



SPEAKING OF FIRE

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OKLAHOMA BURNING

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DIRECTOR'S LETTER

Strategic Values Plan

At Fire Protection Publications (FPP), we pride ourselves on being an integral part of the fire service. Like you, we are a nonprofit, mission-driven organization established and focused solely on ensuring effective and safe fire and emergency services delivery. Toward those ends, we have an organizational strategic plan that sets a foundation to guide our business activities. This plan has clearly defined short- and long-range goals/outcomes, which will measure our success along the way. Similarly, our organizational values (check them out at www.ifsta.org) set the foundation for *how* we do our business. All of this is nothing new, but it got me thinking — if we have outcome-based goals to measure our progress in *mission* — how do we measure our *progress* toward meeting our organizational *values*?

Recently, I watched an interview with a CEO of one of the largest, most successful, and highly regarded nonprofit organizations in the country. She noted that her organization focused on three values in its internal operations as well as its service delivery. The values that serve as outcomes (benchmarks) for this organization are as follows:

1. **Excellence** — Being and providing only the very best
2. **Integrity** — Doing the right thing *all the time*, as individuals and an organization
3. **Peace** — Encouraging employees to interact in a manner that facilitates and supports peace in their organization with those they serve, with services provided, and in society

Wow! Pretty challenging stuff, particularly as a primary focus for an organization. It must be pretty spot-on too, based on its success. It occurred to me that these values would be a perfect initiative for FPP and, in fact, would be a great fit for any fire service organization:

1. **Excellence** — Do we focus on doing only what we are excellent at and doing that which we do better than anyone else? Can the outcomes be clearly recognized by their excellence?
2. **Integrity** — Do we as individuals, and collectively as an organization, commit and practice the right thing in everything we do, every time, all the time? How much of our success will we measure in dollars? What happens when dollars and mission compete?
3. **Peace** — Do we work for peace as a key outcome? Do we respect and support other fire service organizations and competitors, even if we differ in our viewpoints? When those we serve choose others to provide their training materials, do we respect and support that decision? Do we indeed support them in their efforts to provide for firefighter proficiency and safety? Do we work for consensus rather than a win or lose outcome? Do we jealously guard the reputation that we have as a service? Do we strive for the good of those we serve over personal (organizational) ambitions?

Again, pretty challenging stuff, only this time for all of us. When I consider the fire service and these benchmark values, I think of names like Hogle, Compton, Webb, and Appy. I also think of organizations like the Phoenix Society, the Firefighter Cancer Support Network, and the National Fallen Firefighters Foundation, and so many more. We are proud to work closely with each of these individuals and organizations and are honored that each represents a key partner in our strategic plan. We hold these organizations in high esteem because each one reminds us that when it comes to excellence, integrity, and peace, we are clearly on track with our strategic values plan.

Be safe!
Chris Neal



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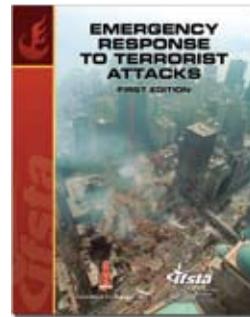
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Cover Photo Stillwater, Oklahoma, grass fire.

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Fire Protection Publications | Oklahoma State University | 930 N. Willis, Stillwater, OK 74078
800.654.4055 | www.ifsta.org

Director: Chris Neal | Editor SOF: Cindy Brakhage

Interim Marketing Manager: Jason Hanson | Sr. Graphic Designer: Desa Kinnamon

Contributing Writers: Leslie Miller, Fred Stowell, Mike Wieder, Steve Kimple, and Deputy Chief Mike Byrd

Marketing Comments or Questions? Contact Jason Hanson by email: JHanson@osufpp.org or call: 800.654.4055.

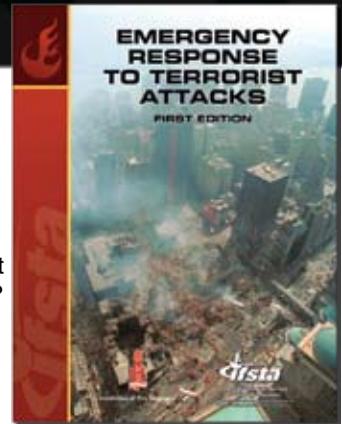
Editorial Comments or Questions? Contact Cindy Brakhage by email: CBrakhag@osufpp.org or call: 800.654.4055.

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IFSTA UPDATE



Emergency Response to Terrorist Attacks

By Leslie Miller

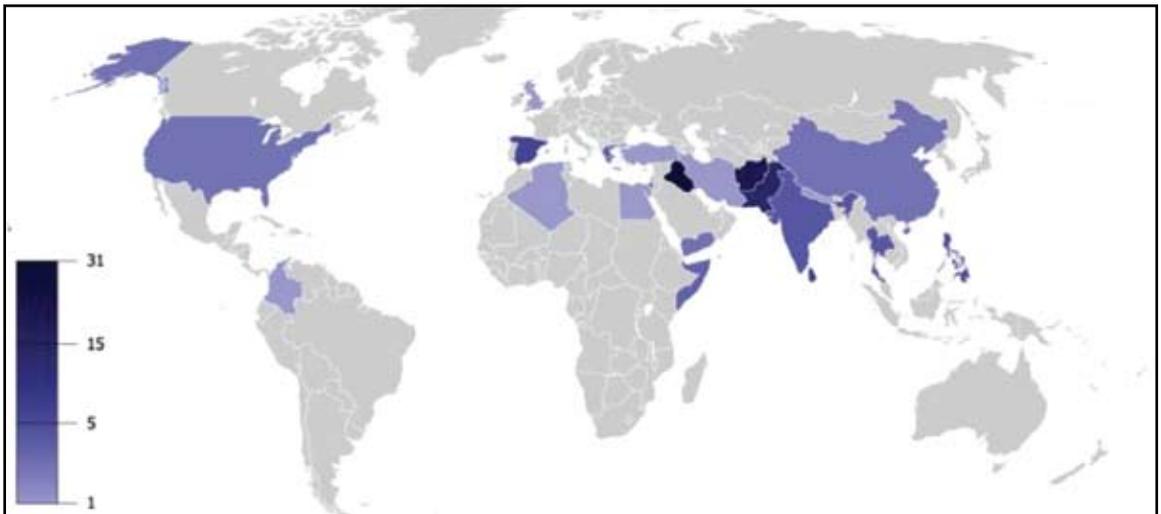
You're dispatched to a report of an explosion at an apartment complex. Arriving on the scene, you find flames shooting out of a second-story window and glass shattered everywhere. You recognize the signs of an explosion, but wonder ... is it a gas explosion? Maybe an illicit laboratory? A terrorist attack?

At least, these are the things that you *should* be wondering. Do you know how to tell the difference between a gas explosion and a terrorist attack? Do you understand how the possibility of an attack should affect your actions at the incident and the role you are trained to play? Could you recognize a drug lab, a biological laboratory, or an explosives lab — and could you tell the difference between them? Could you recognize the behavior of a suicide bomber or tell the difference between a soda can and an improvised explosive device? These are the kinds of issues addressed in IFSTA's new manual, **Emergency Response to Terrorist Attacks, 1st edition**.

*The fire and rescue services have entered an era where every responder must be prepared for encountering the evils of terrorism on any response. It may not be the fanatical foreign breed, but a close encounter with some of the homegrown groups can be the potential for a catastrophic situation. Understanding the concepts found in IFSTA's **Emergency Response to Terrorist Attacks** is the first step toward being prepared for dealing with these events.* **John Norman, Deputy Assistant Chief (Ret.) Fire Department, City of New York, New York.**

In recent years, it has become increasingly difficult to read the news without running across headlines detailing a terrorist attack somewhere in the world. No community is immune from the threat — terrorist attacks may range from a disgruntled resident on a preplanned shooting rampage to well-established terrorist groups carrying out complex bombings. All societies, especially those that are free, are vulnerable to incidents involving terrorism.

Terrorists have the knowledge and the capability to strike anywhere in the world, and they deliberately target locations where they can harm large numbers of people. Recent examples of terrorist attacks include bombings in Pakistan, Afghanistan, and Iraq and the coordinated attacks in Mumbai, India. In the first three months (January-March) of 2009, 116 attacks were documented on Wikipedia's List of Terrorist Incidents, with hundreds dead and injured. Unfortunately, the list will continue to grow.



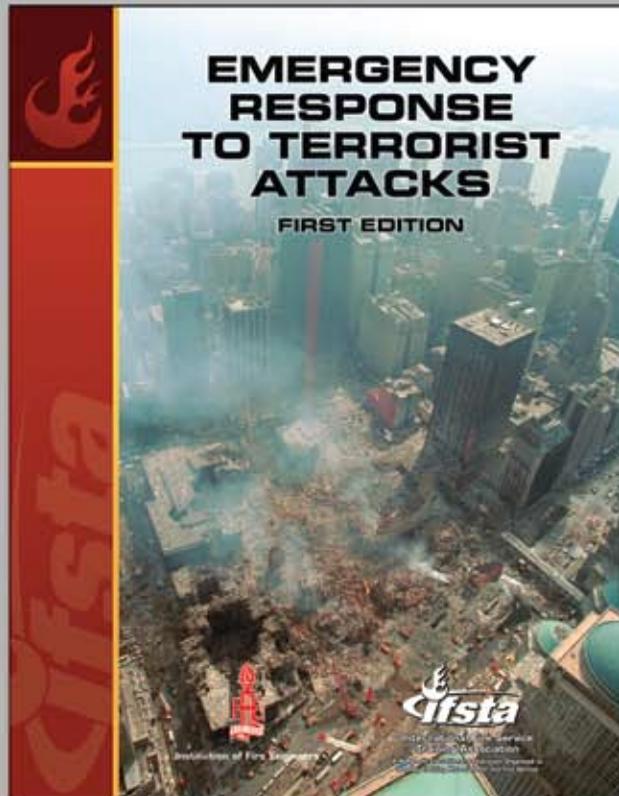
Number of terrorist attacks per country, January-March 2009. Source: http://en.wikipedia.org/wiki/File:Number_of_terrorist_incidents_2009.png

*The IFSTA **Emergency Response to Terrorist Attacks** manual is an excellent learning resource for all emergency services agencies and military personnel. These types of situations appear to be more common, and responders will find themselves confronting these situations in the future. The manual provides a solid foundation and sound guidance that will assist public safety agencies and military personnel in their training and planning efforts. After a year in Iraq operating in a high-threat environment, I understand how important it is that we in public safety be able to recognize, identify, and protect ourselves from these types of incidents.* **August Vernon, Emergency Management Coordinator, Forsyth County Emergency Management, Winston-Salem, North Carolina.**

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EMERGENCY RESPONSE TO TERRORIST ATTACKS

FIRST EDITION



The Emergency Response to Terrorist Attacks (1st edition) manual is an excellent learning resource for all emergency services agencies and military personnel. This manual provides a solid foundation and sound guidance that will assist public safety agencies and military personnel in their training and planning efforts. As terrorist attacks become more common, responders may find themselves confronted with terrorist attacks. Those in public safety must be able to recognize, identify, and protect themselves from these types of incidents.

1st Edition (2009) 726 pp.
ISBN 978-0-87939-356-4

\$74.95
ITEM 36762



Career and Professional Development Planning in the Fire Service

By Fred Stowell

To ensure the highest quality of service to the community, the fire and emergency services organization must provide training and professional development for its members. The local training officer or division (or state training agency) provides skills training and professional development programs. It is the responsibility of the company officer to provide guidance in career planning and professional development to subordinates.



Career planning occurs within the framework of personnel counseling. Many departments have included career and professional development counseling guidelines in their policies and procedures manuals. If these guidelines are available, they should be followed. If these guidelines are not available, then the following process is presented as a general guideline.

NFPA® 1021, *Standard for Fire Officer Professional Qualifications*, 2009 edition, requires the Fire Officer II to *create a professional development plan* for a subordinate who is preparing for a promotional examination. While this is a specific requirement, it provides the framework for a more complete career plan. In fact, both Fire Officer Level I and II should be prepared to assist their subordinates to *be all that they can be*.

Career or professional development can provide guidance in the following three areas:

- Perfecting and maintaining current knowledge, skills, and abilities and acquiring new skills required for the current position
- Preparing for promotion to the next rank or level of authority
- Developing a long-range plan for career advancement

Although career or professional development may at first seem to apply only to career departments, this is not the case. Volunteer organizations, to continue to survive, must provide professional guidance to their members too. A major means of recruiting and retention is the ability to provide volunteers with support in attaining their personal goals.



A career or professional development plan can be used for your personal development or to assist subordinates in their planning. A career plan is like a road map. It provides a person with a visual image that includes his or her current location, intermediate signposts, and final destination. In a career plan, these would be referred to as the current situation, the intermediate objectives, and the final goal. To create a career plan, each of these three elements must be determined and entered into the plan.

To determine where we are going, we must first know where we are. This is accomplished by the individual or the subordinate performing a self-assessment. Questions that should be answered in any assessment include the following:

- What interests me the most?
- What are my personal strengths and weaknesses?
- What is most important to me about my work?
- What knowledge, skills, or abilities do I have that I would like to improve or expand?
- What knowledge, skills, or abilities would I like to acquire?
- What are my immediate goals (within one year)?
- What are my long-range career goals?
- What am I willing to sacrifice to meet my goals?



If these questions are answered completely, the individual and the company officer can proceed to create a list of intermediate objectives to reach the final goal. The intermediate objectives may be goals in themselves within the long-range career plan. If this is the case, then each of the primary objectives, such as passing a promotional exam for the next level, may have objectives of their own, such as accumulating a required number of college course credits. Objectives must be as follows:

- Clearly stated
- Specific
- Attainable
- Quantifiable
- Reasonable
- Timely

Objectives that are broad or ambiguous will cause the individual to become distracted or frustrated. Successfully reaching the final goal depends on accomplishing each objective in order and in a reasonable time period.

A final career goal can take many forms. For some, it may be to retire from a career department as the chief of the department. For others, it may be to be the best firefighter on the department and let others advance in rank, authority, and responsibility. Goals are stated in broad general terms and usually are planned for the next 5 to 10 years. Whatever the final goal, the list of objectives must lead to it and provide all the necessary knowledge, training, and steps to attain it.

Company officers who provide guidance to their subordinates will increase the morale of the personnel, the unit, and ultimately the organization. Career planning will ensure a stable and motivated workforce and will improve the knowledge, skills, and abilities of all members of the organization.

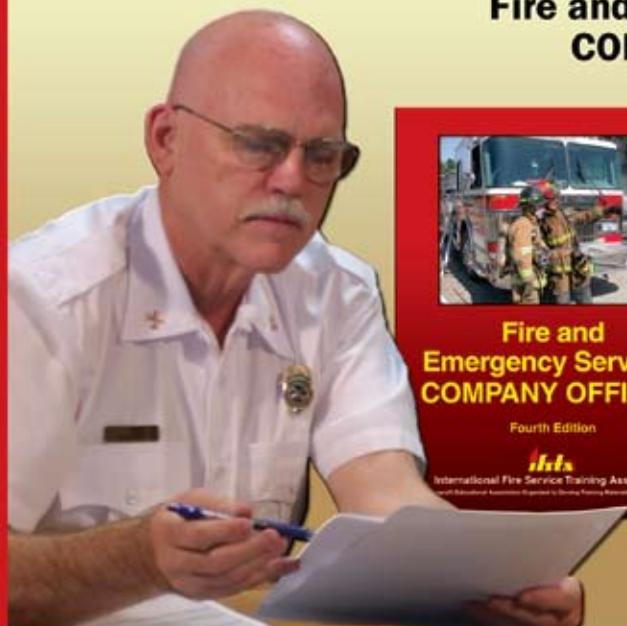
About the author:

*Fred Stowell has been a Senior Editor for IFSTA/FPP since 2002. In 1998, he retired as a chief officer after 26 years with the Tulsa (OK) Fire Department. In addition to the **Inspections and Code Enforcement** manual, he is responsible for the **Chief Officer, Company Officer, and Instructor** manuals among others.*

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Preparing Our Next Generation of Leaders: Pennsylvania Junior Fire & EMS Leadership Challenge V

By Mike Wieder

Any type of organization or occupation (whether it be social, government, religious, military, corporate, or anything else) sustains itself in part by bringing new blood into the organization on a continuing basis. Oftentimes these new members are young and have minimal experience in the operations of the organization. It then becomes incumbent upon the organization to prepare these new members to succeed in and perhaps rise through the organization.

In this respect, fire departments are no different than any other organization. The majority of our new members are young people with limited or no experience in the fire service. If they have fire service experience at all, it tends to be at the basic skills and tactics level. In order for these new members to succeed in the organization, we must also assist them in developing other skill sets, including leadership and management abilities.

The state of Pennsylvania allows volunteer fire departments to bring members into their organizations as early as 14 years of age. Members who are 14 and 15 years old are restricted to nonemergency duties around the station and at other fire department activities. The law allows 16- and 17-year-old members to respond to and operate at emergency calls with a variety of restrictions regarding the activities that they can actually perform. These junior firefighters are also eligible to take a variety of training courses that can prepare them to become full-fledged firefighters when they turn 18 years of age. With just a minimal amount of training after turning 18, junior members can become fully certified firefighters.

Around the year 2000, a small group of leaders in the Pennsylvania fire service decided that in addition to the technical skills courses available to the junior firefighters, it was never too early to help them start developing basic leadership skills. Leadership skills will serve them as they advance through the fire service as well as in other aspects of their lives. In 2001, the first Junior Fire & EMS Leadership Challenge was conducted. The event is cosponsored by the Pennsylvania Fire & Emergency Services Institute (PFESI) and Pennsylvania Emergency Services Legislative Alliance (PESLA). PESLA provides the major funding for the event. PFESI Executive Director Tom Savage and Executive Board President Don Konkle are responsible for oversight of the event. PFESI members Vince DiFilippo of the Radnor Fire Company and Brian Connelly of KME Fire Apparatus organize and direct the activities. This conference is held every two years.

Junior Fire & EMS Leadership Challenge V was conducted April 5-7, 2009, at the Radisson Penn Harris Hotel in Camp Hill, Pennsylvania. Approximately 30 junior firefighters along with 10 adult observers participated in this event. Observers were required for any organization that sent two or more junior firefighters to the event.

The Leadership Challenge is an intense, fully packed three days of activities. The activities officially began at 1 p.m. on Sunday afternoon. Savage and Konkle welcomed the group, and the ground rules for the event were reinforced to the participants. The group broke into three teams, and each team was assigned a team leader (a role that was rotated throughout the three days). Each team was assigned accountability tags, and each member was required to wear one. At given intervals throughout the next three days, such as breakfast time and break periods, a personnel accountability report (PAR) was called by the conference leadership. Teams who had a PAR were awarded team points for doing so.

Sunday afternoon activities included an overview of the team projects that each team would be required to complete before the end of the conference. This overview and a brief presentation on leadership principles were conducted by Dr. Bill Jenaway of VFIS (whose daughter Katie was one of the participants) and the King of Prussia Fire Company. Several other team-building activities rounded out the afternoon. Following dinner, the group reassembled for more presentations on leadership from Dr. Jenaway and noted leadership educator Kevin Nelson. The meeting adjourned at 10 p.m., and the teams were allowed one hour to work on their team projects until the required lights-out time of 11 p.m.

A personnel accountability check was called for breakfast at 7 a.m. Monday morning, with all members present. Following breakfast, the group was addressed by Pennsylvania State Fire Commissioner Ed Mann. Commissioner Mann provided a candid view of major issues facing the fire service in Pennsylvania. After the Commissioner's speech, the group boarded a bus and was transported to the headquarters of Pennsylvania USAR Task Force 1 (PA-TF-1). The group was provided with information on the activities and operations of the task force as well as highlights of past events to which they responded. A guided tour of the apparatus and equipment cache housed in the facility was given to the entire group.





The next stop was the Pennsylvania National Fire Museum in downtown Harrisburg. Housed in an impressively restored and expanded former fire station, this is one of the finest museums of its type in the country. Curators gave the group a tour of the museum and provided a perspective on how the fire service as we know it today evolved from its past.

Leaving the museum, the group moved on to the Pennsylvania State Capitol where they were hosted by the PA House of Representatives Veterans Affairs and Emergency Preparedness Committee. The entire delegation enjoyed lunch in a Capitol dining room, and they were welcomed by State Representatives Jim Marshall and Will Tallman. They briefly explained how the government process works and then gave an overview of the afternoon activities. Each of the three groups was given a copy of an actual House Legislative calendar. They also received a calendar containing four or five different fire-service-related bills, which are currently in the legislative process. These bills covered issues such as Volunteer First Responder Loan Forgiveness Program, tax relief for volunteer first responders, options for small games of chance (fund-raising), and directly reimbursing emergency agencies for incident operational costs.

Each group was then directed to its own legislative conference room where the “committee” would discuss the merits of the bill. Each committee had at least two actual state representatives sitting in with them to assist with the process and explain the issues. Similar to an actual House committee, the group had three options with each bill:

- Pass it on for a vote as is
- Amend the text and approve it
- Kill it before it leaves the committee

Following approximately one hour of committee meetings, the entire group assembled on the actual floor of the House of Representatives (which was not in session). The House Democrat Leadership Legal Counsel Eric Fillman served as the Speaker of the House and called the session to order. Many of the state representatives also remained on the floor as well. One by one, each of the more than one dozen bills that made it out of committee was presented, debated, and voted upon. The Speaker ran the session exactly as it would be done for the real legislature. This activity was a tremendous opportunity for the young people to actually learn how their government works from an inside perspective.

Following a tour of the Capitol, the group returned to the hotel for dinner and another short presentation by Dr. Jenaway. The group then broke into their teams and worked on group projects until lights-out at 11 p.m.

Tuesday morning started the same as the previous day. A breakfast PAR call was conducted at 7 a.m. Pennsylvania State EMS Director Joe Schmider addressed the group and talked about significant issues facing the health care and EMS systems and gave his thoughts on where he felt the service was headed in the future. After Director Schmider concluded his comments, the group was addressed by Mike Wieder, a former Pennsylvania junior firefighter who now works for Oklahoma State University. Wieder talked with the group about moving on with their lives beyond serving as a junior firefighter. He talked about continuing as a volunteer, entering the career fire service, and pursuing other jobs in the allied fire protection field. He also explained the various educational requirements and opportunities available to meet their goals.

Following the presentation, the three teams finalized their poster boards and PowerPoint presentations for their team projects. After lunch, teams made their formal presentations and a panel of adults chose the one they felt was the best. A tally of the points that each team accumulated through PARs, other activities, and the presentation was conducted. The winning team members were each provided gift cards to a popular electronics store. At this point, the conference was adjourned.

The Pennsylvania Junior Fire & EMS Leadership Challenge is an intense, grueling three days of activities designed to help these fire service leaders of the future jump-start the development of their own leadership styles and abilities. It provides these young people direct access and the ability to communicate with fire service and political leaders at the local, state, and national levels. The opportunity to spend an afternoon as part of the legislative process crammed a whole semester’s worth of political science lessons into four hours of real-life experience.

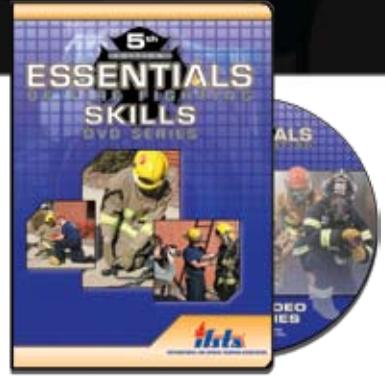
Only time will tell how much of an impact this program will have on the futures of each of the participants. However, the quality of this program will most likely have a positive effect on them, at least in some manner, in the years to come. The Leadership Challenge is a unique program that could be adapted in any number of ways and used in any state or province. For more information on the Leadership Challenge or the PFESI go to www.pfesi.org.

About the Author:

Mike Wieder began his fire service career as a junior firefighter in Pennsburg, PA. He also served as a firefighter in Stillwater, OK. Mike holds undergraduate and graduate degrees in fire protection, occupational safety, and adult education. He has written more than 30 books and major government reports and serves as Assistant Director and Managing Editor at IFSTA/Fire Protection Publications at Oklahoma State University in Stillwater, OK



PRESS RELEASE



Essentials of Fire Fighting Skills DVD Series Raises the Bar

With the release of the **Essentials of Fire Fighting Skills DVD Series** earlier this spring, the expansive line of **Essentials of Fire Fighting** support products is now complete. This new, highly anticipated four-disc video set illustrates all the Fire Fighter I and II skills presented in the **Essentials** manual and the **Skills Handbook**. The series features more than 150 videos and animated illustrations with a total run-time of nearly six hours. As with all products in the **Essentials 5th** suite, the video DVDs address the latest requirements of the NFPA 1001 standard.

According to Margi Cooper, production manager for the video project, firefighter instructors will find the new video series a much more comprehensive product than the **Essentials 4th** video set. "We included all of the things customers said they liked about the previous **Essentials 4th** video series, but also included many new features," Cooper said.

"Before starting the production of this project, IFSTA's Electronic Products group talked with experienced instructors from around the country. Based on their input, we've put together a product that is one of the most versatile and easy-to-use collections of firefighter skills videos on the market. Customers will also like the price. At \$549.95, it's about one-third the price of the **Essentials 4th** video set," Cooper said.

Each DVD in the set includes a user-friendly interface, making it easy to locate a specific video by skill number, title, subject, or Fire Fighter I or II certification level. Three discs in the set contain standard movie videos and can be used in any stand-alone DVD player or computer DVD drive. A data DVD contains Windows Media Video files, which can be easily included in PowerPoint presentations. Included on the disc is an evaluation checklist for each skill; therefore, instructors will have all of these resources in one location. Plus, the videos are conveniently packaged in one box.

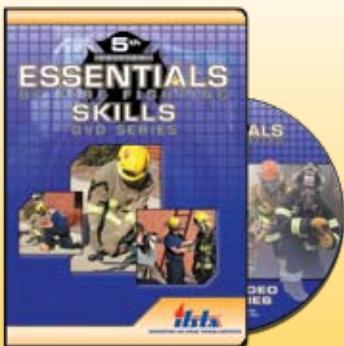
Many of these videos were produced as part of a cooperative research and development agreement with the U.S. Air Force. Cooper and Jeff Fortney (senior editor who served as subject-matter expert for much of the project) traveled to Louis F. Garland Department of Defense Fire Training Academy at Goodfellow Air Force Base in San Angelo, Texas. Firefighter instructors from many branches of the military served as actors, and base media specialists assisted with videotaping. The video shoots at Goodfellow took place over four weeks. Other videos were taped in Oklahoma with the assistance of local fire departments, OSU Fire Service Training, and IFSTA staff.

"The military instructors at Goodfellow are extremely knowledgeable, and they were very accommodating," Cooper said. "The instructors took on the video project in addition to their regular duties. We all put in long hours on some hot days. But everyone kept their sense of humor. Overall, working at the base was a great experience," she said.

Once the videos were edited, they were reviewed by several additional subject-matter experts to ensure the final product is accurate and relevant to the fire service. "We certainly appreciate the many volunteers who helped with this project," Cooper said.

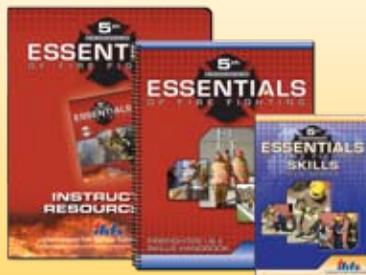
To preview a sample video, visit www.ifsta.org. The **Essentials of Fire Fighting Skills DVD Series** can be purchased on the IFSTA Web site at www.ifsta.org or by calling IFSTA Customer Service at 800-654-4055.

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What Do You Mean I Have to Bring a Book to Class?

By Deputy Chief Mike Byrd

Have you ever had two instructors teach the same course with the same materials, and the students' course evaluation rating of each instructor varied from outstanding to poor? Consistency in fire department training has always been a struggle because of self-directed instructors presenting broad topics of instruction with vague outlines and out-of-date activities. To complicate matters, some state, local, and regional training agencies generate their own student materials that can be vague and obsolete. When using locally generated student manuals, an instructor may not teach the course the same way a previous instructor taught the course therefore leaving gaps in the students' learning. When you attend a college class, are you issued a student manual with fill-in-the-blanks? No, there is a required textbook that must be purchased before attending class. Why have state training agencies not adopted the same practices as the higher academic institutions? By partnering with a textbook publisher, agencies can ensure up-to-date, research-based materials.

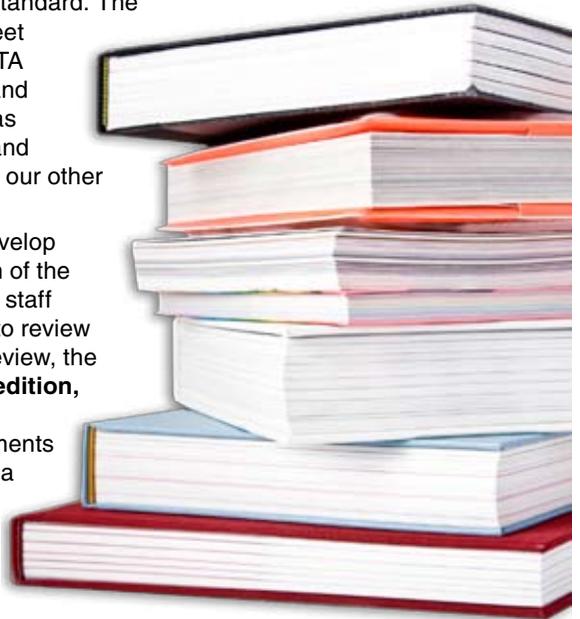
Creating this partnership creates a higher level of credibility for the programs. Classes are based on national standards, which are required for training programs used in the fire service. Pairing these classes with a nationally accepted curriculum further solidifies the credibility and level of training provided within the class. IFSTA has national resources and contacts that allow for better recruitment of subject-matter experts to create the materials through a true validation process. In contrast, many smaller state academies can attract instructors only from within their own state.

The Georgia Fire Academy has recently partnered with IFSTA for its Fire Officer I and II programs. Each student is required to bring to class an IFSTA **Company Officer** textbook. This ensures a consistency of materials presented and studied each time the course is delivered. Upon completion of the Fire Officer series of courses, the students have covered every chapter within the textbook. The students now have a valuable resource that can be reviewed at a later date to refresh themselves on the topics that were presented. These students also now have materials to share within their home agency.

Using a publisher's designated textbook and/or program opens up infinite opportunities for the instructor. The instructor can require pre-reading of the topics so that the students are more engaged during the lectures versus typical "sit and get" training classes. The students begin to learn from group discussions. These viable discussions require a more critical understanding of the topic and allow for self-growth and personal reflection. This student-led type of training allows the student to control the learning and lets the instructor step back as a facilitator.

In today's economy, do your state academies have the resources needed to carry out mandated class loads? It is difficult for staff to conduct research, develop class material, and instruct classes. Partnering with a publisher and using material prepared by experts in the field reduces development time for courses. The Fire Officer II program for the Georgia Fire Academy was developed using the IFSTA **Company Officer Instructor** materials to meet the NFPA 1021 standard. The class was customized by staff instructors to further meet the specific needs of Georgia Fire Officers. Using IFSTA materials allowed more time for developing activities and materials to meet the local needs. The end product was an 80-hour course offering more in-depth instruction and activities based on input from Georgia Fire Chiefs and our other customers.

Recently, the Georgia Fire Academy began to redevelop its Basic Firefighter Program to meet the latest version of the 1001 standard. A committee of Georgia Fire Academy staff and training officers throughout the state was formed to review textbooks used in the class. After several months of review, the committee recommended the IFSTA **Essentials, 5th edition**, for the program. The committee agreed that all three publishers provided textbooks, which met the requirements of NFPA 1001, and any of them would suffice to teach a basic program. Georgia Firefighter Standards and Training has approved IFSTA, Jones and Bartlett, and Delmar for use in Basic Firefighter Training in Georgia. Each publisher also provided a plethora of support materials and/or E-learning capabilities. The



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IFSTA/FPP Employees Respond to Oklahoma Wildfires

With the largest outbreak of wildfires in several years for the state of Oklahoma, IFSTA/FPP staff members were called to assist in the fire fighting effort. Facing hurricane-force winds and humidity levels in the teens, crews from across the state fought into the night to protect residents and homes. Fires in the Stillwater area came within a few miles of IFSTA's headquarters, and evacuations were necessary in several neighborhoods. In the end, more than 100 homes across the state were destroyed and tens of thousands of acres were burned.



Numerous IFSTA/FPP employees volunteer their time as firefighters in the communities surrounding Stillwater. Many of these staff members were professional firefighters and EMS providers before assuming their positions with IFSTA. Not only does their experience bring a wealth of knowledge to area fire departments, but their continued participation ensures that IFSTA's staff remains current on the latest trends in the fire service. We train with the same materials we develop, driving home the understanding that our products must be accurate, engaging, and relevant.

For more than 75 years, IFSTA's commitment to the fire service has been to provide training materials written "by firefighters for firefighters." This is not some empty slogan to sell more books, but it is instead a promise that our products are created, reviewed, and produced by people who know the business. We stand shoulder to shoulder every day on the front lines with our customers; a commitment that is unrivaled by anyone else in the industry.

We are proud of our daily involvement in the fire service and understand the challenges that must be met. We shrug off the cold dinners, late nights, and often thankless tasks — just as you do — because we know there is no more noble calling. So the next time you open one of our manuals to study or train, remember our commitment to you and the fire service.



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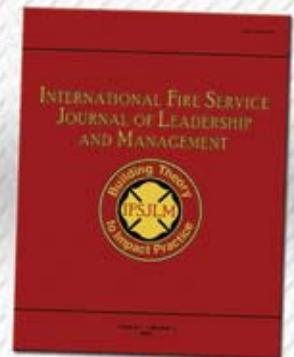
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Sir Isaac Newton and the United States Fire Service

By Steve Kimple

We constantly discuss the need to change the culture of the United States fire service toward a state of intolerance regarding line-of-duty deaths. The 16 Firefighter Life Safety Initiatives all involve change, and the Everyone Goes Home program passionately delivers a message that pleads with all firefighters to have the courage to change factors within themselves and their organizations to preventable line-of-duty deaths.

In the late 1600s, Sir Isaac Newton developed his Laws of Motion to describe the general properties of objects and their reaction to force. I suspect that Sir Isaac Newton was either a firefighter or was incredibly prophetic about our modern fire service organizations. While the laws were produced to describe physical matter, it takes only a small amount of manipulation to apply them to our culture.

The National Fallen Firefighters Foundation (NFFF) and the rest of the progressive U.S. fire service organizations continue to apply force to all the firefighters and departments in the country to change the culture. To help understand why the numbers are not changing as rapidly as we hope, we must only slightly alter Newton's Laws to accurately describe any fire department.

First Law of Fire Departments

A fire department at rest will remain at rest unless acted on by an unbalanced force, and a fire department in motion continues in motion with the same speed and direction unless acted upon by an unbalanced force.

If we are to judge our progress in a purely mathematical manner, the annual average number of line-of-duty deaths in the country has not changed significantly. In contrast, we know that the reports of positive change have increased. Personal stories of firefighters who have escaped injury from apparatus accidents have increased. Positive life-changing events have occurred with firefighters who have experienced “new” medical evaluations. The number of reports submitted to the www.firefighternearmiss.com reporting system has increased exponentially, demonstrating that more of us are developing the courage to share our experiences and help others learn from our experiences. Many firefighters and organizations have embraced solid risk-management practices that have allowed them to become safer and more efficient.

Firefighters can easily be described as “an unbalanced force,” and while that descriptor is accurate in many ways, the firefighters are the force that will continue to influence our service. One firefighter at a time will change his or her behavior and start to move an individual fire department in a different direction. If only a fraction of the one million firefighters influence the 30,000 departments in our country, the force can be immense.

Second Law of Fire Departments

Change is produced when a force acts on a department. The greater the mass of the department, the greater the amount of force needed to change the department.

Quite simply, the larger the fire department is in size, the greater the tradition and culture within the organization — and this is where the work is the most difficult. One of the clear success stories is the amazing amount of change that FDNY has accomplished. FDNY has become a great advocate for the safety of its people and has decreased the injury rate while truly honoring all the firefighters it has lost. If the largest fire department in the United States can begin to change, then all of us can.

Third Law of Fire Departments

For every action there is an equal and opposite reaction.

For every firefighter acting as an unbalanced force, there is a firefighter willing to resist the change. The analogy that the fire service is 300 years of tradition unimpeded by progress is too often accurate. The mission of the Everyone Goes Home program and the 16 Firefighter Life Safety Initiatives has not changed; we will continue to support the unbalanced force of advocates at all levels. All progressive fire service organizations and every firefighter who wants to leave a legacy of positive change will continue to be strong, acting to change the direction of his or her organization.

We know that Sir Isaac Newton's Laws have withstood the test of time, and I suspect that the organizational laws will stand. We all understand how difficult it is to affect a cultural change, especially at a national level, but with enough force we can overcome the negative reactions and keep the momentum strong. I hope that our legacy is one of change and that as a service, we can continue to increase the force and momentum to reach the goal of preventing all preventable line-of-duty deaths and serious injuries.

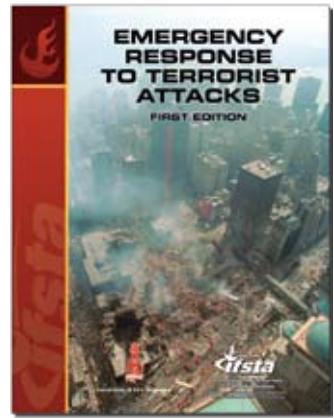
About the author:

Steve Kimple is currently a Battalion Chief with the Washington Township Fire Department of Dublin, Ohio. He is a member of the IAFC (Great Lakes Division), OFCA, and the IAFF. He holds a BBA from Mt. Vernon Nazarene University. He is a graduate of the Ohio Fire Executive program and an adjunct instructor for the Ohio Fire Academy. He is the Chair of the Ohio Fire Chiefs' Association Training and Seminars Committee and serves on the curriculum development and delivery team for the Ohio Fire Academy's Fire Officer I and II programs.

He has served in various capacities with the National Fallen Firefighters Foundation since 1999. Currently he is assigned as a program manager for the Advocates of the Everyone Goes Home® Program skimple@everyonegoeshome.com.

Emergency Response to Terrorist Attacks

Emergency responders must understand the key role they play at incidents involving terrorism because these incidents differ from other emergency incidents in critical ways. These differences often present additional dangers to first responders, ranging from exposure to deadly hazardous materials to encountering violent and armed individuals. Response personnel must understand that they are potential targets, and secondary devices may be placed specifically to harm them. Response personnel must know their limitations, and they need to realize when they cannot proceed — or when they need to do things differently than they normally would.



*The **Emergency Response to Terrorist Attacks** manual is an invaluable asset to the front-line officer's slide tray. The information gleaned from people with years of experience and many who have been there is what truly adds value for the first-in officer. Officers should keep in mind that when the tones activate, that is not the time to start preparing for a terrorist attack — it is time to draw upon what you have learned previously. This manual is just what the officer needs to build a solid foundation prior to the tone activation. Having spent seven hours fighting fires on the first and third floors of the Pentagon on September 11, I can only say that if this is what we will be faced with in the future, EVERY officer needs to read this manual. John "Larry" Everett, Battalion 5, "A" Shift, Battalion Chief, Fairfax County Fire and Rescue Department.*

Traditionally, terrorists have used conventional weapons such as firearms and explosives to achieve their goals and objectives. Tactics such as assassination, armed assault, and bombings (including suicide bombings) have been used throughout history. In recent years, however, terrorists have taken these traditional tactics to new heights of destruction. Experts fear that terrorist organizations may now have the access and means to use weapons of mass destruction. **Emergency Response to Terrorist Attacks** addresses incidents involving conventional weapons and tactics as well as incidents involving chemical, biological, radiological, and nuclear weapons. Particular attention is paid to incidents involving explosives because bombs continue to be the terrorist's weapon of choice.

Produced in partnership with the Institution of Fire Engineers (IFE), the validation committee included members from Australia, Israel, and Canada to provide a broad international scope on response practices. Additional input was provided by the Northern Ireland Fire Brigade. Because standards and terminology may vary globally, general information is provided that may be applied at the local level regardless of location.

*The **Emergency Response to Terrorist Attacks** manual is an excellent learning resource for all emergency responders. The publication will assist all emergency service agencies with the development and implementation of an appropriate counterterrorism capability to ensure that personnel can meet the challenges posed by a changing operating environment. Steven Baker, Superintendent, Manager Counter Terrorism/Aviation, New South Wales Fire Brigades, Specialised Operations, Sydney, Australia.*

Twelve chapters provide comprehensive coverage of all aspects of emergency response at incidents involving terrorism. These chapters are as follows:

- 1 **Terrorism** – Defines terrorism, provides a brief history of terrorism, and places modern terrorist tactics into a context that is easily understood; also provides a summary of different types of attacks and discusses the varied effects of terrorism from economic effects to the human toll.
- 2 **Emergency Response Preparedness** – Addresses the reality of the threat (are responders more likely to face a bombing incident or an incident involving nerve agents?), risk analysis and assessment, OPSEC, emergency response planning, response preparedness (including training), protection, and recovery phase preparedness.
- 3 **Personal Protective Equipment and Other Technology** – Provides an overview of personal protective equipment (PPE) and PPE standards, from fire service ensembles to body armor; also addresses various technologies available that may assist emergency responders at the incident, for example, computer mapping and modeling.
- 4 **Incident Management** – Discusses the importance of Incident Management, provides overviews of different incident management systems (from the U.S., United Kingdom, Australia, and Israel), and examines the problem-solving process involved in mitigating terrorist incidents.
- 5 **Common Strategic Goals and Tactical Objectives** – Covers the goals and objectives that are most likely to be needed at all terrorist incidents such as size-up, isolation and scene control, control of hazards, protection, rescue, crime scene and evidence preservation, and recovery and termination.
- 6 **Technical and Mass Decontamination** – Focuses on technical and mass decontamination including methods, procedures, implementation, evaluating effectiveness, victim triage, decon of the deceased, and other considerations.

- 7 **Explosive Attacks** – Provides comprehensive information about explosions, types of explosives, improvised explosive devices of all types (person-borne, launched, vehicle bombs, etc.), operations at explosive incidents, explosive labs, and other conventional attacks such as arson and mass shootings.
- 8 **Chemical Attacks** – Discusses types of chemical agents (including signs, symptoms, and antidotes), dispersion and dissemination methods, plume models and behavior, operations at chemical incidents, and recognition of chemical laboratories.
- 9 **Biological Attacks** – Addresses types and categories of biological agents; transmission, delivery, and dissemination; operations; recognition of biological laboratories; public health considerations including surveillance, mass prophylaxis, and quarantines; and agroterrorism.
- 10 **Radiological and Nuclear Terrorism** – Provides radiation basics (types, exposure pathways, health effects), types of devices and weapons, incident response strategies and tactics including protection and monitoring, and pharmaceutical countermeasures.
- 11 **Special Operational Considerations** – Examines additional issues such as emergency communications and warnings, crisis communications and public information, operating with religious and cultural sensitivity, volunteer and donations management, and recovery issues such as crisis counseling and care for the dead.
- 12 **Emergency Incidents Involving Acts of Terror** – Provides detailed case histories and lessons learned from actual incidents such as the London mass transit bombings, the Tokyo subway sarin attacks, the D.C. sniper attacks, and the U.S. anthrax attacks.

This training manual is the most comprehensive available today. Its content spans the entire terrorism spectrum and explains the pertinent history behind political violence, the regulatory environment that we must all deal with, the properties of the various hazards within the CBRNE environment, personnel protective equipment and monitoring, and the specifics of how first responders in public safety agencies should respond to an all encompassing list of terrorist incidents. Additionally, there are numerous case studies and examples highlighting what worked well and what did not from past incidents. Its comprehensive nature not only prepares first responders with the necessary knowledge to manage these events but also serves as a great planning guide for public safety managers tasked with maximizing a community's preparedness efforts. Doug Weeks, Captain, Emergency Services and Homeland Security Coordinator, City of Orange Fire Department, Orange, California.

Emergency Response to Terrorist Attacks provides information that can be of use to emergency responders from a variety of disciplines (EMS, fire, law enforcement, and military) as well as emergency managers and anyone involved in public safety. When terrorists attack, be prepared, be knowledgeable, and be safe. Order your copy today.

About the author:

Leslie Miller is a senior editor with Fire Protection Publications. For 12 years she worked for the Environmental Health and Safety Department at Oklahoma State University serving as a fire safety inspector, fire safety mechanic, and safety training coordinator. She currently serves on the NFPA Hazardous Materials Response Personnel Committee.

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What Do You Mean I Have to Bring a Book to Class?

organization of the IFSTA manual was well-suited for the method of delivery of the Georgia Fire Academy on-campus Basic Firefighter program. Now that a textbook has been selected, the Georgia Fire Academy and IFSTA are working together to fine-tune instructor materials to meet Georgia's special needs. This type of personal service is a key component of why it is imperative to partner with a publisher for state fire programs.

In closing, partnering with a publisher presents numerous opportunities for state training agencies. These agencies will find that the publishers, such as IFSTA, will work with them to accommodate their local needs in any way possible. An organization, such as IFSTA, has numerous resources available to them — more than most state academies with diminishing funds. In Georgia, we have had great success with our partnerships and are receiving outstanding course reviews from our students who use IFSTA materials. My advice: Save on printing expenses and development time by letting the publishers do it for you. This opens up your budget to pursue other areas of training for your state.

About the author:

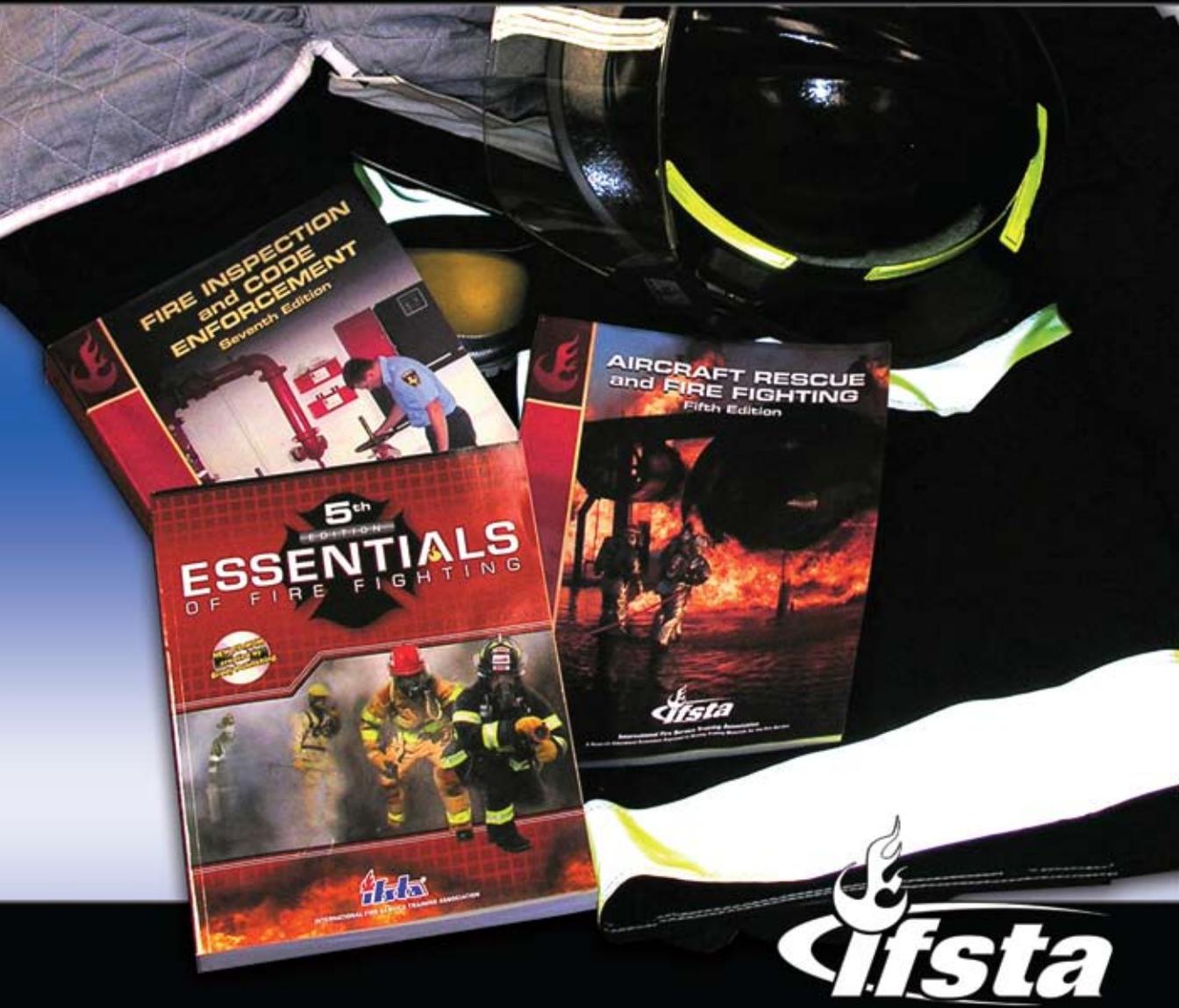
Mike currently serves as Deputy Fire Chief/Manager of the Georgia Fire Academy. He is the section chair of Fire Officer and Executive Management courses. Previous to the Georgia Fire Academy, Mike served the City of Morrow Georgia Fire Department for 18 years as both a shift commander and also departmental training officer. He began his career as a volunteer for the Spalding County Fire Department, where he served for two years. He has an associate's degree of fire management, bachelor's degree in business management, and a master's degree in public safety leadership.

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