.*

*Leadership abilities, public relations*

*To be better prepared for promotional testing and step-ups.*

*Equality, respect, loyalty, honor, to all employees.*

*More education. Better officers, drivers, and firefighters. Should make better informed and professional employees.*

*Have all personnel be better prepared to advance in this Department. Also, it would allow personnel to have better chances of moving into positions in other Departments.*

*I would get the knowledge, the training to better myself.*

*New information.*

*Classes to do my job better. Possibly an opportunity for college degree.*

*Clearer understanding of what is expected to obtain the position being applied for, and how to be more proficient in the position.*

*Better communication between shifts for exchange of training skills. Improved team performance*

**APPENDIX C-1 cont-**
**Results from Internal Survey**
**Firefighter**

*by improving the individuals that compose a team from the 3 man stations to the Department as a whole team.*

*General knowledge of the position that the employee would be promoted to.*

*I would expect to learn leadership and management skills.*

*I want to go as high as I can. I want to learn but nothing has been given other than photo copies of training classes from other departments that you can't go to because your not on the task force. I would love to go but can't get admin leave.*

*Higher quality fire service leaders. This would help every member of our agency to operate at an optimum level. Safety, tactics, use of resources etc. Would become an obvious advantage as many National standards reflect these priorities.*

*Employees more knowledgeable about each position.*

*Good mentor program produces good employees.*

*Distinguishment between those who are eager to promote by volunteering and participating in the program.*

*When promotions become available you have employees who have the basic concept of the open position.*

**10) Over what period of time should the implementation phase be initiated?**

| | | |
|---|---|---|
| 1 year | 8 | 25.0% |
| 2 - 3 years | 14 | 43.76% |
| 3- 4 years | 3 | 9.38% |
| 4 - 5 years | 4 | 13.0% |

**Comments:**

*One year would be too soon and if we spread it out over too long of a period, there is a chance the program will fall by the way side.*

*The time should be equal to the promotional testing time. When your time lets you test, you should be ready for the promotion.*

**APPENDIX C-1 cont-**
**Results from Internal Survey**
**Firefighter**

*Should be implemented ASAP. We all know it will take time - should be completed once it is started - not just half done.*

*It should take some amount of time to get this going.*

*There are some resistive to change - short timers, people with 2 - 3 years left are the worst. By allowing 2 - 3 years those people can filter out.*

**APPENDIX C-2**
**Results from Internal Survey**
**Fire Driver**

**1) Indicate your rank:**

☐      Firefighter
☐      **Driver (20 Respondents)**
☐      Company Officer
☐      Chief Officer

**2) Does the Longview Fire Department need to develop a professional development program?**

| | | |
|---|---|---|
| Yes | 19 | 95.0% |
| No | 1 | 5.0% |

**Comments:**

*From the ground up.*

*Very much so.  It should be obvious to everyone by now, just look around.*

*Any advanced training should be helpful to our department.*

*To improve the quality of personnel and their skill levels.*

*The required material should be wove into shift training to lessen the need to cram at test dates.*

*If we want the best personnel we can get, we need to have professional development classes.*

*Professional development will improve our capabilities and amount of service we are able to provide. A more consistent approach to providing fire and EMS service will increase understanding, knowledge, and coordination.*

*We need management classes so we can promote within our own department!!*

**3) If so, what levels of the organization should be impacted from the development of the program?**

| | | |
|---|---|---|
| Firefighters | 15 | 75.0% |
| Drivers | 16 | 80.0% |
| Company Officers | 15 | 75.0% |
| Chief Officers | 17 | 85.0% |

**APPENDIX C-2 cont-**
**Results from Internal Survey**
**Fire Driver**

**Comments:**

*All levels so that we can develop a professional quality person or persons as in leadership.*

*All levels need development.*

*All ranks should be offered courses directly related to the next rank up to prepare them for promotion into that rank.*

*All personnel that desire professional development should be encouraged and mandated. This department has the potential to create or improve National and local standards.*

*Officers or future officers should be involved in this program.*

*All positions at any organization should have a program for candidates for promotions.*

*To effect and promote within, all levels need to be concerned.*

**4) Should the program be voluntary or mandatory?**

| | | |
|---|---|---|
| Voluntary | 17 | 85.0% |
| Mandatory | 4 | 20.0% |

**Comments**:

*Begin voluntary and then work toward having everyone trained.*

*Older firefighters should be given an option.*

*Why try to make people take a class or series of classes they don't want, due to the position they are in, they are satisfied.*

*This should be voluntary, but those that volunteer should have scheduled progression that is directed by the department.*

*Only personnel interested in promoting should take the courses.*

*A volunteer usually has more drive and interest.*

**APPENDIX C-2 cont-**
**Results from Internal Survey**
**Fire Driver**

*An employee should meet minimum standards but not be forced to develop past their want or capability.*

**5) Should the program have an impact on promotional eligibility?**

| | | |
|---|---|---|
| Yes | 15 | 75.0% |
| No | 6 | 30.0% |

**Comments:**

*Men need to be properly trained to advance in any organization.*

*Shows dedication and devotion for the position.*

*Those that wish to progress and have a positive improvement and dedication should also have a greater opportunity to promote.*

*The class should better prepare a candidate to pass and promote.*

*The standards for promotion should match the development required.*

*Yes and no. Credit should be allowed to taking classes, however, book smart does not make one emergency smart.*

**6) What should the program consist of?**

| | | |
|---|---|---|
| Mentoring | 16 | 80.0% |
| Coaching | 13 | 40.63% |
| Apprenticeship | 15 | 75.0% |
| Exchange Program | 6 | 30.0% |
| Internship | 8 | 40.0% |
| Credentialing / Certifications / Degrees | 7 | 35.0% |
| Other | 0 | 0.0% |

**Comments:**

No comments made.

**APPENDIX C-2 cont-**
**Results from Internal Survey**
**Fire Driver**

**7) The program should encompass the following opportunities:**

| | | |
|---|---|---|
| In-house training | 19 | 95.0% |
| Outside training | 16 | 50.0% |
| Extra-curricular | 8 | 40.0% |
| Self-development | 13 | 65.0% |
| Other | 0 | 0.0% |

**Comments:**

No comments made.

**8) What standards should be evaluated for consideration in the development of the program?**

| | | |
|---|---|---|
| National Fire Protection Association | 13 | 65.0% |
| Texas Commission on Fire Protection | 9 | 45.0% |
| Texas Department of Health | 7 | 35.0% |
| Texas Division of Emergency Management | 2 | 10.0% |
| Federal Emergency Management Agency | 5 | 25.0% |
| International City Managers Association | 2 | 10.0% |
| International Fire Service Training Association | 6 | 30.0% |
| National Fire Academy | 10 | 50.0% |
| Texas A&M University System | 9 | 45.0% |
| Fire Department Safety Officers Association | 2 | 10.0% |
| College Degree Programs | 7 | 35.0% |
| Professional Standards outside the Emergency Services Arena | 5 | 25.0% |
| Military | 2 | 10.0% |
| Other | 2 | 10.0% |

**Comments:**

No comments made.

**9) What benefits would you expect to gain out of program implementation?**

**Comments:**

**APPENDIX C-2 cont-**
**Results from Internal Survey**
**Fire Driver**

*If a candidate wanted to promote he should be able to attend and learn what he needed to promote and not have to rely on being able to read 5 different books and remember little things not directly tied into that position.*

*Better knowledge for promotions down the road.*

*Development of a type of people that have come up through the ranks and know the ropes.*

*Better educated personnel with experience to go with it.*

*More knowledge in fire operations.  More knowledgeable employee.  Smoother operations in daily activities.*

*Better preparedness for promotional procedures.  Knowledge to do my job better, safer, and more efficient.*

*It would better prepare a person for the next rank.*

*Improved involvement from department members. Broadened appreciation and knowledge. Education preparation for future and current position.  A program of this type will advance the entire department well beyond local standards.*

*Better trained, productive employee.*

*Better job knowledge.*

*More confidence in self and others.*

*Job knowledge for the position.  Not coming in "cold turkey."*

*Improved capabilities to professional standards.*

*Recognition for potential State and National standards.*

*Increased marketability outside the department.*

*Increased marketability inside the department for outside use.*

*Improved professionalism, understanding.*

**APPENDIX C-2 cont-**
**Results from Internal Survey**
**Fire Driver**

*Improved coordination and use of equipment and manpower.*

*Knowledge and confidence.*

**10) Over what period of time should the implementation phase be initiated?**

| | | |
|---|---|---|
| 1 year | 6 | 30.0% |
| 2 - 3 years | 8 | 40.0% |
| 3- 4 years | 2 | 10.0% |
| 4 - 5 years | 2 | 10.0% |

**Comments**:

No comments made.

**APPENDIX C-3**
**Results from Internal Survey**
**Company Officer Survey**

**1) Indicate your rank:**

       ☐      Firefighter
       ☐      Driver
       ☐      **Company Officer (9 Respondents)**
       ☐      Chief Officer

**2) Does the Longview Fire Department need to develop a professional development program?**

| | | |
|---|---|---|
| Yes | 8 | 88.9% |
| No | 2 | 22.2% |

**Comments:**

*Develop class for higher ranking when a person promotes; they can enter that position ready to do the job.*

**3) If so, what levels of the organization should be impacted from the development of the program?**

| | | |
|---|---|---|
| Firefighters | 2 | 22.2% |
| Drivers | 3 | 33.3% |
| Company Officers | 7 | 77.8% |
| Chief Officers | 5 | 55.6% |

**Comments:**

    No comments made.

**4) Should the program be voluntary or mandatory?**

| | | |
|---|---|---|
| Voluntary | 5 | 55.6% |
| Mandatory | 3 | 33.3% |

**APPENDIX C-3 cont-**
**Results from Internal Survey**
**Company Officer Survey**

**Comments:**

*Mandatory because all personnel will be subject to step up to higher rank.*

**5) Should the program have an impact on promotional eligibility?**

| | | |
|---|---|---|
| Yes | 5 | 55.6% |
| No | 3 | 33.3% |

**Comments:**

No comments made.

**6) What should the program consist of?**

| | | |
|---|---|---|
| Mentoring | 4 | 44.4% |
| Coaching | 2 | 22.2% |
| Apprenticeship | 5 | 55.6% |
| Exchange Program | 1 | 11.11% |
| Internship | 5 | 55.6% |
| Credentialing / Certifications / Degrees | 2 | 22.2% |
| Other | 0 | 0.0% |

**Comments:**

No comments made.

**7) The program should encompass the following opportunities:**

| | | |
|---|---|---|
| In-house training | 8 | 88.89% |
| Outside training | 6 | 66.67% |
| Extra-curricular | 3 | 33.33% |
| Self-development | 3 | 33.33% |
| Other | 0 | 0.0% |

**Comments:**

**APPENDIX C-3 cont-**
**Results from Internal Survey**
**Company Officer Survey**

No comments made.

**8) What standards should be evaluated for consideration in the development of the program?**

| | | |
|---|---|---|
| National Fire Protection Association | 6 | 66.67% |
| Texas Commission on Fire Protection | 5 | 55.56% |
| Texas Department of Health | 4 | 44.44% |
| Texas Division of Emergency Management | 0 | 0.0% |
| Federal Emergency Management Agency | 1 | 11.11% |
| International City Managers Association | 0 | 0.0% |
| International Fire Service Training Association | 2 | 22.22% |
| National Fire Academy | 3 | 33.33% |
| Texas A&M University System | 5 | 55.56% |
| Fire Department Safety Officers Association | 2 | 22.22% |
| College Degree Programs | 2 | 22.22% |
| Professional Standards outside the Emergency Services Arena | 0 | 0.0% |
| Military | 0 | 0.0% |
| Other | 0 | 0.0% |

**Comments:**

No comments made.

**9) What benefits would you expect to gain out of program implementation?**

**Comments:**

*Work knowledge, highly trained, well rounded individual.*

**10) Over what period of time should the implementation phase be initiated?**

| | | |
|---|---|---|
| 1 year | 0 | 0.0% |
| 2 - 3 years | 2 | 22.22% |
| 3- 4 years | 2 | 22.22% |
| 4 - 5 years | 3 | 33.33% |

**APPENDIX C-3 cont-**
**Results from Internal Survey**
**Company Officer Survey**

**Comments:**

*This 4 - 5 year period would be good enough time to bring everyone up to date.*

**APPENDIX C-4**
**Results from Internal Survey**
**Chief Officer Survey**

**1) Indicate your rank:**

☐       Firefighter
☐       Driver
☐       Company Officer
☐       **Chief Officer (3)**

**2) Does the Longview Fire Department need to develop a professional development program?**

| | | |
|---|---|---|
| Yes | 3 | 100.0% |
| No | 0 | 0.0% |

**Comments:**

*We have started implementing this at the basic FF level.  Our existing program has unlimited potential, it only needs development.*

*Needed to perpetuate viable candidates for enhanced promotional process.*

**3) If so, what levels of the organization should be impacted from the development of the program?**

| | | |
|---|---|---|
| Firefighters | 2 | 66.67% |
| Drivers | 2 | 66.67% |
| Company Officers | 3 | 100.0% |
| Chief Officers | 2 | 66.67% |

**Comments:**

No comments made.

**4) Should the program be voluntary or mandatory?**

| | | |
|---|---|---|
| Voluntary | 2 | 66.67% |
| Mandatory | 3 | 100.0% |

**Comments:**

**APPENDIX C-4 cont-**
**Results from Internal Survey**
**Chief Officer Survey**

*Voluntary to be an officer or driver, mandatory for FF's.*

*Both - topics should be introduced to insure that employees have an opportunity to consider other career opportunities available.*

**5) Should the program have an impact on promotional eligibility?**

| | | |
|---|---|---|
| Yes | 3 | 100.0% |
| No | 0 | 0.0% |

**Comments:**

Consideration for the most qualified candidate and the one that has shown interest and used personal time and effort to pursue this career opportunity.

**6) What should the program consist of?**

| | | |
|---|---|---|
| Mentoring | 3 | 100.0% |
| Coaching | 3 | 100.0% |
| Apprenticeship | 2 | 66.67% |
| Exchange Program | 1 | 33.33% |
| Internship | 2 | 66.67% |
| Credentialing / Certifications / Degrees | 3 | 100.0% |
| Other | 0 | 0.0% |

**Comments:**

No comments made.

**7) The program should encompass the following opportunities:**

| | | |
|---|---|---|
| In-house training | 3 | 100.0% |
| Outside training | 3 | 100.0% |
| Extra-curricular | 2 | 66.67% |
| Self-development | 3 | 100.0% |
| Other | 0 | 0.0% |

**APPENDIX C-4 cont-**
**Results from Internal Survey**
**Chief Officer Survey**

**Comments:**

No comments made.

**8) What standards should be evaluated for consideration in the development of the program?**

| | | |
|---|---|---|
| National Fire Protection Association | 3 | 100.0% |
| Texas Commission on Fire Protection | 3 | 100.0% |
| Texas Department of Health | 3 | 100.0% |
| Texas Division of Emergency Management | 3 | 100.0% |
| Federal Emergency Management Agency | 2 | 66.67% |
| International City Managers Association | 1 | 33.33% |
| International Fire Service Training Association | 3 | 100.0% |
| National Fire Academy | 3 | 100.0% |
| Texas A&M University System | 2 | 66.67% |
| Fire Department Safety Officers Association | 1 | 33.33% |
| College Degree Programs | 2 | 66.67% |
| Professional Standards outside the Emergency Services Arena | 2 | 66.67% |
| Military | 1 | 33.33% |
| Other | 0 | 0.0% |

**Comments:**

*All, but tailored to be what were after in our staff.*


**9) What benefits would you expect to gain out of program implementation?**

**Comments:**

*Better qualified people, serious about their job.*

*Staffing of positions with trained / qualified people.*

*Enhanced promotional process.*

*A defined career path that employees can observe and easily consider for their own future.*

*A program lends credibility to the positions addressed.*

**APPENDIX C-4 cont-**
**Results from Internal Survey**
**Chief Officer Survey**

**10) Over what period of time should the implementation phase be initiated?**

| | | |
|---|---|---|
| 1 year | 0 | 0.0% |
| 2 - 3 years | 1 | 33.33% |
| 3- 4 years | 1 | 33.33% |
| 4 - 5 years | 0 | 0.0% |

**Comments:**

No comments made.

**APPENDIX C-5**
**Results from Internal Survey**
**Comparative Summary**

**1) Indicate your rank:**

| Firefighter | Driver | Company Officer | Chief Officer |
|---|---|---|---|
| 32 | 20 | 9 | 3 |

**2) Does the Longview Fire Department need to develop a professional development program?**

| | Firefighter | Driver | Company Officer | Chief Officer |
|---|---|---|---|---|
| **Yes** | 100.0% | 95.0% | 88.9% | 100.0% |
| **No** | 0.0% | 5.0% | 22.2% | 0.0% |

**3) If so, what levels of the organization should be impacted from the development of the program?**

| | Firefighter | Driver | Company Officer | Chief Officer |
|---|---|---|---|---|
| **Firefighters** | 71.88% | 75.0% | 22.2% | 66.67% |
| **Drivers** | 75.0% | 80.0% | 33.3% | 66.67% |
| **Company Officers** | 84.4% | 75.0% | 77.8% | 100.0% |
| **Chief Officers** | 81.25% | 85.0% | 55.6% | 66.67% |

**4) Should the program be voluntary or mandatory?**

| | Firefighter | Driver | Company Officer | Chief Officer |
|---|---|---|---|---|
| **Voluntary** | 65.63% | 85.0% | 55.6% | 66.67% |
| **Mandatory** | 46.88% | 20.0% | 33.3% | 100.0% |

**APPENDIX C-5 cont-**
**Results from Internal Survey**
**Comparative Summary**

**5) Should the program have an impact on promotional eligibility?**

|  | Firefighter | Driver | Company Officer | Chief Officer |
|---|---|---|---|---|
| **Yes** | 71.88% | 75.0% | 55.6% | 100.0% |
| **No** | 28.13% | 30.0% | 33.3% | 0.0% |

**6) What should the program consist of?**

|  | Firefighter | Driver | Company Officer | Chief Officer |
|---|---|---|---|---|
| **Mentoring** | 71.88% | 80.0% | 44.4% | 100.0% |
| **Coaching** | 46.88% | 40.63% | 22.2% | 100.0% |
| **Apprenticeship** | 59.34% | 75.0% | 55.6% | 66.67% |
| **Exchange Program** | 28.13% | 30.0% | 11.11% | 33.33% |
| **Internship** | 40.6% | 40.0% | 55.6% | 66.67% |
| **Credentialing Certifications Degrees** | 56.25% | 35.0% | 22.2% | 100.0% |
| **Other** | 18.75% | 0.0% | 0.0% | 0.0% |

**7) The program should encompass the following opportunities:**

|  | Firefighter | Driver | Company Officer | Chief Officer |
|---|---|---|---|---|
| **In-house training** | 90.6% | 95.0% | 88.89% | 100.0% |
| **Outside training** | 68.75% | 50.0% | 66.67% | 100.0% |
| **Extra Curricular** | 46.9% | 40.0% | 33.33% | 66.67% |
| **Self-development** | 68.75% | 65.0% | 33.33% | 100.0% |
| **Other** | 9.34% | 0.0% | 0.0% | 0.0% |

**APPENDIX C-5 cont-**
**Results from Internal Survey**
**Comparative Summary**

**8) What standards should be evaluated for consideration in the development of the program?**

|  | Firefighter | Driver | Company Officer | Chief Officer |
|---|---|---|---|---|
| **NFPA** | 90.63% | 65.0% | 66.67% | 100.0% |
| **TCFP** | 78.13% | 45.0% | 55.56% | 100.0% |
| **TDH** | 78.13% | 35.0% | 44.44% | 100.0% |
| **TDPS / DEM** | 13.0% | 10.0% | 0.0% | 100.0% |
| **FEMA** | 34.38% | 25.0% | 11.11% | 66.67% |
| **ICMA** | 3.13% | 10.0% | 0.0% | 33.33% |
| **IFSTA** | 50.0% | 30.0% | 22.22% | 100.0% |
| **NFA** | 63.0% | 50.0% | 33.33% | 100.0% |
| **TAMU - ESTI** | 50.0% | 45.0% | 55.56% | 66.67% |
| **FDSOA** | 18.76% | 10.0% | 22.22% | 33.33% |
| **Degrees** | 50.0% | 35.0% | 22.22% | 66.67% |
| **Professional Stds** | 18.76% | 25.0% | 0.0% | 66.67% |
| **Military** | 15.63% | 10.0% | 0.0% | 33.33% |
| **Other** | 0.0% | 10.0% | 0.0% | 0.0% |

**9) What benefits would you expect to gain out of program implementation?**

| Firefighter | Driver | Company Officer | Chief Officer |
|---|---|---|---|
| Refer to Appendix C-1 | Refer to Appendix C-2 | Refer to Appendix C-3 | Refer to Appendix C-4 |

**APPENDIX C-5 cont-**
**Results from Internal Survey**
**Comparative Summary**

**10) Over what period of time should the implementation phase be initiated?**

|  | Firefighter | Driver | Company Officer | Chief Officer |
|---|---|---|---|---|
| **1 year** | 25.0% | 30.0% | 0.0% | 0.0% |
| **2 - 3 years** | 43.76% | 40.0% | 22.22% | 33.33% |
| **3- 4 years** | 9.38% | 10.0% | 22.22% | 33.33% |
| **4 - 5 years** | 13.0% | 10.0% | 33.33% | 0.0% |

**APPENDIX D**
**Phone Interview Questionnaire**

**Texas Fire Departments**
**(Population 70,000 - 110,000)**

1) Does your Department offer a professional development program?

    ☐      Yes
    ☐      No

2) If so, how long has the program been in place?

    ☐      1 year
    ☐      1 - 3 years
    ☐      3 - 5 years
    ☐      more than 5 years

3) What levels of the organization is the program offered?

    ☐      Firefighter
    ☐      Driver
    ☐      Company Officer
    ☐      Chief Officer

4) If your Department offers a professional development program, what standards is the training derived from?

    ☐      Department Specific
    ☐      City Specific
    ☐      National Fire Academy
    ☐      NFPA
    ☐      IFSTA
    ☐      Texas Commission on Fire Protection
    ☐      General Management Concepts

5) If your Department does not offer a professional development program, what kinds of training do you provide, or have access to?

    ☐      Content mandated by the Texas Commission on Fire Protection
    ☐      National Fire Academy
    ☐      Texas A&M University, Emergency Services Training Institute
    ☐      Colleges / Universities

**APPENDIX D cont-**
**Phone Interview Questionnaire**

☐     Seminars / Conferences

6) Do you believe there is substantial benefits in having a professional development program?

☐     Yes
☐     No
☐     Possibly

7) Does your Department require college education for advancement opportunities?

☐     Yes
☐     No

8) Does your Department require certain certifications for advancement opportunities?

☐     Yes
☐     No

9) If your opinion, which of the following concepts should be part of a professional development program?

☐     Preceptorship
☐     Internship
☐     Mentoring
☐     Coaching
☐     Apprenticeship
☐     Exchange Programs

**APPENDIX E**
**Phone Interview Questionnaire Results**

**Texas Fire Departments**
**(Population 70,000 - 110,000)**

1) Does your Department offer a professional development program?

| Department | Yes | No |
|---|---|---|
| Abilene | | X |
| Beaumont | X | |
| Carrollton | X | |
| Denton | | X |
| Fort Hood | | X |
| Grand Prairie | | X |
| Killeen | | X |
| Lewisville | X | |
| Lufkin | X | |
| Midland | | X |
| Odessa | | X |
| Richardson | **Currently being developed** | X |
| Sugar Land | X | |
| Tyler | | X |
| Victoria | | X |
| Wichita Falls | | X |

**APPENDIX E cont-**
**Phone Interview Questionnaire Results**

2) If so, how long has the program been in place?

| Department | 1 year | 1 - 3 years | 3 - 5 years | more than 5 |
|---|---|---|---|---|
| Abilene | NA | | | |
| Beaumont | | X | | |
| Carrollton | X | | | |
| Denton | NA | | | |
| Fort Hood | NA | | | |
| Grand Prairie | NA | | | |
| Killeen | NA | | | |
| Lewisville | X | | | |
| Lufkin | | | | X |
| Midland | NA | | | |
| Odessa | NA | | | |
| Richardson | **Beginning** | | | |
| Sugar Land | | | | X |
| Tyler | NA | | | |
| Victoria | NA | | | |
| Wichita Falls | NA | | | |

**APPENDIX E cont-**
**Phone Interview Questionnaire Results**

3) What levels of the organization is the program offered?

| Department | Firefighter | Driver | Company Officer | Chief Officer |
|---|---|---|---|---|
| Abilene | NA | | | |
| Beaumont | X | X | X | X |
| Carrollton | | X | X | X |
| Denton | NA | | | |
| Fort Hood | NA | | | |
| Grand Prairie | NA | | | |
| Killeen | NA | | | |
| Lewisville | X | X | X | X |
| Lufkin | X | X | X | X |
| Midland | NA | | | |
| Odessa | NA | | | |
| Richardson | | | X | |
| Sugar Land | X | X | X | X |
| Tyler | NA | | | |
| Victoria | NA | | | |
| Wichita Falls | NA | | | |

**APPENDIX E cont-**
**Phone Interview Questionnaire Results**

4) If your Department offers a professional development program, what standards is the training derived from?

| Department | Department Specific | City Specific | NFA | NFPA | IFSTA | TCFP | General Management Concepts |
|---|---|---|---|---|---|---|---|
| Abilene | NA | | | | | | |
| Beaumont | X | X | X | X | X | X | X |
| Carrollton | | X | | X | | | X |
| Denton | NA | | | | | | |
| Fort Hood | NA | | | | | | |
| Grand Prairie | NA | | | | | | |
| Killeen | | | | | | | |
| Lewisville | X | X | | X | | | |
| Lufkin | | | | X | | | |
| Midland | NA | | | | | | |
| Odessa | NA | | | | | | |
| Richardson | | | | | | | |
| Sugar Land | | | | X | | X | |
| Tyler | NA | | | | | | |
| Victoria | NA | | | | | | |
| Wichita Falls | NA | | | | | | |

**APPENDIX E cont-**
**Phone Interview Questionnaire Results**

5) If your Department does not offer a professional development program, what kinds of training do you provide, or have access to?

| Department | TCFP | NFA | TAMU-ESTI | Colleges / Universities | Seminars / Conferences | On the Job Training |
|---|---|---|---|---|---|---|
| Abilene | X | X | X | X | X | X |
| Beaumont | X | X | X | X | X | X |
| Carrollton | X | X | X | X | X | X |
| Denton | X | X | X | X | X | X |
| Fort Hood | X | X | X | X | X | X |
| Grand Prairie | X | X | X | X | X | X |
| Killeen | X | X | X | X | X | X |
| Lewisville | X | X | X | X | X | X |
| Lufkin | X | X | X | X | X | X |
| Midland | X | X | X | X | X | X |
| Odessa | X | X | X | X | X | X |
| Richardson | X | X | X | X | X | X |
| Sugar Land | X | X | X | X | X | X |
| Tyler | X | X | X | X | X | X |
| Victoria | X | X | X | X | X | X |
| Wichita Falls | X | X | X | X | X | X |

**APPENDIX E cont-**
**Phone Interview Questionnaire Results**

6) Do you believe there is substantial benefits in having a professional development program?

**All Departments unanimously answered YES.**

7) Does your Department require college education for advancement opportunities?

| Department | Yes | No |
|---|---|---|
| Abilene | | X |
| Beaumont | X | |
| Carrollton | | X |
| Denton | | X |
| Fort Hood | | X |
| Grand Prairie | | X |
| Killeen | | X |
| Lewisville | | X |
| Lufkin | | X |
| Midland | | X |
| Odessa | X | |
| Richardson | X | |
| Sugar Land | X | |
| Tyler | | X |
| Victoria | X | |
| Wichita Falls | | X |

**APPENDIX E cont-**
**Phone Interview Questionnaire Results**

8) Does your Department require certain certifications for advancement opportunities?

| Department | Yes | No |
|---|---|---|
| Abilene | | X |
| Beaumont | | X |
| Carrollton | | X |
| Denton | | X |
| Fort Hood | | X |
| Grand Prairie | | X |
| Killeen | | X |
| Lewisville | | X |
| Lufkin | | X |
| Midland | X | |
| Odessa | | X |
| Richardson | | X |
| Sugar Land | X | |
| Tyler | | X |
| Victoria | X | |
| Wichita Falls | | X |

**APPENDIX E cont-**
**Phone Interview Questionnaire Results**

9) If your opinion, which of the following concepts should be part of a professional development program?

| Department | Preceptorship | Internship | Mentoring | Coaching | Apprenticeship | Exchange Programs |
|---|---|---|---|---|---|---|
| Abilene | X | X | X | X | X | X |
| Beaumont | X | X | X | X | X | X |
| Carrollton | X | X | X | X | X | X |
| Denton | X | | X | X | | X |
| Fort Hood | X | X | X | X | X | X |
| Grand Prairie | | | X | X | | X |
| Killeen | | | X | | | |
| Lewisville | X | X | X | X | X | X |
| Lufkin | X | X | X | X | X | X |
| Midland | X | X | X | X | X | X |
| Odessa | X | X | X | X | X | X |
| Richardson | X | X | X | X | X | X |
| Sugar Land | X | X | X | X | X | X |
| Tyler | X | X | X | X | X | X |
| Victoria | X | X | X | X | X | X |
| Wichita Falls | X | X | X | X | X | X |

**APPENDIX F**
**Texas Fire Departments**
**Address and Phone Numbers**

Abilene Fire Department
Bob Putnam, Fire Chief
140 Mulberry Street
Abilene, Texas 79601
(915)676-6676
Population: 106,000

Beaumont Fire Department
Michael G. Bertrand, Fire Chief
400 Walnut
Beaumont, Texas 77701
(409)880-3901
Population: 110,000

Carrollton Fire Department
Bruce Varner, Fire Chief
1945 Jackson Road
Carrollton, Texas 75006
(972)466-3070
Population: 105,100

Denton Fire Department
Battalion Chief Mike Sessions
212 W. Sycamore Street
Denton, Texas 76201
(940)349-8110
Population: 74,000

Fort Hood Fire Department
Billy Rhoades, Assistant Fire Chief
Bldg 52940
Fort Hood, Texas 76544
(254)287-3908
Population: 100,000

**APPENDIX F cont-**
**Texas Fire Departments**
**Address and Phone Numbers**

Grand Prairie Fire Rescue
Captain Bob Tillman
201 NW 2$^{nd}$ Street Suite 200
Grand Prairie, Texas 75050
(972)237-8300
Population: 105,000

Killeen Fire Department
Lt. Wayne Rutherford
201 N. 28$^{th}$ Street
Killeen, Texas 76541
(254)634-3131
Population: 75,000

Lewisville Fire Department
Battalion Chief Scott Thompson
188 North Valley Parkway
Lewisville, Texas 75067
(972)219-3580
Population: 70,000

Lufkin Fire & EMS
Eric Parrish, CE Coordinator
111 S. 3$^{rd}$
Lufkin, Texas 75901
(936)633-0366
Population: 70,000

Midland Fire Department
Fritz Niggeler, District Chief Training
1500 West Wall
Midland, Texas 79702
(915)685-7330
Population: 100,000

Odessa Fire Department
Assistant Chief Roger Boyd
119 W. 4$^{th}$ Suite 500
Odessa, Texas 79761
Population: 100,000

**APPENDIX F cont-**
**Texas Fire Departments**
**Address and Phone Numbers**

Richardson Fire Department
Assistant Chief Allen Palomba
136 North Greenville
Richardson, Texas 75081
(972)744-5701
Population: 75,000

Sugar Land Fire Department
Assistant Chief Raul Trevino
P.O. Box 110
Sugar Land, Texas 77487
(281)491-0852
Population: 105,000

Tyler Fire Department
Paul White, Fire Chief
1718 West Houston Street
Tyler, Texas 75702
(903)535-0005
Population: 89,000

Victoria Fire Department
Battalion Chief John Nichols
606 E. Goodwin Avenue
Victoria, Texas 77901
(361)572-6600
Population: 80,000

Wichita Falls Fire Department
Harold Lindsey, Fire Chief
1005 Bluff Street
Wichita Falls, Texas 76301
(940)761-7901
Population: 110,000