

THE EDUCATIONAL NEEDS FOR  
COMPANY FIRE OFFICERS

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## CHAPTER I

### INTRODUCTION

The increasing complexity of operating and managing a fire department has changed the role of the company fire officer. Technology, organized labor, services offered, reduced resources and the public have drastically changed the demands on the local fire department and its officers. Today's company fire officers are required to train and supervise their subordinates to meet these new demands. However, information that identifies the training needs of the company fire officer in order for him to train, supervise and function with his subordinates, is limited (Dawson 1980). A considerable amount of information has emerged over the years that has dealt with training of first line supervisors in business and industry. A company fire officer is a first line supervisor so this information is probably not all that unrealistic for his training uses. The company fire officer trained in basic supervision skills should be able to transfer and use this information in his everyday required operations (Dawson 1980).

#### The Problem

Because of the rising multiplicity and complexity of operating and managing a public service organization, a fire department, a study of education needs of the company fire officers was deemed appropriate. The problem of this study was derived from experiences obtained through

assessment center evaluations, and interaction with fire department administrators. There is a lack of empirical evidence dealing with fire department career development, and there is also a need to identify the deficiencies in this area. Research to this point has been fragmented, and has lacked any "in-depth" approach to fire officer career development.

#### Purpose

The purpose of this study was to examine the educational needs for company fire officers in the State of Oklahoma. It was also a purpose of the study to gather data for possible suggestions and direction for course development for company fire officers.

#### Objectives

In order to achieve the purpose of the study, it was appropriate to measure company fire officers perception of the following:

1. Prioritize the importance of courses that should have been offered before being promoted, enabling fire officers to properly perform the duties of a company fire officer.
2. Prioritize the importance of courses that should be offered immediately to individuals to enable them to properly perform the duties of a company fire officer.
3. Indicate the importance and identify the least valuable and most valuable courses taken, before or after promotion to the rank of company fire officer.
4. Prioritize the importance of courses which should be offered to prepare the company officer for future promotions.

5. Indicate the individual experiences that have been the most beneficial and frustrating at the rank of company fire officer.

6. Prioritize by preference the types of Teaching Techniques and Learning Activities that promote training for the company fire officer.

7. Indicate the importance of job duties and responsibilities that the company fire officer has been best trained and least trained to cope.

8. Indicate the importance and identify future training ideas for company fire officers.

#### Assumptions

There were several assumptions relevant to this study. They are as follows:

1. Company officers perform similar tasks and have the same duties in all fire department organizations.

2. Volunteer fire departments may not have the rank of Captain or Lieutenant, but instead, have Assistant Chiefs who perform the same duties that a Captain or Lieutenant would perform in a paid fire department.

3. Courses listed are conventional and available periodically from several sources in the state.

4. Statements and responses were honest expressions of the company officers opinions.

5. Fire department officers in this study are representative of those who will be promoted in the future.

### Scope and Limitations of the Study

1. This study was limited to 18 paid fire departments and 16 volunteer fire departments selected within the State of Oklahoma.
2. The respondents may have responded to the questionnaire as they perceived that their organization would have liked for them to have answered.
3. No distinction can be made between reasonable judgement and guessing by the survey respondents in answering the questionnaire.
4. The study was limited to a population of career and volunteer company fire officers in the State of Oklahoma.
5. The study was limited to fire officers who were currently at the rank of Lieutenant or Captain, supervising a single company, and are first line supervisors.

### Definition of Terms

Active Training Program - regularly scheduled manipulative or cognitive training session, using current state of the art techniques.

Captain - The rank of officer in charge of a fire department company or station, or any other position of comparable responsibility in the department. The highest rank an individual may achieve in a company unit.

Company - The basic fire fighting organizational unit headed by a captain and having lieutenants with various grades of fire fighters assigned. A company is usually organized to man certain types of equipment such as an engine or pumper company, a ladder company, a rescue company.

Company Officer - A captain, lieutenant, and occasionally sergeant

in command of a fire company unit or on-duty platoon of a fire company, as distinguished from "chief officers" who command more than one unit. Company officers are responsible for quarters even where a chief is stationed in the same building. They direct the operation of the company at fires but the highest ranking senior company officer is in command at a fire or emergency until a chief arrives.

Fire Department - The public fire protection organization providing fire prevention, fire extinguishment and emergency rescue service in a given geographical jurisdiction such as county, municipality, (city or town), or organized fire district. A fire department may consist of one or more companies manning one or more pieces of apparatus. It is headed by a chief or department. It is considered as a separate or autonomous unit responsible to county, municipal, or fire district commissioners.

Fire Service - The organized fire prevention and fire fighting service; its members individually and collectively; allied organizations assisting fire fighting and fire prevention agencies such as the Fire Services Department of the National Fire Protection Association.

Lieutenant - Second officer of a fire company in command when the captain is absent and generally in command of one platoon or working shift.

NFPA 1021 - This is the standard which identifies the professional levels of competence required for fire department officers within the State of Oklahoma.

Volunteer Fire Department - Same as fire department listed above, but, fire fighters are unpaid and devote their time and energy to community fire service without compensation. The Volunteer fire fighter does receive workman's compensation, and injury/death benefits.

## CHAPTER II

### REVIEW OF LITERATURE

#### Introduction

The review of literature was concentrated in two areas. First, information on the research studies and articles addressing the duties performed at supervisory levels in fire departments. Second, information on career development for company fire officers was reviewed.

#### Duties Performed at Supervisory Level

The International City Management Association (ICMA) (1978) listed five major responsibilities of a supervisor that are considered common to all supervisory jobs. They are:

1. Getting the job done
2. Keeping the work area safe and healthy
3. Encouraging teamwork and cooperation
4. Developing employee skills
5. Keeping records and making reports

The International City Management Association (1978), also state that these responsibilities entail four primary duties: (1) Planning what needs to be done, when, and how; (2) Organizing your employees for the job; (3) Motivating employees to be productive; and (4) Evaluating how well the job is being done.

The following is a list of more specific tasks of supervisors: from the Effective Supervisory Practice book. (International City Management Association, 1978).

1. Explaining policies, procedures and rules
2. Planning and scheduling work
3. Training employees for the job
4. Training employees in safety practices
5. Ensuring that tools and equipment are inspected and properly care for
6. Ensuring that materials and equipment are used economically
7. Getting tools, equipment, and materials to the job site on time
8. Making work assignments
9. Getting the right employee on the job at the correct time
10. Controlling accident hazards
11. Maintaining good housekeeping on the job
12. Building and maintaining morale
13. Encouraging teamwork
14. Settling differences among employees
15. Improving discipline
16. Adjusting complaints, (p. 5-6).

Lester Bittel (1974) indicates in his book What Every Supervisor Should Know that a supervisor must be a vigorous leader, a shrewd and effective planner of work a source for technical know-how, and a mediator between labor and management. Bittel (1974) continues with stating that management cries out for better supervision "again and again" (p. 3).

Specifically fire fighters want their supervisors to do five things, according to A. Brunacini in Fire Department Company Officer; (International Fire Service Training Association 1981):

1. Tell me what you want
2. Train me to do it
3. Give me the tools
4. Get the hell out of my way
5. Tell me how I did

The "Big Five" as Brunacini refers to it, compliments the management



cycle, and its elements: organizing, implementing, and evaluating.

Further evidence of a supervisor's job can be found in Management, Tasks, Responsibilities, Practices, (Drucker, 1974), "the basic element in supervisors is the management of the people who report to him" (p. 393). Benton (1972) states the supervisor has a responsibility for "controlling without antagonizing" (p. 57).

Sartain and Baker (1972), identifies the basic duties of a supervisor at the first level of the management system. Supervisors are formally assigned authority and responsibility for planning and controlling the activities of subordinates, usually on a direct, contact basis.

Further identification of the duties of first level supervisor is stated in a paper by McLarney and Verlinel (1970) which describe a supervisor as the management person who directs the work of the non-management employees, and is responsible for supervising the work and the worker. The supervisor is the management representative at the bottom of the management pyramid. They have direct contact with rank and file.

#### Career Development for Company Fire Officers

The recent trend toward establishing objectives and having an accountability factor built into the training of fire personnel has upgraded the fire service in recent years. In the past training and experience were synonymous. Chief Ross (1979) in his article "Fire Technology: A Young Science Comes to Age" supports this statement: ". . . to gain expertise by experience alone is at best, an expensive, often painful and always uncertain method of learning" (p. 14).

Promotional practice in the past has been limited to two methods. The first is based on seniority system which promotes the most senior

person regardless of his qualifications. A second promotion method is to administer a written test that measures fire suppression knowledge, and result in promoting the highest scoring individual. Combinations of these two methods are also used, and these methods do not insure a quality approach to obtaining a good supervisor (Mace 1984).

To insure the development and promotion of quality supervisors, prospective officers must be trained in the areas of responsibilities, duties, and tasks that coincide with that position. Sireno's (1977) research study states: ". . . programs should include an opportunity for the student to also develop the technical competencies within the mid-management curricula" (p. 8). Sireno (1977) outline of the areas of instruction include the development of inter-personal skills, communication skills, and supervisory and management skills.

The National Fire Protection Association has established a Professional Qualification Standard 1021 (1982) that lists specific objectives in which officers should be competent. As stated in the Professional Qualifications Standard 1021, The objectives from the 1021 standard are in the following areas:

Leadership	Community Relations
Fire Prevention	Fire Suppression
Fire Protection	Fire Hazards and Causes
Building Construction	Codes and Ordinences
Chemistry	Safety Practices
Fire Investigation	Report Writing
Psychology (General)	English
Technical Math	Hazardous Materials
Technical Report Writing	Human Relations and Management
Fire Fighting Strategy and Tactics	

Many curricula have been designed to address the career development of supervisors. Several universities and colleges have developed complete curricula that are self-contained packages. Additional sources

for materials are the National Fire Academy, California Fire Service, and the National Fire Protection Association.

Sireno (1977) states that:

Educators perceive that many factors must be incorporated into the process of developing relevant vocational programs. One element is identification of regional manpower needs from which information can be obtained for us in determining types of training programs to offer (pp. 18-19).

### Summary

In regard to the first area of literature review, "the duties performed at supervisory levels in fire department", the majority of articles and books support the five major responsibilities and four primary duties which were first cited in the review. Although each author prefers their own vocabulary, these common elements are reflected in their writings.

The second area of review was, "career development for company fire officers," the literature seems to be identifying the limitations of the past training and promotional methods. Also it is noted that the authors are specifically indicating that "objective" training in the areas that one will be functioning is a must.

## CHAPTER III

### METHODOLOGY

The purpose of this study was to examine the educational needs for company fire officers, and gather data to suggest possible directions for course development. This chapter includes: (1) the description and selection of population used; (2) the instrument used to collect the data; (3) an explanation of how the instrument was administered; and (4) the method used to report the results.

#### The Population and Sample

The sample was chosen from a population consisting of all fire departments in the state of Oklahoma. There are 45 career and 392 volunteer departments in the state. The sampled departments surveyed were chosen based on criterion: (1) their geographical location in the state and, (2) those departments which have an active training program, regularly scheduled training sessions for their personnel.

Questionnaires were distributed to company fire officers in 18 career fire departments, and 16 volunteer fire departments which served communities with populations ranging from 800 to 60,000. Seventeen career (97%) and eleven volunteer (69%) fire departments responded. For a listing of departments which responded see Figure 1 and 2. A questionnaire was developed by a panel of experts (Appendix A) and distributed to the 34 fire departments, in six regional areas within Oklahoma.

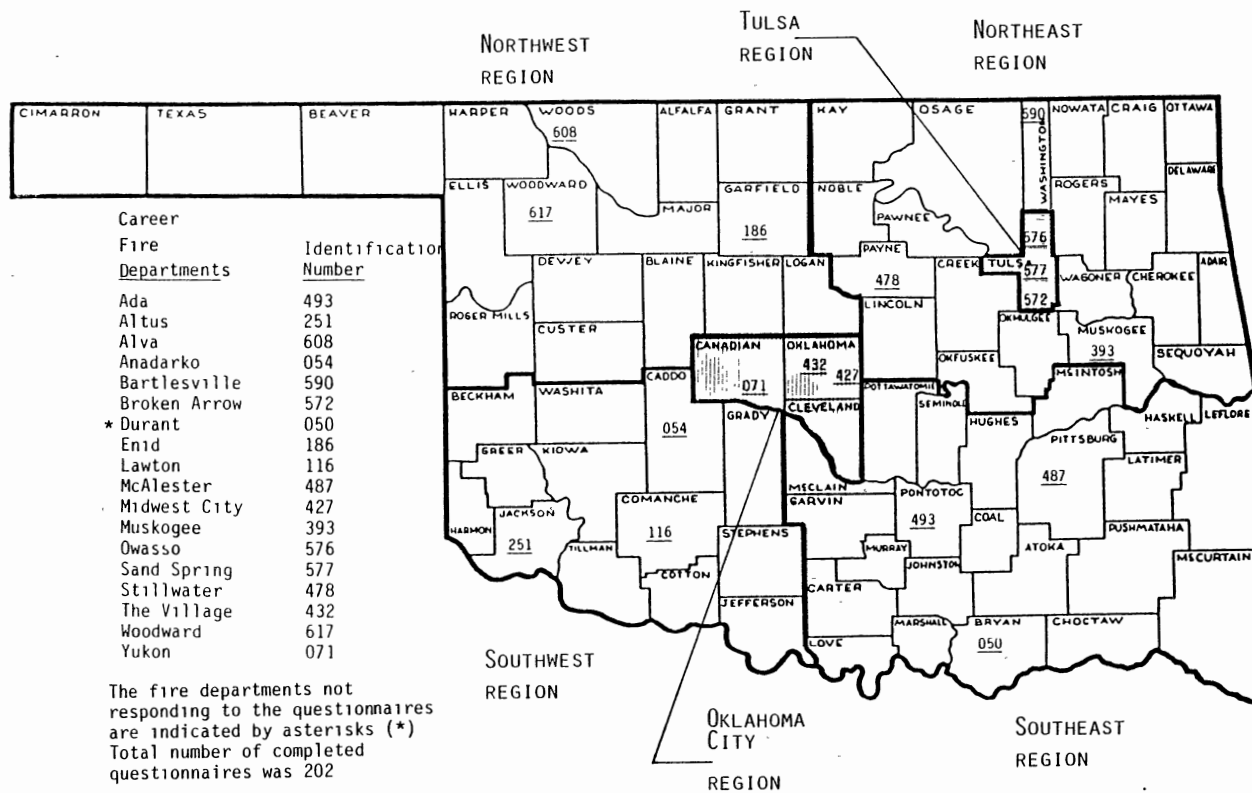


Figure 1. Location of Career Fire Departments

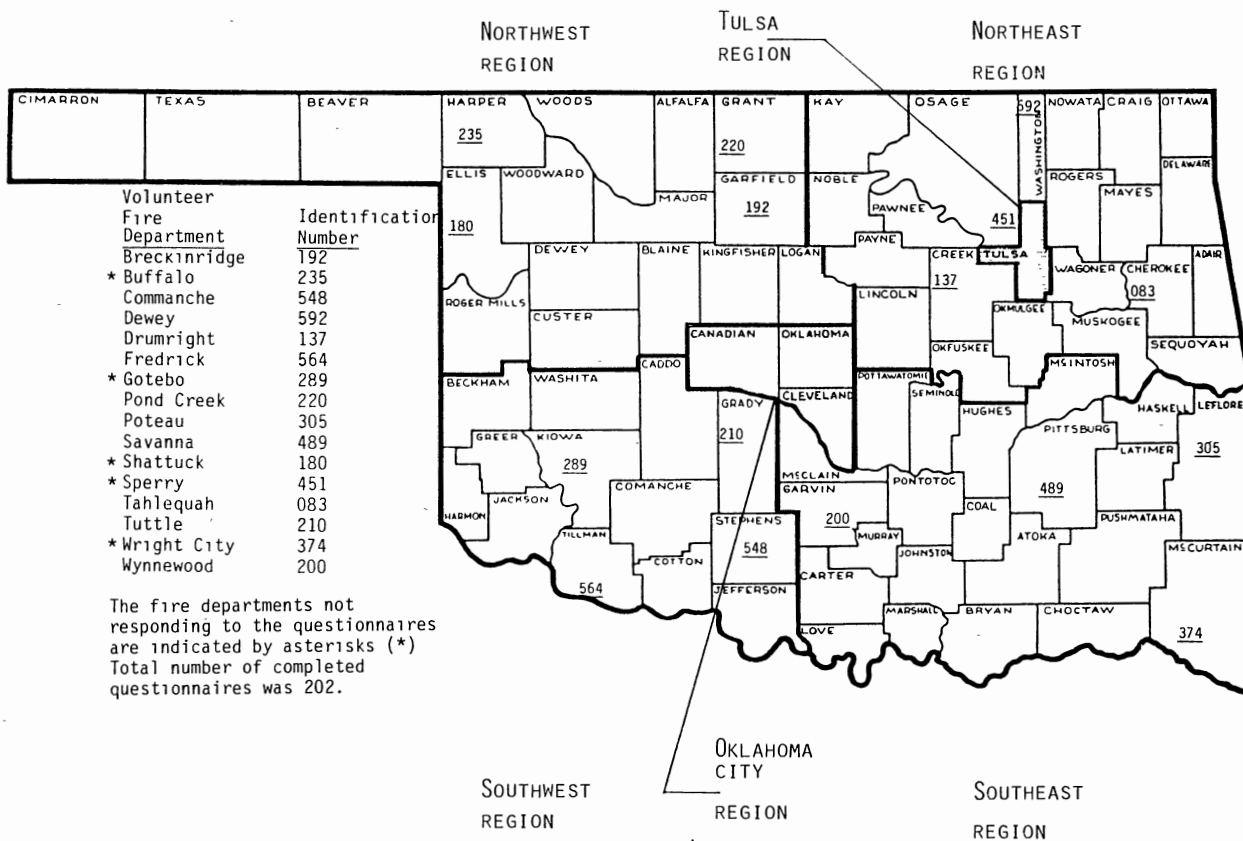


Figure 2. Location of Volunteer Fire Departments

Table I is a list of career and volunteer fire departments and their identification numbers (State Fire Marshall's Reporting System numbers). Also the region in which the departments is located is included in the table.

#### The Data-Gathering Pilot Instrument

The instrument used in this study was a four page questionnaire compiled by a panel of experts from the fire service and the education field (Appendix A). The Pilot instrument (Appendix B) was field tested by several fire departments in Oklahoma. The pilot test respondents were not part of the sample population in Table I. Revisions were made, based on input and feedback received by the pilot departments who field tested the questionnaire. The final questionnaire was developed with cover letter (Appendix C).

This questionnaire had several items that asked the respondent to rate by priority using a Likert type scale, high (1) to least (7). Other items on the questionnaire requested the respondent to write his specific answer on the questionnaire.

#### Administration of the Instrument

A cover letter was prepared by the researcher to explain the purpose of the questionnaire, guidelines for completing, administration, and returning the instrument in a self addressed envelope were included. The cover letter and questionnaire were hand carried to the surveyed departments by the researcher and personally administered in 29 of the 34 departments surveyed. Two of the remaining departments were administered by instructors for Fire Service Training, with whom the researcher is

TABLE I  
FIRE DEPARTMENTS SURVEYED

Career Departments	ID#	Region	Vol. Depts.	ID#
Midwest City	427	OKC-Metro	*	
The Village	432	OKC-Metro	*	
Yukon	071	OKC-Metro	*	
Broken Arow	572	Tulsa-Metro	*	
Owasso	576	Tulsa-Metro	*	
Sand Springs	577	Tulsa-Metro	*	
Bartlesville	590	Northeast	Drumright	137
Muskogee	393	Northeast	Tahlequah	083
Stillwater	478	Northeast	Dewey	592
		Northeast	Sperry	451
McAlester	487	Southeast	Savanna	489
Ada	493	Southeast	Wynnewood	200
Durant	050	Southeast	Poteau	305
		Southeast	Wright City	374
Alva	608	Northwest	Buffalo City	235
Woodward	617	Northwest	Pond Creek	220
Enid	186	Northwest	Shattuck	180
		Northwest	Breckenridge	192
Lawton	116	Southwest	Tuttle	210
Altus	251	Southwest	Commanche	548
Anadarko	054	Southwest	Frederick	564
		Southwest	Gotebo	289

\* There are no volunteer departments in these regions

The sample consisted of 18 fire departments, see state maps for specific location (Figure 1 and 2) are located in fifteen counties throughout the state of Oklahoma. The counties with multiple fire departments were Oklahoma City and Tulsa.



associated, and three departments were surveyed by mail. For departments with shift employees, the researcher explained the questionnaire to one shift, and explained the process to the chief officer. The chief officer would then administer the questionnaire to the other two shifts. Complete questionnaires were returned to the researcher by mail. The departments which did not respond to the initial questionnaire were sent a follow up letter seeking their participation in the survey (Appendix D).

#### Method Used to Report Results

The statistical method used in this study included three different calculations. The first was to calculate for each question and item (course listed) the percent by category (career and volunteer). The second was to calculate the average and rank order by item and question. The third was to compile, by number, the comments to the response questions.

## CHAPTER IV

### RESULTS

The purpose of this study was to examine the educational needs of company fire officers, and to gather data concerning specific suggestions and directions for course development. Some of the questions and items developed were:

1. What areas of training had been the most and least beneficial to them as related to job duties and responsibilities.
2. What courses had been of value or were of no value, before or after promotion.
3. What job related experiences that had been the most beneficial or most frustrating at their current rank.
4. Prioritizing a specific list of courses that were related to need; before promotion, to be taken immediately, and courses perceived to be needed for future promotion within the organization.
5. They also prioritized a list of Teaching Techniques and Learning Activities.

#### The Questionnaire Responses

Career company fire officers indicated, with the highest priority rating, the course they would have taken before promotion was Fire Suppression skills (Table II). This selection was followed by Fire Ground Commander and Tactics. The lowest priority courses selected were

TABLE II

THE NUMBER AND PERCENTAGE OF PRIORITY RESPONSES FOR CAREER COMPANY  
FIRE OFFICERS FOR COURSES THEY WOULD TAKE BEFORE PROMOTION

Course	Priority Number & Percent	1		2		3		4		5		6		7	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
Fire Ground Commander		82	42.3	26	13.4	11	5.7	30	15.5	4	2.1	4	2.1	8	4.1
Tactics		79	41.6	25	13.2	19	10.0	26	13.7	8	4.2	1	.5	5	2.6
Supervision		55	28.5	26	13.5	29	15.3	32	16.6	9	4.7	7	3.6	55	22.9
Personnel Management		34	18.2	26	13.9	20	10.7	34	18.2	16	8.6	14	7.5	14	7.3
Administration		10	5.3	9	4.8	9	4.8	50	26.6	25	13.3	27	14.4	29	15.4
Management		12	6.3	14	7.4	14	7.4	39	20.5	30	15.8	19	10	33	17.4
Budget Preparation		4	2.2	5	2.7	5	2.7	17	9.2	20	10.8	24	13	83	44.9
Labor-Mgt. Negotiations		11	6.0	6	3.2	12	6.5	30	16.2	19	10.3	15	8.1	64	34.6
Report-Letter Writing		18	9.5	19	10	19	10	53	27.9	22	11.6	16	8.4	15	7.9
Grammar		11	5.9	17	9.1	26	13.8	47	25	19	10.1	15	8.0	25	13.3
Public Speaking		13	6.9	24	12.9	24	12.9	43	23.1	16	8.6	15	8.0	23	12.4
Interpersonal Relations		40	21.5	29	15.6	22	11.8	38	20.4	13	7.0	10	5.4	7	3.8
Instructor Training		40	21.2	32	16.9	21	11.1	34	18	13	6.9	6	3.2	15	7.9
Computer		7	3.8	4	2.2	3	1.6	13	7.1	12	6.5	20	10.9	98	53.3
Record Keeping		17	8.9	17	8.9	20	10.4	47	24.5	29	15.1	14	7.3	20	10.4
Interviewing Techniques		9	4.8	10	5.4	23	12.4	29	15.6	19	10.2	23	12.4	45	24.2
Decision Making Techniques		63	33.0	25	13.1	26	13.6	32	16.8	7	3.7	8	4.2	2	1.1
Inspections		29	15.3	18	9.5	30	15.9	46	24.3	19	10.1	11	5.8	8	4.2
Hazardous Materials		1	36.6	27	13.9	27	13.9	18	9.3	10	5.2	5	2.6	6	3.1
Arson		51	26.7	31	16.2	27	14.1	24	12.6	12	6.3	6	3.1	10	5.2
Public Education		28	15.2	11	6.0	18	9.8	54	29.4	17	9.2	13	7.1	15	8.2
Electrical Codes		11	5.6	12	6.5	24	13.0	30	15.2	30	16.2	14	7.6	36	19.5
Building Codes		11	5.9	10	5.4	23	12.3	36	19.3	27	14.4	16	8.6	36	19.3
Building Plan Review		11	5.9	13	7.1	20	10.8	33	17.8	25	13.5	24	13.0	31	16.8
Auto Fire Suppression Sys.		25	13.4	26	13.9	36	19.3	35	18.7	23	12.3	8	4.3	7	3.7
Hydraulics		27	14.5	20	10.6	25	13.4	37	19.9	13	7.0	11	5.9	25	13.4
EMS		40	21.2	22	11.7	27	14.4	31	16.5	11	5.9	10	5.3	19	10.1
Safety		67	35.8	29	15.5	22	11.8	19	10.2	10	5.4	6	3.2	5	2.7
Code Enforcement		9	4.8	10	5.3	15	8.0	43	22.9	18	9.6	28	14.9	37	19.7
Fire Suppression Skills		90	46.9	26	13.5	18	9.4	12	6.3	4	2.1	3	1.6	10	5.2

Computer, Budget Preparation, and Labor Management Negotiations (Table II).

The volunteer company fire officers indicated that their highest priority of courses desired before promotion were Fire Suppression Skills, Hazardous Materials, and Safety. They rated all three of these as high priority items. The least selected courses were Computers and Labor Management Negotiations (Table III).

The courses that career company fire officers indicated they would take immediately to allow them to perform better at their present positions were prioritized in Table IV. The highest priority given was for Fire Ground Commander, Tactics, and Hazardous Materials, in ascending order.

The responses from the volunteer company fire officers, showed in Table V indicate courses they would take immediately to function better at their current rank. They are listed as: (1) Arson, (2) Hazardous Materials, (3) Fire Ground Commander, and (4) Tactics.

Courses to be taken for future promotion were prioritized by the career officers in Table VI. The highest priority going to Fire Ground Commander followed by Supervision and third was Tactics.

Table VII indicates the volunteer company officer response to courses they would desire for future promotions. The top four were separated by .3%. They were, in order: Fire Ground Command, Safety Supervision and Fire Suppression Skills.

The Demonstration type of instruction was the preferred Teaching Technique desired by the career company officer. They also preferred the Half-day class format when Learning Activities were prioritized (Table VIII). The volunteer company officers also rated the Demonstration type

TABLE III

THE NUMBER AND PERCENTAGE OF PRIORITY RESPONSES FOR VOLUNTEER COMPANY FIRE OFFICERS FOR COURSES THEY WOULD TAKE BEFORE PROMOTION

Course	Priority		1		2		3		4		5		6		7	
	Number & Percent	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
Fire Ground Commander	15	7.7	3	1.6	5	2.6	3	1.6	0	0	1	.5	2	1.0		
Tactics	10	5.3	7	3.7	2	1.1	6	3.2	0	0	1	.5	1	.5		
Supervision	12	6.2	5	2.6	3	1.6	5	2.6	2	1.0	1	.5	2	1.0		
Personnel Management	7	3.7	3	1.6	5	2.7	4	2.1	4	2.1	3	1.6	3	1.6		
Administration	1	.5	2	1.1	3	1.6	10	5.3	2	1.1	4	2.2	7	3.7		
Management	2	1.1	2	1.1	3	1.6	7	3.7	4	2.1	3	1.6	8	4.2		
Budget Preparation	3	1.6	0	0	2	1.1	10	5.4	2	1.1	1	.5	9	4.9		
Labor-Mgt. Negotiations	2	1.1	0	0	1	.5	7	3.8	2	1.1	1	.5	15	8.1		
Report-Letter Writing	2	1.1	0	0	3	1.6	9	4.7	3	1.6	1	.5	10	5.3		
Grammar	1	.5	1	.5	6	3.2	5	2.7	4	2.1	2	1.1	9	4.8		
Public Speaking	3	1.6	5	2.7	4	2.2	8	4.3	3	1.6	1	.5	4	2.2		
Interpersonal Relations	5	2.7	10	5.4	1	.5	5	2.7	1	.5	2	1.1	3	1.6		
Instructor Training	12	6.4	2	1.1	2	1.1	7	3.7	1	.5	1	.5	3	1.6		
Computer	1	.5	0	0	0	0	6	3.3	3	1.6	1	.5	16	8.7		
Record Keeping	1	.5	3	1.6	8	4.2	5	2.6	2	1.1	2	1.1	7	3.7		
Interviewing Techniques	2	1.1	0	0	10	5.4	3	1.6	2	1.8	5	2.7	6	3.2		
Decision Making Techniques	9	4.7	8	4.2	1	.5	5	2.6	1	.5	1	.5	3	1.6		
Inspections	7	3.7	7	3.7	4	2.1	3	1.6	1	.5	0	0	6	3.2		
Hazardous Materials	20	10.3	3	1.6	4	2.1	2	1.0	0	0	0	0	1	.5		
Arson	10	5.2	7	3.7	7	3.7	4	2.1	1	.5	0	0	1	.5		
Public Education	4	2.2	3	1.6	8	4.4	9	4.9	2	1.1	0	0	2	1.1		
Electrical Codes	4	2.2	2	1.1	3	1.6	10	5.4	3	1.6	2	1.1	4	2.2		
Building Codes	4	2.2	2	1.1	2	1.1	9	4.8	5	2.7	3	1.6	3	1.6		
Building Plan Review	1	.5	3	1.6	5	2.7	8	4.3	5	2.7	1	.5	5	2.7		
Auto Fire Suppression Sys.	3	1.6	1	.5	5	2.7	6	3.2	4	2.1	3	1.6	5	2.7		
Hydraulics	7	3.8	2	1.1	4	2.2	7	3.8	3	1.6	2	1.1	3	1.6		
EMS	8	4.3	3	1.6	2	1.1	11	5.9	2	1.1	1	.5	1	.5		
Safety	17	9.1	3	1.6	6	3.2	3	1.6	0	0	0	0	0	0		
Code Enforcement	4	2.1	1	.5	3	1.6	4	2.1	3	1.6	6	3.2	7	3.7		
Fire Suppression Skills	22	11.5	3	1.6	0	0	3	1.6	0	0	0	0	1	.5		

TABLE IV

THE NUMBER AND PERCENTAGE OF PRIORITY RESPONSES FOR CAREER COMPANY  
FIRE OFFICERS FOR COURSES THEY WOULD TAKE IMMEDIATELY

Course	Priority Number & Percent	1		2		3		4		5		6		7	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
Fire Ground Commander		87	47.3	15	8.2	15	8.2	18	9.8	5	2.7	7	3.8	10	5.4
Tactics		80	43.1	27	14.5	17	9.1	19	10.2	4	2.2	4	2.2	8	4.3
Supervision		51	27.6	29	15.7	22	11.9	25	13.5	11	5.9	6	3.2	13	7.0
Personnel Management		37	20.0	18	9.7	23	12.4	30	16.2	15	8.1	12	6.5	22	11.9
Administration		19	10.3	9	4.9	18	9.8	31	16.9	13	7.1	27	14.7	40	21.7
Management		20	10.9	8	4.4	15	8.2	33	18.0	20	10.9	19	10.4	40	21.7
Budget Preparation		6	3.3	8	4.4	19	10.4	23	12.6	14	7.7	15	8.2	70	38.5
Labor-Mgt. Negotiations		15	8.2	11	6.0	12	6.6	25	13.7	16	8.7	15	8.2	62	33.9
Report-Letter Writing		21	11.5	18	9.8	20	10.9	40	21.9	21	11.5	11	6.0	25	13.7
Grammar		19	10.4	15	8.2	16	8.8	40	21.9	15	8.2	13	7.1	37	20.3
Public Speaking		24	13.0	23	12.5	19	10.3	28	15.2	16	8.7	10	5.4	36	19.6
Interpersonal Relations		37	20.3	23	12.5	26	14.3	33	18.1	15	8.2	4	2.2	17	9.3
Instructor Training		28	15.6	16	8.9	22	12.3	36	20.1	8	4.5	6	3.4	34	19.0
Computer		12	6.6	4	2.2	14	7.7	17	9.4	14	7.7	14	7.7	80	44.2
Record Keeping		17	9.2	10	5.4	23	12.5	40	21.7	18	9.8	14	7.6	35	19.0
Interviewing Techniques		18	9.8	14	7.7	20	10.9	30	16.4	17	9.2	14	7.7	43	23.5
Decision Making Techniques		58	31.2	28	15.1	25	13.4	26	14.0	9	4.8	4	2.2	9	4.8
Inspections		28	15.4	14	7.7	27	14.8	41	22.5	14	7.7	5	2.8	25	13.7
Hazardous Materials		67	35.8	24	12.8	20	10.7	26	13.9	7	3.7	6	3.2	8	4.3
Arson		51	27.4	24	12.9	20	10.8	36	19.4	7	3.8	5	2.7	14	7.5
Public Education		22	12.2	12	6.7	23	12.8	41	22.8	26	14.4	7	3.9	22	12.2
Electrical Codes		13	7.1	14	7.7	16	8.8	33	18.1	21	11.5	14	7.7	44	24.2
Building Codes		13	7.1	18	9.9	14	7.7	30	16.5	25	13.7	15	8.2	40	22.0
Building Plan Review		17	9.3	17	9.3	15	8.2	40	21.7	18	9.8	14	7.7	35	19.1
Auto Fire Suppression Sys.		30	16.3	25	13.6	30	16.3	39	21.2	17	9.2	4	2.2	12	6.5
Hydraulics		24	13.3	14	7.7	23	12.7	34	18.8	16	8.8	8	4.4	35	19.3
EMS		30	16.4	12	6.6	17	9.3	34	18.6	10	5.5	9	4.9	43	23.5
Safety		53	28.8	26	14.1	21	11.4	33	17.9	9	4.9	3	1.6	11	6.0
Code Enforcement		13	7.2	9	5.0	19	10.5	31	17.1	14	7.7	23	12.7	44	24.3
Fire Suppression Skills		52	29.6	18	10.2	21	11.9	29	16.5	9	5.1	7	4.0	14	8.0

TABLE V

THE NUMBER AND PERCENTAGE OF PRIORITY RESPONSES FOR VOLUNTEER COMPANY  
FIRE OFFICERS FOR COURSES THEY WOULD TAKE IMMEDIATELY

Course	Priority Number & Percent		1		2		3		4		5		6		7	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Fire Ground Commander	16	8.7	4	2.2	3	1.6	3	1.6	0	0	0	0	1	.5		
Tactics	15	8.1	5	2.7	3	1.6	2	1.1	1	.5	0	0	1	.5		
Supervision	12	6.5	4	2.2	4	2.2	3	1.6	2	1.1	1	.5	2	1.1		
Personnel Management	8	4.3	2	1.1	4	2.2	7	3.8	4	2.2	1	.5	2	1.1		
Administration	4	2.2	2	1.1	6	3.3	6	3.3	1	.5	2	1.1	6	3.3		
Management	3	1.6	2	1.1	9	4.9	7	3.8	2	1.1	1	.6	4	2.2		
Budget Preparation	2	1.1	5	2.8	2	1.1	6	3.3	3	1.7	2	1.1	7	3.9		
Labor-Mgt. Negotiations	2	1.1	1	.6	3	1.6	5	2.7	1	.6	5	2.7	10	5.5		
Report-Letter Writing	1	.5	2	1.1	1	.6	10	5.5	3	1.6	1	.6	9	4.9		
Grammar	0	0	0	0	1	.6	11	6.0	7	3.9	1	.6	7	3.9		
Public Speaking	4	2.7	0	0	5	2.7	12	6.5	3	1.6	1	.5	3	1.6		
Interpersonal Relations	6	3.3	6	3.3	4	2.2	7	3.9	1	.6	1	.6	2	1.1		
Instructor Training	9	5.0	6	3.4	5	2.8	4	2.2	1	.7	2	1.1	2	1.1		
Computer	0	0	1	.6	0	0	9	5.0	2	1.1	2	1.1	12	6.6		
Record Keeping	3	1.6	3	1.6	5	2.7	8	4.4	2	1.1	0	0	6	3.3		
Interviewing Techniques	2	1.1	5	2.7	3	1.6	5	2.7	3	1.6	1	.6	8	4.4		
Decision Making Techniques	10	5.4	8	4.3	1	.5	5	2.7	0	0	1	.5	2	1.1		
Inspections	8	4.4	7	3.9	2	1.1	4	2.2	2	1.1	1	.6	4	2.2		
Hazardous Materials	17	9.1	5	2.7	2	1.1	3	1.6	1	.5	0	0	1	.5		
Arson	18	9.7	4	2.2	3	1.6	3	1.6	1	.5	0	0	0	0		
Public Education	4	2.2	5	2.8	5	2.8	8	4.4	2	1.1	1	.6	2	1.1		
Electrical Codes	3	1.7	4	2.2	2	1.1	10	5.5	3	1.7	1	.6	4	2.2		
Building Codes	4	2.2	3	1.7	2	1.1	7	3.9	4	2.2	3	1.7	4	2.2		
Building Plan Review	5	2.7	4	2.2	2	1.1	5	2.7	2	1.1	5	2.7	4	2.2		
Auto Fire Suppression Sys.	5	2.7	7	3.8	2	1.1	5	2.7	3	1.6	1	.5	4	2.2		
Hydraulics	7	3.9	4	2.2	2	1.1	6	3.3	0	0	2	1.1	6	3.3		
EMS	7	3.8	2	1.1	5	2.7	8	4.4	1	.6	2	1.1	3	1.6		
Safety	15	8.2	7	3.8	0	0	1	.5	1	.5	2	1.1	2	1.1		
Code Enforcement	4	2.2	3	1.7	5	2.8	5	2.8	1	.6	3	1.7	7	3.9		
Fire Suppression Skills	12	6.8	6	3.4	1	.6	3	1.7	0	0	1	.6	3	1.7		

TABLE VI

THE NUMBER AND PERCENTAGE OF PRIORITY RESPONSES FOR CAREER COMPANY FIRE OFFICERS FOR COURSES THEY WOULD TAKE FOR FUTURE PROMOTIONS

Course	Priority Number & Percent	1		2		3		4		5		6		7	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
Fire Ground Commander	92	50.3	19	10.4	12	6.6	14	7.7	2	1.1	4	2.2	13	7.1	
Tactics	86	46.7	28	15.2	13	7.1	15	8.2	2	1.1	4	2.2	9	4.9	
Supervision	87	47.0	23	12.4	19	10.3	11	6.0	4	2.2	6	3.2	7	3.8	
Personnel Management	71	38.2	30	16.1	15	8.1	15	8.1	6	3.2	7	3.8	14	7.5	
Administration	51	27.4	24	12.9	20	10.8	22	11.8	10	5.4	11	5.9	21	11.3	
Management	54	29.5	24	13.1	18	9.8	17	9.3	10	5.5	9	4.9	23	12.6	
Budget Preparation	39	21.1	26	14.1	11	6.0	20	10.8	11	6.0	13	7.0	36	19.5	
Labor-Mgt. Negotiations	31	17.3	15	8.3	18	9.9	35	19.3	9	5.0	10	5.5	36	19.9	
Report-Letter Writing	37	20.2	28	15.3	26	14.2	29	15.9	7	3.8	11	6.0	17	9.3	
Grammar	29	15.9	19	10.4	23	12.6	38	20.9	12	6.6	8	4.4	26	14.3	
Public Speaking	42	22.6	33	17.7	22	11.8	24	12.9	7	3.8	10	5.4	20	10.8	
Interpersonal Relations	54	29.7	33	18.1	18	9.9	24	13.2	7	3.9	6	3.3	14	7.7	
Instructor Training	34	18.9	17	9.4	21	11.7	27	15	17	9.4	6	3.3	30	16.7	
Computer	22	12.1	12	6.6	16	8.8	26	14.3	12	6.6	11	6.0	57	31.3	
Record Keeping	30	16.1	22	11.8	23	12.4	39	21.0	13	7.0	8	4.3	22	11.8	
Interviewing Techniques	38	21.0	24	13.3	25	13.8	23	12.7	13	7.2	9	5.0	21	11.6	
Decision Making Techniques	75	41.0	23	12.6	25	13.7	17	9.3	4	2.2	6	3.3	4	2.2	
Inspections	35	19.2	18	9.9	23	12.6	37	20.3	9	5.0	15	8.2	18	9.9	
Hazardous Materials	62	33.9	26	14.2	19	10.4	23	12.6	11	6.0	7	3.8	8	4.4	
Arson	65	35.5	19	10.4	20	10.9	33	18.0	6	3.3	5	2.7	8	4.4	
Public Education	40	22.1	19	10.5	22	12.2	28	15.5	15	8.3	9	5.0	20	11.1	
Electrical Codes	35	19.2	13	7.1	12	6.6	34	18.7	15	8.2	21	11.5	25	13.7	
Building Codes	37	20.2	17	9.3	11	6.0	32	17.5	17	9.3	19	10.4	23	12.6	
Building Plan Review	34	18.6	16	8.7	20	10.9	28	15.3	16	8.7	17	9.3	25	13.7	
Auto Fire Suppression Sys.	43	23.6	20	11.0	25	13.7	35	19.2	11	6.0	12	6.6	9	5.0	
Hydraulics	25	13.8	10	5.5	17	9.4	43	23.8	15	8.3	16	8.8	28	15.5	
EMS	24	13.3	13	7.2	18	9.9	33	18.2	13	7.2	15	8.3	38	21.0	
Safety	67	36.8	32	17.6	19	10.4	17	9.3	5	2.8	5	2.8	10	5.5	
Code Enforcement	39	21.6	13	7.2	17	9.4	28	15.5	16	8.8	13	7.2	28	15.5	
Fire Supression Skills	51	28.7	16	9.0	13	7.3	34	19.1	12	6.7	10	5.6	15	8.4	



TABLE VII

THE NUMBER AND PERCENTAGE OF PRIORITY RESPONSES FOR VOLUNTEER COMPANY FIRE OFFICERS FOR COURSES THEY WOULD TAKE FOR FUTURE PROMOTION

Course	Priority Number & Percent	1		2		3		4		5		6		7	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%
Fire Ground Commander	19	10.4	3	1.6	4	2.2	1	.6	0	0	0	0	0	0	0
Tactics	17	9.2	4	2.2	5	2.7	1	.5	0	0	0	0	0	0	0
Supervision	19	10.3	4	2.2	2	1.1	0	0	0	0	2	1.1	1	.5	
Personnel Management	15	8.1	3	1.6	2	1.1	4	2.2	2	1.1	1	.5	1	.5	
Administration	7	3.8	4	2.2	6	3.2	7	3.8	0	0	3	1.6	0	0	
Management	6	3.3	6	3.3	5	2.7	6	3.3	1	.6	3	1.6	1	.6	
Budget Preparation	3	1.6	6	3.2	8	4.3	6	3.2	0	0	3	1.6	3	1.6	
Labor-Mgt. Negotiations	2	1.1	3	1.7	5	2.8	7	3.9	0	0	1	.6	9	5.0	
Report-Letter Writing	5	2.7	3	1.6	3	1.6	9	4.9	0	0	2	1.1	6	3.3	
Grammar	1	.6	2	1.1	5	2.8	9	5.0	3	1.7	1	.6	6	3.3	
Public Speaking	7	3.8	3	1.6	7	3.8	6	3.2	3	1.7	0	0	2	1.1	
Interpersonal Relations	8	4.4	6	3.3	5	2.8	5	2.8	0	0	0	0	2	1.1	
Instructor Training	13	7.2	2	1.1	2	1.1	7	3.9	3	1.7	0	0	1	.6	
Computer	1	.6	1	.6	3	1.7	8	4.4	1	1.7	4	2.2	8	4.4	
Record Keeping	5	2.7	6	3.2	4	2.2	7	3.8	3	1.6	3	1.6	1	.5	
Interviewing Techniques	4	2.2	4	2.2	5	2.8	6	3.3	4	2.2	2	1.1	3	1.7	
Decision Making Techniques	15	8.2	5	2.7	2	1.1	5	2.7	1	.6	1	.6	0	0	
Inspections	7	3.9	8	4.4	6	3.3	4	2.2	2	1.1	0	0	0	0	
Hazardous Materials	15	8.2	6	3.3	2	1.1	3	1.6	0	0	1	.6	0	0	
Arson	17	9.3	5	2.7	4	2.2	1	.6	0	0	0	0	0	0	
Public Education	6	3.3	6	3.3	5	2.8	8	4.4	0	0	1	.6	2	1.1	
Electrical Codes	5	2.8	5	2.8	4	2.2	7	3.9	2	1.1	2	1.1	2	1.1	
Building Codes	4	2.2	5	2.7	4	2.2	8	4.4	1	.6	3	1.6	2	1.1	
Building Plan Review	5	2.7	6	3.3	2	1.1	7	3.8	2	1.1	3	1.6	2	1.1	
Auto Fire Suppression Sys.	7	3.9	6	3.3	3	1.7	7	3.9	1	.6	2	1.1	1	.6	
Hydraulics	9	5.0	4	2.2	3	1.7	4	2.2	3	1.7	2	1.1	2	1.1	
EMS	11	6.1	5	2.8	2	1.1	5	2.8	1	.6	2	1.1	1	.6	
Safety	19	10.4	4	2.2	0	0	3	1.7	0	0	0	0	1	.6	
Code Enforcement	6	3.3	3	1.7	6	3.3	5	2.8	2	1.1	3	1.7	2	1.1	
Fire Supression Skills	18	10.1	4	2.3	0	0	4	2.3	0	0	0	0	1	.6	

TABLE VIII

THE NUMBER AND PERCENTAGE OF PRIORITY RESPONSES FOR CAREER COMPANY FIRE OFFICERS FOR THE TEACHING TECHNIQUES AND LEARNING ACTIVITIES THEY PREFERRED FOR THEIR DESIRED COURSES

Priority Number & Percent	1		2		3		4		5		6		7	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
<u>Teaching Technique</u>														
Lecture	22	11.7	12	6.4	19	10.1	41	21.8	23	12.2	15	8.0	27	14.4
Discussion	46	24.5	42	22.3	19	10.1	30	16.0	6	3.2	5	2.7	11	5.9
Demonstration	83	43.7	31	16.3	23	12.1	13	6.8	3	1.6	2	1.1	6	3.2
Illustration	62	33.2	34	18.2	28	15.0	20	10.7	3	1.6	4	2.1	7	3.7
Role Playing	37	20.3	31	17.0	22	12.1	25	13.7	8	4.4	9	5.0	23	12.6
<u>Learning Activities</u>														
Half Day Classes	56	31.3	23	12.9	19	10.6	19	10.6	10	5.6	5	2.8	21	11.7
Three Quarter Day Classes	17	9.8	33	19.0	20	11.5	31	17.8	10	5.6	12	6.9	27	15.5
Full Day Classes	33	18.4	18	10.1	15	8.4	25	14.0	16	8.9	13	7.3	34	19.0
Evening Classes	11	6.1	6	3.3	10	5.6	10	5.6	17	9.4	18	10.0	79	43.9
Weekend Classes	11	6.3	0	0	6	3.4	9	5.1	10	5.7	13	7.4	99	56.6

of Teaching Technique as high, but not as high as did the career officers (Table IX). They gave a high priority to Evening classes, followed by Weekend classes, in their rating of Learning Activities.

The comments of the volunteer company fire officers are listed in Table X. Only those responses that appeared more than once are listed. Responses did not match word-for-word, but were grouped together by the general ideas expressed.

The course that volunteer company fire officers indicated they should have had before promotion was Fire Suppression. The highest responses for the course that was of most value to them after promotion was Instructor Training.

Volunteer officer job experiences that respondents found most frustrating (Question # 7), were those dealing with people, motivation, and pride within the department (Table X).

Job duties and responsibilities that company fire officers perceived as having been best trained to cope with (Question # 9), was Fire Suppression Skills. Area of job duties and responsibilities respondents saw as having been least trained to cope with, (Question # 10) were Hazardous Materials and Personnel Management.

Career company fire officer's responses to the comment questions are listed in Table XI. They indicated, by number, that Fire Suppression Skills were of greatest value before promotion, and Instructor Training was of greatest value to them after promotion.

When asked what job related experiences they perceived to be most beneficial at their present level, the respondents indicated "On The Job Experience" was the highest priority followed by Fire Suppression Experience.

TABLE IX

THE NUMBER OF PERCENTAGE OF PRIORITY RESPONSES FOR VOLUNTEER COMPANY FIRE OFFICERS FOR THE TECHNIQUES AND LEARNING ACTIVITIES THEY PREFERRED FOR THEIR DESIRED COURSES

Priority Number & Percent	1		2		3		4		5		6		7	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
<u>Teaching Technique</u>														
Lecture	3	1.6	1	.5	5	2.7	10	5.3	3	1.6	2	1.1	5	2.7
Discussion	6	3.2	7	3.7	5	2.7	7	3.7	2	1.1	1	.5	1	.5
Demonstration	18	9.5	8	4.2	1	.5	2	1.1	0	0	0	0	0	0
Illustration	12	6.4	6	3.2	4	2.1	6	3.2	1	.5	0	0	0	0
Role Playing	7	3.9	4	2.2	3	1.7	10	5.4	1	.6	1	.6	1	.6
<u>Learning Activities</u>														
Half Day Classes	1	.6	4	2.2	3	1.7	9	5.0	3	1.7	2	1.1	4	2.2
Three Quarter Day Classes	1	.6	0	0	3	1.7	8	4.6	2	1.5	4	2.3	6	3.5
Full Day Classes	4	2.2	1	.6	2	1.1	4	2.2	4	2.2	3	1.7	7	3.9
Evening Classes	22	12.2	4	2.2	1	.6	2	1.1	0	0	0	0	0	0
Weekend Classes	10	5.7	3	1.7	3	1.7	3	1.7	3	1.7	0	0	4	2.3

TABLE X  
VOLUNTEER RESPONSES TO QUESTIONS TWO, FOUR, SIX,  
SEVEN, NINE, TEN AND ELEVEN

Question Number	Before	After	
2. What courses have you had, <u>before</u> or <u>after</u> promotion, that <u>were</u> of value to you in your present position?	21	Fire Suppression Skills	3
	3	Emergency Medical Service	0
	3	Liquid Petroleum Gas School	0
	0	Instructor Training	4
	0	Arson	3
	0	Tactics	3
	0	Hazardous Materials	2
4. What courses had you had, <u>before</u> or <u>after</u> promotion, that were of <u>NO</u> value to you in your present position?	5	All courses were of value	No Responses
6. What job related experiences have been the most beneficial for you at your present level?	3	Training and experience	
	2	Being left in charge of entire department, both at the station and on the fire scene.	
7. What job related experiences have been the most frustrating for you at your present level?	8	Dealing with people, motivation and pride within the department and in other organizations to work with the fire department	
	2	Arson related courses	
	2	Not enough equipment	
9. What area of job duties and responsibilities have you been <u>best</u> trained to cope with?	7	Fire suppression skills	
	2	Wildland fire fighting	
	2	Maintenance of equipment	
	2	Fire Strategy	
	2	Fire Fighting Tactics	
	2	Making sound decisions quickly	
	2	Emergency Medical Service	

TABLE X (Continued)

Question Number	Before	After
10 What are of job duties and responsibilities have you been <u>least</u> trained to cope with?	5	Hazardous Materials
	5	Personnel Management
	3	Administration
	3	Budget
	3	Code Enforcement
	3	Arson Investigation
	3	Hydraulics
	2	Supervision
	2	Inspection
	2	Record Keeping
2	First Aid	
11 What suggestions do you have for the future training for company officers?	5	Education and training in general in all areas of fire suppression, prevention and protection
	4	Officers should be certified Fire Fighter I
	3	Hazardous Materials
	3	Trained in working with other people
	2	Arson Investigation
	2	New officers lack training in command skills, and are unprepared to be administrators

\* Items receiving only one response are not included

TABLE XI  
 CAREER RESPONSES TO QUESTIONS TWO, FOUR, SIX,  
 SEVEN, NINE, TEN AND ELEVEN

Question Number	Before	After	
2 What courses have you had, <u>before</u> or <u>after</u> promotion, that <u>were of value</u> to you in your present position?	67	Fire Suppression Skills	10
	47	Interpersonnel Relations	2
	28	Emergency Medical Service	14
	25	Decision Making Techniques	0
	23	Arson	16
	17	Inspections	17
	17	Hazaradous Materials	16
	13	Fire Ground Commander	11
	10	Automatic Fire Suppression Systems	1
	9	Supervision	10
	7	Tactics	2
	6	Management	9
	5	Personnel Management	1
	5	Officer Training	4
	4	Building Codes	3
	4	Hydraulics	0
	3	Grammar	1
	3	Computer	0
	3	Blow-out, oil well	0
	2	Administration	1
	2	Apparatus	1
	1	Liquid Petroleum Gas Training	3
	1	Report - Letter Writing	4
	1	Electrical Codes	5
	0	Budget Preparation	1
	0	Instructor Training	26
	0	Public Education	16
0	Safety	2	
0	Communication	2	
0	Crash rescue	4	
4 What courses have you had, <u>before</u> or <u>after</u> promotion, that were of <u>No</u> value to you in your present position?	3	Radio Active Materials	0
	3	Effective Management	0
	2	Hazardous Materials	0

TABLE XI (Continued)

Question Number	Before	After
6	What job related experiences have been the most beneficial for you at your present level?	25 On the job experiences
		19 Suppression experiences
		12 Arson school
		10 Fire Ground command experiences
		6 In charge when superior is off duty
		5 Instructor training
		5 Personnel Problems
		4 Practice at training ground
		4 On the job training/experiences with quality officers
		4 Supervisory
		4 Tactics
		3 Emergency Medical Service
		3 Inspection
		3 Interpersonnel relations
		3 Decision making at headquarters
		3 Teaching others
		3 Management
2 Public Speaking		
2 Record keeping		
7	What job related experiences have been the most frustrating for you at your present level?	16 Interpersonnel relations
		10 No training prior to promotion
		9 Communication
		7 Management
		6 Lack of manpower and equipment
		5 Instructor training
		4 Code enforcement
		4 Learning tactics and fire ground command and not being able to use them in department
		4 Personnel problems
		4 Report - letter writing
		3 Fire ground command
		3 Administration
		3 Supervision
		2 Hazardous materials
		2 Public Speaking
2 Inter-department training others		
2 Emergency Medical Service		



TABLE XI (Continued)

Question Number	Before	After
9 What area of job duties and responsibilities have you been best trained to cope with?	65 Supression 16 Emergency Medical Service 13 Fire ground command 10 Station Supervision 9 Arson 8 Personnel Management 8 Inspection 8 Tactics 6 Instructor training 4 Apparatus 4 Safety 4 Interpersonnel relations 3 Hydraulics 3 Administration 2 Hazardous Materials 2 Automatic fire suppression systems 2 Public Speaking 2 Record keeping 2 Decision making	
10 What area of job duties and responsibilities have you been <u>least</u> trained to cope with?	17 Personnel Management 14 Management 12 Fire ground command 11 Budget Management 9 Tactics 9 Supervision 8 Administration 8 Hazardous Materials 7 Reports 6 Arson 6 Interpersonnel relations 6 Electrical codes 6 Building codes 4 Public speaking 4 Having written requirements for each position, qualifying individuals to meet those requirements also have written policy for advancement and training for advancement 3 Record keeping 3 Computers 2 Emergency Medical Service 2 Inspection	

TABLE XI (Continued)

Question Number	Before	After
11 What suggestions do you have for the future training for company officers?	15 Tactics 12 Put personnel that are eligible for promotion in a position that would make them use prior training, and they would then seek more training in areas they are weak 11 Fire Ground Command 10 More training in all aspects of fire training, especially the specific functions of their department 8 Personnel Management 7 Supervision 6 Intepersonnel relations 6 Management 4 To get good officers, you will have to train them and give them the opportunity to go to school in the field you desire them to excel 3 Arson 2 Instructor 2 National Fire Academy courses 2 Officer certification program, to meet N.F.P.A. objectives, mandated by state law, and evaluated by tasks for certification	

\* Items receiving only one response are not included

Fire Suppression had a high response to Question # 9 which asked; what job duties and responsibilities have you been best trained to cope.

Tactics had the highest response rate Question 11, what suggestions do you have for the future training for company officers.

Fire suppression skills were indicated as being needed before promotion (58.3%). The priority dropped (-22%) when asked the question if they would be taken tomorrow (immediately) by the company fire officer. A high percentage (37%) of the respondents stated, it was important to maintain basic skills proficiency (Table XII).

Company fire officers did not identify Personnel Management, Administration, Management and Interpersonnel Relations, before promotion as a high priority. Few of the Respondents would take any of them immediately but they do indicate a very strong need for future promotions.

Two courses, Supervision and Decision Making, that had an initial high priority for Question # 1 before promotion and the response rate remained unchanged for Question Three take immediately. But the percent for both courses increased 23%, and 13% respectively for question five future promotion.

Two courses, Fire Ground Commander (strategy) and Tactics, increased in priority equally from questions one to five (Table XII).

The two courses that started with a high percentage and showed very little fluctuation in percent from question one, three and five, were Hazardous Materials and Safety.

The Arson course, a high priority item started with a 31.9% for question one, increased to 37.1% for question three and ended with a 44.8% for question five (Table XII).

Table XII

COMPARISON OF PERCENT CHANGE BETWEEN QUESTIONS ONE\*,  
THREE\*\*, FIVE\*\*\* TO SPECIFIC COURSES IN THE  
HIGH OR LEAST PRIORITY CATEGORY

Course	Question One*	Percent Change	Question Three**	Percent Change	Question Five***
Fire Ground Commander	50	+ 5	55.98	+ 5	60.66
Tactics	46.84	+ 5	51.08	+ 5	55.98
Supervision	34.72	0	34.05	+23	57.3
Decision Making	37.7	0	36.7	+13	49.2
Budget Prep.	(7) 49.73	+ 7	42.3	+20 (7)	21.1
Labor/Mgt. Nego.	(7) 42.7	+ 3	39.34	+14 (7)	24.86
Computers	(7) 61.96	+11	50.83	+20 (7)	35.7
Hazardous Materials	46.91	- 2	44.92	- 2	42.08
Safety	44.92	- 8	36.96	+11	47.25
Arson	31.9	+ 6	37.1	+ 7	44.8
Fire Suppression Skills	58.3	-22	36.96	+ 2	38.76
Personnel Mgt.	21.93	+ 2	24.32	+22	46.24
Administration	5.85	+ 7	12.5	+19	31.38
Management	7.37	+ 5	12.57	+20	32.79
Interpersonnel Relations	24.19	0	23.63	+11	34.07

\* Prioritize all of the following list of courses you should have had before being promoted to prepare you for your present position. Feel free to add courses not listed.

\*\* Prioritize the following lists, of course you would take tomorrow, if available, to allow you to perform better at your present position. Feel free to add courses not listed.

\*\*\* Prioritize the following list of courses you would take to prepare you for future promotions in your organization. Free free to add courses.

(7) Indicates percent taken from the least preferred category.

### Low Priority

Those surveyed gave a low priority rating to Budget Preparation, Labor-Management Negotiations, and Computers. It was noted that these three courses received an increase in priority as one compared from question one (before promotion) to question three (take immediately), and to question five (future promotion).

Although the three courses were rated continually as a low priority, the increase from question one to Question Five ranged from 27% for Budget Preparation to 18% for Labor Management Negotiations, and 26% for Computers.

## CHAPTER V

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The purpose of this study was to examine the educational needs for company fire officers in the State of Oklahoma, it was also a purpose of the study to gather data for possible suggestions as to the direction for course development for company fire officers.

A questionnaire was distributed to 18 paid and 16 volunteer fire departments with an active training program e.g., regularly scheduled training sessions. There were to be completed by the company fire officer. Throughout the State responses were received from 202 fire officers.

#### Summary

The findings of the study as they relate to the objectives as perceived by Company Fire Officers were:

##### Objective No. One

Prioritize the importance of courses that should have been offered before being promoted, enabling fire officers to properly perform the duties of a company fire officer.

The rank order selected by the respondents indicated that: (1) Fire Suppression Skills was the highest priority followed by (2) Tactics, and (3) Hazardous Materials. The courses that had the least priority were (30) Computers, (29) Budget Preparation and (28) Labor-Management

Negotiations.

Objective No. Two

Prioritize the importance of courses that should be offered immediately to individuals to enable them to properly perform the duties of a company fire officer.

Tactics, Fire Ground Commander, and Hazardous Materials were the top three items prioritized by rank order. While the least priorities were again Computers, Budget Preparation, and Labor-Management Negotiations.

Objective No. Three

Indicate the importance of identifying the least valuable and most valuable courses taken, before or after promotion to the rank of company fire officer.

Career and volunteer officers both indicated Fire Suppression Skill courses were of value to them before promotion. Courses that were of value after promotion for career and volunteer officers were Emergency Medical Service and Instructor Training respectively.

Objective No. Four

Prioritize the importance of courses which should be offered to prepare the company officer for future promotion.

The respondents prioritized the list of courses. After the rank order was calculated, the top four were:

1. Tactics
2. Supervision
3. Fire Ground Commander
4. Decision Making Techniques

The least priority courses selected were:

- 30. Computers
- 29. Labor-Management Negotiations
- 28. Emergency Medical Service

#### Objective No. Five

Indicate the individual experiences that have been the most beneficial and frustrating at the current rank of company fire officer

The respondents indicated the most beneficial experiences were those dealing with Fire Suppression and "On The Job Experiences".

Both the volunteer and career officers responded and stated the most frustrating experiences were those dealing with people and Interpersonnel Relations. They also expressed frustration with personnel being promoted with no prior training for the promoted position.

#### Objective No. Six

Prioritize by preference the types of Teaching Techniques and Learning Activities that promote training for the company fire officer.

Career and volunteer officers rated Demonstration as their most preferred type of Teaching Technique and Lecture as their least preferred. The career officer preferred Half Day and Full Day Classes for their Learning Activities. Evening and Weekend classes received a high rating from the volunteer officers for their preferred types of Learning Activities.

#### Objective No. Seven

Indicate the importance of job duties and responsibilities that the company fire officer has been best trained and least trained to cope.

Both groups stated Fire Suppression responsibilities were the areas with which they had been best trained to cope.

The volunteer company fire officer responded with Hazardous



Materials and Personnel Management, while the career officer stated Personnel Management, Management, Budget Management, and Fire Ground Command, as their choices for least trained to cope.

#### Objective No. Eight

Indicate the importance of future training ideas for company fire officers.

Tactics received the highest response. They also indicated that those who are eligible for promotion should be placed in a position that would make them use prior training. Thereby seeking more training in areas in which they were weak, was a concern of the respondents. The next most frequent response was Fire Ground Command.

Concerning the importance of future training ideas for a company fire officer, one respondent indicated,

- 1) Show me what you want
- 2) Show me how to do it
- 3) Give me the tools to perform the job
- 4) Get the hell out of my way
- 5) Tell me how well I did the job

This is a direct quote from Brunaccini, cited in the review of literature.

#### Conclusions

Specific courses were continuously rated as a high priority by both career and volunteer company fire officers throughout the priority question, they were:

- ° Suppression Skills
- ° Tactics

- Fire Ground Commander
- Hazardous Materials
- Decision Making Techniques

The least rated priorities were:

- Computer
- Labor Management Negotiations
- Budget Preparation

The high and least priority ratings were consistent throughout the responses for the priority questions.

Supervision and Decision Making courses were shown to have an initial high priority for company fire officers when asked what courses should be taken before promotion, and which should be taken immediately. It increased by 23 and 13 percent respectively when applied to question number five, take for future promotion. This could be because most company fire officers see themselves as part of labor, and not management.

The courses prioritized by the company officers included Personnel Management, Administration, Management, and Interpersonnel Relations. Only 5 to 24% of the respondents regarded these courses as a high priority when answering question # 1 before promotion and question # 3 to be taken immediately. However reviewing the responses to the question number five, "would take for future promotion", the response increased 11 to 22% . Indicating that the company officer felt they would need these courses for higher management positions. The respondents also indicated a very critical need to receive training in Tactics and Fire Ground Commander (strategy), when answering the three prioritizing question.

## Recommendations

The following recommendations are:

1. Develop those courses with a high priority rating.
2. Offer high priority rated classes more often.
3. Require perspective company fire officers to be trained in those areas of responsibility and their area of weakness prior to receiving promotion.
4. Require perspective company fire officers to complete a competency based officer certification program.
5. Conduct this or a similar survey in other states to get a sample.
6. Improve existing courses rated high priority.
7. Conduct survey to determine if company officer possess the skills found in high priority courses.
8. Evaluate company officers supervisory and leadership abilities within his own work group, and retrain when deficiencies are found.
9. Reduce the offering of courses rated as low priority.

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APPENDIXES

APPENDIX A  
PANEL OF EXPERTS WHO COMPILED  
PILOT QUESTIONNAIRE.

Harold R. Mace - Director  
Oklahoma Fire Service  
Training & Fire  
Publications

Nancy Trench - Supervisor  
Oklahoma Fire Service  
Training

Glen Pribbenow - Coordinator  
Oklahoma Fire Service  
Training

Dr. James Key - Professor  
Agriculture Education  
Oklahoma State  
University

APPENDIX B  
ORIGINAL QUESTIONNAIRE



1. Prioritize the following list, (1st preference, 2nd preference, 3rd preference) of courses you should have had before being promoted to prepare you for your present position. Feel free to add courses not listed.

- |  |   |
|--|---|
| <input type="checkbox"/> Fire Ground Commander (strategy)                              | <input type="checkbox"/> Decision Making Techniques                                     |
| <input type="checkbox"/> Tactics   | <input type="checkbox"/> Inspections  |
| <input type="checkbox"/> Supervision   | <input type="checkbox"/> Hazardous Materials  |
| <input type="checkbox"/> Personnel Management  | <input type="checkbox"/> Arson (Fire Cause Determination)                               |
| <input type="checkbox"/> Administration  | <input type="checkbox"/> Public Education   |
| <input type="checkbox"/> Management  | <input type="checkbox"/> Electrical Codes   |
| <input type="checkbox"/> Budget Preparation  | <input type="checkbox"/> Building Codes   |
| <input type="checkbox"/> Labor - Management Negotiations                               | <input type="checkbox"/> Building Plan Review   |
| <input type="checkbox"/> Report - Letter Writing<br>(Written Communications)           | <input type="checkbox"/> Automatic Fire Suppression Systems                             |
| <input type="checkbox"/> Grammar   | <input type="checkbox"/> Hydraulics   |
| <input type="checkbox"/> Public Speaking<br>(Oral Communications)                      | <input type="checkbox"/> EMS (First Responder - Basic)                                  |
| <input type="checkbox"/> Interpersonnel Relations<br>(Relationships with other people) | <input type="checkbox"/> Safety   |
| <input type="checkbox"/> Instructor Training   | <input type="checkbox"/> Code Enforcement   |
| <input type="checkbox"/> Computer  | <input type="checkbox"/> Fire Suppression Skills<br>(Hose, Fire Streams, Ladders, etc.) |
| <input type="checkbox"/> Record Keeping  | OTHERS  |
| <input type="checkbox"/> Interviewing Techniques                                       | _____   |
|  | _____   |
|  | _____   |

2. Prioritize the following list, (1st preference, 2nd preference, 3rd preference) of courses you would take tomorrow, if available, to allow you to perform better at your present position. Feel free to add courses not listed.

- |  |   |
|--|---|
| <input type="checkbox"/> Fire Ground Commander (strategy)                              | <input type="checkbox"/> Decision Making Techniques                                     |
| <input type="checkbox"/> Tactics   | <input type="checkbox"/> Inspections  |
| <input type="checkbox"/> Supervision   | <input type="checkbox"/> Hazardous Materials  |
| <input type="checkbox"/> Personnel Management  | <input type="checkbox"/> Arson (Fire Cause Determination)                               |
| <input type="checkbox"/> Administration  | <input type="checkbox"/> Public Education   |
| <input type="checkbox"/> Management  | <input type="checkbox"/> Electrical Codes   |
| <input type="checkbox"/> Budget Preparation  | <input type="checkbox"/> Building Codes   |
| <input type="checkbox"/> Labor - Management Negotiations                               | <input type="checkbox"/> Building Plan Review   |
| <input type="checkbox"/> Report - Letter Writing<br>(Written Communications)           | <input type="checkbox"/> Automatic Fire Suppression Systems                             |
| <input type="checkbox"/> Grammar   | <input type="checkbox"/> Hydraulics   |
| <input type="checkbox"/> Public Speaking<br>(Oral Communications)                      | <input type="checkbox"/> EMS (First Responder - Basic)                                  |
| <input type="checkbox"/> Interpersonnel Relations<br>(Relationships with other people) | <input type="checkbox"/> Safety   |
| <input type="checkbox"/> Instructor Training   | <input type="checkbox"/> Code Enforcement   |
| <input type="checkbox"/> Computer  | <input type="checkbox"/> Fire Suppression Skills<br>(Hose, Fire Streams, Ladders, etc.) |
| <input type="checkbox"/> Record Keeping  | OTHERS  |
| <input type="checkbox"/> Interviewing Techniques                                       | _____   |
|  | _____   |
|  | _____   |

3. Prioritize the following list (1st preference, 2nd preference, 3rd preference) of courses you would take to prepare you for future promotions in your organization. Feel free to add courses.

- |  |   |
|--|---|
| <input type="checkbox"/> Fire Ground Commander (strategy)                              | <input type="checkbox"/> Decision Making Techniques                                     |
| <input type="checkbox"/> Tactics   | <input type="checkbox"/> Inspections  |
| <input type="checkbox"/> Supervision   | <input type="checkbox"/> Hazardous Materials  |
| <input type="checkbox"/> Personnel Management  | <input type="checkbox"/> Arson (Fire Cause Determination)                               |
| <input type="checkbox"/> Administration  | <input type="checkbox"/> Public Education   |
| <input type="checkbox"/> Management  | <input type="checkbox"/> Electrical Codes   |
| <input type="checkbox"/> Budget Preparation  | <input type="checkbox"/> Building Codes   |
| <input type="checkbox"/> Labor - Management Negotiations                               | <input type="checkbox"/> Building Plan Review   |
| <input type="checkbox"/> Report - Letter Writing<br>(Written Communications)           | <input type="checkbox"/> Automatic Fire Suppression Systems                             |
| <input type="checkbox"/> Grammar   | <input type="checkbox"/> Hydraulics   |
| <input type="checkbox"/> Public Speaking<br>(Oral Communications)                      | <input type="checkbox"/> EMS (First Responder - Basic)                                  |
| <input type="checkbox"/> Interpersonnel Relations<br>(Relationships with other people) | <input type="checkbox"/> Safety   |
| <input type="checkbox"/> Instructor Training   | <input type="checkbox"/> Code Enforcement   |
| <input type="checkbox"/> Computer  | <input type="checkbox"/> Fire Suppression Skills<br>(Hose, Fire Streams, Ladders, etc.) |
| <input type="checkbox"/> Record Keeping  | OTHERS  |
| <input type="checkbox"/> Interviewing Techniques                                       | _____   |
|  | _____   |
|  | _____   |

4. What courses have you had, before or after promotion, that were of value to you in your present position?

<u>BEFORE PROMOTION</u>	<u>AFTER PROMOTION</u>
_____	_____
_____	_____
_____	_____

5. What courses have you had, before or after promotion, that were of **NO** value to you in your present position?

<u>BEFORE PROMOTION</u>	<u>AFTER PROMOTION</u>
_____	_____
_____	_____
_____	_____

6. What experiences have been the most beneficial for you at your present level?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

7. What experiences have been the most frustrating for you at your present level?

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8. Prioritize each of the following lists (1st preference, 2nd preference, 3rd preference, 4th preference, 5th preference) of teaching techniques and learning activities you would prefer in the courses you want. Feel free to add to the lists.

- |  |  |
|--|--|
| <input type="checkbox"/> Lecture       | <input type="checkbox"/> Half Day Classes          |
| <input type="checkbox"/> Discussion    | <input type="checkbox"/> Three-quarter Day Classes |
| <input type="checkbox"/> Demonstration | <input type="checkbox"/> Full Day Classes          |
| <input type="checkbox"/> Illustration  | <input type="checkbox"/> Evening Classes           |
| <input type="checkbox"/> Role Playing  | <input type="checkbox"/> Weekend Classes           |

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9. What area of job duties and responsibilities have you been best trained to cope with?

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10. What area of job duties and responsibilities have you been least trained to cope with?

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11. What suggestions do you have for the future training for company officers?

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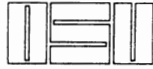
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APPENDIX C

FINAL QUESTIONNAIRE AND COVER LETTER



Oklahoma State University

FIRE SERVICE TRAINING

STILLWATER, OKLAHOMA 74078  
(405) 624-5727

Dear:

The attitudes, opinions and personal experiences of Company Fire Officers regarding education needs has been selected as the subject of a master's thesis.

The population of this study is limited to 18 paid and 16 volunteer departments. Response by each of your company officers (Captains, Lieutenants) is very important to the validity of this study.

Please have each company officer fill out the enclosed questionnaire and return it in the self-addressed envelope. The tabulated results of this study will be made available to your department.

Guidelines for completing questionnaire:

1. Do not put individual's name on questionnaire.
2. Reassure respondents that information they provide is confidential. It will be tabulated and the results and findings will be forwarded back to each department as a group. Not on an individual respondent basis.
3. Have respondents place their completed questionnaire in the return envelope and mail to Fire Service Training.

Your cooperation is very much appreciated.

Sincerely,

Joseph A. (Brud) Gorman  
Fire Service Training Specialist  
Fire Service Training

JAG:clf

Enclosure

DEPARTMENT NAME \_\_\_\_\_

POPULATION SERVED \_\_\_\_\_

YOUR CURRENT RANK \_\_\_\_\_

NUMBER OF YEARS AT CURRENT RANK \_\_\_\_\_

PLEASE CHECK ONE:     Paid             Volunteer

Attached you will find a questionnaire. Its purpose is to gather information for the Officers Certification Program, and give Fire Service Training direction for course offerings, and development.

Please take a few minutes and complete these questions. DO NOT put your name on these pages. The results will be compiled and made available to your department. No one questionnaire will be singled out. (Confidentiality of all questionnaires will be maintained.)

Your help is greatly appreciated in this matter. Please feel free to use the back of the pages for additional room to comment.

1. Prioritize all of the following list of courses you should have had before being promoted to prepare you for your present position. Feel free to add courses not listed.

HP	AP	LP				
IR	VR	ER				
GI	EI	AI				
HO	RO	SO				
R	AR	TR				
I	GI	I				
T	ET	T				
Y	Y	Y				
1	2	3	4	5	6	7

- Fire Ground Commander (strategy)
- Tactics
- Supervision
- Personnel Management
- Administration
- Management
- Budget Preparation
- Labor - Management Negotiations
- Report - Letter Writing (Written Communications)
- Grammar
- Public Speaking (Oral Communications)
- Interpersonal Relations (Relationships with other people)
- Instructor Training
- Computer
- Record Keeping
- Interviewing Techniques
- Decision Making Techniques
- Inspections
- Hazardous Materials
- Arson (Fire Cause Determination)
- Public Education
- Electrical Codes
- Building Codes
- Building Plan Review
- Automatic Fire Suppression Systems
- Hydraulics
- EMS (First Responder - Basic)
- Safety
- Code Enforcement
- Fire Suppression Skills (Hose, Fire Streams, Ladders, etc.)
- Other \_\_\_\_\_
- Other \_\_\_\_\_
- Other \_\_\_\_\_

2. What courses have you had, before or after promotion, that were of value to you in your present position?

BEFORE PROMOTION

AFTER PROMOTION

_____	_____
_____	_____
_____	_____

3. Prioritize the following list, of courses you would take tomorrow, if available, to allow you to perform better at your present position. Feel free to add courses not listed.

HP	AP	LP				
IR	VR	ER				
GI	EI	AI				
HO	RO	SO				
R	AR	TR				
I	GI	I				
T	ET	T				
Y	Y	Y				
1	2	3	4	5	6	7

- Fire Ground Commander (strategy)
- Tactics
- Supervision
- Personnel Management
- Administration
- Management
- Budget Preparation
- Labor - Management Negotiations
- Report - Letter Writing (Written Communications)
- Grammar
- Public Speaking (Oral Communications)
- Interpersonal Relations (Relationships with other people)
- Instructor Training
- Computer
- Record Keeping
- Interviewing Techniques
- Decision Making Techniques
- Inspections
- Hazardous Materials
- Arson (Fire Cause Determination)
- Public Education
- Electrical Codes
- Building Codes
- Building Plan Review
- Automatic Fire Suppression Systems
- Hydraulics
- EMS (First Responder - Basic)
- Safety
- Code Enforcement
- Fire Suppression Skills (Hose, Fire Streams, Ladders, etc.)
- Other \_\_\_\_\_
- Other \_\_\_\_\_
- Other \_\_\_\_\_

4. What courses have you had, before or after promotion, that were of **NO** value to you in your present position?

BEFORE PROMOTION

AFTER PROMOTION

_____	_____
_____	_____
_____	_____



5. Prioritize the following list of courses you would take to prepare you for future promotions in your organization. Feel free to add courses.

HP	AP	LP	
IR	VR	ER	
GI	EI	AI	
HO	RO	SO	
R	AR	TR	
I	GI	I	
T	ET	T	
Y	Y	Y	
1	2	3	4 5 6 7
-----			Fire Ground Commander (strategy)
-----			Tactics
-----			Supervision
-----			Personnel Management
-----			Administration
-----			Management
-----			Budget Preparation
-----			Labor - Management Negotiations
-----			Report - Letter Writing (Written Communications)
-----			Grammar
-----			Public Speaking (Oral Communications)
-----			Interpersonel Relations (Relationships with other people)
-----			Instructor Training
-----			Computer
-----			Record Keeping
-----			Interviewing Techniques
-----			Decision Making Techniques
-----			Inspections
-----			Hazardous Materials
-----			Arson (Fire Cause Determination)
-----			Public Education
-----			Electrical Codes
-----			Building Codes
-----			Building Plan Review
-----			Automatic Fire Suppression Systems
-----			Hydraulics
-----			EMS (First Responder - Basic)
-----			Safety
-----			Code Enforcement
-----			Fire Suppression Skills (Hose, Fire Streams, Ladders, etc.)
-----			Other _____
-----			Other _____
-----			Other _____

6. What job related experiences have been the most beneficial for you at your present level?

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7. What job related experiences have been the most frustrating for you at your present level?

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8. Prioritize each of the following lists of teaching techniques and learning activities you would prefer in the courses you want. Feel free to add to the lists.

HP	AP	LP				
IR	VR	ER				
GI	EI	AI				
HO	RO	SO				
R	AR	TR				
I	GI	I				
T	ET	T				
Y	Y	Y				
1	2	3	4	5	6	7

-----	Lecture
-----	Discussion
-----	Demonstration
-----	Illustration
-----	Role Playing
-----	Other _____
-----	Other _____

HP	AP	LP				
IR	VR	ER				
GI	EI	AI				
HO	RO	SO				
R	AR	TR				
I	GI	I				
T	ET	T				
Y	Y	Y				
1	2	3	4	5	6	7

-----	Half Day Classes
-----	Three-quarter Day Classes
-----	Full Day Classes
-----	Evening Classes
-----	Weekend Classes
-----	Other _____
-----	Other _____

9. What area of job duties and responsibilities have you been best trained to cope with?

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10. What area of job duties and responsibilities have you been least trained to cope with?

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11. What suggestions do you have for the future training for company officers?

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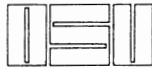
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APPENDIX D

REMINDER LETTER



*Oklahoma State University*

STILLWATER, OKLAHOMA 74078  
(405) 624-5727

FIRE SERVICE TRAINING

December 13, 1983

Dear Chief:

Some time ago we sent to you (or your assistant) a questionnaire and asked if you would have your company officers complete it. As of this date we have not yet received your completed questionnaire. We need your data to complete our study, so your help in this matter will be greatly appreciated. If you have any questions, please contact me.

Sincerely,

Brud Gorman  
Training Specialist  
Fire Service Training

JAG:clf

VITA 2

Joseph Anthony Gorman

Candidate for the Degree of

Master of Science

Thesis: THE EDUCATIONAL NEEDS FOR COMPANY FIRE OFFICERS

MAJOR FIELD: Occupational and Adult Education

Biographical:

Personal Data: Born in Trenton, New Jersey, January, 25, 1951, the son of Joseph and Ruth Gorman. Married Catherine Ann Pannell on April 3, 1982.

Education: Graduated from Pennsbury High School, Fairless Hills, Pennsylvania, 1969; received an Associate Applied Science in Fire and Safety Engineering Technology from Rowan Technical Institute, in August, 1973; received Bachelor of Science Degree in Fire and Safety Engineering Technology from Oklahoma State University, Stillwater, Oklahoma in December, 1975. Completed requirements for the Masters of Science Degree of Occupational Adult Education degree at Oklahoma State University in May, 1984.

Professional Experience: Loss Control Representative Fireman's Fund Insurance Company, Philadelphia, Pennsylvania, June 1975 to June 1979; Part time Instructor, Montgomery County Fire School, Eagleville, Pennsylvania, April 1976 to May 1979; Adjunct Professor, Montgomery County Community College, Blue Bell, Pennsylvania, February 1979 to May 1979; Field Instructor, Oklahoma Fire Service Training, Stillwater, Oklahoma, June 1979 to March 1981; Senior Fire Inspector, Jubail Industrial City, Saudi Arabia, March 1981 to March 1982; Program Coordinator, Oklahoma Fire Service Training, Stillwater, Oklahoma, March 1982 to present.