# Training Operations in Small Departments

**TOSD-Student Manual** 

2nd Edition, 2nd Printing-May 2005



oartments Security

Training Operations in Small Departments

DHS/USFA/NFA TOSD-SM May 2005 2nd Edition, 2nd Printing

# Training Operations in Small Departments

**TOSD-Student Manual** 

2nd Edition, 2nd Printing-May 2005



#### U.S. DEPARTMENT OF HOMELAND SECURITY

#### PREPAREDNESS DIRECTORATE

#### UNITED STATES FIRE ADMINISTRATION

#### NATIONAL FIRE ACADEMY

#### FOREWORD

The U.S. Fire Administration (USFA), an important component of the Department of Homeland Security (DHS) Preparedness Directorate, serves the leadership of this Nation as the DHS's fire protection and emergency response expert. The USFA is located at the National Emergency Training Center (NETC) in Emmitsburg, Maryland, and includes the National Fire Academy (NFA), National Fire Data Center (NFDC), National Fire Programs (NFP), and the National Preparedness Network (PREPnet). The USFA also provides oversight and management of the Noble Training Center in Anniston, Alabama. The mission of the USFA is to save lives and reduce economic losses due to fire and related emergencies through training, research, data collection and analysis, public education, and coordination with other Federal agencies and fire protection and emergency service personnel.

The USFA's National Fire Academy offers a diverse course delivery system, combining resident courses, off-campus deliveries in cooperation with State training organizations, weekend instruction, and online courses. The USFA maintains a blended learning approach to its course selections and course development. Resident courses are delivered at both the Emmitsburg campus and its Noble facility. Off-campus courses are delivered in cooperation with State and local fire training organizations to ensure this Nation's firefighters are prepared for the hazards they face.

#### TABLE OF CONTENTS

#### PAGE

Foreword				
Table of Contents				
Course Goal				
Scope of Course				
Target Audience				
Course Schedule				
UNIT 1:	LEADERSHIP IN TRAINING	SM 1-1		
<b>UNIT 2:</b>	LEGAL ISSUES	SM 2-1		
<b>UNIT 3:</b>	TRAINING NEEDS ASSESSMENT	SM 3-1		
UNIT 4:	FINANCIAL MANAGEMENT	SM 4-1		
UNIT 5:	MARKETING, SAFETY, AND CONFLICT RESOLUTION	SM 5-1		
UNIT 6:	COURSE DELIVERY AND EVALUATION	SM 6-1		

#### **COURSE GOAL**

To apply a leadership philosophy to the Training Function in small departments.

#### SCOPE OF THE COURSE

The course is designed to provide the student with the essential tools and skills to lead and manage a training program in a small department. It is not designed specifically to enhance development or presentation skills, nor is it related to the public education discipline.

#### TARGET AUDIENCE

The target audience includes individuals currently responsible for the overall administration, management, and supervision of the Training Function in a small department. Typically, this includes responsibility for leadership, meeting legal requirements, assessing training needs, providing budget input, and program delivery and evaluation. These individuals also coordinate the training schedule and manage training records.

#### COURSE SCHEDULE

- Unit 1: Leadership in Training
- Unit 2: Legal Issues
- Unit 3: Training Needs Assessment
- Unit 4: Financial Management
- Unit 5: Making Training Work
- Unit 6: Course Delivery and Evaluation

# UNIT 1: LEADERSHIP IN TRAINING

GOAL

To fulfill the role of the fire department Training Officer by influencing others to achieve organizational goals and to facilitate change.

#### TERMINAL OBJECTIVE

The students will be able to identify the characteristics of effective leadership as the fire department Training Officer and demonstrate methods of effecting change within their organization.

#### ENABLING OBJECTIVES

The students will:

- 1. *Identify issues that affect their ability to provide adequate training.*
- 2. Describe the roles and responsibilities of the fire department Training Officer.
- *3. Describe and differentiate characteristics of leaders.*
- 4. Analyze the change process.

### COURSE OVERVIEW

### Unit 1: Leadership in Training

- Covers the information for a fire department Training Officer to develop leadership skills.
- Provides an overall understanding of why and how the Training Officer must be a catalyst for change and a personal motivator within the fire department.
- Provides skills and knowledge in facilitating training program leadership.
- Review the "Scope of the Course." The course is designed to provide the student with the essential tools and skills to lead and manage a training program. It is not designed specifically to enhance development or presentation skills, nor is it related to the public education discipline.

# Unit 2: Legal Issues

- Identifies the legal issues affecting the Training Function.
- Describes a Standard of Care and the impact of Occupational Safety and Health Administration (OSHA) and National Fire Protection Association (NFPA) standards.
- Provides skills and knowledge to develop a documentation plan.

# Unit 3: Training Needs Assessment

- Identifies the four steps in the needs assessment process.
- Identifies the needs of your organization.
- Identifies the components of a Job Performance Requirement (JPR) as used by the NFPA.

#### **Unit 4: Financial Management**

- Identifies components of the financial management cycle.
- Identifies methods of providing adequate justification for training needs.
- Identifies alternative sources of funding.

#### Unit 5: Marketing, Safety, and Conflict Resolution

- Resolving training conflicts using appropriate conflict resolution techniques.
- Marketing training programs internally.
- Safety in training.

### Unit 6: Course Delivery and Evaluation

- Selecting and evaluating training curricula and materials from outside sources.
- Evaluating various components of the training system.
- Conducting simulation exercises.

#### LEADERSHIP FOR THE TRAINING FUNCTION

What is leadership? It is a process of influencing others toward the achievement of organizational goals. These goals ultimately start with the fire department's goals and filter down to the goals of the Training Function. Successful organizations have dynamic, effective leadership. What does this mean? **Dynamic** is being responsive to the changing needs of followers; **effective** means accomplishing organizational goals through competent and committed followers.

In fact, the process of becoming a leader is much the same as the process of becoming an integrated human being. For the leader, as for any integrated person, life itself is the career. Discussing the process in terms of "leaders" is merely a way of making it concrete. Georges Braque, the French painter, once said, "The only things that matter in art cannot be explained." The same might be said of leadership. But leadership, like art, can be demonstrated.

Leadership should promote risk taking, new programs, new methodologies, and new and unusual tactics. An effective leader listens to employees, is sensitive to instructors, and observes signs of burnout. Motivation is what leadership is about: inspiring employees to reach their full potential and monitoring what is needed to do so.

Leaders are by no means ordinary people. They work ahead, on the frontier, where tomorrow is taking shape. They serve as guides to things as they are and as they will be, or as scouts reporting back with word from the front.

Leaders are the catalysts for change in their organizations. The Training Functions within the fire service organization are the change agents and the leaders; followers must have a commitment to change. Dynamic leaders must comprehend the needs of the followers and be able to communicate these needs to upper-level managers as well as to the followers within their organizational structure.

Learning to lead is easier than most people think. Each person has a capacity for leadership. A fire department Training Officer or any leader uses the sum total of personal education, knowledge, and skills acquired from job experiences, seminars, educational experiences, and self-studies. These skills, knowledge, and abilities are used to form visions for the organization. Vision is a conscious, strategic, organizational direction offered and reinforced continually by a leader based on his prior experiences, clarified over time, and transmitted through words and actions.

#### MISSION OF THE ORGANIZATION

Mission statements generally are written in broad, general, but not measurable, terms. The departmental mission statement declares what the mission of the organization is but does not give a road map to get there. Look at the mission statement of the Fayetteville, North Carolina, Fire Department:

To promote life safety and reduce human suffering and property loss through public education and fire prevention programs. To mitigate the consequences of fire, accident, sudden illness, or disaster in the community. To recognize that every individual is valuable and to maximize each member's potential. To reach for the future, never forgetting the past. The mission statement is well written and gives the community a sense that it will be protected.

It gives firefighters a sense that:

- They are going to be accepted.
- What they have to say will be recognized.
- They will have an opportunity for career development and be able to maximize their potential.
- The fire department is going to take a proactive approach and develop itself for the future.

These thought processes are great, but who is going to make them a reality? As trainers, we must look to this mission statement and see where we fit in.

- Who is going to train to promote life safety?
- Who is going to train for proficiency to reduce human suffering and property loss through public education and fire prevention?
- Who is going to train the firefighters to mitigate the consequences of fire, accident, sudden illness, or disaster proficiently?
- Who is going to provide opportunities for development so that each member will be able to maximize individual potential fully?
- Who will develop programs to provide employees with the skills, knowledge, and attitudes to be prepared for future community needs?

You probably have guessed by now that it is the Training Function. To accomplish these Training Functions, we should establish a mission statement. To do this, we first must determine the overall purpose of the Training Function by asking these questions:

- What training and education exist now? Why?
- What should exist? Short term? Long term?

The answers need not be detailed analyses in relation to any problem or opportunity. Instead, the perspective should be much broader. While the mission statement is intentionally broad and serves to prescribe a fundamental scope, this perspective must narrow into specific, measurable, achievable, and understandable terms. It now is necessary to formulate goals and objectives for the Training Function.

#### MANAGING CHANGE

Change is constant in life, in business, in society, and also in the fire department. While the fire service may react to change slowly, and, in some instances, resist change, it will occur. The fire department Training Officer often is referred to as the "Change Maker." This term reflects the benefit and value of training as a change-making tool.

Changes in suppression technology (positive-pressure ventilation, Class "A" foam, or nozzle technology) most often are implemented successfully as a result of training. Hazardous materials, bloodborne pathogens, and confined space rescue are concepts that have been addressed through training programs across the country. Other changes such as the two-in/two-out policy, the Incident Safety Officer concept, and flashover simulation have placed new challenges on the fire training division of all fire departments.

The fire service in general has become customer oriented in recent years. As such, change has occurred rapidly in the fire service. Customer expectations are greater; change is happening faster. Providing emergency medical services, playing an active role in fire prevention and public education, and new technology have changed the fire service's roles and responsibilities. This change happened, in many instances, unbeknownst to the fire service. Regardless, it all affects the Training Function of your fire department.

#### SUMMARY

The fire department Training Officer position requires leadership to be successful. In order for members to want to attend your training sessions, you need to offer worthwhile and meaningful training. Your ability to get others to do what you want them to do will be put to the test. The successful Training Officer will have firefighters asking for training, being willing to participate in training, and being supportive of your efforts. Leadership of the training division can be reflected in a mission statement that conveys interest and dedication. In addition, as the fire department Training Officer you are a critical part of the changing fire service. Your leadership skills, along with your interest in new technology or concepts, can make your organization successful. Efforts to deliver improved customer service have forced many fire departments to change their services. The critical component in the success of those new efforts rests with the fire department Training Officer.

# Activity 1.1

### Introductions

### Purpose

To assist you in getting to know each other, and to develop a class profile.

#### Directions

- 1. Use the survey below to gather information regarding a student that you do not currently know (or one that you do not know very well).
- 2. The information will be used to introduce your partner to the rest of the class.
- 3. You and your partner have a total of 4 minutes to gather the information about each other.
- 4. Your introduction should take a minute or less.

# Survey

Name							
Department Name	Loc	Location					
Is it Career	Volunteer		Combination				
Number of employees: 1-25	26-50	_ 51-75	_ 76-100	>100			
Service offered: Fire Suppression EMS Prevention Haz Mat							
Investigation Special Rescue Other							
Years as an instructor: <1	1-5	6-10	11-15	>15			
Years as Training Officer: <1	1-5	6-10	11-15	>15			

# Activity 1.2

# Identification of Training Challenges for Small Fire Departments

#### Purpose

To identify issues that affect the ability of fire department Training Officers to perform their roles and responsibilities.

### Directions

- 1. Several statements have been compiled that may reflect challenges that you face as a Training Officer for a small department.
- 2. Individually choose three of the most important statements that affect your training program. Rank them in order of highest priority (1, 2, and 3).
- 3. As a group, review each member's individual choices from the lists and collectively select the three that best represent the feelings of the group. Identify the top three and rank them in order of highest priority (1, 2, and 3).
- 4. Select a spokesperson to describe why the three priorities are challenges for the group as Training Officers for their local departments.

# Activity 1.2 (cont'd)

#### Statements

- 1. A systematic approach to managing training programs ensures success.
- 2. Managing training programs requires both skills and information.
- 3. This job would be easy if the chief would leave me alone to do my job.
- 4. Leaders command respect.
- 5. I don't have enough training materials to do the job effectively.
- 6. As the fire department Training Officer I get little respect.
- 7. Every time I request funds to update our training facility and equipment I get turned down.
- 8. I don't understand computer-based information processing and recordkeeping.
- 9. Our fire department does not have a mission statement that includes training.
- 10. Training Officers should develop goals to guide the Training Function.
- 11. Getting other officers to assist with the delivery of the training program is difficult.
- 12. Politics and legislation will affect the Training Function's goals and objectives.
- 13. Determining your training needs should be an ongoing activity.
- 14. Task analysis is critical to determine appropriate training curricula and materials.
- 15. Decisions about developing, purchasing, or modifying course materials should be made based on task analysis data.
- 16. When scheduling outside training, it is critical that I have an inside alternative drill ready to instruct.
- 17. Training outside the department is a waste of time.
- 18. Training schedules should be posted in advance of the training session.
- 19. Safety during training evolutions should be a critical consideration for all instructors.

- 20. I'm only in training until I can get a better position within the department.
- 21. Adults like to learn new skills.
- 22. Live fire training is impossible since we do not have an appropriate facility to perform burns.
- 23. The volunteers work different shifts and it is difficult to schedule training when everyone can attend.
- 24. There are too many interests competing for members' time, such as EMS, fire suppression, hazardous materials, confined space, and fundraising that have an impact on the time available to conduct training.
- 25. It is difficult to instruct classes where the audience ranges from new members who have not been to a fire to seasoned members with 20 or more years' experience.

# Activity 1.3

# Change Makers

#### Purpose

To evaluate the need for change, who may support or resist change, and obstacles the Training Officer may face when trying to implement change.

### Directions

- 1. The instructor will assign a scenario to each group. Read the assigned scenario.
- 2. As a group, discuss and answer the questions on the Student Activity Worksheet as they relate to the scenario.
- 3. Select a group spokesperson to report the results of your discussion and answers selected.

# Scenario 1

Your fire department recently purchased a new high-volume, positive-pressure fan to be used for positive-pressure ventilation. During the meeting when the chief proposed the purchasing the fan, there was heated discussion involving two senior members who said it would cause the department to lose buildings. The decision to purchase the fan passed by only 2 votes (18 yes and 16 no) and it now has arrived. The chief called and asked you to conduct training this month on the use of the new fan because he intends to put it into service the first of next month. You have read several articles on the concept of positive-pressure ventilation, and the fan manufacturer has furnished a short video on its use. When you posted the notice of the scheduled drill, several messages were left on it, none of them kind to the concept of positive-pressure ventilation. This project seems to be the major topic of discussion at the station. You have read about the positive aspects of the concept, but also learned from some students at the National Fire Academy (NFA) and that some of the ways the fans were used in their departments did not work well.

#### Scenario 2

Your fire department recently finished writing specifications for a new pumper, a project that was very controversial because of a debate about whether the apparatus should have an automatic transmission, a chrome bell, air conditioning, and a Class "A" foam system. Ultimately, the discussion focused on cost, and the automatic transmission, chrome bell, and air conditioning were dropped in lieu of the Class "A" foam system. The chief convinced the board of directors that this would be a good long-term investment and that bells and whistles could always be added later. The apparatus now has been delivered and you have developed a plan and timetable to instruct your membership in the operation and driving of the apparatus. With 30 members to train, you decided to delay training on the Class "A" foam system. The chief has said that this is unacceptable because the foam system is just as important as pump operations. He directed you to revise your work plan to include the foam system training. Most of the members were opposed to the foam system and are angry not to have the bell, air conditioning, and automatic transmission. They have threatened to grind the gears out of the truck and bring them back to the chief on a plate.

### Scenario 3

The chief, and assistant chiefs, just returned from a conference that included a class on using straight-stream, smooth bore, nozzles for water application instead of the standard fog nozzles you currently use. They purchased four 15/16-inch smooth bore nozzles for your four 1-3/4-inch attack lines (two on each of your two pumpers) and asked you to conduct training on their use. The members already are saying that they won't use the nozzles and are threatening to boycott the next week's training session on the nozzles. In basic firefighter training the application of water from various nozzles is discussed, yet the smooth bore nozzle has never been used for interior fire attack in your department. The 1-1/2-inch or 2-1/2-inch fog nozzle has always been the nozzle of choice and is attached to the attack lines. You have been refreshing your knowledge on the use of smooth bore water application and have experimented with one of the new nozzles. At last week's pump drill, you placed a smooth bore and a fog nozzle side by side at their designated pressure; their reach appeared to be about the same. In general discussion the firefighters were not interested in droplet size and how the small droplets from the fog nozzle would turn to steam before they reached the seat of the fire. One old timer kept saying "he thought the intent was to make steam" and they took the smooth bore nozzles off the 1947 pumper years ago and sold them in a garage sale.

#### Scenario 4

You have observed two auto extrications in the past week during which the entire operation focused on power cutters and spreaders. At one point, the power tool had mechanical problems and the entire extrication stopped while a sparkplug was changed in the power plant. No one wanted to use the handtools which, in both rescues, would have worked just as quickly and efficiently as the power tool. A certain group makes most of the rescue calls and feels power tools are the answer. When you taught auto extrication, you focused on how vital handtools, such as hacksaws, sheet metal cutters, and pry bars were and had several application opportunities to demonstrate their applicability. You even ran a demonstration during which one team had a power cutter and the other had hacksaws. The object was to cut the "A" and "B" posts of a four-door sedan and roll the The hacksaws won the contest and you used that to emphasize your point. roof back. The captain of the rescue squad made several comments and excuses for the power tool team and said he would choose a power tool any day over the handtools. Your drill next week is on the use of handtools and you do not intend to use any power tools. The chief supports your concern and stated that he has spoken to the rescue captain several times about this issue.

# Activity 1.3 (cont'd)

# **Scenario Responses**

- 1. Who may oppose your next training class as it is proposed?
- 2. What type of objections might be raised?
- 3. Who may support your training plan?
- 4. What suggestions would you have to overcome the obstacles to your training plan and/or meet the needs of those opposed?
- 5. Do you believe the proposed training to bring about change is worth the resistance to change you may expect to find?
- 6. What would you do to prepare for this training challenge and the resistance you anticipate will occur?

# UNIT 2: LEGAL ISSUES

#### GOALS

- 1. To identify legal issues affecting the Training Function.
- 2. To develop a training documentation plan that assures compliance with legal, liability, and certification documentation requirements.

#### **TERMINAL OBJECTIVES**

The students will be able to:

- 1. Analyze the degree of compliance in their own departments with respect to legislation and Federal regulations.
- 2. Design a training documentation management plan suitable for use in their own departments.

#### **ENABLING OBJECTIVES**

The students will:

- *List and describe major legislation affecting the personnel function within the training program.*
- 2. *List and describe Federal regulations that affect the training program.*
- 3. From the list of Federal regulations and the students' knowledge of State regulations, prioritize the types of training that their departments might need to accomplish their mission.
- 4. *List the requirements for a sound documentation plan.*
- 5. Describe the advantages and disadvantages of computer and manual documentation systems.
- 6. Develop a list of desired elements of a training information system.

#### LEGAL ISSUES IN TRAINING

No one is immune from liability; however, you can take steps to ensure that your conduct will be found to be reasonable and proper. One of the ways to minimize legal liability is to provide training.

Three broad areas of legal issues are of concern for the Local Training Officer (LTO):

- 1. Legislation related to personnel management.
- 2. Federal regulations.
- 3. State regulations.

In addition to any coverage provided by the department or local government, it is prudent for those involved in training to provide personal liability protection

- through their personal homeowners' or renters' policy;
- by being named as an additional insured on the department's or the city's policy; or
- by purchasing a special instructor policy.

#### ETHICS FOR THE TRAINING FUNCTION

Ethics is defined in Webster's dictionary as "the study of ideal human character, actions, and ends." It is related to an individual's and/or organization's principles, standards, conscience, and sense of right and wrong. There are several fire department documents that should provide guidance for ethical behavior. The documents include mission statements, goals, master plans, Standard Operating Procedures (SOP's), job descriptions, and critical-action lists. Additionally, department values, cultures, past practices, interpretations of standards, and management decisionmaking can establish a healthy, supportive climate for ethical behavior.

Many articles have been written on ethics in the fire service. Retired Fire Chief Ann Springer (of Bodega, California) wrote in the January 1988 issue of *Fire Chief* magazine an article titled "Is your Ethical Compass Working?" Our society and technology keep changing, as do human concerns for the fire service. We have new roles, responsibilities,

accountabilities, and liabilities. Fire service executives and managers perceive many conflicting road signs to the future.

The well-trodden, familiar bridges between right and wrong, good and bad, our job and someone else's job, are getting shaky. Public values and standards have changed, and so have the ethics that guide the day-to-day decisions that take us to our future.

The five basic principles of ethics for organizations are as follows:

- 1. **Purpose**: The mission of our organization is communicated from the top. Our organization is guided by values, hopes, and a vision that helps us to determine what is acceptable and unacceptable behavior.
- 2. **Pride**: We feel proud of ourselves and of our organization. We know that when we feel this way we can resist temptations to behave unethically.
- 3. **Patience**: We believe that holding to our ethical values will lead us to success in the long term. This involves maintaining a balance between obtaining results and caring about how we achieve these results.
- 4. **Persistence**: We have a commitment to live by ethical principles. We are committed to our commitment. We make sure our actions are consistent with our purpose.
- 5. **Perspective**: Our manager and employees take time to pause and reflect, take stock of where we are and where we are going, and determine how we are going to get there.

(Kenneth Blanchard and Norman Vincent Peale, *The Power of Ethical Management*. Ballantine Books, 1988.)

As Training Officer, and thereby a leader in your organization, you have a responsibility to model, promote, support, and teach ethical behavior. The public expects the fire service to respond quickly in an emergency and to be trained and equipped to manage the situation. Personnel must not only have the technical skills to perform their jobs, but must also understand the importance of exhibiting a caring attitude toward department customers and their possessions. We need to teach "loss prevention" and "loss control" along with technical skills.
You can provide ethical leadership and model ethical behavior by doing (among other things) the following:

- being considerate of others' feelings and property;
- accepting the differences in people;
- avoiding favoritism;
- telling people up front what is expected of them;
- operating within the law;
- rewarding others for telling the truth; and
- being true to your word.

You can also develop a code of ethics for the Training Function similar to the one below.

#### A Code of Ethics for the Training Function

- Seek and share truth.
- Govern behavior by ethically sound principles.
- Maintain high standards of professional integrity.
- Recognize unique human personalities and strive to help each learner reach full potential.
- Deal impartially with all learners.
- Strive to broaden understanding and knowledge to become a better manager and instructor.
- Contribute to and loyally support the organization and its missions and standards.
- Be conscious of the privilege and responsibility to preserve and strengthen the integrity of the organization.

Jeffrey A. Cantor, *Delivering Instruction to Adult Learners*. Toronto, Ontario: Wall & Emerson, 1992.

Your bottom-line intent is to create a climate in your organization that encourages employees to do the right thing in every instance, but to use judgment about whether to do the same thing each time.

Classes in ethical issues, professional journals, and self-education resources can help you prepare yourself to manage ethical issues and teach others to do the same.

#### LEGISLATION RELATED TO PERSONNEL MANAGEMENT

This section provides a brief overview of each area. For more details, you should do further reading and/or seek competent professional advice.

#### **Discrimination Issues**

Discrimination occurs when people or groups of people are treated differently because of some characteristic (e.g., age, race, sex, religion, marital status, national origin). Most employers will not practice overt discrimination in violation of the law, but subtle discrimination often exists.

There are two bases for nondiscrimination. There is the obvious legal basis for nondiscrimination and the tangible and intangible penalties for discrimination. We also should recognize the benefits of a culturally diverse organization in sharing ideas, perceptions, and experiences, and in strengthening the organization.

Disparate treatment occurs when an employer treats a specific individual differently from the way other employees are treated. Adverse impact takes place when a policy or practice affects an entire protected group (of which the employee is a member) differently from the way it affects other groups. Some policies may appear to be impartial, but may have a greater effect on a protected group is not accomodated. An employer may be discriminating if a particular need of an employee who is a member of a specific protected group is not accommodated. The courts are changing the list of protected groups continually. It is important to note that employers and supervisors are responsible for the actions of their subordinates, even though they, themselves, may not discriminate.

The selection process may not be biased against persons because of race or national origin. Offensive racial and ethnic comments are not permitted in the workplace.

Sexual discrimination occurs when employment decisions are based on an employee's gender instead of qualifications. Sexual harassment occurs when an employee is subjected to unwelcome behavior from an employer (or someone under the employer's control) that happens only because of the employee's gender.

#### Maternity and Family and Medical Leave

The Pregnancy Discrimination Act states that women who are pregnant must be treated the same as other applicants or employees on the basis of their ability or inability to work. The Family Medical Leave Act requires up to 12 weeks of unpaid leave in any 12-month period for childbirth, adoption, care of a child, spouse, or parent with a serious health problem, or for an employee's own serious health problem.

#### Age Discrimination

The Age Discrimination in Employment Act protects employees from discrimination because of age.

#### **Religious Discrimination**

The employer must reasonably accommodate religious practices in light of business circumstance.

### Discrimination Against the Disabled

A disabled person is one who has a physical or mental impairment that limits one or more major life activities, has a record of such impairment (i.e., recovered from previous condition), or is perceived to have an impairment (i.e., people think the individual has one). The Americans with Disabilities Act (ADA) prohibits discrimination against qualified disabled people by requiring employers to make reasonable accommodation for those who can perform the essential functions of the job, unless the accommodation would cause undue hardship to the employer.

#### Equal Employment Opportunity

Equal employment opportunity (EEO) refers to the right of all individuals to compete on an equal basis for a job without regard to race, creed, national origin, religion, disability, gender, or age. Originally, equal employment laws were written to eradicate intentional and unethical acts of discrimination. However, many practices continue to discriminate unintentionally against minorities and women.

Both court decisions and laws have said that minorities and women not only will be employed, but will be recruited actively and selected appropriately. Action to the contrary is permitted only if a particular person is incapable of performing validated job-related tasks.

#### Affirmative Action

Affirmative action is a voluntary and deliberate action on the part of an employer to ensure that personnel practices meet EEO requirements. A prerequisite to successful affirmative action is commitment. It must begin at the top and work down. Since it is difficult to change attitudes, the initial efforts should be directed at changing nonsupportive behavior. We should be concerned not only with liability issues associated with discrimination, but also recognize the benefits of a diverse organization in the sharing of ideas, perceptions, and experiences.

### Health and Safety Issues

Because of limited enforcement capabilities, the responsibility for compliance rests with employers to do the right thing, and with employees to report them if they don't.

#### Occupational Safety and Health Administration

The Occupational Safety and Health Administration (OSHA) requires employers to comply with general safety standards that apply to all workplaces, as well as to specific standards that apply to specific work environments. The employer has a general duty to provide a workplace that is free from recognized hazards that are likely to cause death or serious physical harm. If your State is not an OSHA State, then you must comply with your State's regulations governing occupational safety and health. You should obtain a copy of your State regulations.

## Other Legislation

#### Access to Personnel Files

Personnel records should be job related and based on business necessity. Only those people who have a "need to know" should have access; employees are permitted access to their own files. Medical records are considered to be confidential under ADA.

#### Drug and Alcohol Testing

Drug and alcohol testing is very controversial and difficult to do without being discriminatory.

#### Copyright/Plagiarism

Copyright is a form of protection provided by Federal law to the authors of original works. It gives the owner the exclusive right to reproduce the work, to prepare derivative works, and to perform or display the copyrighted work publicly; it is illegal for anyone to violate these rights.

Sections 107 through 118 of the Copyright Act of 1976 establish some limitations to these rights. The major limitation of concern to trainers is the doctrine of "fair use," which allows limited use. A single copy of a chapter of a book, an article from a periodical, a short essay or poem, a chart, graph, diagram, drawing, cartoon, or a picture from a book may be made for scholarly research or for use in teaching or preparing to teach a class. Multiple copies for classroom use may be made as long as they do not exceed more than one copy per student in a course. The copying must meet the tests of brevity, spontaneity, and cumulative effect, and must include a notice of copyright. Brevity places numerical limits for each type of work. Spontaneity requires that the copying is at the instance and inspiration of the individual teacher, and the inspiration and decision to use the work and the moment of its use for maximum effectiveness are so close in time that it would be unreasonable to expect a timely reply to a request for permission. Cumulative effect means that the copying is for one course in the institution in which the copies are made.

Copyright infringement carries heavy penalties, with the normal penalty from \$250 to \$10,000 for each violation, and up to \$50,000 for willful violation. If a question exists as to whether an act of copying would be a violation of copyright law, the safest approach is to seek permission.

Plagiarism is representing the ideas or words of another as one's own without crediting the originator.

Two excellent publications on copyright law:

- 1. Circular 1--Copyright Basics; and
- 2. Circular 21--*Reproduction of Copyrighted Works by Educators and Librarians.*

These Copyright Office publications may be ordered by writing to:

Publications Section, LM-455 Copyright Office Library of Congress Washington, DC 20559-6000

Publications also may be ordered by calling the Forms and Circulars Hotline (202-707-9100). Orders are recorded automatically and filled as soon as possible.

#### FEDERAL REGULATIONS

We provide a wide range of services that are subject to Federal regulation. It is our responsibility to train all personnel to the minimum level of competency required by applicable regulations. The trainer has a responsibility to train to minimum competency using safe practices, and assumes the liability for failure to do so. OSHA regulations are established to protect employees from accidental injury or harm that might occur in the work environment. If you are in an OSHA State, you have State OSHA enforcement. If you are not in an OSHA State, the Environmental Protection Agency (EPA) enforces some rules, and the specific standards tend to define accepted practice. If you violate OSHA regulations, legal action can be taken by the enforcement agency.

#### Compliance

Fire departments are mandated to deliver and to certify adequate and timely training based on the applicable standards. They may be cited and fined for lack of training, documentation, or compliance with specific sections of the law. If your agency adopts a standard, it can be enforced. Even if you don't adopt a standard, it still can be cited in a civil negligence suit by an expert witness hired by a plaintiff attempting to establish a standard of care which should have been used. At the least, every department should be working toward voluntary compliance. It is important to have a realistic view of your department's capabilities, to make sure that your customers understand those capabilities, and to make sure they do not have unrealistic expectations. In developing a compliance plan, you should focus on those elements that deal with your department's greatest needs. Don't train people for things that they should not be doing. Your Standard Operating Procedures (SOP's) form the basis for training. Make sure that members can do what you expect them to do.

There are some alternatives to assist with compliance:

- regionalize training course offerings and facilities;
- share courses and instructor expertise;
- develop and use existing train-the-trainer programs;
- use mobile training facilities;
- use new technologies such as satellite programming, video, and computer-based training;
- foster industry/fire department partnerships; and
- form college/fire department partnerships.

Citations for noncompliance with mandates have potential civil and/or criminal liability implications. If someone has been injured or killed as a result of an OSHA violation, civil suits are almost certain to follow.

### **OSHA Regulations**

It is the trainer's responsibility to train to minimum competency using safe practices, and it is the trainer's liability if she fails to do so.

OSHA regulations were established to protect employees from accidental injury or harm that might occur in the work environment. These regulations are not "nice to do"; they are laws that must be enforced. If you are in an OSHA State, you have State OSHA enforcement. If yours is not an OSHA State, the EPA enforces some rules, and the specific standards tend to define accepted practice. If you violate OSHA regulations, legal action can be taken by the enforcement agency.

There has been significant pressure on Congress to reform OSHA. The pressure is to make it more strict.

Title 29 of the Code of Federal Regulations (29 CFR) 1910.120--Hazardous Waste Operations and Emergency Response (HAZWOPER). Requires first responders to be trained in hazardous materials emergencies to the operations level for those who respond in defensive mode to contain release and to prevent exposures.

29 CFR 1910.134--Respiratory Protection. Requires users of respiratory equipment to be trained in use and maintenance.

29 CFR 1910.146--Confined Space. Requires that rescue teams be trained in use of personal protective and rescue equipment, procedures to accomplish rescue duties, and first-aid training. They also must complete practice rescues at least once a year. 29 CFR 1910.156--Fire Brigade. States that employees must be trained in all duties that they may be assigned to complete. Firefighters must be trained to be firefighters, officers to be officers, instructors to be instructors, etc.

29 CFR 1910.1030--Bloodborne Pathogens. Requires that employees be trained in precautions against acquiring diseases through contact with body fluids. It requires an annual refresher.

29 CFR 1910.1200--Hazard Communication. States that all employees must be trained in how to recognize hazards in the workplace and how to obtain information about those hazards.

29 CFR 1910.1035--Airborne Pathogens (Tuberculosis). Requires training in use of respirators and precautions to avoid diseases from airborne pathogens.

## NATIONAL FIRE PROTECTION ASSOCIATION STANDARDS

Although not mandated unless adopted by the Authority Having Jurisdiction (AHJ), regulatory agencies are beginning to require compliance to certain National Fire Protection Association (NFPA) Standards. NFPA 1500, *Standard on Fire Department Occupational Safety and Health Program*, is not law (unless adopted by the AHJ with enforcement authority), but it does represent a consensus standard--a standard by which a reasonable person would operate a fire department. NFPA 1500 is a planning document, and every department should have an implementation plan.

NFPA 1500 references training in the following standards:

- NFPA 472, Standard for Professional Competence of Responders to Hazardous Materials Incidents.
- NFPA 473, Standard for Competencies for EMS Personnel Responding to Hazardous Materials Incidents.
- NFPA 1001, Standard for Fire Fighter Professional Qualifications.
- NFPA 1002, Standard for Fire Department Vehicle Driver/ Operator Professional Qualifications.

- NFPA 1003, Standard for Airport Fire Fighter Professional Qualifications.
- NFPA 1021, Standard for Fire Officer Professional Qualifications.
- NFPA 1031, Standard for Professional Qualifications for Fire Inspector.
- NFPA 1035, Standard for Professional Qualifications for Public Fire and Life Safety Educator.
- NFPA 1041, Standard for Fire Service Instructor Professional Qualifications.
- NFPA 1521, Standard for Fire Department Safety Officer.
- NFPA 1561, Standard on Fire Department Incident Management System.

NFPA 1403, *Standard on Live Fire Training Evolutions*, sets standards in an area where many firefighters have been injured and killed in recent years. Training also is required in apparatus use and driver certification, EMS, and the Incident Command System (ICS).

## LIABILITY

Liability results from a failure of duty. To prove liability, the injured party first must prove negligence. Negligence is the failure to do something that a reasonable and prudent person would do, or doing something that a reasonable and prudent person would not do.

There are four elements of negligence. First, there must be a duty--owed or assumed. Once you have a legal duty, as established by internal customs or policy or by statutory standards, you must act reasonably in carrying out that duty. The reasonableness of your actions should take into consideration your training and experience and the conditions under which the care is rendered. For example, generally, in emergency services, we have an implied duty to act. If we initiate emergency action, such as starting to respond with emergency equipment, we clearly have assumed a duty.

Second, there must be a breach of that duty. A breach of duty occurs when you fail to complete that duty properly (i.e., you failed to conform to a standard of care). This can happen through the improper performance of an act or a failure to act. As an example, we improperly carry out a primary patient survey and fail to discover and to treat an injury.

Third, there must be causation. Causation requires that, as a result of that breach of duty, an individual (or organization) is harmed in some way. She claims that what you did had a direct relationship on what happened to her. For example, because we fail to treat the injury, the patient suffers further physical damage.

Fourth, damage must have been suffered by the plaintiff.

Everyone is responsible and liable for their actions. You can be sued for anything at any time, even when you are acting in the best interest of a victim. You also can be sued if your customers do not get the level of service they expect and have been promised.

Vicarious liability is liability that is incurred when one person is responsible for the negligent actions of another person even though the first person was not directly responsible for the injury. The local Training Officer is responsible for the action or inaction of subordinate instructors. Liability can also be related to Equal Employment Opportunity (EEO), sexual discrimination/harassment, ADA discrimination, and so forth.

As long as you perform your duties within reasonable guidelines or established standards, and you document what you do, you are laying the groundwork for a defense. There are two legal defenses against liability:

- 1. You did not do it--documentation forms the basis of proof of what happened.
- 2. You did it, but governmental immunity protects you.

## Training Liability Issues

Vincent Brannigan (*Fire Chief*, January 1995) identified a number of liability problems unique to training:

- Because students are being taught the unfamiliar, instructors must train themselves to teach step by step.
- Instructors compromise safety to make training more realistic.
- Liability defenses that apply in emergency situations do not necessarily apply to training.

- Disputes arise over responsibility for injuries when one department trains another.
- Because training is supposed to be under total control, events that might be accepted at actual fires are likely to be considered negligent in training.

Brannigan makes the following suggestions to reduce exposure to liability in training situations:

- make sure trainees are physically fit;
- get legal clearance before training underage firefighters;
- permit no horseplay;
- liability releases might not be valid;
- have appropriate backup and support for hazardous training;
- LTO's must be trained properly;
- comply with standards;
- investigate all injuries; and
- consider environmental liability.

#### DOCUMENTATION

#### Introduction

#### Case Study

At about 0330 on September 16, 1991, a tractor-trailer traveling on an interstate highway in Connecticut hit construction barriers and overturned. About 5 minutes after the arrival of the first fire department units, an unidentified product was discovered to be leaking from the tanker down the entrance ramp. The fire chief established a safety perimeter and a Command Post (CP). The product was identified as formaldehyde, and appropriate notifications were made. The injured driver was transported from the scene within 15 minutes. Cleanup was completed within the next 20 hours.

Does this sound like an appropriate reaction to the incident on the part of the fire department?

CONN-OSHA, the State agency responsible for enforcement of Federal OSHA regulations, subsequently investigated the incident and cited the department for not conducting air monitoring and for failure to train all members to the first responder-operations level. The citations were based on an examination of training records, SOP's, and personnel training levels.

Given the circumstances, would your department have handled the incident in a similar manner?

This case study is an example of an incident that was handled appropriately; the victim received prompt care, and there were no firefighter injuries. And yet, the fire department was subjected to the stress of dealing with OSHA citations that thorough documentation might have prevented.

Does your department have the required documentation to show appropriate training levels for the types of incidents to which you respond?

### Why Document?

Information management is a skill, not "busywork." Fire departments document to satisfy State and Federal legal requirements, to reduce liability exposure, to verify certification, and to justify additional personnel and equipment.

Gordon Graham's video "Fire Department Civil Liability--The True Story," Part I, suggests three types of incidents that should be documented.

- 1. Any injury to person, damage to property, or damage to interest in property (an action on our part that damages another economically).
- 2. Any major injury (requiring hospitalization) in which we have people on the scene, or where the department's property is involved.
- 3. Any time someone threatens you with litigation.

An outline of this video's content can be found in the SM Appendix.

## **Personnel Records**

The personnel file for every member of the department should contain an employment history file, training and certification records, payroll, medical, and safety records. Employment history records should contain information about hiring, promotions or demotions, disciplinary actions, commendations, and termination.

## **Training Records and Reports System**

A training records and reporting system must document all training and education completed by the individual. It also should document all training activities of the Training Function.

Training records should include schedules for all training; daily training records, including instructor, subject, and hours; company training; individual training; monthly and yearly summaries; and certification results. Signed lesson plans should be kept to verify the training that actually took place.

These may be computer programs that may run on CD-ROM.

### **Documentation Attributes**

All training documentation should be

- complete--contains all necessary information;
- pertinent--does not contain unnecessary information;
- accurate--reflects what really happened;
- timely--completed according to "usual practice"; and
- neat--legible, correct spelling, etc.

## Recordkeeping System for Training

A training record system can be kept manually or electronically. With a manual system, a series of forms must be filled out and filed. Almost every department finds that it is useful to maintain some manual records. They are transportable, cheap, can be used during power failures, and they do not require great expertise to use.

An electronic (computer) system can use off-the-shelf or customdeveloped programs. The program selected must be fitted to department needs. Computer systems retrieve data easily, are cost effective, more accurate, and can produce comprehensive reports for decisionmaking. An important issue is to decide what records and reports must be stored in hard copy. Not everything needs to go in a computer. Putting information into a computer and getting it out requires time and money. The computer should be used when timely, accessible, summary information is required. Hard copy should accompany computer records where records require a signature.

### **Developing and Managing a Documentation System**

#### System Design

It is desirable to minimize elements of a system, standardize forms and procedures for input and output, make them simple, and decide how data input will take place.

#### Planning a Recordkeeping System

Planning includes carrying out a needs assessment, developing a plan that outlines the entire documentation system, and obtaining a commitment to use the system as intended.

#### Retention of Records

Decisions need to be made about how long to keep records. Check your State laws. Legal requirements vary, and different laws may specify different retention periods.

#### Organizing an Information System

The system must be well organized to avoid overwhelming users. The designer must meet with staff to develop policies regarding the type of records to be kept, how long to keep them, and who will have access to them. Other issues are the selection of hardware, developing system documentation, arranging training for users, and arranging for technical support.

Evaluation of information and recordkeeping systems should be done annually.

#### SUMMARY

Human resources are the most valuable part of an organization. Human resource development and Training Functions are closely linked.

Legislation and government regulations increase exposure to liability. Performing training within reasonable guidelines or established standards reduces this exposure. Documentation also can reduce exposure by proving what happened.

LTO's have a responsibility to develop themselves and the people who work for them.

# Activity 2.1

## Ethical Behavior

## Purpose

To demonstrate an understanding of how ethics can affect the Training Function.

## Directions

- 1. You will be assigned a Scenario by your instructor and will work with the group at your table.
- 2. Read the Scenario and decide what the ethical thing to do would be in the situation. Why is that the "right" choice? How would you respond to the person involved?
- 3. Your group will have 3 minutes to complete its work.
- 4. Select someone to give a brief report to the class.

## Scenario 1

The Training Officer from your neighboring department has just purchased an excellent videotape on ladder training. She has offered to loan it to you so that you can make a copy and use it in your training program.

## Scenario 2

One requirement for promotion in your department is the successful completion of four specific courses. Your best friend is competing for promotion, has completed three of the courses, and is scheduled to take the fourth class after the promotion deadline. He has asked you to "temporarily" alter his training records to show that the class is already complete.

## Scenario 3

Evaluation for firefighter certification in your department includes a 100-question, multiple-choice exam and a skills test. Students must successfully complete each evaluation to be certified. One of the most technically skilled students confides in you that he will not be able to read the questions well enough to answer them.

## Scenario 4

One of the volunteers was injured at an incident while using the "jaws of life" and has decided to sue the manufacturer. She has asked you to testify regarding the training she received. You know that the training which would have prevented her injury was never presented, even though the manufacturer recommended it, because you did not think it was that important.

# Activity 2.2

### Documentation

### Purpose

To be used as an introduction into the documentation unit stressing the importance of documentation.

#### Directions

- 1. View the three brief scenarios.
- 2. As an individual, answer the questions related to the scenarios.
- 3. Be prepared to share your responses with the class.

### Questions

- 1. Did you observe any activity that could result in an injury?
- 2. What were the activities?
- 3. Do you believe that litigation could occur because of the activities you identified?
- 4. What type of documentation do you think would be necessary?

## Activity 2.3

## **Using Documentation and Records**

### Purpose

To apply documentation, recordkeeping, and legal issues to simulated incidents.

## Directions

- 1. The instructor will assign a scenario to each group. Read the assigned scenario.
- 2. As a group, discuss and answer the questions as they relate to the scenario.
- 3. Select a group spokesperson to report the results of your discussion and the answers selected.
- 4. The critical element of this activity is that you identify the regulations that apply to the scenario. You also should point out the importance, value, and use of documentation.

## Scenario 1

Responding to a structure fire, the tanker struck a vehicle while proceeding through an intersection. The accident resulted in non-life-threatening injuries to the two firefighters in the tanker and life-threatening injuries to the teenage driver of the car. The driver of the tanker has been in the department for 3 years. The driver has completed Firefighter I and attended classes on defensive driving conducted at a neighboring fire department. The driver also has done some practice driving with different members of the fire department when returning from calls. This was the driver's second time driving to an emergency. The driver drove the equipment truck on his first driving response to an emergency. The chief is concerned about the possibility of a lawsuit and has requested you to verify that the driver had received the necessary training in order to drive the apparatus in an emergency situation. The chief also wants to know when and who approved the individual to drive, and if a breach of duty has occurred?

1. What records would you need to check?

2. What types of documentation would be crucial in this scenario?

3. Do you believe the four elements of negligence would be involved in this situation? If so, how?

### Scenario 2

You are conducting live fire training using an acquired structure. Two mutual-aid fire departments have sent several firefighters to take part in the training exercise. During one of the fire attack evolutions, a firefighter from one of the mutual-aid fire departments (nozzle position) is seriously burned. The firefighter panicked, dropped the nozzle, and ran into the fire room on the second floor. The backup firefighter on the line is from your department and receives only minor burns.

You were using only Class A material to set the fires, and had personally inspected the structure 2 weeks before the exercise. Your firefighter has been on the fire department for 15 years and has participated actively in several burns. The firefighter from the mutual-aid fire department stated during the orientation for the burn that necessary training to participate in the live fire training had been completed. Both firefighters were wearing complete protective clothing. The personal protective clothing worn by your fire department member was 2 years old and met the standard when it was purchased. You do not have any information concerning the personal protective clothing worn by the burned firefighter. The burned firefighter will have to undergo several skin graft operations and be off work for 6 months. You are concerned about the possibility of a lawsuit against you and the fire department.

1. What documentation would be necessary to prove that you met the standard of care?

2. What documentation would be necessary to prove that you had provided the proper training for members to actively take part in a live burn?

3. Describe how the four elements of negligence would be involved in this situation.

## Scenario 3

A member of your fire department responded from work to an alarm of a person down inside a septic tank. The member had a helmet, coat, hood, pants and boots, and gloves, but no self-contained breathing apparatus (SCBA). Upon arrival at the scene, the firefighter discovered an unconscious victim lying on the bottom of the septic tank. The victim's relative was screaming for the firefighter to do something. The firefighter held a cloth over his nose and mouth and entered the tank. The firefighter collapsed when trying to remove the victim. Upon arrival, the fire department discovered the victim and the firefighter, both unconscious on the bottom of the tank. Two firefighters wearing SCBA entered the tank and removed the victim and the firefighter. Both were pronounced dead on arrival at the hospital. The fire department had no air-monitoring equipment and had never received any training on confined space rescue. Every member had been trained on the proper use of SCBA in the last 6 months. The SCBA training only dealt with structural firefighting. The relative of the victim has threatened to sue the fire department for not rescuing the victim. The firefighter was married with three children, and the spouse has expressed belief that the fire department is responsible for the death. You have been the Training Officer of the 20-person fire department for 2 years.

- 1. What type of records will be important to this situation?
- 2. What type of information should have been documented to help you in this case?
- 3. What standards, laws, and regulations could be used in this case?
- 4. What has your fire department done to protect you and the fire department in such situations?

#### Scenario 4

You are the Training Officer of a small fire department which is in the process of purchasing a portable master stream appliance. Your fire department has never owned or operated such an appliance. You have made arrangements with a vendor to bring the portable master stream appliance to drill to discuss its use and operation. You and the vendor conduct a 1-hour classroom session before the demonstration of the appliance. During the classroom presentation, all the safety points and procedures for using the appliance were presented to the department members. After the presentation, all the members present donned protective clothing and proceeded to the field behind the firehouse to participate in the demonstration. Two 100-foot supply lines were stretched, and the appliance was tied down per the instructions of the vendor. All seemed to be going well as the appliance was being properly supplied at the correct nozzle pressure. The assistant chief arrived at the training session and observed the working appliance. Even though the assistant chief did not have any experience using a portable master stream appliance and did not attend the training session before the demonstration, he/she ordered two firefighters to assist him/her in trying to move the appliance while it was flowing water. The three individuals untied the appliance and it flipped, throwing the individuals across the training ground. The assistant chief was struck by the appliance and was severely injured. In fact, he/she was pulseless and not breathing. The individual was given proper medical attention and transported to the local hospital where after several days he/she was discharged. He/She was off work for 3 weeks. The assistant chief stated to other firefighters that the fire department should not purchase such a dangerous piece of equipment. In fact, the assistant chief is thinking of suing the fire department and the manufacturer of the appliance. The chief has requested that you provide documentation as to what occurred before, during, and after the drill.

1. What type of records will be important to this situation?

2. What type of information should have been documented for use in this situation?

3. What standards, laws, and regulations could be useful in this case?

4. Was the standard of care met in this situation?

5. What has your fire department done to protect you and the fire department in such situations?

# APPENDIX

## **Video Highlights**

#### "Fire Department Civil Liability--The True Story," Gordon Graham

The Gordan Graham video is available from:

Graham Research Associates 6475 East Pacific Coast Highway Suite 136 Long Beach, CA 90803-4296 310-986-1226

- I. Nature and scope of problem.
  - A. We live in an extremely litigious society.
  - B. There is growing distrust of governmental services.
  - C. People are less willing to accept responsibility for their own actions.
  - D. There is gradual erosion of governmental immunity.
  - E. Joint and several liability is still alive and well.
  - F. Attorneys are looking for someone to sue.
  - G. Well-informed, well-educated public are your best ally.
  - H. Currently, we have neither a well-informed nor a well-educated public.
- II. Vast majority of incidents that end in litigation are because of well-meaning people who make mistakes, or something out of their control goes wrong.
- III. Primary reasons for losing litigation.
  - A. Selection.
  - B. Training.
  - C. Proof.

- IV. Key to elimination of fire department civil liability.
  - A. Do your job right.
  - B. Take the time, after the fact, to prove that you did your job right.
- V. Key to fire department Success: SROVT (solid, realistic, ongoing, verifiable training).
  - A. Identification of critical tasks.
    - 1. All of the tasks you are required to do.
    - 2. Subtract the tasks you already know how to do through experience.
    - 3. Subtract the tasks that don't count.
    - 4. What you have left are the critical tasks.
  - B. Identify law, policy of how to achieve proper conduct in critical tasks.
  - C. Make sure you really know how to do them.
  - D. Develop programs that emphasize the ongoing, verifiable nature of the training.
- VI. Genesis of a lawsuit.
  - A. Someone suffers damages and gets lawyer.
  - B. Lawyer must show that someone with deep pockets acted improperly or failed to act properly.
- VII. Defense against lawsuit.
  - A. We didn't do it.
  - B. We did it, but governmental immunity protects us.
- VIII. Proof comes through documentation.
  - A. Documentation is writing down what happened so you can, later on, prove what happened.

- B. You don't have time to document all incidents thoroughly, so you document incidents that have a high probability of ending in litigation (threshold incidents).
- IX. Three families of incidents that regularly end in litigation (threshold incidents).
  - A. Any incident resulting in injury to person, damage to property, or damage to interest in property.
  - B. Any major incident, requiring hospitalization, in which you are on scene, or where there is city, State, or employer property involved.
  - C. Any time someone tells you, "I'll sue!" or any derivation thereof.
  - D. Any time one of these threshold incidents occurs, take the time to prove you did things right by documenting.
- X. Documentation factors.
  - A. Complete.
  - B. Pertinent.
  - C. Accurate.
  - D. Timely.
  - E. Neat.
- XI. Requirements for good incident documentation (to prove proper conduct).
  - A. Reports.
  - B. Witnesses.
  - C. Evidence.
  - D. Photographs.
  - E. Tapes (radio, audio, and video).
- XII. Report factors.
  - A. Complete.

- B. Consistent with policy, other reports.
- C. Within policy.
- XIII. Jurors follow the 90-70-50 rule.
  - A. 90 percent of their knowledge of life they get from TV.
  - B. 70 percent of jurors make up their minds on the first day.
  - C. 50 percent of jurors think you are lying.
- XIV. Lawyers use three techniques to prove you are lying.
  - A. Compare your testimony to what another onscene person says.
  - B. Compare trial statements to what you've said in reports--be consistent.
  - C. Compare trial statements to what you've said in past.
- XV. Vicarious liability--liability for actions of subordinates.
- XVI. Core critical tasks to focus on.
  - A. Vehicular operations.
  - B. EMS operations.
  - C. Special relationships--public has the right to expect you to do your job right. If you don't and someone gets hurt, it violates special relationships doctrine.
  - D. Job-based harassment.
- XVII. Summary.
  - A. Get and keep good people.
  - B. Make sure they are trained adequately.
  - C. Do job right--prove it on the day of the incident by writing good reports.

## Special Risks to Firefighters Involved in Interior Structural Firefighting

## **Special Hazards Confronting Firefighters**

- great personal danger and inherent urgency;
- need to enter a hazardous situation from which others are fleeing;
- no ability to schedule work to minimize stresses (e.g., fatigue, heat); and
- sometimes must depend on people outside for rescue.

## Special Hazards for Interior Structural Fires

- produce an immediately dangerous to life and health (IDLH) atmosphere. (An interior structural fire is always an IDLH situation, by definition.);
- result in uncontrolled and unpredictable situations;
- take place in poorly characterized and unfamiliar settings;
- involve rapidly deteriorating circumstances in which normal systems, facilities, and processes have already failed; and
- require establishment of site-specific communication and rescue systems for each situation.

## Interior Structural Firefighting ("Two in/Two out")

- Self-contained breathing apparatus (SCBA's) are required for IDLH atmospheres. (Interior attack of an interior structural fire is always IDLH.)
- Two firefighters must enter the burning building and remain in visual and voice contact with each other at all times.
- Two firefighters must be on standby if two firefighters are engaged in interior structural firefighting in a burning building ("two in/two out").
- "Two in" ensures that contact is maintained between "buddies" so they can monitor each other's situation (e.g., distress, equipment failure, entrapment, other hazards).
- "Two out" assures that adequate personnel are immediately available to monitor and account for those in the building, initiate rescue, and call for necessary back-up personnel.

- As many as 19 of the 25 State plan States and territories have already adopted "two in/two out" as policy. These States and territories are Alaska, Arizona, Connecticut, Hawaii, Indiana, Iowa, Kentucky, Maryland, Michigan, Minnesota, New Mexico, North Carolina, Oregon, Puerto Rico, Tennessee, Utah, Vermont, Virginia, and Wyoming.
- On the basis of firefighter safety, "two in/two out" is strongly supported by information from the International Association of Fire Fighters (IAFF), NFPA, and the International Association of Fire Chief's (IAFC).

### Coverage of Firefighters

- The Federal standard will apply only to Federal employees who fight fires and to private-sector employees who fight fires (e.g., those in industrial fire brigades and other private fire companies). Federal OSHA has no jurisdiction over the many firefighters who are State and local government employees or volunteers.
- Although OSHA has no jurisdiction over public sector (State and local government) firefighters, the 25 States operating OSHA-approved State plans do cover those workers.
- The States are expected to adopt a revised respiratory protection standard within 6 months of Federal promulgation of a standard. State standards may differ but must provide equivalent protection. It is through these State plan standards that the "two-in/two-out" requirement will be applicable to State and local government firefighters in these States.

1											
	YEARLY TOTAL										
	SUB- TOTAL										
	HOURS SKILL										
	HOURS THEORY										
	INSTRUCTOR			-							
	LOCATION										
	SUBJECT										
NAME	DATE										

INDIVIDUAL TRAINING RECORD



Last Name Trainee:		First Name	Middle Init.
Social Security Number	Date of Birth	Proby. Appt. Date	Completion Date
Fire Department Name			Fire Dept. Code
MTO Signature	<u> </u>	MTO Sc	cial Security Number

ī

#### Firefighting and Code Enforcement Personnel Standards and Education Commission Probationary Firefighter's Training Record

Subject	Hrs:Mins	inst. Init.	Trainee Init.		:Mins		Trainee Init.	Subject Hr	s:Miñs	inst. Init.	Trainee Init.
FIRE PROT. & ORGANIZ	ATION			HOSE PRACTICES				FIRE STREAMS			
Program Overview 1	:30			Types & Construction	:10			Introduction to Hydraulics	1:10		
Duties & Responsibilities				Uses	:30			Friction Loss			
Evaluation & Procedures				Care & Maintenance	:20			Calculations			
Facility Familiarization	:40			Nozzles & Couplings	:15			Fire Streams			
History & Tradition	1:00			Loads & Carries	:30			Water System			
Development & Organ.	1:00			Advancing Lines	8:20		1	Water Oyotom			
Personnel Policies	1:00			Hose Lays	6:15		<b></b>	HAZARDOUS MATERIALS			
Technology	1:00		<u> </u>	Hydrant Hookups	:25		<b>-</b>	Introduction			
(connoiog)				Equipment & Appliances	4:35			Classification			
FIRE BEHAVIOR							1	Identification	1:00		
Chemistry of Fire	4:00			FORCIBLE ENTRY				Types of Transports			
Electricity	2:00			Purpose	:15			Master Plans	2:00		
,				Tools	:15			Problem Workshops			<u> </u>
EXTINGUISHERS				Methods & Procedures	1:05			Introduction to Radiation	3:00		L
Agents in Use	:30							Protection	3:00		
<b>Ratings &amp; Distribution</b>	2:00			VENTILATION				Monitoring	3:00		L
Hazards & Care	:30			Smoke & Gases	:20			1			
				Ventilation Principles	:20			NATURAL COVER F.F.			i
FIRE PREVENTION				Size up & Methods	:35	-		Behavior & Types	3:00		
Inspection Activity	4:00			Mechanical & Forced Vent.	:15			Controlling	3:00		
Public Education	1:00							Techniques	3:00		
Public Relations	1:00			RESCUE							
Building Construction	3:00			Functions	:30			FIRE & ARSON AWARENI	SS		
Inspection Procedures	10:00			Techniques	:30			Arson Problem	2:00		
Occupancy Classification	n 3:00			Heavy Tools	17:00			Basic Concepts			
				Victim Extrication	16:00			Normal Fire Behavior			
PERSONNEL SAFETY								Observational Skills	2:30		
Hazards	:15			SALVAGE & OVERHAUL				Preservation	2:00		
Station Safety	:15			Purpose	:15						
Response Safety	:15			Salvage Duties	:15			DETECTION & SUPPRESS	ION		
Emergency Scene Safety	1:00			Covering Operation	:40			Wet & Dry Pipe System	1:00		
Protective Clothing	1:00			Water Removal	:25			Standpipe System	:20		
Breathing Apparatus	2:00			Salvage Practices	:40		ļ	Alarm Systems	1:00		
Tool Use & Safety	:15			Overhaul	:25			Heat & Smoke Detection	:30		<u> </u>
				Salvage Equipment	:20			Exiting Systems			
ROPE & KNOTS				N				Inspection Maintenance	:15		<u> </u>
Use & Care	:40		<u> </u>	COMMUNICATIONS							
Knot Tying	2:40			Radio Network	:25			TACTICS & STRATEGIES			
Knot Usage	:50			Transmitters & Receivers	:25		+	Tactics	3:00		
				Transmitting Procedures	:25			Special Problems	3:00		
TOOLS & EQUIPMENT	• •			Radio Log	1:15						
Identification	1:45		····	Equipment Maintenance	:25		+	APPARATUS DRIVING			
Safe Usage	:15	d		Communication Signals	:25			Familiarization	:30		<b> </b>
Care & Maintenance	1:00							Regulations	:30	<u></u>	
				FIRE PUMPS				Preventive Maintenance	1:30		
GROUND LADDERS				Introduction	2:30		<u>+</u>	Service Testing	:30		<b></b>
Construction	1:00			Factors in Pumping	4:20		<b></b>				
Maintenance	:20			Non. Pos. Displacement	:20		<b> </b>				
Carrying	2:10		I	Positive Disp. Pumps	:15		+ i				
Climbing & Working	:45		I	Controls & Accessories	2:00						
Raises & Carries	:15			Portable Pumps	:25		<u>+</u> ∣	CHECK HIGHEST LEVE	LOFE	DUCAT	TON:
Hoisting	:30			Pumper Evolutions	6:45		<b>┼</b> ─── │	Less than 8th Grad	le		
Hose Lines & Ladders	:30						1	Junior High School	1		
Ladder Rescue	:30			AERIAL LADDERS	0.00			High School or G.			
				Ladder Co. Operations	3:00		t	Some College			
FIRST AID				Driving & Spotting	3:00		t	Associate Degree			
Standard	14:00			Operation of Ladders	3:00		+	Bachelor's Degree			
C.P.R.	8:00		L	Ladder & Hose Operation	3:00		<b>†</b>	Master's Degree			
				Considerations							

#### NEW YORK STATE ANNUAL OSHA REQUIRED FIREFIGHTER SAFETY TRAINING (8 hrs.)

Note: The knowledge and skill areas required to meet the annual refresher safety training can be accomplished in several different methods. Instructors, please review the training curriculum and drill materials to determine if any or all subject areas have been accomplished during today's training activity. Please note the subject/drill title and the lesson plan number on the training record below. If a two hour training session covered one or more of the required subject areas please identify those areas below and the estimated amount of time spent on the subject. A two hour training session can not total more than two hours of training credit for this requirement.

General hazard recognition	30 min.	
Subject/drill:	Lesson #:	Time:
Fire station safety	30 min.	
Subject/drill:	Lesson #:	Time:
Response safety	45 min.	
Subject/drill:	Lesson #:	Time:
Fire scene safety	75 min.	
Subject/drill:	Lesson #:	Time:
Protective clothing	60 min.	
Subject/drill:	Lesson #:	Time:
Self-contained breathing apparatus	120 min.	
Subject/drill:	Lesson #:	Time:
Tools and equipment safety	60 min.	
Subject/drill:	Lesson #:	Time:
Recent developments in fire safety	60 min.	
Subject/drill:	Lesson #:	Time:
Instructor name:		Date:
Sign	Print	

Participants name and fire department identification number: (Each participant should sign their own name)

	-		
· · · · · · · · · · · · · · · · · · ·			
		5	<u> </u>
	Page		
# UNIT 3: TRAINING NEEDS ASSESSMENT

GOAL

To implement an ongoing proactive process to identify departmental training needs.

#### TERMINAL OBJECTIVE

The students will be able to apply a needs assessment process to identify the gap between goals and existing conditions, and prioritize training needs.

#### ENABLING OBJECTIVES

The students will:

- 1. Describe a process to determine training needs.
- 2. *List possible future internal and external influences that will affect fire departments.*
- *3. Identify whether the solution to a problem/need is training.*
- 4. Use a master plan to determine training needs.

#### **DETERMINING TRAINING NEEDS**

It is the trainer's responsibility to find solutions to problems within an organization. Therefore, one of the most critical things the trainer must do is discover what the organization really needs to improve its performance. When these needs have been identified correctly, it is much easier to find solutions. A training needs assessment establishes the foundation for the course.

With regard to determining **training needs** (a process too often ignored by trainers, much to their later regret), your objective is to ensure both that you are working on the right problem and that the problem is appropriate for training. The following four-step process is recommended in determining the needs--specifically the training needs--of your organization.

- 1. **Find a focus**; i.e., "what is the problem?"
- 2. **Identify the gap** between the way things are and the way things should be.
- 3. **Assess the gap**. Will training help? Is there a motivational problem? Are there uncontrollable environmental factors?
- 4. **Make recommendations** as to how to solve the problem. Training may or may not be part of this solution.

Identifying training needs can be challenging. It also requires a certain amount of political sensitivity in dealing with and questioning members of your organization.

## STEP #1: FIND A FOCUS, OR "WHAT IS THE PROBLEM, ANYWAY?"

As a trainer, part of your job is to decide what the problem really is and whether training should be part of the solution to that problem. Further, you want to be sure not to use training to solve the **wrong** problem. To help you focus on the real issues, follow these steps.

1. **Watch for symptoms.** Doctors use the term "chief complaint" to describe a patient's obvious problem, such as stomachache. But often a complaint is a symptom of a deeper problem; for instance, an ulcer. Like the doctor, you should be aware that the chief complaint may be only a symptom that something else is wrong. Use the complaint as a starting point.

- 2. **Look for root causes.** Talk to several people in your organization to get their perspectives and thereby gain a fuller picture.
- 3. **Whenever possible, observe people at work.** Showing is more efficient and effective than telling.
- 4. **Always ask "why."** People often tell you what they **want** rather than what they really **need**. When they have to explain **why** they need something, the real, underlying need often is revealed.

# STEP #2: IDENTIFY A GAP, OR "WHAT SHOULD WE BE DOING THAT WE DON'T DO NOW?"

A need is a **gap** between what our goal is and what we are actually doing; the gap is where we are falling short. When there is a gap, a change must be made. To determine the nature of that change, we should ask the following questions:

- Are we performing **efficiently**? Are we "doing things right"?
- Are we performing **effectively**? Are we "doing the right things"? It is possible to do an efficient job, but still be ineffective in reaching our goals because we are "doing the wrong things?"

There are several methods--each with its own advantages and limitations-for identifying the training need "gaps" of an organization. Brief descriptions of these methods follow.

**Interviews** reveal feelings, causes, and possible solutions as well as facts; they also allow maximum opportunity for free expressions of opinion and the giving of suggestions. The limitations of interviewing as a tool for identifying training needs are that it is time-consuming (i.e., you can reach relatively few people), its results may be difficult to quantify, and it may make subjects feel that they are being put "on the spot".

**Questionnaires** can be used to reach many people in a short time. They are relatively inexpensive, permit people to express themselves without fear of embarrassment, and yield data that can be summarized and reported easily. Limitations on the use of questionnaires are that the device makes little provision for free expression of unanticipated responses, they may be difficult to construct, and they have limited effectiveness in targeting the causes of problems and their possible solutions.

**Tests** are useful as diagnostic tools to identify specific areas of deficiencies. They can help in selecting those potential trainees who can be trained most profitably. Also, their results are easy to compare and report. On the other hand, there is the issue of validation: there are many specific situations for which validated tests are not available, and tests validated elsewhere may prove invalid in new situations. Another drawback is the fact that test results can give clues only as to what the problem might be. Finally, tests are only second-best evidence for determining job performance.

**Group problem analysis** has the same advantages as the interview method plus it permits the synthesis of different viewpoints, promotes general understanding and agreement, and builds support for needed training. The method's limitations are that it is time-consuming, initially expensive, and its results may be difficult to quantify. Further, because of its time-consuming nature, supervisors and executives may not want to participate.

**Job analysis and performance review** produce specific, precise information about jobs and performance; they are tied directly to actual jobs and on-the-job performance. Additionally, these methods break jobs into segments that are manageable for both training and appraisal purposes. However, these methods are time-consuming and difficult for people not specifically trained in job analysis techniques. Supervisors often dislike reviewing employees' inadequacies with them. Last, these techniques reveal the training needs of **individuals**, but not those based on the needs of the **organization**.

A records and reports study provides both excellent clues to trouble spots and the best objective evidence of results of problems. Further, it is usually of concern to and easily understood by operating officials. Such a study, however, does not show the cause of problems or possible solutions. Also, it may not provide enough cases (e.g., grievances) to be meaningful, and it may not reflect a current situation or any recent changes.

METHOD	ADVANTAGES	LIMITATIONS	DO'S AND DON'T'S
Interview	Reveals feelings, causes, and possible solutions as well as facts.	Is time-consuming; can reach relatively few people.	Pretest and revise interview questions as needed.
	Affords maximum opportunity for free expression of opinion, giving of suggestions.	Results may be difficult to quantify. Can make subject feel "on the spot."	Be sure interviewer can and does listen, doesn't judge responses Do not use to interpret, sell, or educate.
Questionnaire	Can reach many people in a short time. Is relatively inexpensive. Gives opportunity of expression without fear of embarrassment.	Little provision for free expression of unanticipated responses. May be difficult to construct.	Pretest and revise questions and form as needed. Offer and safeguard anonymity.
		Has limited effectiveness in targeting causes of problems and possible solutions.	<ul> <li>Use only if prepared to</li> <li>report findings, both favorable and unfavorable.</li> <li>do something about them.</li> </ul>
Test	Useful as a diagnostic tool to identify specific areas of deficiencies. Helpful in selecting from among potential trainees those who can be trained most profitably.	Tests validated for many specific situations often are not available. Tests validated elsewhere may prove invalid in new situations. Results give clues, are	Know what test measures. Be sure it is worth measuring here. Apply results only to factors for which test is good. Don't use tests to take blame for difficult or
	Results are easy to compare and report.	not conclusive. Tests are second-best evidence in relation to job performance.	unpopular decisions that management should make.
Group Problem Analysis	Permits synthesis of different viewpoints.	Is time-consuming and initially expensive	Do not promise or expect quick results.
	Promotes general understanding and agreement. Builds support for needed training. Is in itself good training.	Supervisors and executives may feel too busy to participate, want work done for them. Results may be difficult to quantify.	Start with problem known to be of concern to group. Identify all problems of significant concern to group. Let group make own analysis, set own priorities.

#### METHODS OF NEEDS DETERMINATION

METHOD	ADVANTAGES	LIMITATIONS	DO'S AND DON'T'S
<b>METHOD</b> Job Analysis and Performance Review	Produce specific and precise information about jobs, performance. Are tied directly to actual	LIMITATIONS         Time-consuming.         Difficult for people not specifically trained in job analysis techniques.	Brush up on job-analysis techniques, arrange special training for those who are to do it.
	jobs and on-job performance. Break job into segments manageable both for training and for appraisal purposes.	Supervisors often dislike reviewing employees' inadequacies with them. Reveal training needs of individuals but not those based on needs of organization.	<ul> <li>Be sure analysis is of current job and current performance.</li> <li>Review with employee both <ul> <li>analysis of job, and</li> <li>appraisal of performance.</li> </ul> </li> </ul>
Records and Reports Study	<ul><li>Provides excellent clues to trouble spots.</li><li>Provides best objective evidence of results of problems.</li><li>Usually of concern to and easily understood by operating officials.</li></ul>	Does not show causes of problems, or possible solutions. May not provide enough cases (e.g., grievances) to be meaningful. May not reflect current situation, recent changes.	Use as checks and clues, in combination with other materials.

#### **METHODS OF NEEDS DETERMINATION (cont'd)**

# STEP #3: ASSESS THE GAP

It is easy to fall into the trap of solving the wrong **problem**. Training is only one of several possible solutions to an organization's problems; it solves some, but not all problems. The term that describes the difference between the way things should be and the way things are is **gap**. To ensure that training is the appropriate solution to a given problem, carefully assess the gap identified using the following information.

Most work-related problems can be classified into the following three groups. Trainers may be responsible for solving only the training problems. When these problems have been solved, the gap will be eliminated or reduced.

**Training problem/need**. When people don't know how to do their job, training can be a solution. When knowledge is deficient, instruction should be provided in the deficient areas. Occasionally, trainees may already "know" how to perform, but need practice to become proficient. In this case, it may be enough to provide for supervised practice without

any other formal training. Be sure trainees get feedback so they know how they are doing and what they need to do to improve.

**Motivational problem/need**. Do people lack motivation? Phrased another way, could they do the given job if their lives depended on it? If the answer is yes, but they aren't now doing the job from day to day, there is a motivational problem. One of the worst mistakes trainers make is trying to train people to do what they can do already. If people don't want to do the task, training will not help; in fact, it probably will make people angry.

Motivational problems usually are caused by organizational factors. To increase motivation, you must change the way an organization rewards, punishes, and acknowledges different behaviors. Put simply, motivational problems are handled best by matching rewards and punishments to positive and negative behaviors, respectively, and by giving feedback and reinforcement.

**Environmental problem/need**. Occasionally, outside forces can keep people from doing what they know how to do. These outside (or environmental) problems are either **obstacles**, things that can be changed (e.g., poor equipment that can be replaced) or **constraints**, things that can't be changed (e.g., weather conditions).

Sometimes the distinction between an obstacle and a constraint is relative. For example, if there is no money for new equipment, poor equipment becomes constraining (at least temporarily). It is always a good idea to keep an open mind about possible creative solutions; e.g., sharing equipment, upgrading the equipment you have, or raising money for what you need.

## **STEP #4: RECOMMEND SOLUTIONS**

Based on the preceding steps, you now are ready to make recommendations. These should address the needs that you have identified and should cover all significant aspects of the problem and the proposed solution(s); e.g., the training and practice to be provided (if any), any organizational changes that are needed, ways of coping with major environmental constraints, etc.

Note that training can be all or only part of the solution. In these latter cases, it is important to develop an overall strategy that combines training and organizational changes.

## KNOWING YOUR ORGANIZATION AND PERSONNEL

After determining your training topic, you should identify your training audience by conducting an **audience analysis**. This is done by gathering relevant information about your intended audience. While the specific information you need varies depending on your instructional situation, components of the audience analysis generally include

- Academic factors: academic background and training level completed, reading level, background in subject matter, and special or advanced courses completed relating to subject matter.
- **Personal and social factors:** age and maturity level, special talents, expectations and vocational aspirations, motivation and attitude toward subject matter, learning styles, and special learning needs.

# JOB PERFORMANCE REQUIREMENTS

Job Performance Requirements (JPR's are contained in the NFPA standards for the different levels or positions in a fire department. The JPR's state what prerequisite knowledge and prerequisite skills and individual have in order to perform certain identified tasks or evolutions. JPR's may be used for training design, evaluation, measuring on-the-job performance, and critiquing on-the-job performance.

Once you know what the training need is, then the next step is a task analysis for the job that you have identified for training. The following excerpt from the NFPA *Professional Qualifications Operations Manual* illustrates how NFPA standards identify the minimum job performance requirements for specific fire service positions.

#### Breaking Down the Components of a Job Performance Requirement

The Job Performance Requirement is the assembly of three critical components. These components are the following:

- task that is to be performed;
- tools, equipment, or materials that must be provided to successfully complete the task; and
- evaluation parameters and/or performance outcomes.

*The task to be performed*. This component is a concise, brief statement of what the person is supposed to do.

*Tools, equipment, or materials* that must be provided to successfully complete the task. This component insures that all individuals completing the task are given the same minimal tools, equipment, or materials when being evaluated. By listing these items, the performer and evaluator know what must be provided in order to complete the task.

*Evaluation parameters and/or performance outcomes.* This component defines how well one must perform each task--for both the performer and evaluator. The JPR guides performance towards successful completion by identifying evaluation parameters and/or performance outcomes. This portion of the JPR promotes consistency in evaluation by reducing the variables used to gauge performance.

Reprinted with permission from NFPA *Professional Qualifications Operations Manual* (Revised 7/96), National Fire Protection Association, Quincy, MA 02269.

Below is an example of a Job Performance Requirement.

The Firefighter I shall ventilate a pitched roof, given an ax, pike pole, an extension ladder, and a roof ladder, so that a 4-ft x 4-ft hole is created, all ventilation barriers are removed, ladders are properly positioned for ventilation, and ventilation holes are correctly placed.

## Prerequisite Knowledge:

- pitched roof construction;
- safety considerations with roof ventilation;
- dangers associated with improper ventilation;
- knowledge of ventilation tools;
- the effects of ventilation on fire growth;
- smoke movement in structures;
- signs of backdraft; and
- knowledge of vertical and forced ventilation.

## Prerequisite Skills: The ability to

- remove roof covering;
- properly initiate roof cuts;
- use the pike pole to clear ventilation barriers;
- use ax properly for sounding, cutting, and stripping;
- position ladders; and
- climb and position self on ladder.

## **Evaluation parameters and/or performance outcomes:**

A brief written or oral exam could be conducted to confirm the knowledge required to perform the job. Then a checklist could be developed that listed each task involved in the various required skills. Finally, if it is important that this job be performed in a certain amount of time, that should be established.

# Activity 3.1

# Needs Assessment

# Purpose

To provide an opportunity for the Training Officer to use the four-step process in determining and prioritizing fire department training needs. The Training Officer also may consider the organization and its personnel.

# Directions

- 1. The instructor will assign a scenario to each group. Read the assigned scenario.
- 2. As a group, discuss and answer the questions as they relate to the scenario.
- 3. Select a group spokesperson to report the results of your discussion and answers selected.
- 4. The crucial element of the activity is that the Training Officer use the four-step process in determining the training needed to solve the situation presented in the scenario.

# Scenario 1

You have been appointed as the new Training Officer for your fire department. The chief has described not being happy with the training previously conducted. The previous Training Officer had served in the position for the past 12 years, and all the he wanted to do was get by with as little effort as possible. The former Training Officer was more interested in being a nice person than in having the members do hands-on training. The former Training Officer liked to show videotapes on various subjects. The chief feels that the members have not received adequate training and, in fact, it appears that the personnel do not know what to do on the fireground. According to the chief, firefighters have difficulty putting on breathing apparatus, and there is concern whether the firefighters can conduct a search properly during a structure fire. The chief also expressed concern that it always seems that the pump operators have difficulty getting water to the hoselines, whether drafting or operating from a hydrant. The other line officers expressed doubt about the ability of the drivers to operate to the pump at the correct pressures. The chief has requested that you determine what subjects should be covered during the drills to ensure that personnel perform properly on the fireground and asks you to put together a training plan based on the needs that you discover.

# Scenario 2

Three new members have been appointed to the fire department and two individuals have transferred to membership in your fire department from another department. The two individuals who are transferring have different experiences and training. One of the individuals has been in the fire service for 15 years and expressed readiness to start responding to alarms without any further training. This individual tells you that there is nothing new to learn because of previous training and 15 years' experience. The firefighter with 6 years of experience tells you that his/her previous fire department did not have a good training program. This firefighter also states that the other firefighter did not participate in the drills and training sessions on a regular basis and may not know as much as implied. The three new members have no experience or training in the fire service. One of the new members has a graduate degree and teaches at the local junior college. One of the two remaining members is a paramedic for a private ambulance service, and the third new member works shift work in the local mill. The chief would like you to set up training for the five individuals and report back on what type and amount of training is necessary for these five individuals to become active firefighters.

# Scenario 3

Two years ago, your fire department initiated a first-responder program. The program has been going well, and all members have maintained their proficiencies as first responders. However, the chief has expressed concern to you that the members may not have maintained their proficiencies in firefighting skills. The chief is concerned that over the past 2-1/2 years the majority of training time and sessions have been devoted to first-responder training. The chief is also very concerned and questions the fireground skill levels of the firefighters. Records show that 90 percent of the runs are for first-responder service (65 percent of the population is over 50 years of age) and it has been 9 months since the fire department has responded to a working structure fire. Some members have been heard complaining about the seeming lack of fire training. One member cannot remember the last time the ladders were taken off the apparatus and used. Several members have requested driver/operator training so they can drive and work the apparatus. The chief has requested that you to provide an assessment on what training has occurred in the fire department, and what will occur in training during the next year.

# Scenario 4

You have joined the local fire department and have previous experience as a firefighter. You are certified as a Firefighter I and II, and have completed the course Instructional Techniques for Company Officer. The chief has appointed you to be the first Training Officer and would like you to set up a training program that will benefit all the firefighters in the fire department. You agree with the chief that there is a definite need for training. The only training that has occurred in the past 5 years is driving the apparatus and running the engines on the small equipment before the fire department meeting. There has been no formal training conducted by an outside agency. You do not believe the personnel have the skills to function properly on the fireground. There are 32 personnel in the fire department ranging in age from 18 to 73. The majority of fire calls are for brush and wildland fires. The community is a rural residential community with no large commercial or industrial complexes. Your fire department is first-due on a 20-mile stretch of interstate highway. The highway has been the scene of numerous vehicle accidents over the past 3 years and responses for these calls are increasing. Hazardous materials are transported over this interstate, but there has not been a response to a hazmat call or accident. A developer is planning to construct several two- and three-story garden apartment buildings. The governing body wants to purchase an aerial apparatus because of the new structures in the planning stage. You realize that there are probably several needs which must be addressed by the Training Officer. Where do you begin and how will you determine the training needs of the fire department?

# Activity 3.1 (cont'd)

# Worksheet

As a small group, discuss the following questions and record your answers regarding the scenario assigned to your group.

- 1. Identify any internal and external influences on the fire department in the scenario.
- 2. What is the problem?
- 3. What is the gap? What should be done that is not done now?
- 4. Is the problem/need training, motivation, or environmental? What makes you think that?
- 5. What recommendations would you make to the chief?

# SUMMARY

It is the Training Officer's responsibility to provide training designed to maximum efficiency as well as reduce risk and increase safety. The Training Officer must complete assessments and evaluations to keep ongoing training proactive. The type of assessment used depends on where the members work and what they do. The fire service must train to continually maintain, update, and comply with new regulations. It is important to know your organization and personnel. Remember, JPR's are helpful in conducting planning and conducting your training.

# BIBLIOGRAPHY

National Fire Academy. Fire Service Course Design. Emmitsburg: NFA, March 2005.

# UNIT 4: FINANCIAL MANAGEMENT

#### GOAL

To demonstrate understanding of the need to justify the training budget for a fire department.

#### TERMINAL OBJECTIVE

The students will be able to describe the financial management cycle.

#### **ENABLING OBJECTIVES**

The students will:

- 1. Identify the components of the financial management cycle.
- 2. List methods that can be used to justify the financial needs of a training program.

# LOCAL TRAINING OFFICER'S ROLE IN FINANCIAL MANAGEMENT

# Introduction

One of the fundamental tasks facing fire service managers involves controlling resources. A knowledge of financial management is essential to managing resources. Fire departments are no longer "sacred cows" for which citizens are willing to provide revenue without understanding why the money is needed.

# Financial Management

Financial management is the art of directing the wise use of money to accomplish a purpose. The challenge of the financial manager is to provide the level of services demanded by the community with limited resources. Usually the organization's ability to get enough money depends upon the perceptions of outsiders (the public, elected officials, etc.) of its financial management credibility, the ability to manage finances in a proactive way, and knowing the rules of the game. In reality, effective financial management requires a shared participation throughout the department.

Direct costs are expenses that can be traced directly to specific projects or activities. There are three areas of concern:

- 1. Development of programs includes Training Function overhead, staff salaries, the use of outside consultants, and the cost of materials and equipment.
- 2. Delivery costs include facility costs and those for instructors.
- 3. Participant costs include salaries, benefits, and other overhead, because attendee is unproductive when at training.

Indirect costs are expenses that cannot be associated directly with specific projects or activities, but which are necessary for the organization to function.

Total costs are what it actually costs to deliver a training service and include the total of all direct and indirect costs.

Administration, research, analysis, design, development, delivery, evaluation, and marketing are areas where training can incur costs.

## **Financial Management Cycle**

The financial management cycle involves planning, budget preparation, budget justification, and adoption and administration.

The planning step of the cycle shapes and directs resources toward the achievement of desired results. While developing financial plans, the department administration must consider the following items:

- resources required to achieve goals and objectives;
- new programs mandated by external agencies or standards;
- added services and/or personnel;
- requirements for maintenance and/or replacement; and
- increased or decreased revenues.

These items also can affect the Training Function directly, and the Local Training Officer (LTO) should provide appropriate input to the department administration.

Budget preparation is the process of estimating resources and needs for the coming year. There are three primary elements in budget preparation:

- 1. The mechanical element which makes sure that the figures add up correctly, that the right forms are used, and that timeframes are met.
- 2. The analytical element makes sure that the most effective and efficient alternatives are used to meet goals and objectives.
- 3. The political element involves taking into account the expectations of the governing body, budget committee, citizens, and others.

Justifying the budget usually starts with an internal review. The budget will be checked to confirm that it balances and follows procedural requirements. Next, the administration will describe the proposed budget to the budget committee and highlight any changes. After the budget committee approves the budget, the governing body and citizens perform the external review at public hearings. This provides the LTO and administration another opportunity to explain why certain programs and/or expenditures are necessary.

After budget hearings are held, all necessary changes are made and then an ordinance or resolution is developed for the governing body to adopt the budget and make appropriations. The appropriations is legal authority to make expenditures for specific purposes.

# ALTERNATIVE FUNDING

#### Introduction

Budget pressures have forced fire departments to consider reducing services, increasing efficiency, or finding alternative funding sources.

Fundseekers must be salespersons, educators, and lobbyists. They must have connections with political and private sectors, the media, and civic groups. They must be able to determine who the "movers and shakers" in the community are (they are not necessarily the most highly visible people).

There are three ways of increasing available funds. You can secure more funds, make better use of available funds, or reduce expenditures.

# **Potential Revenue Sources**

## Local Sources for Funding

Tax revenue is the major source of financing for many departments. Examples are property, personal property, sales, local and State income, franchise tax for using city facilities, rights of way, consumption tax (on liquor, cigarettes, hotel occupancy, etc.), insurance premium tax, and fire taxes.

A second alternative is a benefits assessment. It is a charge for service based on the estimated benefit attributed to the potential user as opposed to a cost-of-service fee. Another alternative is to incur debt through bond issues, or other forms such as mortgages. Leasing and lease/purchase also are possibilities. The advantage of bond issues is that they allow the city to borrow from sources outside the city, and they provide large sums of money. The disadvantage is that they have a high and long-term cost.

The next alternative is cost-recovery fees for services such as suppression and rescue, standby and fire watch, hazardous materials responses, special services, training, inspections, plans review, and Emergency Medical Services (EMS).

Another source of funding is subscription fees for fire protection, where subscribers are not charged and nonsubscribers are charged; and for EMS service, using a flat fee, or a fee to cover charges not paid by insurance.

Development impact fees are based on costs of capital resources needed to provide services in new areas. Fines and citations are other sources.

Less traditional sources are cost sharing of facilities with neighboring jurisdictions, contracting out services to other jurisdictions, and consolidation to provide more cost-effective and efficient service. Other sources are 911 telephone surcharges, privatization, and seized assets if illegal activities have caused increased demand for fire department services.

#### **Government Sources**

Federal programs:

- grants;
- cooperative agreements;
- loans and insurance;
- training and technical assistance; and
- sales, exchanges, or donations.

State funding sources:

- low-interest loans;
- insurance surcharge;
- driving-related fees and fines;
- surplus vehicles and equipment;
- special purpose grants; and
- apprenticeship programs.

## Private Sources

Cost avoidance is a method of obtaining donations of volunteer services (emergency and nonemergency) or donated equipment and supplies so that departmental resources can be reallocated to other areas.

Private grants are usually one-time gifts. They are useful for starting new programs and for capital purchases. They free money from routine sources and permit purchases that would not be funded otherwise. Large foundations may make donations specifically for supporting health and safety and other public-service activities. Local foundations' and community service clubs' grants are usually smaller, but they are oriented more toward community concerns. Corporations make cash donations as well as those of in-kind services and equipment.

#### Published Guides to Grants

- Federal Register;
- Commerce Business Daily;
- Foundation Grants to Individuals;
- *Guide to Federal Funding for Governments and Nonprofits;*
- Annual Register of Grant Support: A Directory of Funding Sources; and
- The Foundation Directory.

Private/Public partnerships develop properties, share resources and research and development efforts (help manufacturers develop and test new products), and make fire protection cost tradeoffs (to reduce need for public fire protection services). Some fire departments are setting up taxexempt educational foundations as a channel for funding. Interns from colleges and work-release inmates are additional sources of personnel.

Volunteer fundraising efforts include direct mail, special events, sale of products and services, and promoting honorary memberships.

# **Evaluating New Revenue Sources**

There are several considerations when deciding whether to undertake a new fundraising activity or to seek a new source of revenue. The first issue is legality. You should find out if the organization has the legal right to use a particular source (e.g., the authority to levy taxes, to issue bonds, or to charge for services) and if it is legal (e.g., gambling). Second, the mood of the community will determine acceptability. The community can be influenced by such things as the feeling of community leaders, recent trends, and the age of residents.

Questions of ethics must be resolved. The right of the public sector to compete with the private sector and the effect on lower income groups, who traditionally use the services most, are two examples of ethical questions. Finally, accurate revenue projections must be made. The method of determining rate, the stability of the source and economic conditions, and the ability and cost of collection must be projected.

# **Developing New Sources**

Successful fundraising depends on three things. Common sense tells you that people are not waiting anxiously to give you money. The success of your efforts is based on realistic goals and a detailed plan. Your goals should be reasonable in terms of the money needed, the time you have to

raise it, and the funds you have available to support the plan. A detailed plan defines organizational needs, identifies organizational strengths and weaknesses (fiscal situation, community awareness and support, success or failure of previous efforts), and identifies the objectives of the campaign and specific potential donors who relate to the organization's goals.

# Planning a Campaign

When planning a campaign, you need to develop a convincing case statement to tell people why they should support you. It should include a brief mission statement, an overview of programs that need financial support, and an estimate of program costs. You should look at the history of past efforts to target successful sources, set reasonable goals, and start well in advance of the time when you need the money.

## Applying for Funding

- Research your needs, and define your objectives.
- Make sure you have tax-exempt status from Internal Revenue Service (IRS).
- Research potential target foundations or service clubs that may be interested in your subject area or geographic area. (Factory Mutual Engineering Corp. (FM) has arson prevention grants and Sam's Club (Wal-Mart) has a grants program for local area use.)
- Letters of inquiry should be sent to targeted organizations.
- Apply for funding if there is interest as result of inquiry.
  - Clarify your problems or needs.
  - Develop sound approaches to solving problems/meeting needs.
  - Clarify strengths and capabilities of your program.
  - Identify funding sources.
  - Evaluate and select sources.
  - Contact sources.
  - Establish strategy to secure support.

# What Project Review Committees Look For

Project review committees want a clear definition of the purpose of a project that solves real problems. They also want to verify that the applicant organization is qualified, demonstrates knowledge, and has community support.

# Personal Contact With Prospective Donor

When making personal contact with donors, you should establish the purpose of the visit and the general mission of the department and division, explore the prospect's personal experience with the department, and begin to focus on the department's needs. Identify the benefits to the community. You then should restate the need and watch the reaction: if positive, ask for a donation; if not, explain the consequences of not meeting the need. Whether successful or not, thank the person for the time and/or donation. You want to leave a positive impression for the future.

# **Getting Internal Support for New Funding Sources**

New sources of revenue must be marketed by getting management support, convincing the firefighters of the value of participating, and telling your story to local government and the public.

# SUMMARY

One of the fundamental tasks facing fire service managers involves controlling resources. A knowledge of financial management is essential to managing resources. The financial management cycle involves planning, budget preparation, budget justification, and adoption. A budget is a plan, expressed in financial terms, that defines the goals of an organization and how it intends to achieve them. Community financial pressures have forced fire departments to consider methods of increasing their efficiency, reducing services, and finding alternative funding sources.

# Activity 4.1

# Money for Training

# Purpose

To provide an opportunity for the students to brainstorm how money can be used in the Training Function.

# **Directions to Students**

- 1. The instructor will read the scenario below to the class.
- 2. You will have 5 minutes to individually prepare a list of training needs.
- 3. Be prepared to share something from your list with the rest of the class.

# Scenario

A Fortune 500 company has announced plans to construct a large manufacturing facility in your community. The company, during its announcement, stated that it would make sizeable donations to organizations within the community for the purpose of community betterment. The organizations will include the fire and police departments. Your chief has asked you make a list of all your training needs. Cost is not a primary concern because the company will try to honor all requests. You should include training materials, slides, equipment, hardware, software, and so forth. This is a great opportunity, so take advantage of it.

# Activity 4.2

# Training Budget Justification

#### Purpose

To be able to justify the training budget and its place in the fire department budget by using the four-step process of the financial management cycle; to determine how the training budget may be funded.

## Directions

- 1. The instructor will assign a scenario to each group. Read the assigned scenario.
- 2. As a group, discuss and answer the questions as they relate to the scenario.
- 3. Select a group spokesperson to report the results of your discussion and answers selected.
- 4. There will be many variables to the answer and no correct or incorrect answers. The critical element of this activity is the use of the financial management cycle in the justification of the budget.

# Scenario 1

You are the Training Officer of a small fire department which does not have a large budget. All of the monies that have been raised for the past several years have been used to purchase new firefighting equipment and to maintain existing equipment and The training section has not received any monies to purchase training apparatus. materials for several years. You have not been able purchase any slide programs or audiovisual equipment because of the lack of funds. In fact, when you are able to borrow a video or slide program, you also must borrow the audiovisual equipment from a member of the fire department or use your own. You would like to set up a corner of the meeting room so that firefighters can participate in self-study exercises. The audiovisual equipment and materials also could be used by firefighters who missed drill. The chief has stated that a fundraising campaign should be initiated to replace the aging brush apparatus. You are concerned that the training section will not receive any monies, and therefore, not be able to provide the members with training using audiovisual materials. Your task is to justify to the chief and officers the necessity of providing monies to training for the purchase of the audiovisual equipment and materials.

# Scenario 2

There are several fire departments located in your county. Nine are small departments like yours, two are medium sized and one is a large career fire department. The nine small departments each have one person who serves as the Training Officer; the two medium-sized departments each have two training individuals, and the large fire department has a training bureau with four individuals assigned to training. You are the chairperson of the county Training Officer Association, and all the fire departments in the county are members. There is a need to construct new training facilities which all fire departments could use for hands-on training. Presently, the only facility is located at the large fire department, and it needs to be replaced. The county Training Officers' Association believes it would be in the best interest of all the fire departments to build one training facility for all the fire departments to use. You endorse the concept, but on your return trip from the meeting, you begin to contemplate how you will convince your chief of the necessity to provide monies as part of the training budget to pay for your fire department's share. Two industries located in your district have foundations. In the past, these industries have contributed to various civic organizations but have never contributed to the fire department. The industries did contribute to the purchase of bulletproof vests for the local police department. In the past, your chief has expressed distrust about working closely with the large fire department.

# Scenario 3

You have been the Training Officer of your small fire department for 4 years. During this period, you have developed training programs for both new and experienced members. The chief and officers have complemented you on various occasions about the great job you are doing in training. The vast majority of the firefighters has expressed its satisfaction with the training. Your training program has consisted mainly of hands-on exercises. You see the need to attend some classes and seminars to improve your skills so that you can offer new training for the firefighters.

The chief has stated a belief that State and national conferences are **fun time** and a waste of money. You also would like to purchase several training packages that are available from the National Fire Academy (NFA) as well as from private vendors. The training packages are inexpensive and would allow you to present new material to the firefighters. In the past, you have overheard the chief express dislike for training packages and canned programs. The chief feels the monies spent on training packages could be spent better elsewhere in the fire department. Your fire department has never purchased any training programs in the past. A neighboring fire department has begun building an inventory of training packages, but does not want to become the provider for your department. The neighboring Training Officer has offered to work with you to purchase the programs. This would benefit both departments and reduce the costs. The neighboring Training Officer has described attending State and national fire conferences and strongly believes they are worth the money. The Training Officer suggested the two of you might travel together to conferences to reduce the costs. Your fire department has three fundraising
events each year and the monies are put into the general fund. When constructing the budget, the chief and officers decide how these monies are spent.

#### Scenario 4

You are the Training Officer of a small fire department and do not receive any monies from fundraising activities for training activities and materials. You believe it would be very beneficial for each member to have a training manual. The training manual would provide each firefighter with references on the different evolutions required on the fireground. Presently, there is no means by which a member can look up an evolution or an answer to a question. There are commercially prepared manuals and training manuals available from several State fire training agencies. The manual also would serve as a place for members to keep copies of Standard Operating Procedures (SOP's) as well as regulations and policies. You believe that you will be able to expand on the training provided with each member having an individual training manual. You must make a presentation to the chief, not only on the necessity of the manual, but on how you would propose to finance the cost. The chief does not oppose the idea but is concerned about how to pay for the purchase.

# Activity 4.2 (cont'd)

## Questions

As a small group, discuss the following questions and record your answers regarding your scenario.

1. What is one goal you would be trying to meet with any money you received?

2. What are two or three specific items for which the money would be used?

3. How could the money be obtained to meet your goal? List two or three options.

4. What are "arguments" you could use to justify the necessary money?

5. How would you propose administering the money you receive?

# UNIT 5: MARKETING, SAFETY, AND CONFLICT RESOLUTION

#### GOAL

To apply leadership skills to training function issues.

#### **TERMINAL OBJECTIVES**

The students will be able to:

- 1. Discuss how to sell training to fire department administration and personnel.
- 2. Describe the importance of safety to the Training Function.
- *3. Propose solutions to conflict resolution scenarios.*

#### **ENABLING OBJECTIVES**

The students will:

- 1. List strategies that can be used to convince the chief to provide necessary resources for training.
- 2. Explain methods to demonstrate the value of training to firefighters.
- *3. Identify safety issues in training.*
- 4. Identify sources of conflict within the department that involve the Training Function.
- 5. Define the types of conflict and suggest approaches to deal with them effectively.

#### THE BASIC COMPONENTS OF MARKETING

#### **Definition of Marketing**

Marketing is the creation and delivery of a standard of living. Marketing involves finding out what consumers want; planning and developing a product or service that will satisfy those wants; and determining the best way to price, promote, and distribute that product or service.

Stated more formally, marketing is a total system of business activities designed to plan, price, promote, and distribute want-satisfying goods and services to present and potential customers.

This definition has several significant implications.

- It is a managerial systems definition.
- The entire system of business action should be market- or customer-oriented. Customers' wants must be recognized and satisfied effectively.
- Marketing is a dynamic business process--a total, integrated process--rather than a fragmented assortment of institutions and functions. Marketing is the interaction of many activities. Those activities will be presented in a systematic way throughout this unit.
- The marketing program starts with the germ of a product or service idea and does not end until the customers' wants are satisfied completely, which may be some time after the service or product is delivered (William J. Stanton, 1988).

## Terms Related to Marketing

The following terms are generic to the marketing process, but need to be defined operationally for fire service training.

- Customer: anyone who is or could be a trainee.
- Trainees: fire service personnel, government employees, citizens, prospective trainers.
- Organization: refers to the fire department/division.

- Competitors: other training agencies, training academies, community and 4-year colleges, universities, private companies (vendors), and State and Federal agencies.
- Relevant data: generally refers to the needs expressed by prospective trainees, evaluations of previous training experiences, and demographic and quantitative data gathered from the local community, the State, region, and Nation that affect your training effort. It also is very important to gather "transfer of learning/ training" data from each of the departments/constituencies that requested training.
- The market: similar to the customer. The market refers to potential buyers/consumers of your services. This includes, but is not limited to, new recruits, all levels of personnel, other departments/divisions, other public service agencies, and those who are going to approve and fund the training program (management and external funding sources).

# **Marketing for Internal Customers**

It is clear that responsibility for marketing no longer rests solely with the marketing department. Internal service providers are learning about the benefits (and challenges) of approaching their internal customers with a strong marketing orientation. Such an understanding is vital to successful external marketing of training programs and services. The premise of internal marketing is that internal exchanges between the organization and its employee groups must be operating effectively before the organization can be successful in achieving its goals regarding its external markets.

When Training Officers adopt a marketing mindset, they dramatically improve their effectiveness internally and establish a foundation of success for external marketing.

The audience for internal marketing includes the chief, members of the organization, and special groups that may have a special interest, such as the safety committee, apparatus committee, or finance committee.

The Training Officer needs to develop a marketing mindset in order to gain the interest and support of the fire department's membership. You can have prepared the finest training session, but if no one shows up, can you be successful? Marketing includes motivation which may work differently for the membership. Some may be motivated by the interest you generated in the subject at the last drill. Some may be motivated by the objectives you posted with the training announcement, and others may be motivated only because they are required to attend the training exercise to maintain their membership. It is important to analyze your audience to determine what it may take to get them to your next training session. Once you can determine what it takes, you can apply your marketing skills.

Some marketing suggestions:

- Post training notices with a graphic or picture that reflects the concept of the training.
- Post or advertise the training session in the department newsletter, including the title of the lesson and objectives to be covered. Do not be deceptive: if the drill is hose testing, say so.
- Close out your training session with a teaser of what the next drill will include, especially if it ties into the current session.
- Get members to assist you in advance if you need apparatus, equipment, training props, or other support to conduct the training.
- Adults like to learn. Have clear objectives that can be accomplished. During the summary of the training, restate the objectives and demonstrate how the members have accomplished the objectives.

#### SAFETY IN TRAINING

Safety in training must be one of your primary considerations for all training evolutions and exercises. During training firefighters should learn safe and proper habits. Short cuts taken during training can be ingrained as routine on the emergency scene.

Sound safety practices include using a Safety Officer for all evolutions, conducting safety briefings before starting exercises where critical safety elements are pointed out, and following recognized standards such as National Fire Protection Association (NFPA) Standard 1403, *Standard on Live Fire Training Evolutions*.

When annual statistics are reviewed, it is very apparent that many firefighters are injured or lose their lives during training exercises. In order to reduce this statistic, we need to focus constantly on safety, and anticipate where to place special attention on safety considerations. In order to focus on the critical areas where injuries occur, it is important to review the past statistics.

Firefighter Deaths			
Year	Total	Training Related	
1995	88	3	
1996	92	8	
1997	94	8	
1998	91	11	

Annual statistics reveal that training accounts for a significant number of firefighter deaths each year.

Source: NFPA Fire Journal.

During 1998, eleven firefighter deaths occurred during training activities. Seven firefighters died of heart attacks, two firefighters died at live fire training exercises, one junior firefighter died after falling from a fire department vehicle while practicing for a fire department competition, and one firefighter died in an auto accident while traveling to a training class. This information comes from the July/August 1999 *NFPA Journal*.

Annual statistics reveal that training accounts for a significant number of firefighter injuries each year.

Firefighter Injuries			
Year	Total	Training Related	Percent of Training
1995	94,500	7,275	7.7%
1996	87,150	6,200	7.1%
1997	85,400	6,510	7.6%
1998	87,500	7,055	8.1%

Injury	Number Training	Percent of Total Training Injuries
Burns	510	7.2%
Smoke	70	1.0%
Other respiratory	55	0.8%
Eye irritation	265	3.8%
Wound, cut, bruise	1,340	19.0%
Dislocation, fracture	250	3.5%
Heart attack, stroke	55	0.8%
Sprain, strain, pain	3,665	51.9%
Thermal stress	350	5.0%
Other	495	7.0%

During 1998, a total of 7,055 firefighter injuries occurred during training.

Source: NFPA Fire Journal, Nov/Dec. 1999.

## CONFLICT RESOLUTION

#### Introduction

Conflict is normal and natural, and it may be productive because it suggests that a problem exists. Resolution of a conflict should meet the needs of parties involved and improve the relationship among them. In any conflict, the persons attempting to resolve it should be sensitive to each person's perception of facts and the emotional issues of all involved parties (power, defensiveness).

Some of the sources of conflict within the department and division are the old versus the young, line functions versus staff functions, resource competition, communication failures, unresolved past differences among individuals, differences in goals, and disagreement over performance standards.

# Types of Conflicts

You must identify the type of conflict in order to know how to deal with it. There are four types:

- 1. Conflict over facts or data, where parties have different information. Resolution involves validating information.
- 2. Conflict over methods or policy, where there is disagreement over the best way to achieve a goal or solve a problem. Resolution seeks to clarify and develop clear understanding.
- 3. Conflict over goals or purposes, where there is disagreement over what the goal or purpose should be. The approach is to seek a goal that both parties can accept.
- 4. Conflict over values and philosophies, where there is disagreement over the basic principles that apply to the situation. The approach is to seek shared values or acceptance of differing values.

# **Conflict Resolution Strategies**

#### Avoiding

Refusing to deal with conflict by postponing or withdrawing. Appropriate uses: minor issue; you have no power; excessive damage to relationships.

## Accommodating

Sacrificing your own interests to try to satisfy the other person's interests. Appropriate uses: your side of issue is wrong; issue is more important to other person; other person has more power.

#### Compromising

Partially satisfying both parties. Appropriate uses: opponents have mutually exclusive goals; to gain temporary settlement; both people have equal power.

#### Competing

Pursuing your interests at expense of other party. Appropriate uses: you have more power; rapid decision must be made; decisions that are important to you; you are sure you are right.

#### Collaborating

Working to find a solution that meets primary needs of both parties. Appropriate uses: concerns of each side are important to them; commitment is important.

There is no single strategy that is always appropriate.

#### Principles of Conflict Resolution

#### Separate the People from the Problem

Show respect for people on the other side. Recognize that legitimate differences of opinion can exist.

#### Focus on Interests, not Positions

Don't get locked into a definite position. It forces the other side to take a position. Explain your interests and concerns and listen carefully to those of the other side. Example: A need for additional money to carry out programs is an interest. A demand for nothing less than a 10-percent increase in your budget is a position.

#### Invent Options for Mutual Gain

Use brainstorming. Focus on mutual gain, not criticism.

#### Use Objective Criteria that both can Accept to Resolve the Issues

Look for objective criteria as a standard for resolution. Criteria must satisfy needs of both sides.

#### Practicing Conflict Resolution: A Collaborative Strategy

#### Assert Common Interests

Develops cooperative spirit. Agreeing on areas of common interest promotes positive attitude.

#### Express Each Side's Concerns and Interests (not Positions)

Listen carefully to the interests of the other side. Think of how you can meet those needs.

#### Develop Criteria for a Good Solution

Define an ideal solution, considering interests of both sides. Make sure stated interests are not really positions.

#### **Generate Action Ideas**

Clearly define the problem (symptoms, causes, barriers, etc.). Generate broad approaches to solutions. Suggest specific action steps to address the problem.

#### Develop the Ideas

Develop detailed action steps. Make sure other side agrees with concepts.

#### Implement Best Suggestion

Communicate and realize that modifications will take place.

#### Evaluate Results

Check to see that results agree with solution criteria. Verify that both sides are satisfied with progress and end result.

#### SUMMARY

The way you market training to your members is a critical part of their motivation to participate. Think of motivation and marketing training as if you are selling a product. What is the most appropriate method to package it, price it, and sell it? Why would someone want to attend training? Once you figure out why they would want it, then find a way to market it with that in mind.

Safety in training is a critical element of planning and administering your program. Unfortunately, nearly 7 percent of the annual firefighter injuries nationwide occur during training. We must use every safe practice at our disposal to ensure that training is done safely. If firefighters learn and practice their evolutions and skills in a safe manner, it is likely that they will apply those same safety principles on the emergency scene.

Conflict may affect your ability to be a successful fire department Training Officer. Attempts to resolve the conflict should be made before small incidents become major problems. Conflicts can arise over change within the department, a difference in philosophies, or simply a lack of motivation. The quicker you can resolve the conflict, the greater your chance for success as the fire department Training Officer.

# Activity 5.1

## **Conflict Resolution**

#### Purpose

To apply the concepts of conflict resolution to a training conflict.

#### Directions

- 1. Read the scenario.
- 2. As a group, discuss the process of conflict resolution and determine which method of conflict resolution should be used.
- 3. Record the results of your group's discussion.
- 4. Select a spokesperson to report the group's findings.

#### Scenario

You are a newly elected training officer with 15 years of fire suppression experience in an organization with a 75-year history of dedicated community fire and rescue service. Your department has 40 active volunteer members who provide fire suppression service, water and ice rescue, a hazardous materials decontamination team that supports a county hazardous materials team, and emergency medical service at the Emergency Medical Technician (EMT) level. You are an EMT yourself along with 19 other members. Emergency medical training is provided by a local community college on a regular basis.

The training program you have inherited consists of very little written curriculum, a few drill sheets that are written more like Standard Operating Procedures (SOP's), and a video library of about 20 tapes, most of which are about 15 years old. You have felt for a long time that the training was inadequate, attendance was poor, and the department was riding on a 15-year-old reputation from the time when it had an excellent training program.

You want to move toward standardization, national certification, and performance-based training standards. You were given a \$3,000 budget to reinvigorate the training program which you used to purchase a standardized training package that follows NFPA 1001, *Standard for Fire Fighters Professional Qualifications*. Over the past 6 months you have tried to conduct training with the new curriculum, including both performance testing and written testing. Since the program is new to the department, you started with Lesson 1 on how to don and wear protective clothing. After seven lessons you are starting to meet a lot of resistance from part of the membership. This has become very obvious during

training sessions with comments from some of the members; last week five walked out in the middle of a ventilation lesson.

The chief came to you today and stated that while he supports good sound training, unless you back off from your project and return to the previous method of training, 18 of the more senior members said they were leaving the department. At the same time, you have had at least 10 of the younger members congratulate you for bringing meaning back to the training program and say they were starting to feel good about their department. The chief said that several members had stated that they were putting on turnout gear before you were born, and they know how to do ventilation.

This problem has created problems in other areas of the department as well. Last night two of the members refused to respond on a medical call when they learned that you were responding. Last month's meeting almost resulted in a riot over a simple issue of purchasing a new projector.

#### Worksheet

As a group, discuss the scenario and answer the following questions:

1. What groups or individuals who may have an interest in this problem should be included in conflict resolution?

2. What are the root issues of the conflict?

- 3. As the Training Officer for the department, is this a conflict worthy of your attention? Why or why not?
- 4. Which method of conflict resolution do you feel may work best in this situation?

Avoiding Competing Accommodating Collaborating

Compromising

5. What suggestions does your group have to help resolve the conflict?

# UNIT 6: COURSE DELIVERY AND EVALUATION

#### GOAL

To manage the delivery and evaluation of training.

#### **TERMINAL OBJECTIVES**

The students will be able to:

- 1. Describe issues important to a training schedule.
- 2. *Explain where to find appropriate training resources.*
- *3. Describe the elements of program and student evaluation.*

#### **ENABLING OBJECTIVES**

#### The students will:

- 1. Explain how to develop and deliver a training schedule.
- 2. Identify agencies and organizations from which fire training materials can be obtained.
- 3. Given an evaluation instrument, identify the difference between process and product components.
- 4. Describe how to evaluate the appropriateness of training materials.

#### CURRICULUM SELECTION AND DELIVERY CONSIDERATIONS

If a decision is made to develop materials, a draft of each module (e.g., unit or lesson plan) is produced from the data provided. The fire department Training Officer will work with other production personnel (writers, audiovisual personnel, instructors) to produce a first draft. Design, development, and reviews of these modules also will need to be scheduled with other program participants. It is suggested that a one-onone formative evaluation of the module be conducted on the first draft to refine it, using actual students. Problems of readability, format, content accuracy (via subject-matter experts), and presentation style can be addressed at this point.

An in-house development team will need to include, at a minimum, the following personnel: (1) an instructional developer; (2) content experts in all of the subject matter areas; (3) graphic artists and desktop publishers; and (4) typists and clerical support.

As the fire department Training Officer, you will coordinate the team. You will need to establish a timetable and schedule of milestones for your team to work toward. You should work closely with your instructional designer to ensure that the materials come together as a cohesive course of instruction.

Developing materials in-house takes time, and therefore is an expense in terms of people's labor hours. A basic rule-of-thumb is that it takes approximately 7 hours of development time for every hour of "platform" instructional time. The advantage to spending this time and money is that your materials probably will meet your audience and its needs better.

The purchase of "off-the-shelf" training materials may save time when delivering training programs. If materials are to be purchased, it is recommended that you obtain a preview package that contains the objectives and a sample of the curricula content. This will provide an opportunity to evaluate the material, to ensure it meets your departments needs. It is of little value to you if it does not meet your needs. One consideration is to evaluate the material to determine if it meets the professional qualifications as defined by the National Fire Protection Association (NFPA). The same evaluation should be made for media, such as videotapes, before they are purchased. Many vendors provide a 30-day preview and return policy. The obvious advantages of using purchased materials are that it is less time-consuming and labor-intensive than producing your own materials.

Many instructors are using computerized programs to develop their visual slides, overhead transparencies, or direct projection from the computer to enhance their delivery. There are several programs available to perform this function. When used with appropriate photographs or clip art, this can be a quick and easy way to produce dynamic presentations. Many graphic or drawing programs can be used to paint flames, smoke, running liquids, and other hazards onto slides of your own local hazards. This is especially helpful for conducting tabletop or simulation exercises.

One challenge for the Training Officer is to keep material current with the latest technology and standards. This requires periodic curricula evaluation of the material, and updating as necessary. The NFPA standards are revised every 3 to 5 years, which requires an evaluation of the impact from the updated material.

# **Training Delivery**

A variety of problems and issues always occur with training delivery. The fire department Training Officer needs to develop strategies for dealing with these problems and issues, which can include staff use, professional issues, time management, logistics, and workload.

This unit is designed to help the fire department Training Officer focus on the need to manage time, to understand and use delegation as a management tool, to prepare for any and all contingencies, to develop flexible schedules, and to use staff appropriately. Together, the information in this unit, in the entire Student Manual (SM), and your experience will help you, as fire department Training Officers, to accomplish this goal.

The old expression "whatever can go wrong, will go wrong" requires us to build flexibility into our training schedules. The following are logistical details that need to be anticipated and arranged. These challenges must be met and conquered through contingency planning:

- Publicity/Notification and transportation: Have presenters, trainers, participants, and others involved in the training been told when and where the training will be held?
- Have registration procedures been developed?
- Has transportation been arranged?
- Have you anticipated individuals with disabilities and their transportation needs?

- Have arrangements been made for food service?
- Have safety precautions been considered?
  - Are there adequate exits from the training room?
  - Are they clearly marked?
  - Are sprinklers and extinguishers visible and nearby?

- Do hazards exist (e.g., narrow aisles, sharp corners or edges on tables, loose wires)?

- Is the training room ready to be used?
  - Is it clean and well lighted?
  - Is there enough space to work?
  - Are all training materials (e.g., pencils, paper, handouts) ready?
- Is equipment ready to use and in place?
- Are instructor materials ready?

#### SELECTING AND OBTAINING TRAINING RESOURCES

The development of your own training materials is a time-consuming process. Many sources have training materials available for free, available on free loan, or available at reasonable prices.

One source of free training materials is the Chemical Manufacturers Association (CMA), which has a wide variety of training materials dealing with emergency response to hazardous materials incidents. Most of this material is available on a free loan basis.

> Chemical Manufacturers Association 1300 Wilson Boulevard Arlington, VA 22209 1-800-262-8200

A sample of subject titles from CMA:

- "Recognizing and Identifying Hazardous Materials"--3 hours;
- "Hazardous Materials Incident Analysis"--12 hours;

- "Hazardous Materials: Pesticide Challenge"--12 hours;
- "Emergency Response Procedures for Agricultural Ammonia Emergencies"--20-minute slides and audiocassette; and
- "Handling LP Gas Leaks and Fires"--16-minute slides and audiocassette.

Other sources of training materials include State fire training programs as well as community colleges that offer fire-related programs. Some State fire training programs have training materials available to loan, or they can provide the appropriate training program upon request. All States currently are receiving grant funding to provide "Emergency Response to Terrorism" training and may be able to schedule training courses for your department.

Some of the considerations in the evaluation of curricula include cost, hours required for delivery, whether it fits your needs, whether it follows national standards, whether the supplier will provide a preview copy or loan the material for a preview, and most importantly, whether it will accomplish what you want it to.

The National Fire Academy (NFA) produces many quality training courses that are available for purchase. This program is an example of the type of training curricula available. The training packages are complete training tools that contain an Instructor Guide (IG), a reproducible Student Manual (SM), and all the media support to accompany the course content. In some instances, the media may include slides, overhead transparencies, videos, or a compact disk with the media in a PowerPoint presentation. The training packages generally sell from between \$200 to \$430, and are available from:

National Audio Visual Center (NAC) National Technical Information Service 5285 Port Royal Road Springfield, VA 22161 (703) 487-4650

A sample of subject titles from the NAC are as follows:

- Leadership I--Strategies for the Company Officer;
- Leadership II--Strategies for Personal Success;
- Leadership III--Strategies for Supervisory Success;
- Managing Company Tactical Operations: Preparation;
- Managing Company Tactical Operations: Decisionmaking (strategic goals);
- Managing Company Tactical Operations: Tactics (tactical objectives for company operations);

- Managing Company Tactical Operations: Simulations (series of simulation exercises for a variety of different occupancies);
- Public Fire Education Planning;
- Building Construction for Fire Suppression Forces: Principles, Wood, and Ordinary Construction; and
- Building Construction for Fire Suppression Forces: Noncombustible and Fire-Resistive Construction.

The NFA's course, Managing Company Tactical Operations concludes with a discussion on how to conduct simulation exercises. It uses a videotape of a simulation to illustrate the various aspects to the instructor in order to conduct a successful simulation. The procedure suggests that a review of the construction and occupancy features for the type of structure being used for the simulation be conducted before the simulation. The activity provides a 20-minute review of construction features of singlefamily dwellings, and starts the activity with a slide of a single-family dwelling with flames visible from the first floor. Companies and an Incident Commander (IC) are dispatched. The IC is allowed to develop strategic goals and transmit tactical objectives to the responding companies. The companies then decide how they will accomplish the tactical objectives, with whom they must coordinate their activities, and implement their actions by informing the IC of the action and placing items such as hoselines and ladders on the plot or floorplan for the representative structure.

# **EVALUATING THE TRAINING FUNCTION**

## **Process Evaluation**

Process evaluation also is known as program monitoring. It documents how the training program is managed, what service was provided, and who received the training service. Training Officers use this evaluation tool for reporting purposes, to demonstrate the use of training facilities, and to support the benefit of the training program. Some of the tools used include training logs, charts, inventories, counting the number of classes instructed, number of students trained, and student classroom or training hours.

We perform process evaluation to:

- measure the extent of the program's activity;
- track budget details, including all revenue sources and expenses;
- document all communications related to planning, marketing, and implementation; and

• keep records of names, time, and input of volunteers to provide information on the human resources required to conduct the program.

#### IMPACT STUDENT EVALUATION

Impact evaluation answers the questions:

- Has learning occurred?
- Has the training program changed the participant's behavior?
- Has the participant improved his/her knowledge, skills, and abilities?

Impact evaluation can be measured through written testing, performance testing, evaluation of emergency scene operations, and effectiveness of personal and company as observed by Command Officers.

Impact evaluation:

- determines whether the student has demonstrated that learning occurred;
- determines whether the program has changed the student's behavior;
- measures performance and change over time; and
- measures both individual and team behavioral changes.

#### **Evaluation of Individual Training Programs**

Evaluating your training programs can be an important management tool, and can be used to improve the program. Some of the observations include

- Were the program objectives met?
- Did the program meet the desired outcomes?
- Are there any weaknesses identified?
- Is the program as successful as you desire?

If the program objectives have been accomplished, a decision must be made whether to terminate the program, to increase the level of objectives and the skill level, to develop a refresher program to maintain skills, or to use the same program again for the same audience. If the program is meeting its objectives it should be documented, and future training initiatives should be developed. If the program has fallen short of its objectives or has weaknesses, the program should be evaluated. Were the objectives realistic, accomplishable, and was the evaluation instrument(s) appropriate for the material covered? If problems are identified, they should be obtained in an effort to correctly identify the reasons for the less-than-desired results.

If a program is successful, it should be documented, and the next phase of training should be identified. If the training program is less successful than was expected, the appropriate actions to improve it, change it, or replace it should be taken.

Successful training programs are important to the effectiveness of emergency responders. The responders can be expected to perform only as well as they are trained to perform. Good programs should be documented, and poor programs should result on corrective actions to make them successful.

#### SUMMARY

Students need a system to identify whether a training program meets its intended need. Items for consideration include relevance, cost, ease of modification, time constraints, delegation, and resources.

# Activity 6.1

## **Training Program Evaluation**

#### Purpose

To assess the evaluation needs of a fire department's training program and apply process or impact evaluation methods to the program.

#### Directions

- 1. Read the scenario.
- 2. Review the product and process evaluation sheet.
- 3. As a group, you will have 20 minutes to discuss the evaluation process and record your answers.
- 4. Select a group spokesperson to present your answers to the activity questions.

#### Scenario

The fire department consists of 35 active volunteers who average 6 years with the organization. Twelve of the members have over 12 years with the fire department, and 6 have less than 1 year. Your department performs fire suppression for a community of 6,000 people, provides water rescue with one 14-foot boat, and provides first responder emergency medical service, while transport is provided by a separate EMS provider. Your department trains to the hazardous materials first responder operations level. In addition, your department provides auto extrication service for your community which includes 14 miles of interstate highway.

Your fire department has been using a new 14-unit fire suppression training program over the past year. The curricula consists of 3-hour modules as follows:

- 1. Classes of Fires and Fire Extinguishers.
- 2. Protective Clothing.
- 3. Self-contained breathing apparatus (SCBA).
- 4. SCBA Exercises.
- 5. Ropes and Knots.
- 6. Ventilation.
- 7. Salvage and Overhaul.

- 1. Hoselines.
- 2. Hoseline Practices.
- 10. Tools and Equipment.
- 1. Car and Outside Fires--Practical.
- 2. Ladders.
- 13. Rescue Procedures--Practical.
- 14. Suppression and Rescue Evolutions.

The training was offered over 14 weeks on Tuesday evenings, and on the first Saturday of January through July, two units were delivered for those who missed a unit or were unable to make the Tuesday training. During the fall, Modules 13 and 14 were delivered on two evenings and repeated in a 1-day Saturday drill as a refresher for those who had completed the 14 units earlier in the year. A written examination after the 12th week, covering all the material instructed to that point, resulted in an 83-percent average. The practical evolutions in lesson 14 resulted in an average of 95 percent, and 95 percent on the critical safety issues.

Members with 5 years or more service with the fire department were allowed to take both written and practical examinations in lieu of taking the training programs. All members were asked to participate in Modules 13 and 14 to work alongside the newer members and provide guidance while also serving as Safety Officers. A total of 16 members elected to take the examinations. Eleven of the 16 passed with an average of 79 percent. Five members did not obtain 70 percent and elected to take the 14-week program.

After the basic training program was completed, additional training sessions included subject areas such as hazardous materials, pump operation, safe driving practices, ladder rescue procedures, and automobile accident extrication procedures.

During the suppression and rescue evolutions, participant and team performance were evaluated. As an average, the participants rated about 75 percent on the practical skills and 80 percent on the critical safety issues. Participant evaluations of the training program at the end of the year were very positive and supportive.

#### Worksheet

#### **Process Evaluation**

1. Did the delivery process of Tuesday evenings and Saturday training exercises where two 3-hour units were covered appear to be an appropriate method of delivery? Why?

2. Did it appear appropriate for members with 5 years or more service to be allowed to take the examinations and practical exercises in order to demonstrate competency rather than taking the 3-hour modules? Why?

3. Was it appropriate to require all members to attend Modules 13 and 14. If so, why?

## Impact Evaluation

1. Is there any evidence that learning occurred? Why?

2. Is there any measurement of learning retention over a period of time? Why?

3. Is it possible to measure practical behavioral change? Why?

4. Is the 95-percent average on the critical safety issues acceptable? Why?

5. If you were the fire Training Officer of this department, would you be pleased with this training program and the results recorded from the basic fire training program? Why?

# **APPENDIX**

# **EMERGENCY SERVICE WEB SITES**

Chemtrec	<u>ht</u>
Department of Energy	
Environmental Protection Association	
Factory Mutual	
Federal Bureau of Investigation	
Federal Emergency Management Agency	<u>http:/</u>
Fire and EMS Information Network	
Fire Department Training Network	
Fire Department Web Sites by State	http://w
Firefighter Resource Center	
Firefighters Bookstore	
Firehouse	
Fire Research Link	<u>h</u>
International Association of Arson Investigators	<u>h</u>
International Association of Fire Chiefs	
International Fire Service Training Association	<u>http</u>
National Fire Protection Association	
United States Fire Administration	
Video Resource List	http://w

http://www.dalewin.com/d141.htm http://www.er.doe.gov http://www.epa.gov/swercepp http://www.factorymutual.com http://www.fbi.gov/ //www.fema.gov/homepage.shtml http://www.fire-ems.net/ http://www.firescue.com www.fire-ems.net/firedept.deplist/ http://www.firefighter.com/fire http://www.firebooks.com/ http://www.firehouse.com http://www.fire-ems.net/resources http://www.auroafire.gov/iaai.htm http://www.iafc.org/ p://www.fireprograms.okstate.edu http://www.nfpa.org http://www.usfa.fema.gov/

http://www.lakenet.org/catalog/video.txt

# SELECTING INSTRUCTIONAL MEDIA

## Audiovisual Evaluation Checklist

Title:			
Producer:		Year:	
	CHECK APPROPR	IATE BLANKS:	
Type of Material			
Motion	Picture 16 mm	Cassette	e – Slide Program
Videotaj	pe	Trainin	g Manual
Slides		Transpa	arencies
Textboo	ks	Other	
Length of Program —— Hours/minu <u>Material Category</u>	tes Number o	f slides/transparenci	es Pages
Fire Serv	vice Training	Public I	Relations
Professio	onal Education	Public I	Fire Safety Education
	Intermediate	Advanced	_ Technical Specialty
Appropriate Use	Professional Saminar	Eiro Sorvice	Dublic Education
General	Professional Seminar	Fire Service	Public Education

# SELECTING INSTRUCTIONAL MEDIA

# **Evaluation of Program Content**

Check appropriate box and add any comments at the bottom.	YES	NO
Is the material entertaining as well as informative?		
Does the material show proper safety precautions?		
Is any material misleading (hazardous)?		
Does the material show products, tools, etc., that may not be universally available?		
Are obsolete or dated materials, tools, or procedures used?		
Is the material controversial within the intended user group?		
Does the material specifically promote any special product or services?		
Is an instructor guide available?		
Is the material edited in a logical manner?		
Is the photographic quality acceptable?		
Is the audio portion relevant and understandable?		
Are the written materials and graphics valid?		
Is the material packaged in a usable manner?		

Is this material usable for your program?

Does the material meet the necessary standards for use in your program?

Other comments: