



# GENERAL DIRECTIVE

Grand Traverse Metro Emergency Services Authority

Directive Number:	<b>104.10</b>	Effective Date:	09/21/2010
		Revision Dates:	10/27/2011
Section:	<b>Organizational Information</b>		
Subject:	<b>JOB DESCRIPTION – ASSISTANT CHIEF (OPERATIONS)</b>		
By Order of Fire Chief Patrick J. Parker			

## **I. Scope**

This position assumes the responsibilities of the Chief in the Chief's absence and assists the Chief as necessary in planning, organizing, and directing activities of the Grand Traverse Metro Emergency Services Authority (*GTMESSA*).

## **II. General**

Performing under the general direction of the Chief, this position involves the responsibility for the management, supervision and administration of the Grand Traverse Metro Emergency Services Authority (*GTMESSA*) fire operations.

Work includes response to incidents and performs command functions as necessary. This is a salaried position requiring a 40 hour work week, subject to call-back at any time with no overtime.

## **III. Essential Functions**

- A. Investigation of hazardous complaints, compilation of hazardous locations and dissemination to personnel
- B. Development and review of the emergency operations plan
- C. Research and development of specifications for the purchasing of apparatus and equipment
- D. Oversee preventative maintenance schedules for apparatus, equipment, and facilities
- E. Maintain records and inventories of equipment
- F. Development and review of department training and training records
- G. Research, development, and enforcement of department policies, rules, and regulations
- H. Preparation and submission of various reports and budgets
  - I. Supervision and evaluation of employees
- J. Respond to incidents and perform command functions as necessary
- K. Perform other duties as required

## **IV. Required Qualifications**

- A. Bachelors Degree in Fire Science, Public Administration, Business Administration or related field from an accredited college or university
- B. Minimum of 15 years tactical experience in a volunteer/part-paid, combination or career department
- C. Minimum of 10 years of command experience the last 5 as a captain or higher
- D. Michigan certification as Fire Fighter I & II
- E. Michigan EMT license or higher
- F. Michigan Fire Fighter Training Council Instructor

- G. Michigan Fire Fighter Training Council Fire Officer III
- H. Unrestricted Michigan drivers license
  - I. Meet the minimum physical and mental requirements in NFPA 1582 and as determined by the fire department physician.
  - J. Must be thoroughly familiar with and be able to initiate and manage an incident according to the National Incident Management System (NIMS)

## **V. Desired Qualifications**

- A. National Fire Academy Executive Fire Officer (EFO) Certificate

## **VI. General Prerequisite Knowledge**

- A. Current national and international trends and developments related to fire service organization, management, and administrative principles
- B. Public and private organizations that support the fire and emergency services and the functions of each.

## **VII. General Prerequisite Skill**

- A. The ability to use evaluative methods, to analyze data, to communicate verbally and in writing, and to motivate members.

## **VIII. Human Resource Management**

This duty involves establishing procedures for hiring, assigning, promoting, and encouraging professional development of members, according to the following job performance requirements:

Establish personnel assignments to maximize efficiency, given knowledge, training, and experience of the members available in accordance with policies and procedures.

### A. Prerequisite Knowledge:

Minimum staffing requirements, available human resources, and policies and procedures

### B. Prerequisite Skills:

Relate interpersonally and to communicate verbally and in writing.

Develop procedures for hiring members, given applicable policies and legal requirements, so the process is valid and reliable.

### A. Prerequisite Knowledge

Knowledge about applicable federal, state/provincial, local laws, regulations and standards, and policies and procedures

### B. Prerequisite Skills

The ability to communicate verbally and in writing

Develop procedures for promoting members, given applicable policies and legal requirements, so the process is valid and reliable.

### A. Prerequisite Knowledge:

Knowledge about applicable federal, state/provincial, local laws, regulations and standards, and policies and procedures

### B. Prerequisite Skills:

Communicate verbally and in writing, to encourage professional development, and to mentor members.

Describe methods to facilitate and encourage members to participate in professional development to achieve their full potential.

### A. Prerequisite Knowledge:

Knowledge of interpersonal and motivational techniques

### B. Prerequisite Skills:

The ability to relate interpersonally, communicate verbally and in writing and counsel members.

## **IX. Administration**

This duty involves preparing a budget, developing a budget management system, soliciting bids, planning for resource allocation, and working with information management systems, according to the following job performance requirements.

Develop a budget, given schedules and guidelines concerning its preparation, so that capital, operating, and personnel costs are determined and justified.

A. Prerequisite Knowledge:

The supplies and equipment necessary for existing and new programs; repairs to existing facilities; new equipment, apparatus maintenance, and personnel costs; and appropriate budgeting system.

B. Prerequisite Skills:

The ability to allocate finances, to relate interpersonally, and to communicate verbally and in writing

Develop a budget management system, given fiscal and financial policies, in order to stay within the budgetary authority.

A. Prerequisite Knowledge:

Revenue to date, anticipated revenue, expenditures to date, encumbered amounts, and anticipated expenditures.

B. Prerequisite Skills:

The ability to interpret financial data and to communicate verbally and in writing

Describe the process of soliciting and awarding bids, given established specifications, in order to assure competitive bidding.

A. Prerequisite Knowledge:

Purchasing laws, policies, and procedures

B. Prerequisite Skills:

The ability to use evaluative methods and to communicate verbally and in writing

Direct the development, maintenance, and evaluation of a department record-keeping system, given policies and procedures, so as to attain completeness and accuracy.

A. Prerequisite Knowledge:

The principles involved in the acquisition, implementation, and retrieval of information by data processing as it applies to the record and budgetary processes, capabilities, and limitations of information management systems.

B. Prerequisite Skills:

The ability to use evaluative methods, to communicate verbally and in writing, and to organize

Analyze and interpret annually records and data, given fire department records system, to determine validity and recommend improvements. Assess available fire suppression information to determine the effectiveness.

A. Prerequisite Knowledge:

The principles involved in the acquisition, implementation, and retrieval of information and data.

B. Prerequisite Skills:

The ability to use evaluative methods, to communicate verbally and in writing, to organize, and to analyze

Develop a model plan, given a prescribed quantity of personnel and equipment for a given area to be protected, for the maximum utilization of resources.

A. Prerequisite Knowledge:

Demographics of the area, hazards, geographic area, and established maximum response times.

B. Prerequisite Skills:

The ability to use evaluative methods, to communicate verbally and in writing, and to organize

## **X. Emergency Service Delivery**

This duty involves managing multi-agency planning, deployment, and operations, according to the following job performance requirements.

Prepare an action plan, given an emergency incident requiring multiple agency operations, so that the required resources are determined and the assignment and placement of the resources are designated in order to mitigate the incident.

A. Prerequisite Knowledge:

Policies and procedures, resources, capabilities, roles, responsibilities, and authority of support agencies

B. Prerequisite Skills:

The ability to use evaluative methods, to delegate authority, to communicate verbally and in writing, and to organize

## **XI. Safety**

This duty involves developing, managing, and evaluating a departmental safety program, according to the following job performance requirements.

Develop a measurable accident and injury prevention program, given specific data, so that the results are evaluated to determine effectiveness.

A. Prerequisite Knowledge:

Policies and procedures; accepted safety practices; and applicable codes, standards, and laws

B. Prerequisite Skills:

The ability to use evaluative methods, to analyze data, and to communicate verbally and in writing

## **XII. Training**

### **Program Management**

#### **Definition of Duty**

Provide management of instructional resources, staff, facilities, records and reports. Schedule instructional sessions, given department scheduling policy, instructional resources, staff, facilities and timeline for delivery, so that the specified sessions are delivered according to department policy.

A. Requisite Knowledge.

Departmental policy, scheduling processes, supervision techniques, and resource management

B. Requisite Skills.

None required

Formulate budget needs, given training goals, agency budget policy, and current resources, so the resources required meet training goals are identified and documented.

A. Requisite Knowledge:

Agency budget policy, resource management, needs analysis, sources of instructional materials, and equipment.

B. Requisite Skills:

Resource analysis and forms completion

Acquire training resources, given an identified need, so that the resources are obtained within established timelines, budget constraints, and according to agency policy.

A. Requisite Knowledge:

Agency policies, purchasing procedures, budget management.

B. Requisite Skills:

Forms completion

Coordinate training record keeping, given training forms, department policy, and training activity, so that all agency and legal requirements are met.

A. Requisite Knowledge:

Record keeping processes, departmental policies, laws affecting records and disclosure of training information, professional standards applicable to training records, databases used for record keeping.

B. Requisite Skills:

Record auditing procedures.

Evaluate instructors, given an evaluation form, department policy, and job performance requirements, so that the evaluation identifies areas of strengths and weaknesses, recommends changes in instruction style and communication methods, and provides opportunity for instructor feedback to the evaluator.

A. Requisite Knowledge:

Personnel evaluation methods, supervision techniques, department policy, effective instructional methods and techniques

B. Requisite Skills:

Coaching, observation techniques, completion of evaluation forms

## **Instructional Development**

### **Definition of Duty**

Develop instructional material for specific topics.

Create a lesson plan, given a topic, audience characteristics, and a standard lesson plan format, so that the job performance requirements for the topic are achieved, and the plan includes learning objectives, a lesson outline, course materials, instructional aides, and an evaluation plan.

A. Requisite Knowledge:

Elements of a lesson plan, components of learning objectives, instructional methods and techniques, characteristics of adult learners, types and application of instructional media, evaluation techniques, and sources of references and materials.

B. Requisite Skills:

Basic research, using job performance requirements to develop behavioral objectives, student needs assessment, development of instructional media, outlining techniques, evaluation techniques, and resource needs analysis.

Modify an existing lesson plan, given a topic, audience characteristics, and a lesson plan, so the job performance requirements for the topic are achieved, and the plan includes learning objectives, a lesson outline, course materials, instructional aides, and an evaluation plan.

A. Requisite Knowledge:

Elements of a lesson plan, components of learning objectives, instructional methods and techniques, characteristics of adult learners, types and application of instructional media, evaluation techniques, and sources of references and materials.

B. Requisite Skills:

Basic research, using job performance requirements to develop behavioral objectives, student needs assessment, development of instructional media, outlining techniques, evaluation techniques, and resource needs analysis.

## **Instructional Delivery**

### **Definition of Duty**

Conduct a class using a lesson plan that the instructor has prepared and that involves the utilization of multiple teaching methods and techniques, given a topic and a target audience, so that the lesson objectives are achieved.

- A. Requisite Knowledge:  
Use and limitations of teaching methods and techniques
- B. Requisite Skills:  
Transition between different teaching methods, conference, and discussion leadership

Supervise other instructors and students during training, given a training scenario with increased hazard exposure, so that applicable safety standards and practices are followed, and instructional goals are met.

- A. Requisite Knowledge:  
Safety rules, regulations and practices, the incident command system used by the agency, and leadership techniques.
- B. Requisite Skills:  
Implementation of an incident management system used by the agency

## **Evaluation and Testing**

### **Definition of Duty**

The development of student evaluation instruments to support instruction and the evaluation of test results.

Develop student evaluation instruments, given learning objectives, audience characteristics, and training goals, so that the evaluation instrument determines if the student has achieved the learning objectives, the instrument evaluates performance in an objective, reliable, and verifiable manner, and the evaluation instrument is bias free to any audience or group.

- A. Requisite Knowledge:  
Evaluation methods, development of forms, effective instructional methods, and techniques
- B. Requisite Skills:  
Evaluation item construction and assembly of evaluation instruments

Develop a class evaluation instrument, given agency policy and evaluation goals, so that students have the ability to provide feedback to the instructor on instructional methods, communication techniques, learning environment, course content, and student materials.

- A. Requisite Knowledge:  
Evaluation methods, test validity.
- B. Requisite Skills:  
Development of evaluation forms.

Analyze student evaluation instruments, given test data, objectives and agency policies, so that validity is determined and necessary changes are accomplished.

- A. Requisite Knowledge:  
Test validity, reliability, and item analysis.
- B. Requisite Skills:  
Item analysis techniques