CREATING AN EFFECTIVE TRAINING PROGRAM THAT DEVELOPS AND MAINTAINS PERSONNEL PERFORMANCE IN THE HALLANDALE BEACH FIRE DEPARTMENT

EXECUTIVE ANALYSIS OF FIRE SERVICE OPERATIONS IN EMERGENCY MANAGEMENT

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An applied research project submitted to the National Fire Academy
As part of the Executive Fire Officer Program

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Abstract

The problem is that the City of Hallandale Beach Fire Department has never had an effective, coordinated training program that maintains personnel performance objectives or develops individuals into capable leaders and supervisors. This sometimes leads to poor performance on the fire ground and uncertainty of roles of fire officers while in quarters. The purpose of this research was to identify and develop alternative methods of training for all fire department personnel. The research questions were:

1. What skills and knowledge do federal, state and local governments require of fire fighters?
2. What skills and knowledge do federal, state and local governments require of fire officers?
3. What performance objectives can be adopted to elevate and then maintain personnel skills and knowledge?
4. What strategies can be implemented to improve training beyond the present training schedules?

The research methodology was a descriptive research project that was primarily comprised of a literature review and sample survey.

The results showed that the Hallandale Beach Fire-Rescue Department can develop a training program that will meet federal, state and local requirements, enhance safety, and improve morale, while striving to provide the best possible protection for the community.

The recommendations resulting from this research were that the Hallandale Beach Fire-Rescue Department should continually strive to create a positive work environment for new employees and improve the skills and knowledge of current employees in order to lead the organization safely and progressively into the future.
Table of Contents

Abstract..................................................................................................................2

Table of Contents..................................................................................................3

Introduction..........................................................................................................4

Background and Significance .................................................................................4

Literature Review..................................................................................................6

Procedures..........................................................................................................10

Results...............................................................................................................12

Discussion..........................................................................................................18

Recommendations...............................................................................................19

References..........................................................................................................21

Appendix A  Survey Cover Letter.................................................................23

Appendix B  Survey Instrument.................................................................24

Appendix C  Fire Service Standards...........................................................25
Introduction

The problem is that the City of Hallandale Beach Fire Department has never had an effective, coordinated training program that maintains personnel performance objectives or develops individuals into capable leaders and supervisors. This sometimes leads to poor performance on the fire ground and uncertainty of roles of the fire officer while in quarters. The purpose of this research is to identify and develop alternative methods of training for all fire department personnel. This is a descriptive research project that will utilize information obtained from the National Fire Academy’s Learning Resource Center, United States Fire Administration, Internet resources and a survey of other fire departments. The research questions are:

1. What skills and knowledge do federal, state and local governments require of fire fighters?
2. What skills and knowledge do federal, state and local governments require of fire officers?
3. What performance objectives can be adopted to elevate and then maintain personnel skills and knowledge?
4. What strategies can be implemented to improve training beyond the present training schedules?

Background and Significance

The City of Hallandale Beach is located along the southeastern coast of Broward County, Florida and encompasses an area of 4.5 square miles. The men and women of the Hallandale Beach Fire-Rescue Department provide fire protection and emergency medical services. The department is in 1 of 29 municipalities in Broward County, Florida. Twenty-four of these provide a combination of fire and rescue services. Hallandale Beach is surrounded on 3 sides by other fire departments and, on the eastern border, by the Atlantic Ocean.

Hallandale Beach consists of medium to high-density residential areas, medium to high-density commercial areas, medium level industrial areas, and over 40 high-rise buildings taller
than 75 feet. The average population is 34,282. But the number swells to approximately 60,000 during the winter months, with a large portion being older adults, age 65-years and older (U.S. Census, 2000). A high-speed interstate highway borders the City to the west, and the Florida East Coast Railway and the Intercoastal Waterway divide the municipality into thirds, from North to South.

Hallandale Beach Fire-Rescue (HBFR) was formed in 1947 as a volunteer department serving the community. In 1973, the department changed with the hiring of the first career fire fighter. Many early HBFR fire fighters became South Florida’s first firefighter/paramedics. In the past, one person held a position that served as a fire training coordinator, emergency medical service coordinator, and liaison between the department and local fire academy and local hospitals. This individual had many roles and was clearly stretched beyond his or her effective means. There was no standardized training program. Training agendas primarily consisted of a selected topic for the month. Company officers provided ad-lib lessons and a medical director met with paramedics once a month. Training was loosely documented and there was no testing or measurement of personnel.

Presently, out of the 74 sworn HBFR fire fighters, three are Emergency Medical Technicians (EMT). The City’s fire administration has changed the organizational chart to depict separate divisions for fire training and emergency medical services. Each division bears responsibilities for documenting training hours, tracking certifications, and maintaining skills and knowledge. This is a daunting challenge because more and more requirements are placed on fire fighters/paramedics every day and there are only limited opportunities for providing quality instruction to elevate or maintain personnel skills and knowledge.

This applied research project (ARP) relates to Unit 2 Emergency Operations that were taught in the Executive Analysis of Fire Service Operations in Emergency Management course.
The Terminal Objective states “The student will analyze fire service operations in emergency management and determine appropriate action”. It also states, in Enabling Objective #3, that the student is to “Analyze cost and benefit of operations or programs” (NFA, 1999).

The research project relates directly to United States Fire Administration Operational objective “To promote within communities a comprehensive, multi-hazard risk-reduction plan led by the fire service organization” (NFA, 2002).

Literature Review

The literature review focused on three specific areas. First, a review of applicable federal, state, and local laws pertaining to the requirements of both fire fighters and fire officers was completed. Next, a review was made of performance goals and objectives that can be used to elevate and maintain personnel development. Finally, various strategies that can be employed to improve and elevate training beyond the current scheduled training were examined.

The National Fire Protection Association (NFPA) is an international organization that establishes guidelines that are nationally recognized and followed by fire departments. This organization is comprised of more than 75,000 members, representing nearly 100 countries and 320 employees around the world. NFPA serves as the world’s leading advocate of fire prevention and is an authoritative source on public safety (NFPA, 2003). NFPA standards are American National Standards Institute (ANSI) accredited codes and standards. Under ANSI procedures, all American National Standards must be reviewed and reaffirmed, modified, or withdrawn at least every five years (Cote, 2003). This ensures that voluntary standards in the United States keep pace with developing technologies; consequently, the voluntary system creates quality standards that do not become outdated.

In 1987, the NFPA released NFPA 1500, Fire Service Occupational Safety and Health Program. This became the first nationally recognized standard that dealt with firefighter safety
comprehensively (NFPA, 2002). Forty-five other NFPA standards are referenced in this standard and cover many aspects of fire department organizations.

Chapter five deals primarily with fire department training and education with the goal of preventing occupational deaths, injuries, and illnesses. Training curriculums and requirements must meet the minimum requirements outlined in professional qualifications that are listed in section 5.2, which covers each fire department member’s assigned function (NFPA, 2002).

Section 5.3 of NFPA 1500 provides for training frequency and proficiency. It is important to note that the amount of time required for training to maintain proficiency is not in the standard. However, the standard does state that training shall be provided for all members as often as necessary to meet applicable requirements and to prevent skill degradation.

According to NFPA 1710 Standard for the Organization and Deployment of Fire Suppression Operations, Emergency Medical Operations, and Special Operations to The Public by Career Fire Departments, fire departments shall have a training program and policy to ensure that personnel are trained and that staff competency is maintained in order to execute all responsibilities consistent with the department’s organization and deployment (2001).

NFPA 1201 Developing Fire Protection Services for the Public, states that fire departments shall have a training program and policy to ensure that personnel are trained to effectively, efficiently, and safely execute all responsibilities consistent with the fire departments’ mandates (1997). These mandates include minimizing fire damage to property and administering programs to prevent the outbreak of fires. NFPA 1201, in chapter 8, also deals with issues pertaining to educating company officers, training company members and new personnel, group training, specialized training, training safety considerations, and training preplanning.
The U.S. Department of Labor Occupational Safety & Health Administration promulgates Federal standards that directly affect the way fire departments operate. In particular, *Respiratory Protection Standard 29 CFR 1910.134* states that the employer shall provide respirators and also be responsible for establishing and maintaining a respiratory protection program. This worksite-specific program must include training for employees regarding the proper use of breathing apparatus, including donning, doffing, any limitations on the apparatus’ use, and proper maintenance.

OSHA 29 CFR 1910.120(q) *Hazardous Waste Operations and Emergency Response Standard* requires that emergency response employees be completely trained before they can assist during hazardous materials emergencies. They must also receive refresher training on an annual basis and continue to meet the performance objectives as defined in this code.

Refresher training varies for various hazardous materials emergency response levels. In general, refresher training should include critical skill practice, technical information updates and refinements of incident scene coordination. A minimum number of hours for annual refresher training for response personnel is not specified in this standard. However, backup information to this standard recommends eight hours of refresher training per year (OSHA, 2002).

Performance based standards that impact fire department training and the content of the training are often mandated. It is important that training program coordinators understand where to find these standards, how to interpret them, and how the end users might impact the standards-making process (Cote, 2003). The NFPA has developed and published a large number of performance based standards for the fire service. According to Cote, these standards are considered the industry’s “standard of care” (2003). Among the categories of training that have mandates include:

- Fire fighter training, mandated by state or local government
• Emergency medical service training, required by some units of government
• Emergency vehicle operator training, required by insurance carriers
• Hazardous materials training, prescribed and mandated by the federal government
• Aircraft fire fighting, mandated for airport fire fighters by the federal government

Several NFPA standards address these subject areas and are presented as a set of performance objectives that can easily be converted into individual fire department standards. These help to ensure that candidates for certifications can be evaluated fairly. Job performance objectives have three required elements:

• What must be done
• What tools and knowledge need to be used, and
• To what standard of performance must the task be performed.

According to Cote, fire departments can use these three elements to develop questions and skills tests that are fair, comprehensive and afford trainees every opportunity to succeed (2003).

Various strategies exist for fire departments to extend training beyond the present, daily-allocated time frame by utilizing innovative local, state, and national resources and opportunities. According to Ross, there is a growing need for fire departments to adopt safe, equal and fair methods of training and assessment in order to ensure the proficiency of those fire officers and incident commanders who manage incidents and ultimately are responsible for other people’s lives. Ross also states that inadequate training of emergency response personnel has directly resulted in some deaths and injuries to fire department personnel (2002).

Fire departments should strive to have a comprehensive, overall training plan that incorporates input from all levels of the department. By surveying fire fighters and company officers about their training needs, departments can gain valuable insight as to the strengths and
weaknesses of their training program. According to the United States Fire Administration (USFA), good fire training improves the skills of current fire fighters and leads the fire organization safely and progressively into the future. Bad fire training, or none at all, threatens the safety of all firefighters, reduces morale, and violates the department’s primary objective to provide the best possible protection for the community it serves (FEMA, 1999).

Procedures

This research project employed a descriptive research methodology using a literature review and survey instrument (Appendix B) to answer the following questions:

(a) What skills and knowledge do federal, state and local governments require of fire fighters?

(b) What skills and knowledge do federal, state and local governments require of fire officers?

(c) What performance objectives can be adopted to elevate and then maintain personnel skills and knowledge?

(d) What strategies can be implemented to improve training beyond the present training schedules?

During this research process, a strategic plan document was developed and implemented by the HBFR department. Numerous goals in the HBFR strategic plan document have a direct correlation to the research and were structured in such a way as to improve personnel performance and resolve some of the inadequacies of the training function.

The literature review was initiated at the National Fire Academy’s Learning Resource Center (LRC), located at the National Emergency Training Center in Emmitsburg, Maryland. The researcher utilized trade journals, magazines, textbooks, and Internet search engines to identify published documents, web sites, organizations, and newsletters with content relative to
fire department training functions and strategies. A review of HBFR’s operational guidelines and those of other local fire departments was performed.

In addition, a cover letter (Appendix A) was sent out with a sample survey (Appendix B), to gather information from local and statewide fire departments. The sample survey was distributed to 24 fire departments in the surrounding area and it was also sent to the Florida Fire Chief’s Association (FFCA) for distribution among its 1600 members. The FFCA is a leading management education organization for fire and emergency services professionals in Florida.

**Assumptions and Limitations**

Limitations on this research project include the requirement to complete this project within the six months allowed by the National Fire Academy Applied Research Project Guidelines. This time constraint prohibited the researcher from selecting a larger population group to survey.

The researcher also recognizes that an extensive amount of reference material is available regarding the topic of training and personnel development. It was the intent of the researcher to be as complete as possible, despite the challenges involved in filtering the huge amount of information that was available.

Another limitation the researcher identified was the limited nature of departments who would respond to the sample survey. Larger departments would have the personnel and resources to take the time necessary to fill out the survey instrument. But smaller departments may have the tendency to disregard surveys and correspondence because personnel are already stretched beyond their limitations.

It was assumed that all respondents would answer the survey completely and honestly, and that they would do so in order to improve the level and quality of fire protection and service they provide to their jurisdictions.
Definitions and Clarification of Selected Terms

NFPA- The National Fire Protection Association. Contrary to the belief of many, this organization is not a federal agency. NFPA standards and codes are not enforceable unless an authority in a particular jurisdiction adopts them. The NFPA is the leading fire safety information resource in the world.

Company (or Crew)- Functional working element of a fire department, consisting of a given number of personnel operating one or more pieces of apparatus under the supervision of a company officer.

Member- Fire department employee.

Results

The results of this Applied Research Project have been derived from a literature review and procedures performed. Research questions were answered by examining trade journals, magazines, textbooks, Internet search engines, standard operating procedures and responses to a sample survey.

Research Question 1. What skills and knowledge do federal, state and local governments require of fire fighters?

In the United States, federal regulations require a minimum amount of training for fire service personnel who respond to hazardous materials incidents. These requirements are found in 29 CFR 1910.120 (OSHA) and affect all fire departments in the U.S., whether members are paid, all volunteer or a combination of both. Fire fighters should be trained at the first responder operations level so that they can at least respond to hazardous material emergencies in a defensive fashion without trying to actually stop a release (1999).

On a state and local level, 69A-62 Florida’s Uniform Minimum Fire fighter Employment Standard provides that the employer must train and educate all fire fighters according to those
duties and functions that personnel are expected to perform. Accordingly, 69A-62.120 states that employers must also assure that training and education is conducted frequently enough to ensure that personnel are able to perform their assigned duties and functions satisfactorily and in a safe manner, so as not to endanger themselves or others (Online, 2003).

Florida also requires that training and education must be similar to the curriculum of the Florida State Fire College or use a national consensus curriculum such as the International Fire Service Training Association (IFSTA).

**Research Question 2.** What skills and knowledge do federal, state, and local governments require of fire officers?

Fire officers must complete training that is in addition to fire fighting training (NFPA, 1994).

Even though NFPA 1500 *Standard on Fire Department Occupational Safety and Health Program* is not a federally mandated standard, it is the fire industry model. Section 5.2.5 states that all fire officers shall meet the requirements of NFPA 1021, *Standard for Fire Officer Professional Qualifications*. This standard identifies the requirements necessary to perform on four specific levels of progression: Fire Officer 1 Supervisory, Fire Officer 2 Supervisory/Managerial, Fire Officer 3 Managerial/Administrative, and Fire Officer 4 Administrative. The performance and requirements that are central to all four levels of fire officers in this standard include:

- Communication Skills- The ability to communicate verbally and in writing
- Human Resource Management- Utilizing personnel to accomplish assignments safely and efficiently
- Community and Government Relations- Dealing with inquires and concerns from members of the community and projecting the role of the fire department to the public
• Administration- Performing general administrative functions and implementing departmental policies and procedures
• Inspection and Investigation- Investigating the preliminary cause of fires, securing the incident scene and preserving evidence
• Emergency Service Delivery- Supervising emergency operations and conducting preincident planning

Florida’s *Uniform Minimum Fire Fighter Employment Standards* 69A-62 addresses higher standards and training for fire officers. Section 69A-62.021 (3) requires that supervisors provide training to new fire fighters in health and safety procedures. Supervisors, in turn, must receive instructional training in health and safety procedures. This section also states that employers are required to provide training to supervisory personnel that is commensurate with those duties and functions they are expected to perform during emergency operations (Online, 2003).

**Research Question 3.** What performance objectives can be adopted to elevate and then maintain personnel skills and knowledge?

According to Cote,

> As in any field of endeavor, training is a critical need that does not disappear with an individual’s tenure on the job, but continues to change in form and substance. Training is challenging for nearly every organization and will vary in subject and depth with the particular job function. One certainty is that there will always be a need for some level of training in order to develop and maintain proficiency. (2003)

Because training is preparation for performance, specific objectives are required to provide a clear understanding of what that performance must be. Cote states that NFPA 1500 *Standard for Fire Department Occupational Safety and Health Programs* requires training in
many areas. NFPA 1500 serves as an enabling document that calls for the implementation of many other specific training objectives and performance standards that are referenced within the document (2003).

Several NFPA standards address standard of care in the fire service as well as other specialty fields within the broader scope of the fire service (Appendix C). These standards are stated in “performance objective language” so that employees can be fairly tested. The job performance requirements state what must be done, what tools and knowledge need to be used, and to what standard of performance the task must be performed. Using these elements, a fire department can develop questions and skills tests that are fair and comprehensive.

According to the Maine Fire Chiefs Organization, fire training is necessarily “hands-on” and, as such, is vocational training. For many years, vocational training centers have used a methodology of training that is competency–based (2004).

A competency-based process requires a clear definition of the occupational task, through performance-oriented goals and objectives that the student must successfully meet in order to be considered trained. The training process centers on coaching the student progressively toward the desired outcome.

**Research Question 4.** What strategies can be implemented to improve training beyond the present training schedules?

According to Cote, training programs must have certain elements in order to achieve their objectives, regardless of the size of an organization (2003). Some of these elements include: entry level (recruit) training, staff development training, special operations training, post incident analysis training, and in-service training.

The scheduling of quality, in-service training can be a challenging exercise and must be an integral part of any fire department’s overall commitment. NFPA 1500 5.3.2 states that a fire
department shall develop a reoccurring proficiency cycle with the goal of preventing skill degradation and reducing the potential for injury or death (2002).

To provide in-service training effectively, financial resources must be made available. More than 50 publishers provide print, video, and electronic format for fire service training materials, and many of these are specifically designed to assist in providing in-service training (Cote, 2003).

An ongoing training program is extremely important and must be planned carefully, with organizational input and financial support. Fire fighters cannot become fully trained by simply watching videotapes each week, since videos provide limited information and do not involve the practice of skills.

Results of the Sample Survey

Twenty-four surveys (Appendix B) were sent out to local fire departments and were also disseminated statewide through the Florida Fire Chief’s Association (FFCA). Of the 24 sample surveys distributed locally, 12 were returned to the researcher. The sample survey that was distributed electronically by the Florida Fire Chief’s Association yielded an additional 35 responses. This is a small number of responses relative to the list of over 279 Florida career and volunteer fire departments that appear in the Florida Fire Chief’s Association Who’s Who 2003-2004 Membership Directory and Buyers Guide. Nevertheless, the information gained from the sample survey is helpful with this research and is summarized below.

- The average size of all departments in this sample is 118 personnel.
- Forty-four (94%) respondents state that members have dual certifications as fire fighters and or EMT/Paramedics. Three (6%) departments have fire fighters only.
- Thirty-five (74%) have dedicated training divisions and 12 (26%) do not.
• The average training division size for all respondents in this sample is 3.5 personnel. This equates to an approximate average of 1 trainer per 33.71 fire department personnel.

• Twenty-one (45%) respondents answered that fire and medical training is handled by the same department members and 13 (28%) answered that it is not. Twelve (26%) respondents answered that the same department individuals handled both fire and medical training, while 1 (2%) answered not applicable.

• Twenty-four (51%) respondents replied that company officers provide training for their departments, while 3 (6%) answered that company officers did not. Twenty (43%) replied that company officers will provide training sometimes.

• Thirty-five (74%) respondents believe that their departments provide the necessary tools and resources needed to provide quality drills and training. Eight (17%) replied no, 3 (6%) had no answer and 1 (2%) replied sometimes.

• Forty-five (96%) respondents answered that their department provided the required annual training for haz-mat, blood borne pathogens, AIDS awareness, and/or EMT/PM recertification. Two (4%) replied sometimes.

• Twenty-two (47%) respondents stated that their department used computer based training (CBT); 23 (49%) did not and 2 (4%) did not answer.

• Thirty-six (77%) respondents answered that their department dedicates a portion of each day towards training. Eight (17%) answered sometimes and 3 (6%) said they did not.

• The average number of hours of training per month, per member, for the 47 departments sampled is 14.51 hours. Three departments answered that the number of hours vary. The researcher assigned an arbitrary number of eight hours per month, per member to
departments whose hours vary, and this changed the average for all the departments sampled to 15.02 hours per month of training per member.

- Forty-one (87%) respondents believe their departments follow industry standards such as NFPA 1500 and/or Insurance Service Office (ISO) guidelines for training (ISO, 1980). One (2%) of the respondents answered that they did not follow industry standards; three (6%) were unsure and two (4%) did not answer.

Discussion

The research revealed that the modern day firefighter must possess skills and knowledge that are extremely technical in nature and that training and repetition are the best tools to retain these attributes. In order for fire departments to prevent job-related deaths, injuries and illnesses, training curriculums must at least meet the minimum requirements that are outlined in NFPA 1500, *Fire Service Occupational Safety and Health Program* (2002). It is interesting to note that NFPA 1500 does not address the amount of time nor the frequency of training. But fire departments must provide time and seek innovative ways to deliver training to all members in order to prevent skill degradation. According to Ross, many deaths can be attributed to inadequate training of the fire fighters and officers that respond to emergencies (2002).

NFPA 1500 should be used as a primary source of reference for developing a training program. If NFPA 1500 standard is adhered to, then federal, state and local standards will also be met.

The research indicates that in practice, the minimum acceptable amount of training is contingent upon each fire department’s size, resources, and the importance placed on training in the organization. In the sample survey (Appendix B), fire departments reported that each member trained between 14.51 and 15.02 hours per month. The researcher believes that fire departments strive to meet the Insurance Service Office’s ideal goal of 20 hours per month per
member, but that they have a hard time reaching this goal. This seems particularly true of smaller departments, which have fewer resources.

It must also be noted that these training hours are reported only for fire-based training and not for EMS training. Regular training in medical procedures and maintenance of continued education units for re-certification must always compete for time with demanding fire and EMS training curriculums.

According to Coleman, in order to administer an effective training program, training officers and departmental managers must address a number of practical issues pertaining to scheduling, personnel qualifications and selection, record keeping, and physical training facilities (1988).

Fire departments should also strive to have a comprehensive, overall training plan that incorporates input from all levels of the department. Effective training starts with the assessment of desired outcomes. Desirable outcomes are identified at every level of the organization and may include:

- The ability to communicate verbally and in writing
- Utilizing personnel to accomplish assignments safely and efficiently
- Dealing with members of the community and projecting the role of the fire department favorably to the public.
- Promoting a thorough knowledge of departmental policies, rules and regulations

Some of these desirable outcomes are addressed only marginally for both fire fighters and fire officers in Hallandale Beach.

Recommendations

The Hallandale Beach Fire-Rescue Department should continue striving to create a positive environment for new employees and to improve the skills and knowledge of current
employees, in order to lead the organization safely and progressively into the future. This can be accomplished by:

- Surveying employees about training needs and gathering insights into the organization’s strengths and weaknesses. Surveys should be confidential and results should be available.
- Company officers should be given greater responsibility for providing training for their crews. Such training should be based on lesson plans and other resources provided by the training division. Fire officers should be held accountable for the quantity and quality of training and should not be allowed, for example, to train on paper only.
- The training division should have lesson plans and job performance objectives available for every drill, skill, and training session that is held within the department.
- Training materials and resources should be made available to personnel and fire officers should have ready access to the materials.
- More time should be made available for training classes to review drills. Instructors should demonstrate the desired skills prior to any drill.
- More time should be allocated to provide fire officers with the skills and knowledge that they need in order to provide quality drills and training to their crews.

The information gathered in this report can help the Hallandale Beach Fire-Rescue Department to develop a training program that will meet federal, state and local requirements, enhance safety for employees, improve morale, and strive to provide the best possible protection for the community it serves.
References


April 13, 2007

Dear Sir or Madam:

I am a Division Chief who has worked for the City of Hallandale Beach, Florida for over 19 years. I am enrolled in the Executive Fire Officers Program that is administered by the Federal Emergency Management Agency (FEMA) and the United States Fire Administration (USFA). In order to complete the 4-year educational program I must complete four applied research projects that affect the communities in which we serve. The project that I am working on is titled: **Creating An Effective Training Program That Develops and Maintains Personnel Performance In the Hallandale Beach Fire Department.**

This applied research project must be submitted within 4 months. **Attached to this letter is a brief survey that is strictly for this independent research project and does not reflect the views or opinions of the City of Hallandale Beach and its Fire Department.**

Please take a few moments and complete the survey form. It will provide pertinent data and help in completing this research project. Your help and input is appreciated and will make this research meaningful to both the community and anyone else researching this subject. If you have any questions or comments, I can be reached at (000) 000-0000 or emailed at abousquet@hallandalebeachfl.gov.

Please return the survey by email using the fillable form or fax a printed copy to: (000) 000-0000 by August 4, 2004. Thank you for your assistance with my applied research project.

Sincerely,

Art Bousquet  
Division Chief of Training  
City of Hallandale Beach  
Fire-Rescue
Appendix B

Creating an Effective Training Program That Develops Personnel Performance

Please check the appropriate box or type text in the box provided

1. How many members does your department employ?
   
   0-25 □  26-50 □  51-75 □  76-100 □  101-150 □
   151-2000 □  201-300 □  301+ □

2. Are your members dual certified (FF/EMT, FF/PM)?
   Yes □  No □

3. Does your department have a dedicated training division?
   Yes □  No □

4. How many personnel are responsible for your department’s training function?
   0-1 □  2-3 □  4-5 □  6-7 □  8-9 □  10+ □

5. Are medical and fire training handled by the same department member(s)?
   Yes □  No □  Sometimes □  Not applicable □

6. Does your department rely on company officers to provide training?
   Yes □  No □  Sometimes □

7. Are they given the tools and resources needed to provide quality drills and training?
   Yes □  No □  Sometimes □

8. Does your department provide annual training for hazmat, blood borne pathogens, aids awareness, and/or EMT/PM re-certification?
   Yes □  No □  Sometimes □

9. Does your department use any computer-based training (CBT) modules or resources?
   Yes □  No □
   Please give a brief explanation in text box

10. Does your department dedicate a portion of the day towards training?
    Yes □  No □  Sometimes □
    Please give a brief description how time is managed for training in text box

11. How many hours a month does your department train per member?
    hours per month

12. Does your department follow any industry standards for training such as NFPA 1500 or Insurance Service Office (ISO)?
   Yes □  No □  Maybe □  Don’t know □

Please use this additional space for any comments that would help with this research project.
Appendix C

Fire Service Standards

Mandated “Standard of Care”

- Emergency medical service training, required by some unit of government
- Hazardous materials training, prescribed and mandated by the federal government
- Fire fighting training, mandated by state or local government
- Emergency vehicle operator training, required by insurance carriers
- Aircraft fire fighting, mandated for airport fire fighters by the federal government

NFPA Standards that address subjects and specialties within the broader scope of fire fighting

- NFPA 1001, *Standard for Fire Fighter Professional Qualifications*
- NFPA 1002, *Standard for Fire Apparatus Driver/Operator Professional Qualifications*
- NFPA 1003, *Standard for Airport Fire Fighter Professional Qualifications*
- NFPA 1006, *Standard for Rescue Technician Professional Qualifications*
- NFPA 1021, *Standard for Fire Officer Professional Qualifications*
- NFPA 1031, *Standard for Professional Qualifications for Fire Inspector and Plan Examiner*
- NFPA 1033, *Standard for Professional Qualifications for Fire Investigator*
- NFPA 1035, *Standard for Professional Qualifications for Public Fire and Life Safety Educator*
- NFPA 1041, *Standard for Fire Service Instructor Professional Qualifications*
- NFPA 1051, *Standard for Wildland Fire Fighter Professional Qualifications*
- NFPA 1061, *Standard for Professional Qualifications for Public Safety Telecommunicator*
- NFPA 1071, *Standard for Emergency Vehicle Technician Professional Qualifications*
- NFPA 1081, Standard for Industrial Fire Brigade Member Professional Qualifications