

2025 Fire Lieutenant and Fire Captain Test Plan

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List of Related Reports

2020 Fire Lieutenant and Captain Job Analysis
2005 Hurdle Report

Section 1: Introduction

Introduction

The purpose of this report is to describe the plan for the development and administration of promotional examinations for the competitive classifications of Fire Lieutenant and Fire Captain. The Charter of the City of Columbus, Ohio assigns the Columbus Civil Service Commission (CSC) the responsibility to administer examinations for the purpose of creating eligible lists from which vacant positions in the classified, competitive classes are filled. Consistent with CSC Rules and the collective bargaining agreement (the Contract) between the City of Columbus and the Columbus Fire Fighters Union Local # 67 I.A.F.F. (IAFF), two such examinations are planned which, will result in the creation of eligible lists that will be used to fill Fire Lieutenant and Fire Captain position vacancies. Said promotion lists will become effective May 16, 2025, when the current eligible lists expire, and will continue to be effective for two years, until midnight on the last day of the two-year period. A content validation strategy will be used in the validation of these exams. This report, along with the job analysis, will serve as initial steps in providing evidence of validity for the two exams.

Section 2: Preliminary Steps to Examination

Job Analysis

Consistent with the Uniform Guidelines on Employee Selection Procedures (The Guidelines), a job analysis was conducted in 2020. The job analysis utilized subject matter experts (SMEs) throughout, identified critical, observable work behaviors and associated tasks, work products, and knowledges, skills, and abilities (KSAs) necessary for successful job performance. A summary of the important aspects of the jobs of Fire Lieutenant and Fire Captain will be provided herein.

The jobs of Fire Lieutenant and Fire Captain within the City of Columbus are supervisory positions within the Division of Fire (CFD), which is a division within the Department of Public Safety. The Director of Public Safety, who is appointed by the Mayor, has the sole authority of making appointments (hires and promotions) to positions within the CFD. For all competitive positions, including Fire Lieutenant and Fire Captain positions, those appointments must be selected from lists created by the CSC. Within CFD, the rank hierarchy of sworn personnel, from lowest to highest is: Firefighter, Fire Lieutenant, Fire Captain, Fire Battalion Chief, Fire Deputy Chief, Fire Assistant Chief, and Fire Chief.

The job of Fire Lieutenant is the first-line supervisor in the CFD. The job specification, showing minimum qualifications and descriptions of typical duties, appears in **Appendix A**. The job of Fire Lieutenant primarily involves the supervision of a fire company, consisting of Firefighters and equipment, during an assigned unit day.

The 2020 job analysis conducted utilized a Job Analysis Survey that asked incumbents to provide importance and frequency ratings for individual task statements and individual knowledge statements and ability statements. The individual task statements were then placed into task categories. **Table 1**, below, shows the average importance by task category for the ranks of Fire Lieutenant and Fire Captain. Task Categories and Definitions from the 2020 Fire Lieutenant and Fire Captain Job Analysis can be found in **Appendix B**. The following scale was utilized for the importance rating:

- **Importance**
 - **1=Not Important**
 - **2=Of Some Importance**
 - **3=Important**
 - **4=Critical/Necessary**
 - **5=Extremely Critical**

Table 1: Average Importance by Task Category (Fire Lieutenant and Fire Captain)

Task Category	N	Importance Avg for the rank of Lieutenant	N	Importance Avg for the rank of Captain
Emergency Response: Pre-Arrival Activities	79	4.27	19	4.12
Emergency Response: Upon Arrival and Initial Activities	79	4.24	19	4.03
Emergency Response: During Incident Activities	79	4.05	19	3.96
Emergency Victim Care	79	3.85	19	3.58
Supervision	79	3.70	19	3.48
Emergency Response: Demobilization	79	3.65	19	3.54
Training	79	3.51	19	3.29
Administrative & Paperwork Functions	79	3.41	19	3.34
Inspections	79	3.35	19	3.24
Public & Community Relations	79	3.15	19	2.94

For both of the ranks, emergency services: pre-arrival activities was rated as the highest of the task categories. Public and community relations was rated as the lowest of the task categories. It should be noted that all of the task categories for the rank of lieutenant had average ratings above a 3. For the rank of captain all of the task categories except for one had average ratings above a 3.

During the job analysis process, job incumbents and their supervisors from the Division of Fire were asked to distribute 100 points across the ten task categories. **Table 2** shows the task category relative importance data for the rank of Fire Lieutenant.

For the rank of Fire Lieutenant, when viewed collectively, the group of task categories which involve emergency response received more than 50% of the points, indicating emergency response activities are clearly the most important

aspects of the job. The remaining task categories were rated lower in relative importance but when considering their importance ratings as demonstrated in **Table 1**, they are important and thus appropriate for testing.

Table 2: Task Category Relative Importance Ratings (Fire Lieutenant)

Task Category	N	Average
Emergency Response: During Incident Activities	14	18.29
Emergency Response: Upon Arrival and Initial Activities	14	15.36
Emergency Victim Care	14	15.14
Emergency Response: Pre-Arrival Activities	14	11.14
Supervision	14	9.43
Training	14	8.43
Emergency Response: Demobilization	14	7.29
Administrative & Paperwork Functions	14	5.86
Public & Community Relations	14	4.71
Inspections	14	4.36

The job of Fire Captain is the second level supervisor in the CFD. The job specification, showing minimum qualifications and descriptions of typical duties, also appears in **Appendix A**. The job of Fire Captain primarily involves the supervision at the station house, emergency scenes, and over administrative functions, but considerable time is also spent in the oversight of various training and administrative activities related to the station facility itself such as facility maintenance, station funds (for private phone service, cable television, etc.), the establishment of station policies, etc.

For the rank of Fire Captain, job incumbents and their supervisors from the Division of Fire were asked to distribute 100 points across the ten task categories. **Table 3** shows the task category relative importance data for the rank of Fire Captain as part of the job analysis.

Table 3: Task Category Relative Importance Ratings (Fire Captain)

Task Category	N	Average
Emergency Response: During Incident Activities	14	20.57
Emergency Response: Upon Arrival and Initial Activities	14	18.07
Emergency Victim Care	14	13.36
Emergency Response: Pre-Arrival Activities	14	11.43
Supervision	14	10.18
Emergency Response: Demobilization	14	7.57
Training	14	7.46
Administrative & Paperwork Functions	14	6.36
Inspections	14	3.36
Public & Community Relations	14	1.64

For Fire Captain, again, the group of task categories which involve emergency response, when viewed collectively, far and away ranked as the most important. Similar to the ratings for Fire Lieutenant, the remaining categories received high enough importance ratings to be considered relatively important, and therefore are appropriate areas for testing. It is often anecdotally stated that the jobs of Fire Lieutenant and Fire Captain are very similar. The job analysis bears this out, as the same top five categories were rated similarly for both ranks. It should be noted that although there is a high degree of similarity in terms of the importance of task categories and the underlying knowledges and abilities necessary for successful job performance, the job of Fire Captain does have unique characteristics such that the existence of a separate job classification is appropriate.

The three phases of these exams will go beyond assessing a candidate’s basic knowledge to assessing the candidate’s ability to appropriately apply knowledge in the performance of important simulated tasks. The task categories targeted for each phase of each examination can be found in **Table 4** below.

Table 4: Task Category to Exam Phase Linkage for the ranks of Fire Lieutenant and Fire Captain

Task Categories↓ Exam Phases→	Multiple-Choice	Tactical Exercise	Oral Board
Emergency Response: Upon Arrival and Initial Activities	X	X	
Emergency Response: During Incident Activities	X	X	
Emergency Response: Pre-Arrival Activities	X	X	
Emergency Response: Demobilization	X	X	
Emergency Victim Care	X	X	
Supervision	X	X	X
Training	X		X
Public and Community Relations	X		X
Inspections	X		
Administrative & Paperwork Functions	X		

Analysts placed the task categories in the most appropriate and feasible phase(s). The goal is to assess as many of the task categories as possible over the three phases. This will ensure the test is as representative of the job as possible. After the last administration of the Fire Captain Examination, it was noted that it was difficult to test emergency victim care during the tactical exercise phase. For this examination, it was decided that the CSC would continue to attempt to test this test category on this phase and evaluate whether to continue targeting emergency victim care during the tactical exercise phase.

In addition to creating linkages based on task categories, CSC analysts linked the top ten, most relevant, knowledge, skill, and ability statements from the 2020

Police Sergeant job analysis to each phase of testing. For a full listing of the importance ratings for KSAs, refer to the 2020 Fire Lieutenant and Captain Job Analysis. These KSA statements were selected based on importance and frequency ratings collected from the job analysis surveys, but with greater weight assigned to importance. The statements are presented in the tables in order of importance. **Tables 5** and **6** depict these linkages for the top ten knowledge and ability statements for Fire Lieutenant, and **Tables 7** and **8** depict these linkages for the rank of Fire Captain (See Appendix C for the full list of knowledge and ability statements). These tables will be shared with exam developers to support the goal of administering a content-valid assessment that will be used for the measurement of knowledge and ability statements related to the job of a Fire Lieutenant. In some of the linkages made by the analysts, the analysts linked ability statements to test phases due to the ability needing to be present in the candidate to perform well on that phase of the exam, opposed to anticipating a section of the phase to directly assess the ability or skill. For example, “Ability to complete work under pressure or stress” is linked to the multiple-choice exam despite the exam not directly assessing that ability. A candidate may need this ability to do well taking an important test, but the test itself is not designed to test this by, for example, being more stressful than a typical promotional exam.

Tables 5 and **6** include the average importance and frequency ratings collected from the 2020 job analysis for Fire Lieutenant. All knowledge and ability statements included in the 2020 job analysis survey were rated based upon importance on a scale ranging from one to five and frequency on a scale from one to nine.

The importance scale used for the 2020 job analysis was as follows:

- 1 = **Not Important**
- 2 = **Of Some Importance**
- 3 = **Important**
- 4 = **Critical/Necessary**
- 5 = **Extremely Critical**

The frequency scale used for the 2020 job analysis was as follows:

- 1 = **Annually (Or Less Often)**
- 2 = **Semi-Annually (2/Year)**
- 3 = **Quarterly (4/Year)**
- 4 = **Monthly (1/Month)**
- 5 = **Bi-Weekly (Every 2 Weeks)**
- 6 = **Weekly (1/Week)**
- 7 = **Semi-Weekly (2-6/Week)**
- 8 = **Daily/Infrequently (~1-6/Day)**
- 9 = **Daily/Frequently (~7+/Day)**

Table 5: Knowledge Statement Linkages by Exam Phase for Fire Lieutenant

<i>Knowledge Statement</i>	<i>Average Importance</i>	<i>Average Frequency</i>	<i>Multiple-Choice</i>	<i>Tactical</i>	<i>Oral Exam</i>
Knowledge of the behavior, spread and other characteristics of smoke, heat and fire.	4.3	6.66	X	X	
Knowledge of fire attack/control (techniques, procedures, and equipment).	4.3	6.5	X	X	
Knowledge of CFD personal protective equipment (e.g., turnout gear, SCBA, PASS unit).	4.29	7.65	X	X	**
Knowledge of the capabilities of engines (includes crew and equipment).	4.28	7.92	X	X	**
Knowledge of the capabilities of ladder trucks (includes crew and equipment).	4.27	7.68	X	X	**
Knowledge of search, rescue, extrication, and evacuation procedures.	4.21	6.62	X	X	
Knowledge of the Incident Command System.	4.18	7.45	X	X	**
Knowledge of residential and commercial building construction as it relates to fire service.	4.17	6.77	X	X	
Knowledge of the capabilities of medic vehicles (includes crew and equipment).	4.14	7.89	X	X	**
Knowledge of utilities (e.g., identification and turnoff procedures).	4.12	6.4	X	X	

X=planned linkages by phase; *=may be assessed by phase

Table 6: Ability Statement Linkages by Exam Phase for Fire Lieutenant

<i>Ability Statement</i>	<i>Average Importance</i>	<i>Average Frequency</i>	<i>Multiple-Choice</i>	<i>Tactical</i>	<i>Oral Exam</i>
Ability to take decisive action when needed.	4.35	7.66		X	X
Ability to use Personal Protective Equipment	4.34	8.31			
Ability to make appropriate decisions.	4.29	8.11	**	X	X
Ability to complete work under pressure or stress.	4.28	7.51	**	**	**
Ability to lead by example.	4.23	8.14			X
Ability to use communication and radio systems	4.23	8.42		*	
Ability to think critically.	4.22	7.91	X	X	X
Ability to use logic/reason.	4.2	7.89	X	*	X
Ability to use Ladder company crew	4.2	7.42		X	
Ability to solve problems.	4.18	7.94	X	X	X

X=planned linkages by phase; *=may be assessed by phase, ** = may be linked to performance but not intended to be directly assessed by phase

Tables 7 and 8 include the average importance and frequency ratings collected from the 2020 job analysis for Fire Captain. All knowledge and ability statements included in the 2020 job analysis survey were rated based upon importance and frequency on the same scale used for Fire Lieutenant.

Table 7: Knowledge Statement Linkages by Exam Phase for Fire Captain

<i>Knowledge Statement</i>	<i>Average Importance</i>	<i>Average Frequency</i>	<i>Multiple-Choice</i>	<i>Tactical</i>	<i>Oral Exam</i>
Knowledge of the behavior, spread, and other characteristics of smoke, heat and fire.	4.2	5.47	X	X	
Knowledge of CFD personal protective equipment (e.g., turnout gear, SCBA, PASS unit).	4.2	7.07	X		
Knowledge of fire attack/control (techniques, procedures, and equipment).	4.13	5.6	X	X	
Knowledge of the Incident Command System.	4.07	7.67	X	X	**
Knowledge of use of ground and aerial ladders.	4.07	5.47	X	X	
Knowledge of CFD communication systems and procedures.	4	7.27	X	X	
Knowledge of search, rescue, extrication, and evacuation procedures.	4	6.29	X	X	
Knowledge of utilities (e.g., identification and turnoff procedures).	4	5.87		X	
Knowledge of forcible entry (techniques, procedures, and equipment).	4	5.71	X	X	
Knowledge of hazardous materials and their effects and implications for emergency response.	3.93	4.47	X	X	

X=planned linkages by phase; *=may be assessed by phase, ** = may be linked to performance but not intended to be directly assessed by phase

Table 8: Ability Statement Linkages by Exam Phase for Fire Captain

<i>Ability Statement</i>	<i>Average Importance</i>	<i>Average Frequency</i>	<i>Multiple-Choice</i>	<i>Tactical</i>	<i>Oral Exam</i>
Ability to use logic/reason.	4.33	8.13	X	X	X
Ability to solve problems.	4.29	8.36	X	X	X
Ability to take decisive action when needed.	4.27	7.47		X	X
Ability to make appropriate decisions.	4.2	8.33	**	X	X
Ability to think critically.	4.2	7.67	*	*	X
Ability to think critically to identify alternative solutions to problems.	4.2	7.33		X	X
Ability to use Personal Protective Equipment	4.2	7.93			
Ability to use communication and radio systems	4.2	8.2		*	
Ability to listen and comprehend information presented through spoken words.	4.13	8.53	**	X	X
Ability to communicate information through spoken words.	4.13	8.47		X	X

X=planned linkages by phase; *=may be assessed by phase, ** = may be linked to performance but not intended to be directly assessed by phase

The linkages of the knowledge, skills, and ability statements provide a more comprehensive representation of how each exam format will assess the attributes needed to be successful as a Fire Lieutenant or Fire Captain. As mentioned previously in this report, the multiple-choice phases of these examinations can be used to assess knowledge in a comprehensive manner (see **Tables 5 and 7**). However, the ability to assess other critical attributes needed for success as a Fire Lieutenant or Fire captain is a deficiency of the multiple-choice exam format. Therefore, the tactical phase will be used to measure abilities, including decision making, listening ability, and ability to take decisive action; and oral exam phase will be used to measure abilities, including decision making, oral expression, and oral comprehension (see **Tables 6 and 8**).

CIFA Meetings

Consistent with section 23.2 of the Contract, a joint committee (CIFA) comprised of representatives of the Columbus Civil Service Commission, the City of Columbus Department of Public Safety, Columbus Fire Division administration, and the IAFF local 67, met to discuss test administration policies and procedures for the first time on February 23rd, 2024. A follow-up meeting occurred on April 3rd, 2024. Discussion during these meetings included confirmation of the IAFF's use of a test consultant, the important examination dates, examination phases and weighting, examination content security, proposed reading lists, use of SMEs, appeals and paper inspections, and test results release procedures. A

summary of the CIFA meeting discussion points for each meeting is found in **Appendix D**.

Section 3: Candidate Information

Application Filing

Applications are planned to be accepted September 23 through October 4, 2024. All applications for the exams will be submitted via the internet, as CSC has moved to an internet-based application process for most exams. Since 2010, applications have been accepted only online for these exams. Since the CFD requires all personnel to check their e-mail account each work shift, it can be assumed that all personnel have at least a functional ability to use a personal computer. Accordingly, the CSC decided that all applicants must continue to utilize the online application process to complete an application for the exams. CSC will partner with the CFD to create and disseminate notifications regarding the online filing process. Such information will be sent as a mass e-mail and through PA announcements to all fire stations. CSC staff will be available during CSC working hours to assist those candidates who nevertheless need assistance with the process. CSC has procedures in place to review the qualifications of applicants to verify they meet the minimum qualifications for each respective job class.

Study Guide

A study guide consistent with what has been used in the past will be available to candidates. Candidates will be able to download the study guide from the CSC website. A copy of the 2025 study guide for the Fire Lieutenant and Fire Captain administration can be found in **Appendix E**.

Questions from Candidates

For the 2025 Fire Lieutenant and Fire Captain administration candidate questions that may apply to all candidates will be handled through a questions and answers document (Q&A) that will be uploaded to the CSC website for each rank. The Q&A document for each rank will be updated periodically throughout the examination process. Each time a candidate poses a new question to the CSC, the candidate will be told to check the Q&A document in approximately one week for an answer. If a question has been answered previously or appears in materials already available to candidates, CSC will provide the candidate with an answer. Due to the nature of certain questions, the CSC reserves the right to answer candidate questions as necessary.

Information Video

For this administration, an information video will be recorded and posted to the CSC website. Video recording will ensure that candidates are provided with the same information. Candidates will have unlimited access to the video for the

duration of the examination period. Questions regarding the information presented in the information video will be handled through the Q&A document located on the CSC website.

The information video is planned to include an overview of the job analysis, the three examination phases and dates, the appeal and paper inspection procedures with dates, and the scoring procedures. Possible topics to be included in the information sessions:

- The benefits of testing and why we test
- Why we test the phases that we do
- The accuracy of testing
- Inference of test scores that predict performance
- How knowledge sources were selected
- Present a sample tactical exercise for each rank to provide familiarity with the format and the process
- Explain grading, hurdles, z-scoring, and test results release
- Provide study tips and test-taking strategies
- Discuss cheating and how it impacts the CFD
- The role of the IAFF’s testing expert

Approximate numbers of test questions per knowledge source for the multiple-choice phase will be provided, however, the final number of test questions per source may fluctuate due to the various expert reviews.

Reading Lists

Civil Service performed an extensive review and verification of internal job knowledge sources for the Fire Lieutenant and Fire Captain exams in conjunction with the 2020 job analysis. **Table 9 and Table 10** show the average importance results for the internal sources from the 2020 Fire Promotional Job Analysis for the ranks of Fire Lieutenant and Fire Captain. The scale utilized during the analysis for the importance average was 1 to 5, with a 1 being not important and a 5 being extremely critical. For additional information see the *2020 Fire Lieutenant and Fire Captain Job Analysis*.

Table 9: 2020 Fire Lieutenant Job Analysis Survey Internal Knowledge Sources Results

Internal Knowledge Source	Importance Average
Knowledge of the CFD Standard Operating Procedures (SOPs).	4.39
Knowledge of the CFD Systems Manual.	4.07
Knowledge of the CFD Bulletins.	3.85
Knowledge of the IAFF Contract.	3.75
Knowledge of the CFD Disaster Plan.	3.55
Knowledge of Central Work Rules.	4.00

Table 10: 2020 Fire Captain Job Analysis Survey Internal Knowledge Sources Results

Internal Knowledge Source	Importance Average
Knowledge of the CFD Standard Operating Procedures (SOPs).	4.33
Knowledge of the IAFF Contract.	3.93
Knowledge of the CFD Bulletins.	3.8
Knowledge of the CFD Systems Manual.	3.64
Knowledge of the CFD Disaster Plan.	3.47
Knowledge of the Central Work Rules.	3.43

In early 2022, prior to CSC analysts beginning reading list discussions for the 2023 Fire promotional examinations, Division of Fire representatives informed CSC analysts that the Division of Fire had produced new internal manuals covering a wide variety of important areas. CSC staff sent a survey in 2022 to various Battalion Chiefs, Deputy Chiefs and Assistant Chiefs with the Columbus Division of Fire to rate the importance of the new internal sources for the ranks of Lieutenant, Captain, Battalion Chief and Deputy Chief. The scale utilized for this survey for the importance average was 1 to 5, with a 1 being not important and a 5 being extremely critical. **Table 11 and Table 12** show the average importance results for the new internal sources from the survey for the ranks of Fire Lieutenant and Fire Captain.

Table 11: 2022 Fire Lieutenant Survey of Internal Knowledge Sources Results

Internal Knowledge Source	Importance Average
Knowledge of the Engine Company Operations: A Manual for the CFD Firefighter	4.09
Knowledge of the Truck Company Operations: A Manual for the CFD Firefighter	4.27
Knowledge of the High-Rise Company Operations: A Manual for the CFD Firefighter	4.09
Knowledge of the Saving Our Own: A Manual for the CFD Firefighter	4.45
Knowledge of the Out of Class Manual	3.82

Table 12: 2022 Fire Captain Survey of Internal Knowledge Sources Results

Internal Knowledge Source	Importance Average
Knowledge of the Engine Company Operations: A Manual for the CFD Firefighter	4.00
Knowledge of the Truck Company Operations: A Manual for the CFD Firefighter	4.36
Knowledge of the High-Rise Company Operations: A Manual for the CFD Firefighter	4.18
Knowledge of the Saving Our Own: A Manual for the CFD Firefighter	4.27
Knowledge of the Out of Class Manual	2.73

All of these sources received an average rating of important or above for the rank of lieutenant and all of these sources except for the Out of Class Manual

received an average rating of important or above for the rank of captain. These manuals were provided to the CSC to see if they would be appropriate for testing proposes. After reviewing the manuals CSC analysts determined that the manuals would be appropriate for testing proposes for the 2023 promotional exams. After the use of these sources in 2023, the CSC received positive feedback from candidates that indicated that these sources were relevant and important.

For the 2025 exam, meetings were conducted with Battalion Chiefs, a Deputy Chief and Assistant Chiefs to determine which sources should be on the reading list. All participants were required to sign security agreements stating that they would not reveal anything discussed during these meetings (see **Appendix F** for a copy of the security agreement). In order to ensure adequate representation from across the division all three Unit days were represented during these meetings. In addition, some of the battalion chiefs had recently been promoted. This allowed the analysts to gain the perspective of individuals who recently went through the examination process and were familiar with reading list materials. During these meetings, analysts presented and asked detailed questions about the internal sources and if any exclusions should be made. For the Lieutenant and Captain exam, it was determined that all of the internal sources identified in 2022, with the exception of the Out of Class Manual, would be included on the reading list. During these meetings, the participants raised concerns that the Out of Class Manual contradicted SOPs and was not meant to be official policy. They stated that the Out of Class Manual should be dropped from the reading list. Past external sources and external sources that had not appeared on past exams were also discussed to determine what should be included on the reading list.

The internal sources utilized for the ranks of Fire Lieutenant and Fire Captain are very similar. However, the external sources differ somewhat to reflect the differences between the two ranks. The reading list for the rank of lieutenant, does not include as many external sources as reading lists prior to 2023. This is because the new internal sources discussed above contain similar information that was addressed by previous external sources. The new internal sources were deemed superior choices because they contain more information relevant to how the Columbus Division of Fire conducts fire operations. The rank of Captain contains more external sources because more is required of the individuals who hold this rank.

The sources selected for each Reading List relate to the task categories and examination components. The Standard Operating Procedures and Training Manuals are emergency response related, the Systems Manual covers day to day general administration the IAFF contract and Central Work Rules involve personnel decisions and other information needed in an administrative function. The external sources cover emergency services, leadership, and supervision. Careful consideration was put into the selection of the sources so that those included related to the jobs of Fire Lieutenant and Fire Captain and were of the appropriate responsibility level. Focus was spent on ensuring that not only

emergency scene activities, but all of the task categories were covered in the selection of the sources for the Reading List.

The finalized reading lists were presented during the April 3rd, 2024 CIFA meeting. During the CIFA meeting, the various parties were given the opportunity to review the reading lists, ask questions, and bring forward concerns. Once finalized, the reading lists and the internal reading list materials were posted to the CSC website for candidates to access on May 1st, 2024. The reading lists, including listings of the internal and external sources, can be found in **Appendix G**.

Each reading list illustrates which sources may be tested and on which phase of the exam. Based on previous experience, there may be times when there are conflicts between an external knowledge source and an internal CFD knowledge source. When such conflicts become apparent, the CFD internal knowledge source will take precedence. Exam developers will apply this concept to all phases of exam development.

Section 4: Examinations

General Examination Schedule

The general examination schedule/important dates document is found in **Appendix H**. Specific test dates for each of the three phases, as well as related activities appear in the Important Dates document. It should be recognized that unplanned or unanticipated events beyond the control of the CSC may influence the test schedule. The examinations are scheduled to begin in January 2025 and end in April 2025.

Test Accommodations

Requests for test accommodations will be handled per CSC policy. Any applicant seeking a test accommodation must submit proper completed forms and documentation to the CSC as promptly as feasible to be considered. Test accommodations are handled on a case-by-case basis. Due to the highly competitive nature of Fire promotional exams and the consistent concerns raised by the IAFF regarding the perception of cheating, make-up exams will not be given for any reason. If candidates cannot be tested on the same test day as all other candidates taking the same examination, they will not be eligible to move forward in the testing process.

The CSC only gives proctored exams on the same test date as other candidates for all fire promotional exams. No accommodations are given to candidates who are ill or injured. With military test accommodations, the CSC makes great efforts to accommodate these requests, however the accommodation must be proctored by a suitable proctor and administered at a suitable location. Additionally, the exam must take place on the same test date and time as the other candidates.

These requests are considered on a case-by-case basis to ensure they meet these criteria, that proper documentation has been submitted, and for feasibility. The timeliness of the request is also a factor. For fire promotional tests, CSC does not give make-up exams after test day. Once an exam is given, the exam content is exposed and cheating can occur.

Accommodations for appeals and paper inspections will be handled on a case-by-case basis. Accommodations may be made for required work activities, such as required trainings or military assignment when a conflict exists for all scheduled dates. Proper documentation must be submitted in order for an accommodation to be considered.

Examination Format and Weighting

Each exam will consist of three phases, weighted as shown in **Table 13**.

Table 13: Exam Phase Weighting for Fire Lieutenant and Fire Captain

Fire Lieutenant		
Phase	Format	Weight
Phase I	Multiple-Choice	25%
Phase II	Tactical Exercise - forced-choice format	50%
Phase III	Oral Board Exam	25%

Fire Captain		
Phase	Format	Weight
Phase I	Multiple-Choice	25%
Phase II	Tactical Exercise - oral format	50%
Phase III	Oral Board Exam	25%

Phase I will be a closed-book multiple-choice examination for each rank, weighted 25% of the overall exam score. All test questions will be derived from the source materials contained on the reading lists. This phase provides a general assessment of the degree to which candidates possess important job knowledge. Recognizing that rote memorization of job knowledge does little to ensure that knowledge is properly understood and applied, the exam will consist of additional phases designed to ensure that candidates possess a broad spectrum of relevant KSAs which should predict success at the job.

Phase II, the tactical exercise, will assess candidates' relative abilities to respond to and resolve emergency situations they may encounter on the job. Phase II is planned to be weighted 50% of the overall exam score. The task category importance data for both ranks (see **Tables 2** and **3**) show that collectively the five task categories dealing with emergency response, including emergency victim care, received average ratings of 67.22 and 71 for Fire Lieutenant and Fire Captain, respectively. These ratings for the emergency response task categories support the 50% weighting for the tactical exercise phase. Emergency response situations can result in serious injury or death, which underscore the importance of these knowledge and ability areas to the job. Accordingly, this phase will utilize

critical emergency scenario simulations designed to assess the candidate's ability to size-up the emergency situation and provide a sound plan of action to mitigate and/or resolve the emergency and/or some aspect of the emergency, while minimizing injury and/or death to citizens and fire personnel, as well as property loss.

Phase III, the oral board, will provide candidates with situations they may encounter while performing non-emergency aspects of the job. Phase III is planned to be weighted 25% of the overall exam score. These ratings for the non-emergency response targeted task categories support the 25% weighting for the oral board phase. Additionally, the scoring dimensions targeted by the oral exam component, ***Oral Communication, Interpersonal Relations, Information Analysis, and Problem Sensing and Resolution***, align with a significant number of the important job abilities for both ranks, and are intuitively important for supervisory positions in general, regardless of job context. Each phase will be described in greater detail in the following sections.

Use of Subject Matter Experts

Consistent with The Guidelines and professional testing standards, SMEs will be utilized throughout exam development, administration, and scoring. In general, SMEs are defined as fire service professionals of at least the rank being tested for and who have a reasonable amount of experience at the rank for which their expertise is needed. For the Fire Lieutenant and Fire Captain exams, preference will be for SMEs of the rank of Fire Battalion Chief or above for exam development activities. SMEs of the rank of Fire Captain may be utilized in the development for any phase should it be difficult to obtain SMEs of a higher rank. The IAFF and the Department of Public Safety continually express that test security is a top priority. CSC recognizes these concerns and will support efforts to increase test security. Per the continued concerns of test security expressed during CIFA by the IAFF, the Division of Fire, and the Department of Public Safety representatives, external SMEs will be utilized for the development of all phases of the Fire Lieutenant and Fire Captain examinations. The use of external SMEs during Fire Lieutenant and Fire Captain test development is a significant effort toward the goal of increased test security. All external SMEs will be required to sign an exam security agreement.

To obtain external SMEs, the CSC's initial plan is to make contact with individuals who have served in an exemplary manner as exam developers or tactical experts or assessors for past exams; recently retired individuals may be utilized. Should recruitment of known SMEs prove unfruitful, a general solicitation will be made as is done when recruiting oral or tactical exercise experts or assessors.

For post-test activities, such as multiple-choice and tactical appeals, the SMEs will be of the rank of Fire Battalion Chief or above from the CFD. The CSC will require all internal SMEs to sign a security agreement each time they meet with analysts for the purpose of providing technical expertise.

To obtain internal SMEs for post-test reviews such as appeals, per settlement agreement resolving Grievance Numbers 22-23 and 22-25, "Fire Management will use Emergency Service Personnel staff for post-test activities absent exigent circumstances. The union will be notified if the emergency services personnel are not being used, but will not have any say in who is selected, the timeline or the testing process." For internal post-test SMEs, CSC staff will seek emergency personnel by contacting the Division of Fire CSC liaison who will provide personnel to service as SMEs.

Use of Hurdles

Hurdles or cut points will be incorporated for both ranks. A hurdle will be incorporated after the completion of Phase I for the Fire Captain Exam. Two hurdles will be incorporated for the Fire Lieutenant Exam, one after Phase I and then the second hurdle will be incorporated after Phase II. The Phase I and Phase II hurdles are separate hurdles, those candidates who do not pass the first hurdle will be removed from the testing process. Based on data from previous administrations of this exam, it has been shown that the Phase I hurdle will eliminate individuals who would not score high enough on the overall exam to be promoted (see **Hurdle Report**).

The initial hurdle for Fire Lieutenant Exam will occur after Phase I and will be implemented at approximately $\frac{1}{2}$ standard deviation below the mean, as this represents a pass point commonly recognized in professional testing standards. The second hurdle for the Fire Lieutenant Exam will be implemented at approximately $\frac{1}{2}$ standard deviation below the mean or set to incorporate a maximum of 90 candidates, whichever is fewer. Ninety candidates is the number of candidates that can reasonably be scored during the oral week, however if a tie exists at the cut point, which would raise the number of candidates invited to the oral exam above 90, those candidates who are tied at the cut score will be invited to the oral board exam. All interested parties should have reservations about promoting Firefighters who perform poorly on the tactical exercise for the Fire Lieutenant rank. Performance errors during this aspect of the job could result in serious injury or prove fatal. In addition, the group of task categories involving emergency response rated much higher than any other task category for both ranks, which underscores the importance of the KSAs assessed during the tactical phase. Therefore, this hurdle is in place to remove from the testing process those individual Firefighters who demonstrate the least knowledge and ability in this role.

The hurdle for the Fire Captain rank will be implemented after Phase I at approximately $\frac{1}{2}$ standard deviation below the mean or a maximum of 40 candidates, whichever is fewer. A pass-point at $\frac{1}{2}$ standard deviation below the mean represents a pass-point commonly recognized in professional testing standards. A hurdle after Phase II for the Fire Captain exam is not feasible due to the exam schedule and the open-response format of the Fire Captain Tactical

Exercise phase. For this reason, the cut score for Phase I for the Captain exam will be set to incorporate a maximum of 40 candidates. This is the number of candidates that can be reasonably processed and scored during the week that the tactical exercises are scored and the oral exam is administered and scored.

Given that all Fire Captain candidates have at least one full year experience as a Fire Lieutenant, a minimum competency level as a company officer should already exist, as opposed to a Firefighter making the leap to a company officer position. Thus, the necessity for a hurdle after the Captain tactical is not as compelling as for the Fire Lieutenant exam. Additionally, the tactical exercise phase for the Fire Captain exam will involve recording responses and scoring of the exam by the external assessors brought in to score the oral exam phases. Accordingly, a hurdle for this rank is of much lesser importance than the Fire Lieutenant rank.

Candidates who are invited to and complete all three phases, other than those who get promoted from the current list or who withdraw from the process before calculations for the new list are completed, will have their names placed on the eligible list.

Multiple-Choice Phase Overview

The closed-book multiple-choice component (Phase I) will assess the degree to which candidates possess important job knowledge. Phase I will contain 80 to 100 test questions, also referred to as “items.” This phase will be administered January 14, 2025 (pending availability of an off-site facility), for both the Fire Lieutenant and Fire Captain ranks. Due to the expected number of candidates for the Fire Lieutenant exam, CSC plans to use an off-site facility for Phase I and for Phase II of the Fire Lieutenant’s exam. The CSC plans to administer Phase I of the Fire Captain’s examination in the same test location as Phase I of the Lieutenant’s examination. If an off-site facility is unable to be secured, alternative testing locations and/or methods will be utilized.

Since the exams are given on the same day, there may be test questions in common for both exams. All of the task categories will be targeted for this phase of the examination as previously shown in **Table 4**. This component will be closed-book, as the knowledge content is considered “active” knowledge that supervisory personnel are expected to know without being able to look it up each time a situation requires it.

Staff analysts will be assigned sources from which to draft questions. They will be provided with the reading lists for each rank and construct an assigned number of draft test items/questions from each assigned source. Analysts will then peer review each item to ensure knowledge content and construct quality. As part of the review process items may be accepted, edited, or removed from consideration. Acceptable items will then undergo review by the public safety test team manager in which items may be removed, edited, or forwarded for external SME review. The external SMEs will provide quantitative and/or qualitative

judgments pertaining to the following: 1) importance, 2) appropriateness for rank, 3) appropriateness for closed-book, 4) linkage to task categories, and 5) potentially problematic items. Using the data from the SME review, analysts will then select a mix of items stressing importance and representativeness for each test. Analysts will then compile the items into tests for each rank. After the exams are compiled, the CSC and the IAFF testing consultants will review the draft exams. No internal fire personnel will see or have access to test content or keys prior to the exam administration.

The multiple-choice exams will be scheduled to begin at 10:00 a.m. or later, so as to minimize disruption to CFD operations, and as noted above will be administered at an off-site facility. Candidates will be required to show a valid driver's license to prove they meet that component of the minimum qualifications to sit for the exam. Those who do not have their driver's license will follow the process for conditional admission and have their person ID number verified.

Due to allegations that candidates could take the test for one another, a picture identification card is required to remain on the table at the workspace at all times during the multiple-choice exams. Exam monitors will randomly verify identity, especially after a candidate has returned from the restroom. Exam monitors may also randomly enter the restrooms during the exam, to ensure there is no discussion among candidates or other prohibited activities occurring related to exam security. Candidates will be instructed not to bring cell phones or other communication devices to the test site. Candidates who bring such devices will be required to return them to their vehicle or place them in a CSC provided pouch during the exam.

As mentioned above there will be a hurdle or cut score following Phase I and Phase II for the rank of Fire Lieutenant. Due to both Phases I and II being tested on the same day, all qualifying candidates for the Fire Lieutenant exam will be invited to take the first two phases of the examination. The benefit of this is that it will allow candidates the opportunity to experience the tactical examination. Even if the candidates would not score high enough on the overall exam to be promoted, having the opportunity to experience Phase II should better prepare them for future examinations. Once the Phase I appeals and paper inspection have been completed, the first hurdle will be calculated and those candidates who do not pass will be removed from the examination process.

Multiple-Choice Test Grading

Once the key has been finalized, the multiple-choice component will be scored using a scoring software application, Remark. This process involves the use of an answer sheet designed to be read by the scoring software once the answer sheets are scanned. The software identifies potential problems in reading the marks and allows the user to see the answer sheet and make manual corrections, if warranted. The software compiles the data for analysis and reporting. After the conclusion of the appeal process, candidates will be allowed to participate in a paper inspection to compare a photocopy of their response

sheet to the key during the paper inspection period to ensure proper scoring, this inspection process is described in the Multiple-Choice Paper Inspection portion of this report.

Multiple-Choice Appeal Process

Per CSC Rules, multiple-choice item appeals may be filed within five calendar days following administration of the multiple-choice examination. The multiple-choice phase for Fire Lieutenant and Fire Captain will be administered on a Tuesday and the appeal process will be held from 9 a.m. to 4 p.m. on the Wednesday, Thursday, and Friday following the exam administration. Since the majority of CFD personnel work the platoon system, and work once every three days, offering three consecutive days of appeals enhances equity for the candidates in terms of access to appeal. For exam security reasons, candidates will only be able to attend one day of the appeals. Candidates will be permitted to take breaks to use the restroom and are permitted to bring snacks and/or a lunch to eat in the appeals room or designated area. Once a candidate turns in their testing materials and exits the multiple-choice appeals room they will not be permitted to reenter the appeals room and must exit the building. Fire Lieutenant candidates may opt to participate in the tactical exercise appeals on the same day or an alternate day. The administration of the appeals will be handled in a similar manner as a test day. During the appeals process, candidates will not be permitted to talk to other candidates or use communication devices such as cell phones. Those who congregate, discuss test materials, or write down test materials while outside the room will not be permitted to submit additional appeals and will be directed to leave the building.

The multiple-choice appeal process will be a one-round process, which allows for candidates to appeal items in writing when they believe the item is problematic in some way. The appeal process may result in changes to the final key including items being deleted from the exam. Appeals of multiple-choice items will be accepted with the following rationales:

- No correct alternative,
- Multiple equally correct alternatives: _____ is also correct,
- The item content is not contained in a source on the reading list or
- The item is incorrectly keyed.

CFD SMEs will review the appeals. Due to allegations that candidates did or could communicate with appeals-review SMEs using some clandestine system of stray marks or extraneous statements (e.g. Thank you, Have a good day, etc.), language is included on the appeals form indicating that the CSC may summarily dismiss appeals forms containing stray marks or statements irrelevant to the appeal at hand. CSC may also summarily dismiss appeals when a candidate fails to correctly follow the directions for filling out the form. Appeals will be organized by test question. CSC plans to have three internal SMEs provide independent judgments as to the merit of each appealed item, however if CSC is unable to

obtain three SMEs for the review a minimum of two may complete the review. Consensus (unanimous agreement) of the SMEs will generally be required to modify the key or delete an item; however, the CSC reserves the right to make the final determination. The consensus among SMEs may be reached through discussion. The prohibition of extraneous statements or marks does not prevent candidates from trying to verbally persuade SMEs to rule in their favor. As such the requirement for a consensus of the SMEs to delete or re-key a question will further reduce the likelihood of inappropriate influence some candidates may attempt over SMEs. It should also be noted that if the exact same multiple-choice question appears on both the Fire Lieutenant exam and the Fire Captain exam it may be deleted or re-keyed based on appeals from either rank. For example, if a question on the Fire Lieutenant exam is appealed and is deleted from the exam, if that exact question is also on the Fire Captain exam it will be deleted even if it received no appeals from captain candidates.

Multiple-Choice Paper Inspection

The multiple-choice phase paper inspection will allow candidates the opportunity to see the final key after appeals, and content of the items that were re-keyed or deleted. A photocopy of the candidate's original response sheet will be provided so that a manual count of correct responses can easily be made and compared with the scores calculated by the scoring software utilized by the CSC. Once the paper inspection period ends, the cut score/hurdle will be determined for the Fire Captain rank. The first cut score/hurdle for the Fire Lieutenant rank will also occur at this time. Those candidates scoring below the cut score will be sent a notice advising they will not move on in the process. Admission notices for the Fire Captain tactical exercise will be sent to those candidates meeting or exceeding the multiple-choice exam cut score. Those passing the Fire Lieutenant multiple-choice cut score will be sent a notice containing their multiple-choice score.

Tactical Phase Overview

The tactical exercise, Phase II is planned to be administered on January 14, 2025, for Lieutenant and on March 11, 2025, for Fire Captain. Similar to the multiple-choice phase for Fire Lieutenant, the tactical test date for Fire Lieutenant is pending availability of an off-site facility. This phase will assess candidates' understanding of and ability to work at an emergency scene. Emphasis will be placed on attack and support functions, methods and duties associated with engine and ladder company operations, as well as general activities, goals, tasks, and size-up processes involved with emergency response. This phase will focus on the task categories, ***Emergency Response (four task categories)***, ***Supervision***, and ***Emergency Victim Care***. The Fire Lieutenant tactical exercise phase will be a group exam administration, while the Fire Captain tactical exercise phase will be administered individually. The reason for this difference essentially lies in the far greater number of Fire Lieutenant exam candidates as compared to Fire Captain exam candidates. For the Fire Lieutenant exam, it is not practical to test this number of candidates individually.

The Fire Captain exam, however, typically has a manageable number of candidates for purposes of individual exam administration. This tactical exercise exam will consist of a series of audio-visual emergency scene simulations for each rank. For the Fire Lieutenant examination, once the appeals and paper inspection for Phase II have been completed the second hurdle will be calculated and those candidates who do not pass will be removed from the examination process.

Fire Lieutenant Tactical Exercise Format

Fire Lieutenant candidates will view a series of audio-visual emergency scene prompts and respond to each in a written, forced-choice format. This forced-choice format is very similar in appearance to a multiple-choice format, however, forced-choice items could have multiple correct alternatives, as opposed to only one correct alternative for multiple-choice exam items. For example, a question could ask a candidate to select from a list of ten, the top three priorities. A candidate getting the question correct would select the three keyed responses only and would receive three points. A candidate who selects two of the three would get two points. Other questions could be in the form of a more traditional multiple-choice question. Similar to a multiple-choice exam, all the correct answers along with distractors will be available for candidates to bubble-in their responses to the questions/prompts. Candidates will not be allowed to utilize source materials during the administration of this phase.

Forced-choice items will be initially developed in conjunction with audio-visual emergency response prompts by staff analysts. Before finalizing emergency response items, CSC analysts will consult with external, out-of-state SMEs who will be provided the targeted task categories for this phase of the exam as well as knowledge or ability statements for the tactical exam. Analysts will obtain photographs of various types of buildings and locations for possible use in scenarios which will be reviewed by the SMEs. The SMEs will help guide the analysts in the visual and audio design elements to ensure accuracy in what is intended. These SMEs will also provide suggestions for questions and may validate currently drafted questions. Staff analysts will make final edits of the audio-visual materials and the test questions. The testing team manager will review these drafts and may offer suggestions and changes. This phase will then be pilot-tested using different external SMEs to finalize the appropriateness of visual and audio stimuli, response time frames, keyed responses, etc. A sample scenario and key may be provided on the CSC website or included as part of the information video to ensure a common expectation among candidates.

On test day, the audio-visual prompts will be displayed systematically on the screens and broadcast through speakers in the test room. The number and size of the screens will depend on the location of the examination. The questions will be displayed visually and read aloud via the video. The response options will also be displayed visually and read aloud via the video. Candidates will respond to the questions during pre-determined response times after each audio-visual prompt. Each candidate will be given a test booklet similar to a multiple-choice exam

booklet containing the exam questions, however, the response options will not be contained in the test booklet. Rather, the questions and response options will be shown and verbalized via the video. In some cases, as the video progresses, the answer to a previous question may be alluded to or answered. As such, not providing the response options in print will limit candidates' opportunity to go back and change answers based upon new information in the video. Additionally, limited time will be allocated to respond to each question. This is also designed to limit candidates' ability to return to previous questions and change response(s). A response document will be used to compile candidate responses. This response document may be similar to a multiple-choice exam bubble-in response document.

The test and key will be developed with extensive involvement of external SMEs, if available. The key will be similar to a multiple-choice exam key, however, some questions may have multiple correct equally and/or differentially weighted key responses. The key may include negatively weighted alternatives. Due to the nature of the scoring, with multiple correct alternatives and the weighting of some responses more than others, candidate responses may be exported to a different computer program to allow for scoring to be complete. The tactical exercise is planned to consist of multiple scenarios with approximately 80 to 100 total keyed responses across all of the scenarios.

Fire Lieutenant Tactical Exercise Grading

Once the key has been finalized, the tactical exercise component will be scored using a scoring software application. This process involves the use of scan forms for test responses and software which compiles the data for analysis and reporting. Additionally, CSC analysts may use Microsoft Excel to calculate the raw scores. Candidates who did not pass the multiple-choice hurdle will not have their tactical exams scored.

Fire Lieutenant Tactical Exercise Appeals

The appeal process for the Fire Lieutenant tactical exercise will be similar in nature to the multiple-choice exam appeal process. The tactical phase will be administered on a Tuesday and the appeal process will be held from 9 a.m. to 4 p.m. on the Wednesday, Thursday, and Friday following the exam administration. The 2025 Fire Lieutenant Tactical development report will provide additional details such as the materials candidates will be provided during the appeals and how often the tactical video will be played during each day. All candidates who take Phase II will be permitted to submit appeals for Phase II. Due to the outcome from a previous arbitration, the CSC will determine a unique identifier for each candidate to include on each of their submitted appeals forms. Candidates who do not pass the Phase I cut point will have their appeals for Phase II removed by CSC staff prior to the SME review. SMEs will not be provided the unique identifier information. All submitted appeals for which candidates do not follow instructions will be summarily dismissed.

For exam security reasons, candidates will only be permitted to attend one day during the administration of appeals. Candidates will be permitted to take breaks to use the restroom and are permitted to bring snacks and/or a lunch to eat in the appeals room or designated area. Once a candidate turns in their testing materials and exits the tactical appeal's room they will not be permitted to reenter the tactical appeals room and must exit the building. Candidates may opt to participate in the multiple-choice appeals on the same day or an alternate day. The administration of the appeals will be handled in a similar manner as a test day. During the appeals process, candidates will not be permitted to talk to other candidates or use communication devices such as cell phones. Those who congregate, discuss test materials, or write down test materials while outside the room will not be permitted to submit additional appeals and will be directed to leave the building.

The tactical exercise appeal process will be a one-round process, which allows for candidates to appeal items in writing when they believe the item is problematic in some way. The appeal process may result in changes to the final key including items being deleted from the exam. Appeals of forced-choice tactical items will be accepted with the following rationales:

- No Correct Alternatives **OR** Alternative(s): _____ is/are **in**correct.
- Additional Correct Alternatives: _____ is/are **also** correct.
- Incorrectly Keyed Alternatives: _____ is/are correct **instead of** what's indicated on the key.

CFD SMEs will review the appeals. As mentioned previously, due to allegations that candidates did or could communicate with appeals-review SMEs using some clandestine system of stray marks or extraneous statements (e.g. Thank you, Have a good day, etc.), language is included on the appeals form indicating that the CSC may summarily dismiss appeals forms containing stray marks or statements irrelevant to the appeal at hand. To remove the potential for identifying the candidates through the unique identifier information mentioned previously, this information will be eliminated before the appeals are presented to the SMEs. CSC may also summarily dismiss appeals when a candidate fails to correctly follow the directions for filling out the form. Appeals will be organized by test question. A minimum of two internal SMEs will provide independent judgments as to the merit of each appealed test response. Consensus (unanimous agreement) of the SMEs will generally be required to modify the key or delete an item; however, the CSC reserves the right to make the final determination. The consensus among SMEs may be reached through discussion. The prohibition of extraneous statements or marks does not prevent candidates from trying to verbally persuade SMEs to rule in their favor. As such the requirement for a consensus of the SMEs to delete or re-key a question will further reduce the likelihood of inappropriate influence some candidates may attempt over SMEs.

Fire Lieutenant Tactical Exercise Paper Inspection

During the Fire Lieutenant Tactical Exercise Paper Inspection, candidates will be allowed to compare a photocopy of their response sheet to the final key to ensure proper scoring. This paper inspection will allow candidates the opportunity to see the final key after appeals, and the content of items that were re-keyed or deleted. A photocopy of the candidate's original response sheet will be provided so that a manual count of correct responses can easily be made and compared with the scores calculated by the CSC. Once the paper inspection period ends, tactical exercise raw scores become final. Once raw scores have been finalized, the cut score/hurdle for this phase will be determined and implemented. Those candidates scoring below the cut score/hurdle will be sent a notice advising they will not move on in the process. Admission notices for the oral exam will be sent to those candidates meeting or exceeding the tactical exercise cut score.

Fire Captain Tactical Exercise Format

Fire Captain candidates will take this portion of the exam in individual test rooms. Candidates will view a series of audio-visual emergency scene simulations and will respond to each in a verbal format. The responses will be recorded using video cameras. Source materials for this exam phase have been identified on the reading list. Candidates will not be allowed to utilize source materials during this phase. The format of the exam is planned to be a verbal response to more closely reflect the response mode of incumbents during emergency response.

The test and key will be developed with extensive involvement of external SMEs, if available. CSC analysts will ask external out-of-state SMEs to craft the tactical exercises based on the targeted task categories, knowledge statements, and ability statements. CSC analysts will consult with the SMEs before finalizing emergency response prompts. The SMEs will help guide the analysts in the visual and audio design elements to ensure accuracy in what is intended. These SMEs will also provide suggestions for questions and may validate currently drafted questions and keyed responses. Staff analysts will make final edits for the audio-visual materials and the test questions. This phase will be pilot-tested using different external SMEs to finalize appropriateness of visual and audio stimuli, response time frames, keyed responses, etc. The testing team manager will review these drafts and offer suggestions and changes. The scoring key will be based on reading list sources and SME feedback. SMEs will review the scoring keys for content and for whether any points should be added, deleted, or revised. SMEs will also review the point values to determine if the points should remain at one, increase (e.g., be worth two points), or decrease (e.g., be worth 0.5 points).

On test day, Fire Captain candidates will be provided with information about the constructed simulations. This information may include the number of personnel assigned to each ladder, engine company, etc., and will include test-specific instructions. Candidates will be tested individually in the exam rooms. Test

monitors will start video cameras. The CSC may review a candidate's video for a variety of reasons such as to ensure compliance with instructions and to see if an unfair advantage was gained. Actions that could be caught through such video, but not limited to include: referring to unapproved notes during the exam, turning off or slowing down the test scenario, using a hidden smartphone or recording device, and stopping a camera recording the response.

Once the test video is started, the test monitor will exit the room. The recorded test video will provide the emergency scene prompts and will instruct candidates when to respond. The video will pause for a designated time and show the next prompt. This will repeat until the exam is complete. The full duration of the test is anticipated to be less than one hour. Response times for each scenario will be determined during the development process. Candidates who take the test will be sequestered without access to communication devices. This measure is taken to help ensure that no candidates have access test information before they take the exam.

A check-off list type key will be developed with external SMEs utilizing a format that also includes a judgmentally scored section related to command demeanor. The tactical exercise will consist of multiple scenarios with the total number of keyed responses across all of the scenarios being commensurate with the overall complexity of the exam. A sample scenario and key may be provided on the CSC website or included as part of the information video to ensure a common expectation among candidates. The Fire Captain tactical exercise audio responses will be graded by external SMEs during oral exam week, therefore, there will be no hurdle/cut score. All Fire Captain candidates who take the tactical exercise will be invited to take the oral exam.

Fire Captain Tactical Exercise Appeals

The appeal process for the Fire Captain Tactical Exercise will be similar in nature to the multiple-choice exam appeal process. The tactical phase will be administered on a Tuesday and the appeal process will be held from 9 a.m. to 4 p.m. on the Wednesday, Thursday, and Friday following the exam administration. The 2025 Fire Captain Tactical development report will provide additional details such as the materials candidates will be provided during the appeals and how often the tactical video will be played during each day.

For exam security reasons, candidates will only be able to attend one day during the administration of appeals. Candidates will be permitted to take breaks to use the restroom and are permitted to bring snacks and/or a lunch to eat in the appeals room or designated area. Once a candidate turns in their testing materials and exits the appeals room they will not be permitted to reenter the appeals room and must exit the building. The administration of the appeals will be handled in a similar manner as a test day. During the appeals process, candidates will not be permitted to talk to other candidates or use communication devices such as cell phones. Those who congregate, discuss test materials, or

write down test materials while outside the room will not be permitted to submit additional appeals and will be directed to leave the building.

The tactical exercise appeal process will be a one-round process that allows candidates to appeal items in writing when they believe the item is problematic in some way. The command presence section of the key will not be open to appeal.

Appeals for the tactical exercise will be accepted with the following rationales:

- Delete item from key
- Clarify/change item on key
- Add item to key

The appeal process may result in changes to the final key.

To mitigate dilution of the key resulting from an exorbitant number of appeals and requests to add trivial keyed responses, certain guidelines are imposed to establish reasonable limitations on how much each key may change.

CFD SMEs will review the appeals. As mentioned previously, due to allegations that candidates did or could communicate with appeals-review SMEs using some clandestine system of stray marks or extraneous statements (e.g. Thank you, Have a good day, etc.), language is included on the appeals form indicating that the CSC may summarily dismiss appeals forms containing stray marks or statements irrelevant to the appeal at hand. CSC may also summarily dismiss appeals when a candidate fails to correctly follow the directions for filling out the form. Appeals will be organized by test question and a minimum of two internal SMEs will provide independent judgments as to the merit of each appealed test question. A consensus (unanimous agreement) of the SMEs will generally be required to modify the key or delete an item; however, the CSC reserves the right to make the final determination. The consensus among SMEs may be reached through discussion. The prohibition of extraneous statements or marks does not prevent candidates from trying to verbally persuade SMEs to rule in their favor. As such, the requirement for a consensus of the SMEs to delete or re-key a question will further reduce the likelihood of inappropriate influence some candidates may attempt over SMEs.

Fire Captain Tactical Exercise Grading

The Fire Captain Tactical Exercise will be a check-off type key with a judgmental portion related to command demeanor. Operationally, there are three assessors per candidate. Using the check-off list, each assessor initially independently indicates whether a candidate has met a keyed response by providing a checkmark in the space allotted on the key for each keyed response. For the command demeanor section, each assessor provides a rating on a 0 to 2 scale for each observed behavior related to command demeanor. Once the independent scoring of the candidate for a given response has been completed, the panel will go through the check-off portion of the key line-by-line to indicate

whether the candidate's response meets the keyed response. In cases where two of the three assessors deem the candidate meets the keyed response, the candidate receives credit. In cases where only one of the three assessors indicates the candidate meets a keyed response, the monitor will replay the response for the entire panel, to locate and determine if that specific candidate's response merits credit for the given keyed response. With respect to the command demeanor section, the judgmental scores of the assessors are averaged by command demeanor behavior to obtain an average for each command demeanor behavioral component.

Fire Captain Tactical Exercise Paper Inspection

The tactical exercise phase paper inspection will allow candidates the opportunity to see the final key/scoring sheet after appeals, which includes the keyed responses for which the candidate was given credit. This paper inspection allows candidates to conduct a manual count of correct responses and compare the result with the scores calculated by CSC. Once the paper inspection period ends, tactical exercise raw scores become final and are communicated to the candidates along with the oral exam scores according to the test results release procedures, discussed in greater detail in the section titled "**Examination Results.**"

Oral Board Phase Overview

The oral exam component (Phase III) will focus on the assessment of important KSAs not otherwise significantly targeted or represented by the other two phases (Multiple-Choice and Tactical). Phase III will be consistent with past exams to the extent it will consist of problems typical of what is encountered by company officers. Both of the jobs of Fire Lieutenant and Fire Captain involve the supervision of small to medium size workgroups. This supervision is often given in an oral communication context. As such, successful job incumbents must have the ability to identify and solve a broad spectrum of supervisory work unit problems frequently. This is the general rationale for CSC historically targeting the performance dimensions of **Oral Communication, Interpersonal Relations, Information Analysis, and Problem Sensing and Resolution** on the oral exam component. These four performance dimensions have been targeted for assessment on the oral exam component for well over twenty years including the previous administration of the Fire Lieutenant and Fire Captain promotional examinations. The current job analysis ratings of ability statements support the targeting of various performance dimensions involved in the problem-solving process, thus validating the assessment of the four performance dimensions cited above.

The oral exam will be scored using behaviorally anchored rating scales (BARS) by fire service professionals of at least the rank being tested for from jurisdictions similar to Columbus. By similar, it is meant that the jurisdictions solicited for assessors will be large, urban fire departments that subscribe to the incident command philosophy. Assessment will be based on performance in either role-

play, structured-interview, or presentation type scenarios, or some combination of these. The oral component will focus on the assessment of important KSAs not otherwise targeted for assessment in the other two phases, such as the ability to communicate orally and the ability to relate interpersonally. Targeted task categories for this phase are **Supervision, Training, and Public and Community Relations** however, the oral exams may target any of the other task categories. The oral exam for Fire Lieutenant is scheduled for administration on March 26, 2025, and scored the week of March 31, 2025. The oral exam for Fire Captain is scheduled to be administered and scored the week of April 14, 2025.

Scenarios will be developed in conjunction with SME input based on the type of situations typically encountered by fire service company officers that will test the candidate's ability to communicate verbally; identify a problem; resolve a problem; and interact with subordinates, supervisors, community members, and/or peers. CSC analysts will ask external out-of-state SMEs to craft the oral board exercises based on the targeted task categories, knowledge statements, and ability statements. Scenarios and key points will be developed, pilot-tested, and finalized by external SMEs. Pilot test SMEs will consist of external SMEs who were not involved in the development of the scenarios. Key points will be integrated into the BARS for each scenario. This will provide assessors with greater clarity when assigning scores to dimensions, and thus a more reliable overall grading process.

For the rank of Fire Lieutenant, the oral board examination will consist of two exercises. Each exercise will be video-based and will contain one or more visual prompts that candidates will watch and then respond to when instructed. The total response time is planned to be 8 to 10 minutes per exercise for a total of 16 to 20 minutes for all exercises. The candidate responses will be video-recorded and scoring will be conducted on scheduled days after the exam. The oral board examination will be administered over one day. By testing all candidates in one day, the exam scenario content cannot be discussed among candidates who have taken the exam with candidates who have not yet taken the exam.

For the rank of Fire Captain, the oral board examination administration process will involve live interaction with assessor(s)/CSC staff. The oral board examination will be administered over one day. The live interactions will be video-recorded and the scoring will be conducted on subsequent days. By deferring the scoring piece of the process, all candidates can participate in the live exercises in one day. By testing all candidates in one day, the exam scenario content cannot be discussed among candidates who have taken the exam with candidates who have not yet taken the exam. Each candidate will participate in two scenarios; role-play, structured interview, presentation; or a combination of the these.

Assessors will receive in-depth training designed to achieve a reliable scoring process by 1) learning the dimensions, 2) developing a common frame of reference, 3) eliminating potential rating errors, and 4) providing familiarization with the rating process. To ensure the exam is reliable, the assessor training is

designed to emphasize consistency in scoring. For the Fire Captain exam, the assessors will also receive training in the roles and test administration. The intensive training before the examination administration and/or scoring will ensure that the boards emulate one another and that the exam is consistent and reliable across boards. To ensure exam security candidates will be divided into groups thus separating the morning candidates from the afternoon candidates and using sequestering, this process helps to ensure that no candidates can share exam content.

To ensure adherence to professional standards, the IAFF's testing expert, may, if available, observe the oral exam assessor training, exam administration, and the scoring process to include a review of scores and completed scan-able score sheets. Finally, although there will be no candidate appeals or petitions for the oral exam, there will be a paper inspection.

Oral Board Grading

Six assessors will score each exercise using behaviorally anchored rating scales (BARS). There will be four boards with three assessors each. Therefore, each candidate will receive a total of twelve assessments. Two boards will score the same exercise(s) and the other two boards will score alternate exercise(s). Final scores for all assessors will be totaled and divided by three. Thus, a candidate receiving a perfect score would have 144 points (a maximum of 9 points per dimension, 4 dimensions per assessor, and 12 assessors $(9 \times 4 \times 12) / 3$). All scores will be based on the viewing of a video-recording of the candidates' responses. Each assessor will initially score each candidate independently across the four dimensions being assessed. These initial scores will then be shared with the other board members and ratings will be discussed in cases where the ratings by dimension vary by more than two points. The raters will then assign a final score based on the discussion of the observed behaviors, when needed, and the anchors on the BARS.

Oral board reliability will be reported and analyzed based on both between- and across-board and also initial and final ratings. Scoring sheets, similar in style to a multiple-choice answer sheet, will be utilized for this phase effectively minimizing the potential for clerical error when scores are assigned and transferred to the test scoring system used by the CSC.

Oral Board Paper Inspection

Candidates will be permitted to see photocopies of the twelve score sheets completed by the assessors. Along with the score sheets, the candidates will be provided a worksheet, which will facilitate the verification of the overall oral exam score, so that candidates may be assured that their scores were properly calculated.

Oral Board Video Review

Previously, candidates were permitted to review their own videos, by appointment, shortly after the eligible lists were established. Very few candidates took this opportunity. IAFF and Division of Fire personnel have consistently sought methods in which candidates could utilize this review process to obtain feedback for performance improvement. Toward that end, CSC will allow candidates to select a CFD mentor in the rank being tested for or above, to serve as a mentor while the candidate views/listens to their tactical and/or oral responses. This will be permitted June 11, 12, and 13, 2025, by appointment only. Fire Lieutenant candidates will be afforded this opportunity for the oral board responses. Fire Captain candidates will be afforded this opportunity for the oral board responses and the tactical exercise responses.

Section 5: Finalizing Examination Results

Seniority Points

Seniority points are calculated according to CSC policy. Seniority points will be added to the scores of candidates who pass the hurdles and complete all phases of the examination process. For the rank of Fire Lieutenant, a candidate may earn up to ten seniority points. For the rank of Fire Captain, a candidate may earn up to fifteen seniority points. In addition, the seniority point calculations will be released to the IAFF for verification at the time of the tentative results release. Per CSC policy, the cutoff date shall be the first date of the multiphase testing process for the class being tested. Information on seniority points provided to candidates can be found in **Appendix I**.

Examination Results

For both the Fire Lieutenant and Fire Captain exams, only candidates who complete all phases will receive a passing score for the overall examination. Candidates who are promoted from an existing Eligible List by the time scoring takes place for this administration will not be considered viable candidates. Therefore, such candidates will not continue in the scoring process. After the administration of all three phases, the raw scores of each phase will be standardized using only score data for candidates who have successfully completed all three phases and who have not already been promoted to the tested rank. The standard scores are calculated using the z-score method, by assigning a mean (average) of 0.00 and a standard deviation of 1.00. A composite z-score is then calculated by weighting the individual exam component z-scores. The composite z-score is then transformed to a standard score (re-z), by re-z-scoring with a mean of 0.00 and a standard deviation of 1.00.

The final resultant, composite z-score is then converted back to a reporting score utilizing the following formula:

$$\text{Test score} = (8.5714 \times z) + 78.5714$$

The resultant scores will be rounded to two decimals after the decimal point. Utilization of the above formula may result in some passing scores below 70, and scores above 100 are possible.

CSC will add seniority points to all passing test scores to obtain the final score. Candidates are then ranked based on the final score. Due to the hurdles in place for each respective rank, all candidates who successfully complete all phases of the exam will receive passing scores. The CSC will release tentative test results to candidates and the IAFF's testing expert ten (10) days before the intended effective date of the new eligible list. Final test results with rankings will be sent via e-mail to candidates one day prior to the establishment of the eligible list. The final release procedures are outlined in the April 3, 2024, CIFA minutes and can be found in **Appendix D**.

Section 6: Content Validity

Content Validity

The CSC utilizes a content-validity strategy for the Fire Lieutenant and Fire Captain promotional exams. Validation efforts include extensive utilization of SMEs beginning with a thorough job analysis and continuing throughout all phases of exam development and administration. The 2nd Circuit's landmark ruling Guardians v. Civil Service (1980) established the following five criteria for content validity:

1. suitable job analysis
2. reasonable competence in test construction
3. test content related to job content
4. test content representative of job content
5. scoring systems that reasonably predict applicants who are relatively better job performers

A discussion of how each of the five criteria were met as they apply to the 2025 Fire Lieutenant and Fire Captain promotional exams follows:

1. Suitable Job Analysis Requirement

The exams will be based on a professional job analysis conducted in 2020 that resulted in the identification of critical, observable work behaviors by gathering job task, job knowledge, and job ability importance and performance frequency ratings, as well as task category relative importance ratings. The 2020 Fire Lieutenant and Fire Captain job analysis involved job observations, a Job Analysis Questionnaire (JAQ), and technical conferences regarding job analysis results. The technical conferences involved groups of SMEs who reviewed the summarized data gathered via the Job Analysis Questionnaires, to ensure that the results are generally consistent with the predominate view of the job, and that results have not been skewed by extreme ratings.

2. Reasonable Competence in Test Construction Requirement

The exams will be carefully constructed by teams of analysts working closely with SMEs. The multiple-choice exam items will be reviewed internally by peers and then by the personnel analyst manager. The items will then be reviewed by SMEs to identify item quality, importance, appropriateness for rank, and job-relatedness (linkages). When the tactical and the oral exams are in near final form, the exams will be pilot-tested by external SMEs for quality control to ensure the scenarios or problems are realistic, and have an appropriate difficulty level, and time frame for completion. The keyed responses, where applicable, are also reviewed for correctness and reasonableness. Finally, all exam materials are reviewed by the City's testing expert and the IAFF's testing expert, both of whom possess extensive testing experience and educational credentials in the field of industrial/organizational psychology. These extensive review processes ensure the exam has been carefully crafted and is of good quality.

3. The Direct Relationship Requirement

Exam validation efforts began with a sound job analysis, and will then continue throughout exam development. With respect to each exam component, SMEs with extensive fire service experience will be involved throughout scenario and key development. Civil Service staff analysts who specialize in test development for public safety uniformed ranks will work closely with subject matter experts throughout the development process to ensure that the exam is realistic, appropriate for the respective ranks, and will be focused on the targeted task categories. Linkage data will be collected during exam development to support the direct relationship of the exam content to the job content. The extensive use of SMEs as part of exam development and scoring ensures a direct relationship of the exam to the job.

4. The Representativeness Requirement

Measures are taken to ensure the various parts of the job are represented by the test. For the multiple-choice exam, more items are generally developed from the more important knowledge sources. In some cases, this is not possible when the knowledge source is short or brief, however, generally speaking, a greater number of items are developed from the more important knowledge sources. The tactical exam generally includes multiple scenarios, collectively covering tasks in all four of the emergency response task categories. Finally, the oral exercises typically involve non-emergency response supervisory or community relations aspects of the job. Overall, the three exam phases cover a significant portion of the job.

5. The Scoring Requirement

Each phase of the exam will utilize a scoring system which differentiates candidates in such a way that it is reasonable to infer that relatively higher

scoring candidates should be relatively better at job performance. For the multiple-choice exam, each item is weighted equally, thus a higher score suggests the candidate possesses a higher degree of job knowledge. With respect to the tactical component, a higher score indicates the candidate possesses a relatively higher degree of the knowledges and abilities necessary to perform at a higher proficiency level. Finally, the oral exam scoring process, which utilizes behaviorally anchored rating scales (BARS) and is scored by outside assessor/SMEs, results in a range of scores for which it is reasonable to believe that higher scores suggest a relatively higher ability to perform well on those aspects of the job. Overall, the exam includes a compensatory scoring system that provides a useful differentiation among candidates such that higher overall performers on the exam can be reasonably inferred to be better performers of the job, to the extent commonly accepted among testing professionals in regards to the predictive properties of employment exams.

Section 7: Consideration of Alternative Method

Consideration of Alternative Method

A number of alternative selection procedures, both methods and constructs were considered before deciding on the form, format and nature of the promotional selection battery. The Guidelines emphasize the importance of investigating alternative selection procedures, which minimize any adverse impact, by stating, “Where two or more selection procedures are available which serve the user’s legitimate interest in efficient and trustworthy workmanship, and which are substantially equally valid for a given purpose, the user should use the procedure which has been demonstrated to have lesser adverse impact” (Section 3B). Therefore, evidence of both validity and adverse impact must be considered and the CSC pays careful attention to the adverse impact implications of any decisions. Attention to the reduction of adverse impact is also a factor in decisions regarding weights and critical scores.

To make informed decisions regarding methods and constructs, the Columbus CSC makes it a practice to remain up-to-date on recent developments in public sector testing, relevant court decisions, and government and professional guidelines, especially as they related to improving inclusion and diversity, and reducing adverse impact. In addition, in deciding on the form of the final promotional battery, consideration is given to the job analysis results, job relatedness, the professional literature on validity and adverse impact, merit principles, CSC rules and regulations, the union contract, and practical limitations. All decisions are made taking into account input from important stakeholders.

Government regulatory agencies suggest that to reduce adverse impact jurisdictions should move beyond the use of job knowledge as a construct and the multiple-choice test as a method. In the past, the CSC eliminated the open-book multiple-choice component from a number of promotional exam batteries including Fire Lieutenant and Fire Captain, to enhance validity and reduce

potential adverse impact. Recommended alternatives for reducing adverse impact include the measurement of constructs such as communication and decision making, more realistic job simulations, and the use of alternative methods. In designing the promotional battery, careful attention was paid to an expansion of constructs and methods. Simulations, job or work sample tests have been found to be one of the most valid and realistic selection procedures, while leading to a high degree of acceptance among applicants and reduced adverse impact. The CSC utilizes a job simulation known as the tactical exercise phase to enhance the assessment of critical work behaviors and KSAs. Over the years, as CSC has gained greater experience with the tactical exercise, subtle but important changes have been made to the format of the tactical exercise to more closely resemble the job, enhancing validity, reliability, and candidate acceptance. Structured interviews and oral exercises are also frequently recommended as having high validity with less adverse impact. Therefore, in addition to the tactical exercise, an oral board is incorporated into the test plan. The expansion of constructs is evident in the design of the oral exercise. Constructs assessed by the oral exercise include oral communication, interpersonal relations, information analysis, and problem sensing and resolution.

In conclusion, based on a consideration of multiple factors, the test plan was crafted to measure constructs beyond job knowledge and to include methods other than a standard, multiple-choice test. The manner in which CSC has evolved the Fire Lieutenant and Fire Captain promotional exam batteries demonstrates compliance with, and a commitment to the requirements of The Guidelines in regards to the consideration of alternate methods of assessment.

Section 8: Summary

Summary

The CSC will administer promotional examinations for the job classifications of Fire Lieutenant and Fire Captain. The important KSAs of the jobs of Fire Lieutenant and Fire Captain were identified through a thorough job analysis involving extensive utilization of SMEs. The proposed test plan calls for the continued administration of a three-phase exam. The examinations will be developed consistent with professional testing standards, The Guidelines and contractual requirements, and will assess the degree to which candidates possess important KSAs necessary for effective work behavior. The test described herein will fairly and objectively assess those KSAs critical to successful performance of the jobs of Fire Lieutenant and Fire Captain, and should be reasonably predictive in terms of identifying those candidates who are relatively better able to perform the job.

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Appendix A: Fire Lieutenant and Fire Captain Classification Specs

FIRE LIEUTENANT

DEFINITION

Under general supervision, is responsible for commanding a fire company during an assigned unit day or is responsible for the operations of a section of a bureau; performs related duties as required.

EXAMPLES OF WORK (Any one position may not include all of the duties listed, nor do the examples cover all of the duties that may be performed.)

Responds to alarms; assesses emergency scene conditions; informs the Fire Alarm Office and/or Incident Commander of emergency conditions;

Directs and takes part in search and rescue, ventilation, fire extinguishment, overhaul and salvage, evacuation, emergency medical, and forced entry operations;

Evaluates and determines priorities of emergency scene activities; evaluates and determines needs for additional fire apparatus and crews; assumes role of Incident Commander;

Assigns and supervises the work of firefighters engaged in the maintenance of the buildings, equipment, and grounds at the station during shift;

Directs the operations of one company on an assigned unit day;

Critiques emergency scene responses with firefighters; assesses training needs; selects and develops appropriate drills; conducts and supervises drill and study periods during the shift;

Observes and assesses performance of firefighters; provides feedback to firefighters; counsels and takes appropriate disciplinary action towards subordinate firefighters for policy violations;

Monitors physical conditions of personnel, safety conditions, and hazards at emergency scenes;

Observes and/or directs crews in administering emergency medical treatment and transportation; may evaluate and diagnose victim's conditions;

Prepares reports of activities; reads logs, bulletins, policies, procedures, and other fire and emergency response journals and texts;

Represents the Division of Fire to the community; provides information to the public regarding fire prevention, firefighting practices, and equipment usages; coordinates with other agencies in joint activities;

Ensures subordinates are acting in accordance with the law, regulations, policies, and directives applicable to the Division and the City of Columbus.

May supervise, coordinate, and/or take part in fire alarm dispatching, fire academy training, fire prevention activities, arson investigation, and/or other bureau activities.

GUIDELINES FOR CLASS USE

This class differs from Fire Captain in that its incumbents receive general instructions from the Captain in charge. In the stations, the Captain determines what maintenance and training activities shall take place for all units/shifts.

MINIMUM QUALIFICATIONS

Five (5) years of experience as a Columbus Firefighter including one (1) year of continuous accredited service by the expiration of the current Fire Lieutenant eligible list.

Possession of a valid driver's license.

KNOWLEDGE, SKILLS, AND ABILITIES

Thorough knowledge of firefighting standard operating procedures and tactics; thorough knowledge of characteristics of smoke, heat, and fire; thorough knowledge of emergency equipment uses, capabilities, and limitations; considerable knowledge of capabilities of crews; considerable knowledge of the union contract and the rules and regulations of the Division; considerable knowledge of the location of City streets, hydrants, public buildings, and local fire hazards; general knowledge of emergency medical treatment and transportation; general knowledge of fire prevention, inspections, and investigations; ability to assess, prioritize, and coordinate responses to fire and other emergencies; ability to supervise others; ability to read, complete, and maintain records and reports; ability to operate a personal computer and applicable software; ability to develop and maintain effective working relationships with others; ability to visualize fire spread; ability to use muscular force to lift, push, pull, drag, carry, or lower objects, materials, and equipment; ability to apply muscular force over time or over a number of repetitions, ability to work at heights in excess of twelve (12) feet while using equipment; ability to resist forces that could result in loss of balance; ability to work in confined spaces; ability to sense heat, sounds, smoke, and winds; ability to work in uncomfortable environmental conditions.

Probationary Period:	365 Days
Examination:	Competitive
Job Family/Group:	Protective Services/Fire
EEO/DOJ Job Category:	Technician/Protective Services: Sworn
Class established:	4/8/1963
Current spec:	12/19/2022
Commission action taken:	Revise
Last reviewed:	12/19/2022

The following is provided for informational purposes only. Compensation is subject to change through the Labor Relations Office of the Human Resources Department.

Compensation Plan:	IAFF
Salary:	Range 2F
FLSA:	Nonexempt (overtime eligible)

FIRE CAPTAIN

DEFINITION

Under direction, is responsible for the operations of a fire station or is responsible for Bureau activities; performs related duties as required.

EXAMPLES OF WORK (Any one position may not include all of the duties listed, nor do the examples cover all of the duties that may be performed.)

Responds to alarms; assesses emergency scene conditions; informs the Fire Alarm Office and/or Incident Commander of emergency conditions;

Directs and takes part in search and rescue, ventilation, fire extinguishment, overhaul and salvage, evacuation, emergency medical, and forced entry operations;

Evaluates and determines priorities of emergency scene activities; evaluates and determines needs for additional fire apparatus and crews; assumes role of Incident Commander;

Monitors the operation of the fire station; determines need for equipment repair and building and grounds maintenance and assigns personnel to perform the work; makes recommendations for additional or replacement apparatus;

Directs the operations of one or more company(ies) on an assigned unit day;

Critiques emergency scene responses with fire officers and firefighters; assesses training needs; selects and develops appropriate drills; conducts and supervises drill and study periods during the shift;

Observes and assesses performance of firefighters; provides feedback to firefighters; counsels and takes appropriate disciplinary action towards subordinate firefighters for policy violations;

Monitors physical conditions of personnel, safety conditions, and hazards at emergency scenes;

Observes and/or directs crews in administering emergency medical treatment and transportation; may evaluate and diagnose victim's conditions;

Prepares reports of activities; reads logs, bulletins, policies, procedures, and other fire and emergency response journals and texts;

Represents the Division of Fire to the community; provides information to the public regarding fire prevention, firefighting practices, and equipment usages; coordinates with other agencies in joint activities;

Enforces fire department policies and implements training programs at the station; establishes station rules, policies, and practices that are not addressed in Division rules and regulations;

Ensures subordinates are acting in accordance with the law, regulations, policies, and directives applicable to the Division and the City of Columbus;

May supervise, coordinate, and/or take part in fire alarm dispatching, fire academy training, fire prevention activities, arson investigation, and/or other bureau activities.

GUIDELINES FOR CLASS USE

This class differs from Fire Lieutenant in that incumbents are responsible for maintenance and training activities at a fire station during all shifts and for all companies if there is more than one. Fire Lieutenants supervise one company on one shift, following plans outlined by the Fire Captain. In Bureaus, other than Emergency Services, a Captain is an assistant to the bureau head.

MINIMUM QUALIFICATIONS

One (1) year of continuous accredited service as a permanent appointee in the class of Fire Lieutenant by the expiration of the current Fire Captain eligible list.

Possession of a valid driver's license.

KNOWLEDGE, SKILLS, AND ABILITIES

Thorough knowledge of modern principles and practices of fire prevention and suppression; thorough knowledge of firefighting standard operating procedures and tactics; thorough knowledge of characteristics of smoke, heat, and fire; thorough knowledge of emergency equipment uses, capabilities, and limitations; considerable knowledge of capabilities of crews; considerable knowledge of the union contract and the rules and regulations of the Division; considerable knowledge of the location of City streets, hydrants, public buildings, and local fire hazards; general knowledge of emergency medical treatment and transportation; general knowledge of fire prevention, inspections, and investigations; ability to assess, prioritize, and coordinate responses to fire and other emergencies; ability to supervise others; ability to read, complete, and maintain records and reports; ability to operate a personal computer and applicable software; ability to develop and maintain effective working relationships with others; ability to visualize fire spread; ability to use muscular force to lift, push, pull, drag carry, or lower objects materials and equipment; ability to apply muscular force over time or over a number of repetitions; ability to work at heights in excess of twelve (12) feet while using equipment; ability to resist forces that could result in loss of balance; ability to work in confined spaces; ability to sense heat, sounds, smoke, and winds; ability to work in uncomfortable environmental conditions.

Probationary Period:	365 Days
Examination:	Competitive
Job Family/Group:	Protective Services/Fire
EEO/DOJ Job Category:	Professional/Protective Services: Sworn
Class established:	4/8/1963
Current spec:	12/19/2022
Commission action taken:	Revise
Last reviewed:	12/19/2022

The following is provided for informational purposes only. Compensation is subject to change through the Labor Relations Office of the Human Resources Department.

Compensation Plan:	IAFF
Salary:	Range 3F
FLSA:	Nonexempt (overtime eligible)

Appendix B: Task Categories and Definitions

FIRE LIEUTENANT TASK STATEMENTS WITH TASK CATEGORIES

Task Statement	Task Category
Verifies safety checklists if apparatus and equipment are properly completed to ensure safety.	Administrative and Paperwork Functions
Documents formal counseling session with subordinate to indicate what issue was discussed and actions taken or recommended.	Administrative and Paperwork Functions
Records and maintains records for payroll, apparatus and inventory.	Administrative and Paperwork Functions
Completes reports consistent with CFD standards.	Administrative and Paperwork Functions
Ensures logs are completed consistent with CFD standards.	Administrative and Paperwork Functions
Reviews forms for approval and sends up chain of command.	Administrative and Paperwork Functions
Checks forms completed by others in house to ensure their completeness and accuracy.	Administrative and Paperwork Functions
Interviews witnesses and gathers on-site information needed to complete reports.	Administrative and Paperwork Functions
Records and maintains personnel records (e.g., addresses, licenses).	Administrative and Paperwork Functions
Maintains task distribution lists to equitably distribute personnel assignments.	Administrative and Paperwork Functions
Conducts/assigns inspection of premise to determine if fire has been extinguished and that it will not rekindle.	Emergency Response: Demobilization
Preserves suspicious area and evidence for arson squad.	Emergency Response: Demobilization
Ensures that crew members wear SCBA during demobilization.	Emergency Response: Demobilization
Constantly remains in contact with fire personnel on scene to keep them informed of activities.	Emergency Response: Demobilization
Marks/ensures crew marks back in service.	Emergency Response: Demobilization
Informs crew what equipment to use and how to proceed with overhaul depending on type of building and extent of fire.	Emergency Response: Demobilization
Ensures that gas monitoring is continued throughout demobilization.	Emergency Response: Demobilization
Directs crew what debris should be removed and where it should be placed to eliminate the possibility of rekindle.	Emergency Response: Demobilization
Ensures crew removes and bags personal fire gear prior to re-entry in apparatus.	Emergency Response: Demobilization
Analyzes all relevant information (e.g., sequence of events, circumstances, characteristics of fire, and other indicators) to determine cause of fire.	Emergency Response: Demobilization
Directs crew to remove water with appropriate equipment.	Emergency Response: Demobilization
Informs crew when and how to secure building (e.g., cover holes in roof or windows).	Emergency Response: Demobilization

Directs crew to replace sprinkler heads and to put sprinkler system back in service.	Emergency Response: Demobilization
Explains the status of emergency scene to concerned citizens.	Emergency Response: Demobilization
Determines rescue activity priorities.	Emergency Response: During Incident Activities
Directs rescue/evacuation crew what to do to ensure safe rescue and evacuation of civilians.	Emergency Response: During Incident Activities
Evaluates nature of fire and degree of spread to determine if victim(s) should be relocated to a safe area or evacuated.	Emergency Response: During Incident Activities
Communicates with other officers or units on scene in order to coordinate efforts to rescue victims.	Emergency Response: During Incident Activities
Directs type of water supply, hose connection, and hose line needed based on an evaluation of fire characteristics, type of building, and input available from witnesses or FAO.	Emergency Response: During Incident Activities
Assesses emergency scene to determine incident priorities or change incident priorities as needed.	Emergency Response: During Incident Activities
Directs crew regarding where to direct water and when to advance hoses to extinguish fire.	Emergency Response: During Incident Activities
Monitors physical condition of personnel in order to determine if or when replacement personnel are needed.	Emergency Response: During Incident Activities
Instructs crew to continue to wear personal protective equipment at the scene of a hazardous materials spill.	Emergency Response: During Incident Activities
Confers with Incident Commander regarding proposed ventilation tactics (e.g., before breaking window in a high-rise situation).	Emergency Response: During Incident Activities
Constantly remains in contact with fire personnel on scene to keep them informed of activities.	Emergency Response: During Incident Activities
Assists CFD/mutual aid jurisdiction personnel in carrying out rescue activities.	Emergency Response: During Incident Activities
Directs CFD/mutual aid jurisdiction personnel in how to rescue victims in distressed situations.	Emergency Response: During Incident Activities
Directs crew on what ladders are to be used and where to be placed.	Emergency Response: During Incident Activities
Assesses emergency scene to determine allocation or reallocation of resources.	Emergency Response: During Incident Activities
Directs crew where to open walls, pull ceilings, and other such actions to check for fire extension.	Emergency Response: During Incident Activities
Evaluates conditions of victims by questions, observation, or hands-on assessment to determine the type of help needed.	Emergency Response: During Incident Activities
Informs Incident Commander or crew when utilities need to be turned off to maintain safety of fire scene.	Emergency Response: During Incident Activities
Performs the duties and responsibilities of a firefighter when necessary or when called upon.	Emergency Response: During Incident Activities

Directs pump operations to ensure proper water supply and pressure is maintained during incident.	Emergency Response: During Incident Activities
Directs crew where to ladder building to gain access to upper floors and roof for purposes of ventilation.	Emergency Response: During Incident Activities
Directs crew which specific equipment to use and where to ventilate.	Emergency Response: During Incident Activities
Directs driver and tiller operator what actions to take after aerial is put up.	Emergency Response: During Incident Activities
Directs crew to assist others in their tasks such as putting up ladders, opening up walls, extinguishing fire, or pulling hose lines.	Emergency Response: During Incident Activities
Directs containment of hazard by ordering sand, dirt, or other such material to be placed on or near hazard.	Emergency Response: During Incident Activities
Directs CFD/mutual aid jurisdiction personnel where and how to force entry.	Emergency Response: During Incident Activities
Positions engine so that there is access to the fire and/or to water, and so as not to interfere with later arriving equipment.	Emergency Response: Pre-Arrival Activities
Listens to radio while responding to scene to learn of conditions on scene.	Emergency Response: Pre-Arrival Activities
Positions ladder truck for use of ground and aerial ladders, paying special attention to overhead obstructions, such as power lines, in locating the vehicle.	Emergency Response: Pre-Arrival Activities
Performs incident size-up from the moment the alarm is received taking into account relevant factors from all information sources (FAO, prior knowledge, etc.).	Emergency Response: Pre-Arrival Activities
Uses all information available to plan apparatus placement and initial actions of crew.	Emergency Response: Pre-Arrival Activities
En route to emergency incidents provides the crew with information relevant to the company's response so that the crew is better prepared to handle the incident.	Emergency Response: Pre-Arrival Activities
Listens to dispatch in order to determine the nature of the incident.	Emergency Response: Pre-Arrival Activities
Informs FAO that unit is responding to the incident.	Emergency Response: Pre-Arrival Activities
Observes firefighters and self, on receipt of alarm, to verify all have donned personal protective equipment and secured themselves properly in the vehicle to prepare for departure.	Emergency Response: Pre-Arrival Activities
Marks en route to scene.	Emergency Response: Pre-Arrival Activities
Confers with driver regarding appropriate route(s) to be followed.	Emergency Response: Pre-Arrival Activities
Ensures that other jurisdictions are informed of all relevant information, if necessary.	Emergency Response: Pre-Arrival Activities
Observes driver to ensure compliance with applicable driving policies/laws.	Emergency Response: Pre-Arrival Activities

Assesses conditions inside structure in order to ensure safety for companies working inside (e.g. condition of building, structural integrity of roof or floor, characteristics of smoke, heat, and fire, paths of extension, and means of access and egress).	Emergency Response: Upon Arrival and Initial Activities
If first to arrive, reports to FAO via radio if it is a working incident.	Emergency Response: Upon Arrival and Initial Activities
Upon arrival at emergency incidents, gives a run down to the FAO providing any significant information about the scene (e.g., type of structure, whether there is a fire, magnitude of fire).	Emergency Response: Upon Arrival and Initial Activities
Assesses scene to determine if the area is unsafe and takes appropriate actions (e.g. area evacuation, traffic re-routing, and crowd control procedures).	Emergency Response: Upon Arrival and Initial Activities
Assumes role of Incident Commander at emergency when first to arrive until higher-ranking officer arrives.	Emergency Response: Upon Arrival and Initial Activities
Conducts/assigns a 360, if necessary.	Emergency Response: Upon Arrival and Initial Activities
Constantly remains in contact with fire personnel on scene to keep them informed of activities.	Emergency Response: Upon Arrival and Initial Activities
Updates FAO of conditions of emergency.	Emergency Response: Upon Arrival and Initial Activities
Assesses scene to determine if other agencies (e.g., police) are needed.	Emergency Response: Upon Arrival and Initial Activities
Requests additional resources as needed.	Emergency Response: Upon Arrival and Initial Activities
As Incident Commander, directs officers and crews on what actions they should take to address the situation.	Emergency Response: Upon Arrival and Initial Activities
When NOT first to arrive, coordinates with the Incident Commander and other officers regarding actions (e.g. whether other handlines are needed, where to enter, and/or whether to relieve working companies).	Emergency Response: Upon Arrival and Initial Activities
Evaluates conditions of fire scene to determine type of extinguisher or extinguishing agent to use (e.g., water, carbon dioxide, dry chemical or foam).	Emergency Response: Upon Arrival and Initial Activities
As Incident Commander, orders or checks for proper placement of all apparatus and their equipment to ensure that they can address emergency.	Emergency Response: Upon Arrival and Initial Activities
Gathers information from CFD/mutual aid jurisdiction and civilians on scene to aid in emergency operations.	Emergency Response: Upon Arrival and Initial Activities
Transfers command to higher ranking CFD personnel and provides status of emergency and company assignments.	Emergency Response: Upon Arrival and Initial Activities
Instructs crew what equipment to bring from apparatus to the scene.	Emergency Response: Upon Arrival and Initial Activities
Takes appropriate action to ensure safety of medic personnel (e.g., scans crowd for strange behaviors).	Emergency Victim Care

Ensures that crews are wearing appropriate protective equipment when administering first aid.	Emergency Victim Care
Requests additional medics when needed.	Emergency Victim Care
Requests EMS Officer when needed.	Emergency Victim Care
Administers EMT (first responder treatment) such as neck braces, oxygen, and CPR in order to help victim until paramedic arrives.	Emergency Victim Care
Coordinates activities with police and medic personnel and other agencies at first aid scene.	Emergency Victim Care
Constantly remains in contact with fire personnel on scene to keep them informed of activities.	Emergency Victim Care
Questions victim or others to gather information (e.g., level of consciousness, relevant medical history) to determine nature and extent of medical emergency and treatment needed.	Emergency Victim Care
Evaluates and diagnoses victim's conditions to determine how to assist and if additional assistance as needed.	Emergency Victim Care
Reports diagnosis of victim(s) and nature and urgency of situation to relevant personnel.	Emergency Victim Care
When needed, provides corrective action to crew on how to administer aid.	Emergency Victim Care
Counsels and calms victims and family members at scene of emergency.	Emergency Victim Care
Contacts hospital for availability or estimated time of arrival.	Emergency Victim Care
Informs crew during and after inspections about layout, hazards, special conditions, and other characteristics of buildings to understand how to fight fires in them, or to perform rescue operations.	Inspections
Explains to owner or manager reason for inspection, what will happen during inspection, and if necessary, how to correct problem.	Inspections
Directs crew what to check for and to observe during an inspection so that they will be prepared if there is an emergency at the site.	Inspections
Conducts school fire drills to ensure compliance with Fire Code and to ensure evacuations can be carried out in a safe and timely manner.	Inspections
Observes conditions in building or facility during inspection to determine if there are code violations.	Inspections
Conducts hydrant inspections to check for damage, leaks, and other problems.	Inspections
Reviews prepared pre-fire plans and access maps for properties related to CFD operations that might lead to greater alarm fires and natural disasters.	Inspections
Prepares for station inspections to ensure station is maintained at adequate levels.	Inspections

Conducts station inspections to ensure station is maintained at adequate levels.	Inspections
Schedules building inspections for the company based on urgency, location, inspection history, and occupancy of building.	Inspections
Conducts special inspections (e.g. holiday inspections).	Inspections
Interacts with community members as a representative of the CFD.	Public and Community Relations
Interacts with visitors at the firehouse.	Public and Community Relations
Interacts with personnel from City of Columbus departments to maintain cooperative relations.	Public and Community Relations
Interacts with personnel from other jurisdictions (e.g., fire scenes, drills).	Public and Community Relations
Explains fire prevention and demonstrates CFD practices, equipment procedures, and policies to civilians, school children, and safety personnel.	Public and Community Relations
Investigates complaints referred from fire department officials.	Public and Community Relations
Attends community events to maintain positive community relations.	Public and Community Relations
Works with neighbors to address issues that may be inconvenient to neighbors (e.g., use of facilities, work that can be conducted in house and surrounding area).	Public and Community Relations
Interacts with media as a representative of the CFD to provide information to the public.	Public and Community Relations
Develops and maintains a culture of safety.	Supervision
Checks rough log/calendar and staffing at beginning of tour to determine that appropriate personnel are on duty.	Supervision
Monitors communication systems (radio, telephone, e-mail) for information pertinent to emergency and/or nonemergency operations.	Supervision
Conducts roll call.	Supervision
Communicates pertinent information to subordinates, peers, chain of command, and civilians.	Supervision
Notifies the Battalion Chief of personnel changes/needs that occur or of any unusual circumstances that could affect the operations of the company.	Supervision
Observes, assesses, and corrects the performance of subordinates.	Supervision
Supervises subordinates staff, including Firefighters.	Supervision
Mentors, coaches, and counsels subordinates.	Supervision
Talks with off-going officer about previous shift and any unusual occurrences.	Supervision

Enforces department and station policies regarding assignments and rules, use and maintenance of apparatus and equipment, and performance.	Supervision
Assigns personnel to emergency response, training activities, and to station/battalion duties.	Supervision
Reads log and other written communications to gain familiarity with pertinent station information.	Supervision
Resolves problems between CFD personnel.	Supervision
Enforces house policies.	Supervision
Interprets and explains administrative directives to subordinates.	Supervision
Determines whether the performance of subordinates warrants citation for merit or disciplinary action.	Supervision
Recommends/takes appropriate disciplinary action that is consistent with violation and Union Contract.	Supervision
Recommends training/schooling for subordinates.	Supervision
Plans maintenance schedule for house, apparatus, and equipment, and directs what is to be done as part of maintenance.	Supervision
Creates and maintains work performance records for subordinates.	Supervision
Conducts de-brief with CFD personnel following emergency scene operations.	Training
Reads logs and bulletins to learn about changes in practice, policy, procedure and to understand status of personnel, equipment, and apparatus in station.	Training
Conducts training drills for CFD personnel.	Training
Reviews performance with permanent and probationary CFD personnel to provide feedback concerning performance at incidents or drills.	Training
Assesses training needs of CFD personnel and selects/develops appropriate drills.	Training
Demonstrates equipment and procedures during drills in order to provide training for CFD personnel.	Training
Conducts joint drills with other agencies or stations to familiarize with apparatus and emergency procedures.	Training
Conducts/participates in training at the Columbus Fire Training Academy.	Training
Develops training plans for station.	Training
Stays current on issues dealing with fire/EMS service (e.g., reads professional publications, attends seminars, attends external trainings, or reviews videos).	Training
Reads equipment maintenance manuals and operating instructions to maintain proficiency and to instruct CFD personnel.	Training

FIRE LIEUTENANT TASK CATEGORIES

Task Category Definition
<u>Administrative & Paperwork Functions</u> —Involves tasks to gather, record and maintain information; write reports and correspondence; and plan the allocation of resources and personnel.
<u>Emergency Response: Pre-Arrival Activities</u> —Involves non-medical service activities from the receipt of an alarm to arriving at the scene.
<u>Emergency Response: Upon Arrival and Initial Activities</u> —Involves non-medical service activities from arrival at the scene and initial responses associated with obtaining an all-clear to include size-up, life safety, resources needed and allocation, and initial rescue activities.
<u>Emergency Response: During Incident Activities</u> —Involves non-medical service activities after the initial activities until confinement and control of the incident to include incident stabilization/safety, forcible entry, fire attack and extinguishment, coordinated rescue efforts, utilities and ventilation.
<u>Emergency Response: Demobilization</u> —Involves non-medical service activities from control of the incident to marking back in service after completion of the emergency response.
<u>Emergency Victim Care</u> —Involves medical service activities from the receipt of an alarm to marking back in service after the completion of the emergency response.
<u>Inspections</u> —Involves tasks to ensure inspections of public buildings and structures, public assemblages and targeted hazards to identify violations, evaluate fire hazards and preplan for potential emergencies.
<u>Public and Community Relations</u> —Involves tasks to represent the Division and/or provide education to the community, outside organizations, other jurisdictions and other City Divisions.
<u>Supervision</u> —Involves activities to monitor performance of subordinates and ensure Fire Division policies, house policies and contractual obligations within labor agreements are carried out.
<u>Training</u> —Involves tasks to ensure personnel are properly trained to carry out their assigned duties.

FIRE CAPTAIN TASK STATEMENTS WITH TASK CATEGORIES

Task Statement	Task Category
Documents formal counseling session with subordinate to indicate what issue was discussed and actions taken or recommended.	Administrative and Paperwork Functions
Records and maintains records for payroll, apparatus and inventory.	Administrative and Paperwork Functions
Maintains task distribution lists to equitably distribute personnel assignments.	Administrative and Paperwork Functions
Reviews forms for approval and sends up chain of command.	Administrative and Paperwork Functions
Verifies safety checklists if apparatus and equipment are properly completed to ensure safety.	Administrative and Paperwork Functions
Completes reports consistent with CFD standards.	Administrative and Paperwork Functions
Checks forms completed by others in house to ensure their completeness and accuracy.	Administrative and Paperwork Functions
Ensures logs are completed consistent with CFD standards.	Administrative and Paperwork Functions
Interviews witnesses and gathers on-site information needed to complete reports.	Administrative and Paperwork Functions
Records and maintains personnel records (e.g., addresses, licenses).	Administrative and Paperwork Functions
Marks/ensures crew marks back in service.	Emergency Response: Demobilization
Conducts/assigns inspection of premise to determine if fire has been extinguished and that it will not rekindle.	Emergency Response: Demobilization
Preserves suspicious area and evidence for arson squad.	Emergency Response: Demobilization
Informs crew what equipment to use and how to proceed with overhaul depending on type of building and extent of fire.	Emergency Response: Demobilization
Directs crew what debris should be removed and where it should be placed to eliminate the possibility of rekindle.	Emergency Response: Demobilization
Constantly remains in contact with fire personnel on scene to keep them informed of activities.	Emergency Response: Demobilization
Ensures that crew members wear SCBA during demobilization.	Emergency Response: Demobilization
Ensures that gas monitoring is continued throughout demobilization.	Emergency Response: Demobilization

Ensures crew removes and bags personal fire gear prior to re-entry in apparatus.	Emergency Response: Demobilization
Analyzes all relevant information (e.g., sequence of events, circumstances, characteristics of fire, and other indicators) to determine cause of fire.	Emergency Response: Demobilization
Directs crew to remove water with appropriate equipment.	Emergency Response: Demobilization
Informs crew when and how to secure building (e.g., cover holes in roof or windows).	Emergency Response: Demobilization
Explains the status of emergency scene to concerned citizens.	Emergency Response: Demobilization
Directs crew to replace sprinkler heads and to put sprinkler system back in service.	Emergency Response: Demobilization
Evaluates nature of fire and degree of spread to determine if victim(s) should be relocated to a safe area or evacuated.	Emergency Response: During Incident Activities
Determines rescue activity priorities.	Emergency Response: During Incident Activities
Assesses emergency scene to determine incident priorities or change incident priorities as needed.	Emergency Response: During Incident Activities
Instructs crew to continue to wear personal protective equipment at the scene of a hazardous materials spill.	Emergency Response: During Incident Activities
Communicates with other officers or units on scene in order to coordinate efforts to rescue victims.	Emergency Response: During Incident Activities
Monitors physical condition of personnel in order to determine if or when replacement personnel are needed.	Emergency Response: During Incident Activities
Informs Incident Commander or crew when utilities need to be turned off to maintain safety of fire scene.	Emergency Response: During Incident Activities
Constantly remains in contact with fire personnel on scene to keep them informed of activities.	Emergency Response: During Incident Activities
Directs crew regarding where to direct water and when to advance hoses to extinguish fire.	Emergency Response: During Incident Activities
Confers with Incident Commander regarding proposed ventilation tactics (e.g., before breaking window in a high-rise situation).	Emergency Response: During Incident Activities
Directs crew where to open walls, pull ceilings, and other such actions to check for fire extension.	Emergency Response: During Incident Activities
Directs type of water supply, hose connection, and hose line needed based on an evaluation of fire characteristics, type of building, and input available from witnesses or FAO.	Emergency Response: During Incident Activities
Assesses emergency scene to determine allocation or reallocation of resources.	Emergency Response: During Incident Activities

Performs the duties and responsibilities of a firefighter when necessary or when called upon.	Emergency Response: During Incident Activities
Directs crew where to ladder building to gain access to upper floors and roof for purposes of ventilation.	Emergency Response: During Incident Activities
Directs crew which specific equipment to use and where to ventilate.	Emergency Response: During Incident Activities
Assists CFD/mutual aid jurisdiction personnel in carrying out rescue activities.	Emergency Response: During Incident Activities
Directs rescue/evacuation crew what to do to ensure safe rescue and evacuation of civilians.	Emergency Response: During Incident Activities
Directs containment of hazard by ordering sand, dirt, or other such material to be placed on or near hazard.	Emergency Response: During Incident Activities
Directs driver and tiller operator what actions to take after aerial is put up.	Emergency Response: During Incident Activities
Directs pump operations to ensure proper water supply and pressure is maintained during incident.	Emergency Response: During Incident Activities
Directs CFD/mutual aid jurisdiction personnel in how to rescue victims in distressed situations.	Emergency Response: During Incident Activities
Evaluates conditions of victims by questions, observation, or hands-on assessment to determine the type of help needed.	Emergency Response: During Incident Activities
Directs crew to assist others in their tasks such as putting up ladders, opening up walls, extinguishing fire, or pulling hose lines.	Emergency Response: During Incident Activities
Directs crew on what ladders are to be used and where to be placed.	Emergency Response: During Incident Activities
Directs CFD/mutual aid jurisdiction personnel where and how to force entry.	Emergency Response: During Incident Activities
Performs incident size-up from the moment the alarm is received taking into account relevant factors from all information sources (FAO, prior knowledge, etc.).	Emergency Response: Pre-Arrival Activities
Listens to radio while responding to scene to learn of conditions on scene.	Emergency Response: Pre-Arrival Activities
Positions ladder truck for use of ground and aerial ladders, paying special attention to overhead obstructions, such as power lines, in locating the vehicle.	Emergency Response: Pre-Arrival Activities
En route to emergency incidents provides the crew with information relevant to the company's response so that the crew is better prepared to handle the incident.	Emergency Response: Pre-Arrival Activities
Positions engine so that there is access to the fire and/or to water, and so as not to interfere with later arriving equipment.	Emergency Response: Pre-Arrival Activities
Uses all information available to plan apparatus placement and initial actions of crew.	Emergency Response: Pre-Arrival Activities

Listens to dispatch in order to determine the nature of the incident.	Emergency Response: Pre-Arrival Activities
Observes firefighters and self, on receipt of alarm, to verify all have donned personal protective equipment and secured themselves properly in the vehicle to prepare for departure.	Emergency Response: Pre-Arrival Activities
Informs FAO that unit is responding to the incident.	Emergency Response: Pre-Arrival Activities
Observes driver to ensure compliance with applicable driving policies/laws.	Emergency Response: Pre-Arrival Activities
Ensures that other jurisdictions are informed of all relevant information, if necessary.	Emergency Response: Pre-Arrival Activities
Marks en route to scene.	Emergency Response: Pre-Arrival Activities
Confers with driver regarding appropriate route(s) to be followed.	Emergency Response: Pre-Arrival Activities
working inside (e.g., condition of building, structural integrity of roof or floor, characteristics of smoke, heat, and fire, paths of extension, and means of access and egress).	Emergency Response: Upon Arrival and Initial Activities
If first to arrive, reports to FAO via radio if it is a working incident.	Emergency Response: Upon Arrival and Initial Activities
Assesses scene to determine if the area is unsafe and takes appropriate actions (e.g., area evacuation, traffic re-routing, and crowd control procedures).	Emergency Response: Upon Arrival and Initial Activities
Upon arrival at emergency incidents, gives a run down to the FAO providing any significant information about the scene (e.g., type of structure, whether there is a fire, magnitude of fire).	Emergency Response: Upon Arrival and Initial Activities
Assumes role of Incident Commander at emergency when first to arrive until higher-ranking officer arrives.	Emergency Response: Upon Arrival and Initial Activities
Updates FAO of conditions of emergency.	Emergency Response: Upon Arrival and Initial Activities
Constantly remains in contact with fire personnel on scene to keep them informed of activities.	Emergency Response: Upon Arrival and Initial Activities
Requests additional resources as needed.	Emergency Response: Upon Arrival and Initial Activities
Requests CAN report when assuming command from subordinate officer.	Emergency Response: Upon Arrival and Initial Activities
Conducts/assigns a 360, if necessary.	Emergency Response: Upon Arrival and Initial Activities
Transfers command to higher ranking CFD personnel and provides status of emergency and company assignments.	Emergency Response: Upon Arrival and Initial Activities
When NOT first to arrive, coordinates with the Incident Commander and other officers regarding actions (e.g. whether other handlines are needed, where to enter, and/or whether to relieve working companies).	Emergency Response: Upon Arrival and Initial Activities

Assesses scene to determine if other agencies (e.g., police) are needed.	Emergency Response: Upon Arrival and Initial Activities
As Incident Commander, orders or checks for proper placement of all apparatus and their equipment to ensure that they can address emergency.	Emergency Response: Upon Arrival and Initial Activities
As Incident Commander, directs officers and crews on what actions they should take to address the situation.	Emergency Response: Upon Arrival and Initial Activities
Gathers information from CFD/mutual aid jurisdiction and civilians on scene to aid in emergency operations.	Emergency Response: Upon Arrival and Initial Activities
Evaluates conditions of fire scene to determine type of extinguisher or extinguishing agent to use (e.g., water, carbon dioxide, dry chemical or foam).	Emergency Response: Upon Arrival and Initial Activities
Instructs crew what equipment to bring from apparatus to the scene.	Emergency Response: Upon Arrival and Initial Activities
Takes transfer of command from subordinate officer.	Emergency Response: Upon Arrival and Initial Activities
Constantly remains in contact with fire personnel on scene to keep them informed of activities.	Emergency Victim Care
Takes appropriate action to ensure safety of medic personnel (e.g., scans crowd for strange behaviors).	Emergency Victim Care
Ensures that crews are wearing appropriate protective equipment when administering first aid.	Emergency Victim Care
Requests additional medics when needed.	Emergency Victim Care
Requests EMS Officer when needed.	Emergency Victim Care
Coordinates activities with police and medic personnel and other agencies at first aid scene.	Emergency Victim Care
Questions victim or others to gather information (e.g., level of consciousness, relevant medical history) to determine nature and extent of medical emergency and treatment needed.	Emergency Victim Care
Administers EMT (first responder treatment) such as neck braces, oxygen, and CPR in order to help victim until paramedic arrives.	Emergency Victim Care
Counsels and calms victims and family members at scene of emergency.	Emergency Victim Care
Reports diagnosis of victim(s) and nature and urgency of situation to relevant personnel.	Emergency Victim Care
When needed, provides corrective action to crew on how to administer aid.	Emergency Victim Care
Evaluates and diagnoses victim's conditions to determine how to assist and if additional assistance as needed.	Emergency Victim Care
Contacts hospital for availability or estimated time of arrival.	Emergency Victim Care
Directs crew what to check for and to observe during an inspection so that they will be prepared if there is an emergency at the site.	Inspections
Conducts school fire drills to ensure compliance with Fire Code and to ensure evacuations can be carried out in a safe and timely manner.	Inspections
Observes conditions in building or facility during inspection to determine if there are code violations.	Inspections
Informs crew during and after inspections about layout, hazards, special conditions, and other characteristics of buildings to understand how to fight fires in them, or to perform rescue operations.	Inspections
Conducts hydrant inspections to check for damage, leaks, and other problems.	Inspections

Prepares for station inspections to ensure station is maintained at adequate levels.	Inspections
Conducts station inspections to ensure station is maintained at adequate levels.	Inspections
Reviews prepared pre-fire plans and access maps for properties related to CFD operations that might lead to greater alarm fires and natural disasters.	Inspections
Explains to owner or manager reason for inspection, what will happen during inspection, and if necessary, how to correct problems.	Inspections
Conducts special inspections (e.g. holiday inspections).	Inspections
Schedules building inspections for the company based on urgency, location, inspection history, and occupancy of building.	Inspections
Investigates complaints referred from fire department officials.	Public and Community Relations
Explains fire prevention and demonstrates CFD practices, equipment procedures, and policies to civilians, school children, and safety personnel.	Public and Community Relations
Interacts with community members as a representative of the CFD.	Public and Community Relations
Interacts with personnel from other jurisdictions (e.g., fire scenes, drills).	Public and Community Relations
Interacts with visitors at the firehouse.	Public and Community Relations
Interacts with personnel from City of Columbus departments to maintain cooperative relations.	Public and Community Relations
Attends community events to maintain positive community relations.	Public and Community Relations
Works with neighbors to address issues that may be inconvenient to neighbors (e.g., use of facilities, work that can be conducted in house and surrounding area).	Public and Community Relations
Approves apparatus use for community events.	Public and Community Relations
Interacts with media as a representative of the CFD to provide information to the public.	Public and Community Relations
Checks rough log/calendar and staffing at beginning of tour to determine that appropriate personnel are on duty.	Supervision
Notifies the Battalion Chief of personnel changes/needs that occur or of any unusual circumstances that could affect the operations of the company.	Supervision
Monitors communication systems (radio, telephone, e-mail) for information pertinent to emergency and/or nonemergency operations.	Supervision
Communicates pertinent information to subordinates, peers, chain of command and civilians.	Supervision
Enforces house policies.	Supervision
Reads log and other written communications to gain familiarity with pertinent station information.	Supervision
Develops and maintains a culture of safety.	Supervision
Conducts roll call.	Supervision
Enforces department and station policies regarding assignments and rules, use and maintenance of apparatus and equipment, and performance.	Supervision
Talks with off-going officer about previous shift and any unusual occurrences.	Supervision
Mentors, coaches, and counsels subordinates.	Supervision
Assigns personnel to emergency response, training activities, and to station/battalion duties.	Supervision
Manages subordinate staff, including Lieutenants.	Supervision
Observes, assesses, and corrects the performance of subordinates.	Supervision
Resolves problems between CFD personnel.	Supervision

Determines whether the performance of subordinates warrants citation for merit or disciplinary action.	Supervision
Interprets and explains administrative directives to subordinates.	Supervision
Writes house policy for implementing new or modified general orders, establishing changes in rules and regulations, and activities such as station watch, work details, trades, cooking, use of facilities, etc.	Supervision
Recommends/takes appropriate disciplinary action that is consistent with violation and Union Contract.	Supervision
Creates and maintains work performance records for subordinates.	Supervision
Plans maintenance schedule for house, apparatus, and equipment, and directs what is to be done as part of maintenance.	Supervision
Recommends training/schooling for subordinates.	Supervision
Conducts de-brief with CFD personnel following emergency scene operations.	Training
Reads logs and bulletins to learn about changes in practice, policy, procedure and to understand status of personnel, equipment, and apparatus in station.	Training
Assesses training needs of CFD personnel and selects/develops appropriate drills.	Training
Reviews performance with permanent and probationary CFD personnel to provide feedback concerning performance at incidents or drills.	Training
Conducts joint drills with other agencies or stations to familiarize with apparatus and emergency procedures.	Training
Stays current on issues dealing with fire/EMS service (e.g., reads professional publications, attends seminars, attends external trainings, or reviews videos).	Training
Demonstrates equipment and procedures during drills in order to provide training for CFD personnel.	Training
Conducts/participates in training at the Columbus Fire Training Academy.	Training
Conducts training drills for CFD personnel.	Training
Develops training plans for station.	Training
Reads equipment maintenance manuals and operating instructions to maintain proficiency and to instruct CFD personnel.	Training

FIRE CAPTAIN TASK CATEGORIES

Task Category Definition
<u>Administrative & Paperwork Functions</u> —Involves tasks to gather, record and maintain information; write reports and correspondence; and plan the allocation of resources and personnel.
<u>Emergency Response: Pre-Arrival Activities</u> —Involves non-medical service activities from the receipt of an alarm to arriving at the scene.
<u>Emergency Response: Upon Arrival and Initial Activities</u> —Involves non-medical service activities from arrival at the scene and initial responses associated with obtaining an all-clear to include size-up, life safety, resources needed and allocation, and initial rescue activities.
<u>Emergency Response: During Incident Activities</u> —Involves non-medical service activities after the initial activities until confinement and control of the incident to include incident stabilization/safety, forcible entry, fire attack and extinguishment, coordinated rescue efforts, utilities and ventilation.
<u>Emergency Response: Demobilization</u> —Involves non-medical service activities from control of the incident to marking back in service after completion of the emergency response.
<u>Emergency Victim Care</u> —Involves medical service activities from the receipt of an alarm to marking back in service after the completion of the emergency response.
<u>Inspections</u> —Involves tasks to ensure inspections of public buildings and structures, public assemblages and targeted hazards to identify violations, evaluate fire hazards and preplan for potential emergencies.
<u>Public and Community Relations</u> —Involves tasks to represent the Division and/or provide education to the community, outside organizations, other jurisdictions and other City Divisions.
<u>Supervision</u> —Involves activities to monitor performance of subordinates and ensure Fire Division policies, house policies and contractual obligations within labor agreements are carried out.
<u>Training</u> —Involves tasks to ensure personnel are properly trained to carry out their assigned duties.

**Appendix C: Fire
Lieutenant and
Captain Knowledge
and Ability
Statements**

Fire Lieutenant Knowledge Statements

n=81			
	Knowledge Statement	Imp Avg	Freq Avg
1	Knowledge of the behavior, spread and other characteristics of smoke, heat and fire.	4.3	6.66
2	Knowledge of fire attack/control (techniques, procedures, and equipment).	4.3	6.5
3	Knowledge of CFD personal protective equipment (e.g., turnout gear, SCBA, PASS unit).	4.29	7.65
4	Knowledge of the capabilities of engines (includes crew and equipment).	4.28	7.92
5	Knowledge of the capabilities of ladder trucks (includes crew and equipment).	4.27	7.68
6	Knowledge of search, rescue, extrication, and evacuation procedures.	4.21	6.62
7	Knowledge of the Incident Command System.	4.18	7.45
8	Knowledge of residential and commercial building construction as it relates to fire service.	4.17	6.77
9	Knowledge of the capabilities of medic vehicles (includes crew and equipment).	4.14	7.89
10	Knowledge of utilities (e.g., identification and turnoff procedures).	4.12	6.4
11	Knowledge of forcible entry (techniques, procedures, and equipment).	4.09	6.42
12	Knowledge of general emergency medical care (not necessarily paramedic-specific).	4.06	7.63
13	Knowledge of ventilation (techniques, procedures, and equipment).	4.06	6.2
14	Knowledge of CFD communication systems and procedures.	4.04	7.65
15	Knowledge of use of ground and aerial ladders.	4.03	6.14
16	Knowledge of pump operations.	4.02	6.83
17	Knowledge of operating characteristics of apparatus or equipment on apparatus.	4	7.18
18	Knowledge of hazardous materials and their effects and implications for emergency response.	3.98	5.82
19	Knowledge of water supply, water flow, and water pressure (hydraulics, friction loss, back pressure).	3.95	6.22
20	Knowledge of the capabilities of rescue trucks (includes crew and equipment).	3.93	6.44

21	Knowledge of the capabilities of other CFD apparatus (e.g., boats, foam trailers, mobile command unit).	3.88	6.03
22	Intimate knowledge of battalion geography (e.g., streets, traffic patterns, direct routes to scene, area hospitals).	3.85	7.23
23	Knowledge of fire suppression systems found in structures.	3.82	6.14
24	Knowledge of communications systems, equipment, and procedures used by other groups (e.g., CPD) that affect how CFD will proceed in its approach to an emergency.	3.8	6.53
25	Knowledge of equipment policies and procedures (e.g., inspection, maintenance, and repair).	3.77	6.75
26	Intimate knowledge of battalion operations (e.g., chain of command, mutual aid agencies, safety hazards).	3.74	6.73
27	Knowledge of firefighting preplans.	3.73	5.8
28	Knowledge of supervisory principles, practices, and procedures.	3.7	6.65
29	General knowledge of overall city geography (e.g., physical layout of city, major streets, thoroughfares, highways).	3.68	6.65
30	Knowledge of training principles and techniques.	3.65	6.37
31	Knowledge of required reports.	3.63	7.28
32	Knowledge of availability of employee resources (e.g., EAP).	3.63	5.63
33	Knowledge of the CFD and Safety Department's organizational structure.	3.6	5.82
34	Knowledge of CFD vision, mission, goals and objectives, and values.	3.59	6
35	Knowledge of common hazards (e.g., frayed wires, candles, cigarettes) that would suggest the cause of the fire.	3.55	5.45
36	Knowledge of standard or typical training drills.	3.51	6.32
37	Knowledge of hydrants and hydrant inspection.	3.47	5.89
38	Knowledge of the structure and content of the English language.	3.46	7.05
39	Knowledge of common violations that are likely to exist in residential and commercial buildings (e.g., blocked access, illegal wiring).	3.45	5.92
40	Knowledge of fire detection and alarm systems.	3.44	5.94
41	Knowledge of safety procedures specific to certain types of premises (e.g., schools, daycares, high-rise units, group homes, retirement centers).	3.39	5.52
42	Knowledge of CFD, City of Columbus, and Ohio ethics policies.	3.37	5.45

43	Knowledge of general social problems of community (e.g., drug users, repeat callers).	3.33	6.48
44	Knowledge of basic computer hardware and software such as e-mail, Word, or other computer software.	3.29	7.41
45	Knowledge of customer service techniques.	3.28	6.57
46	Knowledge of arson techniques, devices and other indicators that would suggest arson as the cause of the fire.	3.23	4.77
47	Knowledge of City of Columbus Fire Prevention Code.	3.23	5.66
48	Knowledge of cultural diversity/differences of community.	3.2	5.94
49	Knowledge of commercial and residential inspection/safety programs.	3.18	5.52
50	Knowledge of commercial and residential building codes.	3.17	5.68
51	Knowledge of fire codes.	3.14	5.34
52	Knowledge of the UCAPIT system.	3.02	5.17
53	Knowledge of gender awareness of community (e.g., understanding if citizen would prefer interacting with a male or female firefighter).	2.95	4.82
	<i>Average Rating</i>	3.72	6.39
	<i>Scale</i>	1 to 5	1 to 9

Fire Lieutenant Ability Statements

n=81

	Ability Statement	Imp Avg	Freq Avg
1	Ability to take decisive action when needed.	4.35	7.66
2	Ability to use Personal Protective Equipment	4.34	8.31
3	Ability to make appropriate decisions.	4.29	8.11
4	Ability to complete work under pressure or stress.	4.28	7.51
5	Ability to lead by example.	4.23	8.14
6	Ability to use communication and radio systems	4.23	8.42
7	Ability to think critically.	4.22	7.91
8	Ability to use logic/reason.	4.2	7.89
9	Ability to use Ladder company crew	4.2	7.42
10	Ability to solve problems.	4.18	7.94
11	Ability to identify a problem and/or sense when something is wrong or likely to go wrong.	4.17	7.65
12	Ability to sustain physical exertion.	4.17	7.33
13	Ability to use equipment found on Ladder apparatus	4.17	7.36
14	Ability to use Medic company crew	4.17	7.92
15	Ability to think critically to identify alternative solutions to problems.	4.15	7.25
16	Ability to use Engine company crew	4.15	7.92
17	Ability to make unpopular decisions when necessary.	4.14	7.24
18	Ability to multitask.	4.14	7.55
19	Ability to recover quickly from a difficult situation.	4.06	6.85
20	Ability to communicate information through spoken words.	4.05	7.92
21	Ability to use equipment found on Engine apparatus	4.05	7.86
22	Ability to analyze information from various sources.	4.03	7.28
23	Ability to speak in a calm or commanding voice based upon the situation.	4.02	7.37
24	Ability to set expectations.	4.02	7.63
25	Ability to use equipment found on Medic apparatus	4.02	7.57
26	Ability to say no.	4	6.98
27	Ability to read and understand information presented in writing.	3.98	7.85
28	Ability to interact with all groups of people/individuals in a professional manner.	3.98	7.75
29	Ability to set priorities.	3.98	7.74
30	Ability to perform assigned duties by walking, running, standing or climbing as necessary.	3.98	7.32

31	Ability to manage personnel resources, identifying the best people for assigned tasks.	3.97	7.36
32	Ability to exert force on physical objects.	3.97	7.22
33	Ability to listen and comprehend information presented through spoken words.	3.95	7.74
34	Ability to interact with other individuals in a cooperative and constructive manner.	3.95	7.75
35	Ability to balance oneself while performing various functions such as holding a charged hose line, working off ladders, or ventilation activities.	3.95	6.19
36	Ability to motivate people as they work.	3.94	7.51
37	Ability to withhold judgment until important facts have been collected/evaluated.	3.94	7.14
38	Ability to read maps.	3.92	7.77
39	Ability to work at any height while using equipment.	3.91	6.25
40	Ability to develop people as they work.	3.89	7.32
41	Ability to explain and/or defend one's rationale, conclusions and actions.	3.89	6.7
42	Ability to gather additional information when additional information is needed.	3.89	7.18
43	Ability to use assigned Division vehicle	3.89	7.73
44	Ability to manage one's own time and the time of others.	3.88	7.69
45	Ability to weigh the needs of the Division against the needs of the individual.	3.88	6.83
46	Ability to weigh relative costs and benefits of potential actions.	3.86	6.94
47	Ability to manage work performance of assigned personnel.	3.86	7.35
48	Ability to use Rescue company crew	3.86	6.56
49	Ability to manage CFD resources (e.g., equipment).	3.85	7.27
50	Ability to communicate information in writing.	3.81	7.43
51	Ability to develop subordinates into leaders.	3.78	6.91
52	Ability to consider and respect the feelings, needs, and viewpoints of others.	3.74	7.5
53	Ability to adapt supervisory techniques to different work styles.	3.74	7.26
54	Ability to move your body through a full range of motion to work in awkward or contorted positions.	3.74	6.62
55	Ability to counsel people as they work.	3.72	6.68
56	Ability to use Telestaff software/system	3.72	8.42
57	Ability to use Firehouse software/system	3.67	8.23
58	Ability to use rules to arrange information in the proper sequence.	3.66	6.66
59	Ability to negotiate.	3.66	6.97
60	Ability to use equipment found on Rescue apparatus	3.6	5.89
61	Ability to visually see objects clearly, near and far.	3.58	7.05

62	Ability to use personal communication device (cell phone)	3.57	7.42
63	Ability to use Microsoft Office Outlook (email)	3.5	8.09
64	Ability to memorize information such as words, numbers, and details as needed.	3.49	6.95
65	Ability to use Target Solutions software/system	3.49	7.66
66	Ability to use station computer	3.46	8.37
67	Ability to use internet	3.44	8.32
68	Ability to visualize how something will look when something is moved.	3.43	6.25
69	Ability to use intranet (City/CFD)	3.43	8.2
70	Ability to use Water Web hydrant software/system to see and mark hydrants out of service	3.4	7.14
71	Ability to use City of Columbus Support Services ((e.g., Lucity (building maintenance requests), Department of Technology (DOT), Human Resources))	3.38	6.46
72	Ability to use office equipment- copier, printer, scanner	3.26	8.17
73	Ability to use Support Service software/system for identifying vehicles out of service and to schedule vehicle maintenance	3.25	6.09
74	Ability to calculate mathematical problems.	3.23	6.16
75	Ability to use Microsoft Office Word	3.22	7.05
76	Ability to use Firepoint software/system (e.g., used to put in Kelly day, vacation selections, and physical fitness)	3.17	5.58
77	Ability to use Microsoft Office Excel	3	6.23
	<i>Average Rating</i>	3.85	7.35
	<i>Scale</i>	1 to 5	1 to 9

Fire Captain Knowledge Statements

n=21			
	Knowledge Statement	Imp Avg	Freq Avg
1	Knowledge of the behavior, spread, and other characteristics of smoke, heat and fire.	4.2	5.47
2	Knowledge of CFD personal protective equipment (e.g., turnout gear, SCBA, PASS unit).	4.2	7.07
3	Knowledge of fire attack/control (techniques, procedures, and equipment).	4.13	5.6
4	Knowledge of the Incident Command System.	4.07	7.67
5	Knowledge of use of ground and aerial ladders.	4.07	5.47
6	Knowledge of CFD communication systems and procedures.	4	7.27
7	Knowledge of search, rescue, extrication, and evacuation procedures.	4	6.29
8	Knowledge of utilities (e.g., identification and turnoff procedures).	4	5.87
9	Knowledge of forcible entry (techniques, procedures, and equipment).	4	5.71
10	Knowledge of hazardous materials and their effects and implications for emergency response.	3.93	4.47
11	Knowledge of ventilation (techniques, procedures, and equipment).	3.93	5.53
12	Knowledge of the capabilities of engines (includes crew and equipment).	3.87	7.33
13	Knowledge of the capabilities of ladder trucks (includes crew and equipment).	3.87	6.93
14	Knowledge of the capabilities of medic vehicles (includes crew and equipment).	3.87	6.8
15	Knowledge of general emergency medical care (not necessarily paramedic-specific).	3.87	7.07
16	Knowledge of residential and commercial building construction as it relates to fire service.	3.87	6
17	Knowledge of pump operations.	3.87	5.73
18	Knowledge of the capabilities of other CFD apparatus (e.g., boats, foam trailers, mobile command unit).	3.73	4.6
19	Knowledge of fire suppression systems found in structures.	3.73	5.79
20	Intimate knowledge of battalion operations (e.g., chain of command, mutual aid agencies, safety hazards).	3.73	6.43
21	Knowledge of the capabilities of rescue trucks (includes crew and equipment).	3.67	5.8
22	Knowledge of operating characteristics of apparatus or equipment on apparatus.	3.67	6.93
23	Knowledge of CFD, City of Columbus, and Ohio ethics policies.	3.67	6
24	Knowledge of water supply, water flow, and water pressure (hydraulics, friction loss, back pressure).	3.6	5.07

25	Intimate knowledge of battalion geography (e.g., streets, traffic patterns, direct routes to scene, area hospitals).	3.6	7.27
26	Knowledge of CFD vision, mission, goals and objectives, and values.	3.53	6.73
27	Knowledge of communications systems, equipment, and procedures used by other groups (e.g., CPD) that affect how CFD will proceed in its approach to an emergency.	3.53	6.27
28	Knowledge of the structure and content of the English language.	3.53	7.93
29	Knowledge of availability of employee resources (e.g., EAP).	3.53	4.93
30	General knowledge of overall city geography (e.g., physical layout of city, major streets, thoroughfares, highways).	3.47	6.13
31	Knowledge of basic computer hardware and software such as e-mail, Word, or other computer software.	3.47	7.8
32	Knowledge of required reports.	3.43	7.8
33	Knowledge of firefighting preplans.	3.4	5.8
34	Knowledge of equipment policies and procedures (e.g., inspection, maintenance, and repair).	3.4	6.67
35	Knowledge of arson techniques, devices, and other indicators that would suggest arson as the cause of the fire.	3.4	4.53
36	Knowledge of customer service techniques.	3.4	7.87
37	Knowledge of the CFD and Safety Department's organizational structure.	3.33	5.93
38	Knowledge of safety procedures specific to certain types of premises (e.g., schools, daycares, high-rise units, group homes, retirement centers).	3.33	5.36
39	Knowledge of fire detection and alarm systems.	3.27	6
40	Knowledge of supervisory principles, practices, and procedures.	3.27	6.73
41	Knowledge of common hazards (e.g., frayed wires, candles, cigarettes) that would suggest the cause of the fire.	3.21	5.33
42	Knowledge of gender awareness of community (e.g., understanding if citizen would prefer interacting with a male or female firefighter).	3.2	5.4
43	Knowledge of hydrants and hydrant inspection.	3.2	6.2
44	Knowledge of standard or typical training drills.	3.2	5.86
45	Knowledge of common violations that are likely to exist in residential and commercial buildings (e.g., blocked access, illegal wiring).	3.13	5.57
46	Knowledge of cultural diversity/differences of community.	3.07	5.67
47	Knowledge of fire codes.	3.07	6
48	Knowledge of training principles and techniques.	3.07	6.33
49	Knowledge of general social problems of community (e.g., drug users, repeat callers).	3	5.93
50	Knowledge of commercial and residential building codes.	2.93	5.2
51	Knowledge of commercial and residential inspection/safety programs.	2.87	5.2
52	Knowledge of City of Columbus Fire Prevention Code.	2.8	4.87

53	Knowledge of the UCAPIT system.	2.67	5.14
54	Knowledge of fire civilian employee's Union Contracts (e.g., AFSCME, CWA).	2.27	3
	<i>Average Rating</i>	3.52	6.04
	<i>Scale</i>	1 to 5	1 to 9

Fire Captain Ability Statements

n=21			
	Ability Statement	Imp Avg	Freq Avg
1	Ability to use logic/reason.	4.33	8.13
2	Ability to solve problems.	4.29	8.36
3	Ability to take decisive action when needed.	4.27	7.47
4	Ability to make appropriate decisions.	4.2	8.33
5	Ability to think critically.	4.2	7.67
6	Ability to think critically to identify alternative solutions to problems.	4.2	7.33
7	Ability to use Personal Protective Equipment	4.2	7.93
8	Ability to use communication and radio systems	4.2	8.2
9	Ability to listen and comprehend information presented through spoken words.	4.13	8.53
10	Ability to communicate information through spoken words.	4.13	8.47
11	Ability to lead by example.	4.13	8.2
12	Ability to complete work under pressure or stress.	4.13	7.33
13	Ability to read and understand information presented in writing.	4.07	8.53
14	Ability to communicate information in writing.	4.07	8.53
15	Ability to sustain physical exertion.	4.07	7.5
16	Ability to use equipment found on Ladder apparatus	4.07	6.6
17	Ability to identify a problem and/or sense when something is wrong or likely to go wrong.	4	8
18	Ability to interact with all groups of people/individuals in a professional manner.	4	7.8
19	Ability to set expectations.	4	7.67
20	Ability to withhold judgment until important facts have been collected/evaluated.	4	7.2
21	Ability to make unpopular decisions when necessary.	4	6.87
22	Ability to say no.	4	7.13
23	Ability to exert force on physical objects.	4	6.87
24	Ability to use equipment found on Engine apparatus	4	7.07
25	Ability to work at any height while using equipment.	3.93	5.67
26	Ability to move your body through a full range of motion to work in awkward or contorted positions.	3.93	5.73
27	Ability to perform assigned duties by walking, running, standing or climbing as necessary.	3.93	7.21
28	Ability to multitask.	3.93	7.73
29	Ability to use assigned Division vehicle	3.93	8
30	Ability to use Engine company crew	3.93	7.27

31	Ability to use Ladder company crew	3.93	6.73
32	Ability to interact with other individuals in a cooperative and constructive manner.	3.87	8
33	Ability to read maps.	3.87	7.2
34	Ability to weigh relative costs and benefits of potential actions.	3.87	6.47
35	Ability to weigh the needs of the Division against the needs of the individual.	3.87	6.53
36	Ability to manage work performance of assigned personnel.	3.87	6.93
37	Ability to recover quickly from a difficult situation.	3.87	7.13
38	Ability to use Rescue company crew	3.87	5.73
39	Ability to use Medic company crew	3.87	7.47
40	Ability to use Telestaff software/system	3.87	8.13
41	Ability to analyze information from various sources.	3.86	7.4
42	Ability to consider and respect the feelings, needs, and viewpoints of others.	3.8	8.2
43	Ability to explain and/or defend one's rationale, conclusions and actions.	3.8	6.6
44	Ability to memorize information such as words, numbers, and details as needed.	3.73	7.93
45	Ability to speak in a calm or commanding voice based upon the situation.	3.73	7.73
46	Ability to manage one's own time and the time of others.	3.73	7.73
47	Ability to set priorities.	3.73	8.13
48	Ability to manage CFD resources (e.g., equipment).	3.73	7.07
49	Ability to balance oneself while performing various functions such as holding a charged hose line, working off ladders, or ventilation activities.	3.73	5.47
50	Ability to gather additional information when additional information is needed.	3.71	7.53
51	Ability to manage personnel resources, identifying the best people for assigned tasks.	3.67	7.4
52	Ability to develop people as they work.	3.67	7.27
53	Ability to negotiate.	3.67	6.73
54	Ability to use equipment found on Medic apparatus	3.67	6.93
55	Ability to use station computer	3.67	8.33
56	Ability to use Microsoft Office Outlook (email)	3.64	8.13
57	Ability to adapt supervisory techniques to different work styles.	3.6	7.47
58	Ability to motivate people as they work.	3.6	7.4
59	Ability to counsel people as they work.	3.6	5.93
60	Ability to visually see objects clearly, near and far.	3.6	7.2
61	Ability to develop subordinates into leaders.	3.53	5.47

62	Ability to use intranet (City/CFD)	3.53	8.33
63	Ability to use Firehouse software/system	3.53	7.73
64	Ability to use rules to arrange information in the proper sequence.	3.47	7.33
65	Ability to use office equipment- copier, printer, scanner	3.47	8.33
66	Ability to use internet	3.47	8.27
67	Ability to use Target Solutions software/system	3.47	7.4
68	Ability to use personal communication device (cell phone)	3.43	7.07
69	Ability to use equipment found on Rescue apparatus	3.33	4.4
70	Ability to calculate mathematical problems.	3.27	6.13
71	Ability to use Microsoft Office Word	3.27	7.67
72	Ability to use City of Columbus Support Services ((e.g., Lucity (building maintenance requests), Department of Technology (DOT), Human Resources))	3.27	6.33
73	Ability to visualize how something will look when something is moved.	3.2	6.13
74	Ability to use Firepoint software/system (e.g., used to put in Kelly day, vacation selections, and physical fitness)	3.2	4.67
75	Ability to use Water Web hydrant software/system to see and mark hydrants out of service	3.13	6.53
76	Ability to use Microsoft Office Excel	3	5.53
77	Ability to use Support Service software/system for identifying vehicles out of service and to schedule vehicle maintenance	2.93	5.4
	<i>Average Rating</i>	3.79	7.23
	<i>Scale</i>	1 to 5	1 to 9

Appendix D: CIFA Meeting Summaries

MEMORANDUM

To: C.I.F.A. Members and Attendees

From: Elizabeth Reed, Assistant Executive Director

Date: February 23, 2024

Subject: C.I.F.A. Meeting Minutes

The following is a summary of the items discussed during the joint C.I.F.A. committee meeting on Friday, February 23, 2024, at 12:30 p.m. Per the collective bargaining agreement between the City of Columbus and the Columbus Fire Fighters Union Local #67 (I.A.F.F.) (the Contract), Section 23.2, the development of certain administration policies and procedures will be discussed by a joint committee comprised of the Civil Service Commission (CSC), the Public Safety Department, and the I.A.F.F. This C.I.F.A meeting was set to meet this contractual requirement for the 2025 fire promotional exams to be administered late in 2024 and in 2025. The C.I.F.A meeting was designed to discuss test administration plans, with a goal of identifying and resolving issues regarding these plans. The following individuals were in attendance.

Attendees:

Emily Brown, Personal Analyst II, CSC
Michael Federer, Office Assistant III, CSC
Sheri Goodwin, Personnel Analyst II, CSC
Laura Hausman, Personnel Administrative Manager, CSC
Mark Maddox, I.A.F.F. Representative
Jerrod Mogan, Personal Analyst I, CSC
Elizabeth Reed, Executive Assistant Director, CSC
James Sancin, Fire Deputy Chief, Division of Fire
Steve Stein, I.A.F.F. President

*Note Doug Sarff – representative for the Department of Public Safety sent a message to Elizabeth Reed just before the meeting stating he could not attend and did not have a representative available to attend in his stead.

As referenced in Section 23.4 (A) of the Contract, the CSC will provide written notice of its test administration plans. The written plans are currently scheduled for completion in April of 2024.

Topics of Discussion:

I. Welcome

C.I.F.A. member introductions were made and a brief overview of C.I.F.A. and its purpose was stated. The purpose of this meeting was to discuss preliminary plans for the upcoming fire promotional exams being administered in late 2024 and 2025.

II. Exam Contacts

The verified exam contacts are:

- a. Department contact – Doug Sarff
- b. Division contact – James Sancin
- c. IAFF contact – Steve Stein (overall contact) with Jake Jones (process contact)
- d. Consultant - I.A.F.F. has not officially contracted with The Aldridge Group (TAG) but the intent is that they will be the consultant. I.A.F.F. will confirm at the time they receive an agreement.
- e. CSC contact Laura Hausman 614-645-6893 lahausman@columbus.gov

III. Security Agreements

CSC collected security agreements from all non-CSC staff before the meeting. Per request from the I.A.F.F., CSC will send a security agreement to Jacob Jones. The security agreement is necessary due to the confidential nature of the information discussed during the meeting. Information discussed during this meeting is confidential until the C.I.F.A. meeting minutes are published on the CSC website. Update: CSC sent a security agreement to and received the signed security agreement from I.A.F.F. representative Jacob Jones.

IV. Subject Matter Experts

Subject matter experts (SMEs) remain a vital role in the development of the fire promotional exams. CSC recommends the exam development SMEs be internal to maintain the relevance of the exams to the City of Columbus. It was confirmed that the other C.I.F.A. members in attendance maintain the stance that external SMEs be used during test development. External test development SMEs will be used for all fire promotional exams during this cycle.

CSC will be setting up and participating in job observations so that CSC analysts can gain insight and greater familiarity with the duties performed within each job class.

V. Reading Lists

Once finalized, CSC will post and maintain all reading lists on the rank-specific CSC webpages. Posting the reading lists to the CSC website will allow for greater

consistency, ease of access, and maintenance of these documents. C.I.F.A. participants agreed that there is no need to password protect reading list source documents posted on CSC webpages.

CSC asked whether the new I.A.F.F. contract will be published in time to be included on the reading list for the 2025 promotional exams. I.A.F.F. indicated that they think the contract will be posted by May 1, 2024. If the new contract is posted as planned, or soon thereafter, the CSC will include the *new* contract on the reading lists.

CSC presented other planned changes to the reading lists.

- CSC planned to remove the out of class manual from the Fire Lieutenant, Fire Captain, and Fire Battalion Chief reading lists. The current manual, as written, was not meant to be formally tested. The Division representative stated that an updated version of the out-of-class manual is planned to be released. The CSC will confirm with Division representative(s) the suitability of the new version for the purpose of testing before finalizing the decision to remove this source.
- For the Fire Battalion Chief and Fire Deputy Chief reading lists, the external leadership sources will be replaced with new leadership source(s). The new source(s) will contain leadership principles and have a greater focus on concepts rather than stories.
- For the Fire Deputy Chief exam, the articles will be updated. The new articles will be relevant to the rank and related to test content.
- For all ranks, the media sources (Ted talks/videos/podcasts) will be updated. CSC is currently researching to identify appropriate media sources. CSC will finalize these after meeting with development SMEs so that these sources can be targeted to the test content.
- The I.A.F.F. recommended that the Central Work Rules be added as part of the Reading list for the Multiple-Choice exams. CSC agreed to this addition.

CSC will continue to work with Division representative to assure the most up-to-date internal source materials are provided to CSC to post at reading list materials and for use in testing.

VI. Information to Candidates

CSC will draft for the Division public address system (PA) announcements alerting potential candidates of filing periods and other pertinent exam information. PA announcements will be communicated through the Division contact.

Formerly known as information sessions, information videos will be developed and posted to the CSC website. This format has worked well since candidates can view the

videos at their convenience. The video format also ensures that the same information is provided to all candidates.

CSC will post test guides on CSC webpages for the Fire Lieutenant and Fire Captain exams.

CSC will post 'Questions and Answers' (Q&A) documents on the CSC website. During the testing cycle, CSC receives emails and calls from candidates on a regular basis. When candidates ask questions that are already provided on CSC's website, CSC will answer the question or refer the candidate to the website. When the answer is not available or won't be posted soon, CSC will draft the question and response and post them in the appropriate Q&A document(s). Candidates will be responsible for checking the Q&As frequently for updates.

CSC will post the test plans to the appropriate webpages once they are finalized.

VII. Exam Phases and Weighting

Exam phases and weighting of exams are as follows:

Fire Lieutenant

Phase	Format	Weight
Phase I	Multiple-Choice	25%
Phase II	Tactical Exercise	50%
Phase III	Oral Board Exam	25%

Fire Captain

Phase	Format	Weight
Phase I	Multiple-Choice	25%
Phase II	Tactical Exercise	50%
Phase III	Oral Board Exam	25%

Fire Battalion Chief

Phase	Format	Appeals
Phase I	Written Work Sample	25%
Phase II	Tactical Exercise	50%
Phase III	Oral Board Exam	25%

Fire Deputy Chief

Phase	Format	Appeals
Phase I	Written Work Sample	25%
Phase II	Tactical Exercise	50%
Phase III	Oral Board Exam	25%

VIII. Test Dates

The CSC shared an overview of the planned test dates. The dates are similar to past exam dates, however, there may be some variation due to availability of an outside venue for testing and adjustments due to additional time needed to finalize scores for the Fire Lieutenant Multiple-Choice before processing the Lieutenant Tactical appeals. Below is a summary of the planned months for various activities for the 2025 fire promotional testing.

- Activity – Month/Year
 - Applications – September 2024
 - BC/DC WWS – November 2024
 - BC/DC Tactical & OB – December 2024
 - BC/DC Eligible List – February 2025
 - Lt./Capt. MC & Lt. Tactical – January 2025 (same day)
 - Captain Tactical – March 2025
 - Lt. OB – March 2025
 - Captain OB – April 2025
 - Lt. Capt. Eligible List – May 2025

IX. Exam Details

Appeals

For the Fire Lieutenant exam, the Multiple-Choice and Tactical exams will be administered on the same day and the appeals administered on the days following the exams. CSC will accept appeals from all candidates, however, only consider Fire Lieutenant tactical appeals from candidates who pass the multiple-choice hurdle.

During appeals, Fire Lieutenant Exam candidates will be assigned an identifier to record on their appeal forms. This will allow CSC to identify appeals from candidates who failed the Fire Lieutenant Multiple-Choice Exam and remove their tactical appeals before they are considered. Identifiers will remain confidential to CSC staff. SMEs will not have access to the identifier system.

If a Fire Lieutenant tactical appeal does not contain the identifier or an appeal includes marks that could identify an individual, it will be dismissed.

For the Fire Lieutenant and Fire Captain appeals review, SMEs will be recommended by the Division of Fire to ensure the majority of SMEs are on company. The I.A.F.F. recommended that CSC consider using current Fire Lieutenants and Fire Captains to review appeals for the Fire Lieutenant and Fire Captain Multiple-Choice Exams (SMEs must be of at least the tested rank). CSC will further consider the rank of SMEs used for the multiple-choice appeals review before the next C.I.F.A. meeting.

Fire Captain Tactical

The Fire Captain Tactical will be scored with audio and video of each candidate (video added). This will help assessors in grading the command demeanor section of the exam.

Fire Lieutenant and Fire Captain Oral Board

Printed transcripts of the reading list videos will not be not be provided.

Fire Battalion Chief and Fire Deputy Chief Written Work Sample

A Division specific staffing manual was not made available to CSC. The written work sample exam for Fire Battalion Chief and Fire Deputy Chief will include a portion related to staffing. However, since there is no internal source, CSC will determine the type of problem(s) and questions to use that focuses on staffing-related knowledge, skills, and abilities (KSAs).

Fire Deputy Chief Overall Exam

If the Deputy Chief job class becomes noncompetitive before September 30, 2024 the CSC will not test for this rank.

X. Test Result Procedures

At the time of the tentative results, the union will be provided with candidate seniority points for verification. To avoid possible issues with seniority points, the CSC asks the I.A.F.F. to encourage their membership to check their seniority dates in the seniority roster when the roster comes out in spring rather than waiting until the tentative results come out.

At the time of the tentative results, all scores will be sent to the I.A.F.F. testing consultant.

At the time of the final results, the eligible list will be sent to Public Safety, the Fire Chief, the Division C.I.F.A. representative, and the IAFF. The IAFF asks that final results be sent to Steve Stein, whereas Jake Jones will handle all C.I.F.A. process concerns after this meeting.

XI. Concerns/Follow-up Items

- The IAFF expresses concerns over receiving the test plans in a timely manner. CSC plans to have the draft test plans available in April of 2024.
- The IAFF recommended that the Central Work Rules to be added to Reading List. The CSC agreed to add this item to the Reading list.
- The IAFF recommended that Lieutenants and Captains be utilized as SMEs for the appeals review of the Multiple-Choice exams as appropriate per rank. CSC will further consider the rank of SMEs used for the multiple-choice appeals review prior to the next C.I.F.A. meeting.

- The IAFF request that a security agreement be sent to Jake Jones. Update: Following this CIFA meeting the CSC sent a security agreement to and received the signed security agreement from I.A.F.F. representative Jacob Jones.
- The Division recommended verifying if the revised copy of the out of class manual may be suitable for testing.

Attachments:
Meeting Agenda

2025 Fire Promotional Exams C.I.F.A. Meeting Agenda
Friday, February 23, 2024

C.I.F.A. Agenda

- XII. Welcome and Introductions
 - a. Purpose of meeting and new format
 - b. February meeting, follow-up March
 - c. Recording to ensure minutes are complete

- XIII. Security Agreements
 - a. Discuss nature of confidential information to be discussed
 - b. Discuss when information may be public/when it can be discussed

- XIV. Confirm I.A.F.F. consultant

- XV. Subject Matter Experts
 - a. Internal or External SMEs
 - b. Job Observations

- XVI. Reading Lists
 - a. Posted on CSC Website only (with password protection?)
 - b. Anticipated date for new contract
 - c. Will work with Fire to ensure most up-to-date sources
 - d. April scheduled CSC website update

 - Reading List changes
 - Lieutenant & Captain
 - Remove of Out of Class Manual
 - Battalion Chief
 - Remove of Out of Class Manual
 - Update in outside leadership reading source (It's your Ship)
 - Deputy Chief
 - Update in outside leadership reading source (Leaders Eat Last)
 - Updated articles (FEMA After-Action Critique and Developing effective SOPs for Fire & EMS)
 - All ranks
 - Update media sources (Ted Talks/videos/podcasts)

- XVII. Information to Candidates
 - a. P.A. Announcements (through Fire)
 - b. Information Videos – online only

- c. Test Guides Lieutenant and Captain Exams
- d. Test Plan
- e. Contact Us (policefiretesting@columbus.gov) – Questions and Answers posted on Website

XVIII. Fire Lieutenant and Captain Exams

- a. Important Dates
- b. Exam Phases; Weighting 25/50/25
- c. Appeals and Paper Inspections
- d. Identification known to CSC only, not SMEs
- e. If appeal not complete or has identifying marks, will be dismissed
- f. SMEs will be recommended by Fire to ensure majority On Company

XIX. Fire Battalion Chief and Fire Deputy Chief

- a. Important Dates
- b. Exam Phases; Weighting 25/50/25
- c. If Deputy Chief becomes non-competitive, notice September 30

- Test Dates (no change)
 - Applications – September 2024
 - BC/DC WWS – November 2024
 - BC/DC Tactical & OB – December 2024
 - BC/DC Eligible List – February 2025
 - Lt./Capt. MC & Lt. Tactical – January 2025 (same day)
 - Captain Tactical – March 2025
 - Lt. OB – March 2025
 - Captain OB – April 2025
 - Lt. Capt. Eligible List – May 2025
- Multiple-Choice (Lieutenant and Captain)
 - Appeals will only be considered for candidates remaining in the process for Tactical (will require identification on appeals, however SMEs will NOT be provided any candidate information)
- WWS (Battalion Chief and Deputy Chief)
 - Addition of staffing
 - No manual provided by Fire
 - Staffing prompt will focus on the KSAs
- Tactical
 - Captain scored with audio and video of the candidate (video added)
- Oral Board
 - Video transcripts will not be provided in the Prep Room for Lieutenant and Captain

XX. Test Results Procedures

- Eligible List Notification

- Tentative Results
 - Candidate – tentative results including seniority points
 - Consultant – scoring information
 - Local 67 – seniority points (please encourage members to check dates in the Spring when the Seniority Roster becomes available)
- Final Results
 - Candidate – candidate's final results and rank
 - Eligible List – Public Safety, Fire Chief, C.I.F.A. representative, and Local 67

XXI. Any Concerns from I.A.F.F./Department/Division

Appendix E: 2025 Fire Lieutenant and Fire Captain Study Guide

**2025 FIRE LIEUTENANT
AND FIRE CAPTAIN**

STUDY GUIDE

May 2024

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The City of Columbus *2025 FIRE LIEUTENANT AND FIRE CAPTAIN STUDY GUIDE* is created and published by the City of Columbus. Any updates to the contents shall be made exclusively by the City. It is intended solely for use for test preparation for the City of Columbus Fire Lieutenant and Fire Captain Examinations. All versions of the test guide, including previously created and those created in perpetuity, which shall also include any language, tables, and images contained therein, are created and provided by the City of Columbus and are protected by copyright. Any other publication, reproduction, electronic storage, transmission, or other use or alteration of the word descriptions, tables, or numbers in this manual without the express written consent of the City of Columbus and/or the Civil Service Commission, is prohibited.

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SECTION I: INTRODUCTION

A. OVERVIEW

This Study Guide is designed to assist candidates in their preparation for the Fire Lieutenant and Fire Captain examinations. The examinations consist of three phases:

Phase I	Closed-Book Multiple-Choice Examination
Phase II	Tactical Exercise
Phase III	Oral Board Examination

The examinations are designed on the basis of information obtained from an extensive job analysis of the Columbus Fire Lieutenant and Fire Captain classifications conducted by the Civil Service Commission (CSC). The job analyses provide descriptions of the duties of lieutenants and captains and identifies the knowledge and tasks required to perform effectively in these jobs.

For the Fire Lieutenant exam there will be two cut scores, one based on Phase I, the multiple-choice examination, and one based on Phase II, the tactical exercise. Since these exams will be administered on the same day all candidates will be permitted to participate in both phases. Only those Fire Lieutenant candidates who pass the multiple-choice cut score will have their tactical exam appeals reviewed. Only those Fire Lieutenant candidates whose scores are above both of the cut-off scores will be invited to participate in Phase III, the oral board examination.

For the captain exam, following the administration of Phase I of the promotional process a "cut-off" score will be established for captain candidates. Only those candidates whose score is above the cut-off will be invited to participate in Phase II. All captain candidates whose score is above the cut-off for Phase I will be invited to participate in both Phases II and III.

All viable candidates who participate in Phases I, II, and III will be placed on the eligible list according their final score, which is based on the scores from all three phases and the addition of seniority points. These final scores will determine the ranks on the eligible lists.

This study guide contains information on study skills and test-taking strategies that may help you improve your score. Several different study techniques are discussed so that you may try different methods and find one that works for you. Also contained in this booklet is information about all phases of the exam. Areas covered include test formats, test-taking strategies, and grading methods specific to each phase of the exam.

B. INFORMATION SESSION VIDEO AND WEBSITE

The information video is designed to help you prepare for the test and will be located on the CSC website. The video includes information covering the testing processes, each phase of the exams, scoring procedures, and test security practices. The CSC website contains information relevant to the exams such as exam reading lists and important test-related dates. The website also includes a listing of the questions asked by candidates during the examination period. It is to your advantage to review the information available on the Commission's website so that you have a clear understanding of what to expect during each phase of the test.

SECTION II: STUDY SKILLS

The following section describes study techniques that may be useful in preparing for the examination. You may use your own method of studying or use one or a combination of the methods presented here. To find a more effective method, you may try the alternatives discussed below to determine a method that works best for you.

A. CONCENTRATION TECHNIQUES

You must comprehend the material if you expect to remember it during the examination. There are several things that you can do that will help you comprehend the material.

1. **Make the material more interesting or meaningful.** One way to do that is to apply it to yourself by relating it to your own personal experiences. For example, when studying, try to relate the concepts to something you have done or something you have seen someone else do.
2. **Eliminate distractions from your environment.** These distractions compete for your attention, interfere with your concentration, and "turn off" your memory of the material. It is difficult for people to pay attention to several things at the same time. Instead, they usually switch back and forth, paying attention first to one thing and then to another. Any material that did not receive attention will not be remembered. This means that listening to the radio while you are studying or studying in a noisy area may leave gaps in your memory of the material you are trying to learn.
3. **Eliminate internal distractions.** Avoid trying to learn or memorize material when you are tired or hungry. Fatigue reduces the amount of material that you can remember. Both fatigue and hunger make concentration difficult. One way to avoid internal distractions is to schedule study times and to set realistic goals.
4. **Use the check-mark technique.** This technique involves keeping a separate sheet of paper beside you and marking a check on it each time your mind wanders. This makes you aware of how often you are not concentrating and forces you to keep focused. Too many checks might indicate that a different study time could allow you to concentrate better and use your time more effectively.

B. READING COMPREHENSION TECHNIQUES

1. **Page-at-a-Time Method**
This method involves stopping at the bottom of each page and summarizing the content in a few sentences. Ask yourself, "What did the author say on this page?" The page-at-a-time method makes you concentrate by forcing your mind to focus on the material while it is still fresh.
2. **Organizational Pattern Method**
This method involves determining how the author is presenting the material. Once you have identified an author's organizational pattern, you are able to better organize both your note taking and your thinking. There are several types of organizational patterns:

- a. Process Pattern—in this pattern, steps are presented in sequence. A fire suppression procedure, for example, would be described step-by-step.
- b. Increasing Importance Pattern—this pattern presents information from the least important to most important.
- c. Decreasing Importance Pattern—using this pattern, the author organizes information from most important to least important.
- d. Cause and Effect Pattern—with this pattern, when you identify a cause or a problem, you are prompted to look for the effect or the solution.
- e. Compare or Contrast Pattern—this pattern involves presenting similarities or differences among theories, ideas, procedures, etc.

3. Paragraph Method

This method involves stopping at the end of each paragraph and summarizing it into one sentence. Simply ask yourself, "What was this paragraph meant to convey?" This helps to ensure that you understand what you are reading. It will also be helpful to identify the types of sentences and paragraphs you are reading. This approach allows you to identify where the important information is in the material.

- a. Identify types of sentences by function.
 - Topic sentences are controlling ideas
 - Supporting sentences explain and prove the main idea
 - Concluding sentences sum up the discussion
- b. Identify types of paragraphs.
 - Introductory paragraphs give the main idea
 - Expository paragraphs present new information
 - Transitional paragraphs tie information together
 - Summarizing paragraphs restate main ideas and draw conclusions

4. SQ3R: A Method for Studying

The symbols SQ3R stand for SURVEY, QUESTION, READ, RECITE, and REVIEW. These five elements make up a set of study habits that have proven successful for many test-takers.

- a. SURVEY: To survey is to find the limits or borders of an area. Surveying the material to be studied is the first step in the SQ3R method. This step allows you to distinguish between important information and trivial detail.

The most obvious way to survey a body of information is to scan it from start to finish. By skimming over the pages, you will get an idea of what is to come and how long it will take to cover the material. This will help you to break the assignment down into reasonable time blocks. In most textbooks, this type of survey is made much easier through chapter summaries. Chapter summaries can give a quick overview of the important parts or pieces of the chapter. If you look at the chapter itself, you will see that it is usually broken down into smaller parts or pieces through the use of headings. Bold headings introduce big or important elements; smaller headings introduce sub areas of these important elements. These headings can provide an important road map through the chapter.

- b. QUESTION: Most people need a reason to do things. The same is true for studying or reading a textbook. Try to formulate questions about the text you are

about to read. Finding the answers to these questions will give the material that you are reading more meaning.

There are several ways to develop these questions. One way is to begin with the list of headings from the chapter outline. Write a question for each major and minor heading.

- c. READ: For most people, reading means the same thing as studying. Reading is important, but it will be done more effectively when the survey and question steps have been completed.

Material should be read in small "chunks" that you identified in the survey stage. One section might be all of the material under a major heading. If several pages are included under a major heading, divide it up into smaller sections separated by minor headings. Try to determine how many sections will be read in a given study session. Once you are able to answer the questions you developed in the previous step, you can move on to the next section. Be sure you understand the material in the section you are reading before you move on to the next section. A good time to take breaks is between these sections, not in the middle of them.

It is important that you understand the material you are reading. One way to do this is to keep a list of all unfamiliar terms and their meanings. The quicker you get to know the meaning of all the terms, the more effective your study practices will be. You might want to keep a notebook of these terms as well as all-important terms. You will find that this notebook of terms will be a big help in preparing for the closed-book examination.

To become a more active participant in the studying process, you might also want to mark or underline the text while you are reading. This will also help you to focus on the major ideas and keep you from getting bogged down with details. Reviewing the material will be easier since you have already given yourself some hints and associations that will aid in later recall.

Highlight or underline key words and concepts and make notes to yourself in the margins. If you choose to use the underlining and marking method, here are a few guidelines:

- i) Read the whole section before doing any underlining or marking.
- ii) Don't mark or underline too much; the value of the technique lies in highlighting only the most important material.
- iii) Use ink if possible so that the underlining and notes do not disappear or become unclear in the course of studying.
- iv) Use symbols as much as possible. For example, use "?" as a symbol for questions you have; use "*" to stand for a particularly important idea.

The act of identifying and choosing the most important material to be highlighted will make recalling this information in the chapter easier at a later point in time.

- d. **RECITE:** An important step in this method is the recite step. Recitation will help you to remember the information that you just read.

Recitation does not have to be out loud, but it should be formal. Don't just look over the information and say to yourself, "Now I know it." The point is that you should recite the information that you are trying to learn. This can be done in several ways. One popular method is to close the book and try to repeat what you have just read. Then check to see if you were correct. A second way is to answer questions about the material you have just read.

Reciting material with the assistance of another individual is also helpful. You can ask each other questions about portions of the material, which will make you recite the material in a very formal way. Choosing someone who is familiar with the material is not necessary. The person only has to be able to recognize that what you have said is what is written in the book or in your notes.

In order to be most effective, recitation should take place quite soon after you've first learned or read the material. This is important because the greatest amount of information is lost or forgotten right after it is first learned.

Don't try to recite too much information at once. Depending on the number of pages covered, this might be all of the information in one major heading or even one subheading. A whole chapter is certainly too large a unit for recitation purposes.

- e. **REVIEW:** The last step of the SQ3R method is review. When you have finished studying a block of material such as a chapter, you should review what you have learned. This can be done through reciting or through answering specific questions. The point is that you should go back over the material once you think it has been learned.

The second form of review is done just before you begin a new study session. In this form of review, you are actually preparing yourself for new learning by strengthening learning. This helps to ensure that any old learning that is needed as a basis for new learning is correct and available.

The final form of review is done before a test and is most effective in a group with other test takers. This cuts down on some of the drudgery of pre-test studying and can increase the meaning of the information. It is sometimes easier to remember the information if you think back to who said what and how the review conversation went.

C. NOTE-TAKING SYSTEMS

1. Cornell Note-Taking System

This system involves drawing lines to leave margins of a couple of inches on the left and bottom part of the paper. The left margin is used for cue words or questions and the bottom is used to summarize. The note taking process for this method is as follows:

- a. Record
- b. Question
- c. Recite
- d. Reflect
- e. Review
- f. Summarize

2. Questions-in-the-Margin System for Reading Textbooks

- a. Survey the entire chapter.
- b. Return to first paragraph and read to determine "what is important?"
- c. Write a brief question about the key points in the margin.
- d. Underline or highlight key words, phrases, or sentences which answer your questions.

D. MEMORY TECHNIQUES

1. Distributive vs. Massed Practice

Distributive practice involves studying for 50 minutes with a 10 minute break each hour. This method reduces fatigue and boredom. Also, motivation is stronger in short blocks of time.

Massed practice is a method also called cramming. This method is generally useful for creative processes, for example, when writing a paper.

2. Recitation and repetition are important in transferring information from short-term memory to long-term memory. More material is retained when a greater proportion of study time is spent reciting.
3. Creating associations can be useful, as you will store new information next to related information in your memory.

E. VISUALIZATION

The left brain is used for reading, note taking and memorizing, while the right brain is used for looking at graphs, shapes, forms and for visualizing and focusing on the whole. By visualizing while studying, you use both hemispheres of the brain and strengthen the ability to recall information at a later time.

A concept map or word diagram can help you to visualize material. This is an outline in a flow chart format that shows key points and how they are related. It can be used to reinforce important facts, clarify difficult passages, organize and pull together ideas, and can be used as a review.

SECTION III: PHASE I—MULTIPLE-CHOICE EXAMINATION

A. TEST FORMAT

The first part of the fire lieutenant and captain promotional exams is a closed-book examination. This part of the exam is set in a multiple-choice format designed to test "active memory." A test of "active memory" covers material you need to know or should know without the luxury of checking reference materials. Therefore, you will not be permitted to use your source materials during this portion of the examination.

Candidates' scores will be based on the number of correct responses. Answers will be recorded on a computer answer sheet that will be scanned. Only responses on the computer scan sheet will be scored.

B. MARKING THE ANSWER SHEET

All of the questions on the closed-book portion of the examination are multiple-choice. You are to mark your answers (A, B, C, etc.) on the separate computer answer sheet that you will be given during the examination. The answer sheet will be scored by machine so it is important that you follow marking instructions carefully.

When you use the answer sheet during the examination, follow these instructions:

1. Make good dark marks that completely fill in the blank.
2. Record your answers on the computer answer sheet as you progress through the exam. Once the allotted time has expired for the exam, no additional time will be given to complete the answer sheet.
3. Completely erase any changed answers.
4. Make one, and only one, mark for each question.
5. Frequently check that the question number in the test booklet corresponds with the number of the space you are marking on the answer sheet.
6. Use a pencil with number 2 lead to mark your answers. Pencils will be provided during the examination. Do not use pens.
7. Follow the test monitor's instructions carefully for verifying and/or marking your Identification Number on the answer sheet. This is extremely important because this is the only source used for identification.
8. Although you may mark in the test booklet, your score will be based only on the answers recorded on the computer answer sheet.

C. TEST-TAKING STRATEGIES

Here is a list of test-taking strategies you should remember:

1. Read the directions carefully.
2. Know how to mark the separate answer sheet correctly.

3. Know how much time you have to complete the examination.
4. Read each question carefully. Try to answer the question before you look at the answers provided. If you know the answer, compare your answer to the available choices and pick the closest alternative.
5. Find clue words. Words such as all, none, never, and every, harden the meaning of the sentence by indicating that there are no exceptions. As a rule, alternatives with these words have a lesser chance of being correct. Words such as some, sometimes, may, generally, and possibly, soften the meaning of a statement and leave more room for an alternative to be correct. (A word of caution: The test item writers know these rules too!)
6. Often, first instincts are correct, so if you are unsure of an answer, you may want to go with the first answer that comes to mind.
7. Answer the easy questions first and then go back to the harder ones so that you do not spend too much time on any one item. If you skip an item, be sure to also "skip" the item on the answer sheet.
8. If you don't know what the answer is to a question before looking at the alternatives, first eliminate those choices that are clearly wrong. This makes the chance of picking the correct answer easier. After eliminating the obviously wrong answers, pick the best alternative from those that are left.
9. Be careful not to be misled by alternatives that are only partially true.
10. When reading test questions, you may mark in the test booklet. Here are some suggestions:
 - a. Use slash marks (/) to break up sentences into smaller segments. This will make you attentive to each piece of information.
 - b. Circle key words that tell what the sentence is all about. This will help you get a "handle" on the sentence and will make it easier if you have to hunt for an answer later.
 - c. Underline words that harden or soften the meaning.
 - d. Put marks next to each alternative (e.g., "g" = "clearly a good answer," "x" = "clearly a bad answer"). When rereading the question or answers, these notations will save time.
11. There is no penalty for incorrect answers on this examination, so even if you must guess, answer every question.
12. If you have time, go back and look at every question and answer. Make any changes that are necessary, but keep #6 in mind--first instincts are often correct.
13. Remember, test monitors are there to assist all candidates with procedures and to help them perform to the best of their ability. However, they cannot provide answers that will give clues to the correct response. If you have any questions, ask for assistance before the examination begins or whenever a question arises.

E. ERROR ANALYSIS

Each one of us has weak areas in our test-taking behavior. There are several possible reasons for choosing an incorrect response. Once you've identified those potential problems, they can be avoided. The following are six possible reasons for incorrectly answering a question along with possible methods of avoiding those errors.

1. **You have accidentally marked the wrong space on the answer sheet.**

Since there are a limited number of questions on the exam, careless errors such as these are costly. Check each answer choice on the answer sheet to ensure you are marking the answer you have chosen. As an additional check, after you complete the exam, go back over every question and make sure the answers match. This will be easier if, you circle the selected alternative in the test booklet, as you go through the test.

2. **You have misread a question or answer by overlooking a key word or phrase.**

The solution to this problem is UNDERLINING. Underlining makes those key words and phrases stand out when choosing an answer. Once you have underlined the key words and phrases, check the details of the possible answers with the details you underlined, one by one. If every detail doesn't match, consider that answer suspect and try another. Always keep in mind you're looking for the best possible answer.

3. **You do not know the meaning of one or more key terms.**

This could be a problem in PREPARATION and/or VOCABULARY. Underline key terms and make sure you know what they mean as part of your study process. If an unfamiliar term is a technical term, it most likely will be defined in the books. If an unfamiliar term is not a technical term, go to a dictionary and look it up. It is a good idea to build your own glossary of terms and their meanings.

When taking the exam, if you have difficulty with a term, reread the sentence to determine its overall meaning without worrying about the meaning of a particular word. Try to understand the general message of the sentence or paragraph. The meaning of the unfamiliar word should become clearer once you understand the general context within which it has been placed.

4. **You may have been unable to distinguish the important and unimportant parts of a question because it was complicated or difficult to understand.**

First of all, these are the questions you probably should skip until the end of the test. These are also the questions on which you can use the slash mark technique discussed earlier.

This technique is called divide and conquer. Use slash marks to break up the material into small segments, and then concentrate on one segment at a time. When you do go back to these difficult questions, first read the possible answers before reading the question. This tells you what to concentrate on while reading the question. Read for the general meaning and do not get bogged down by individual words or phrases you do not understand.

5. **You may miss a question because you are simply unaccustomed to comparing combinations of information.**

This is a problem of re-arranging information in the correct way so that it makes sense. Circle critical pieces of information and then compare the information with the possible answers point-by-point. Also, concentrate on eliminating the wrong answers first.

6. **You may have selected an answer that "looked good."**

There are a number of factors that can cause you to select incorrect answers that look good:

- a. An incorrect answer may contain an exact phrase from the question.
- b. An incorrect answer may contain a phrase or sentence that is used out of context. For example, an idea which is expressed but then rejected may be presented as an idea that was supported in the question.
- c. An incorrect answer may overstate what the question has stated. For example, if the correct response based upon the source says, "Some firefighters....," the incorrect answer may say, "All firefighters..."

Listed below are some specific strategies for avoiding the tendency to choose incorrect answers that look good:

- a. Have an answer in mind before you look over the alternatives. This will make you less susceptible to choosing an answer that looks good.
- b. Do not forget to use the method of marking each alternative to indicate what you think about it (e.g., bad, good, or possible) before choosing one.
- c. Stick strictly to the facts or rules of a question and don't choose answers that stretch or exaggerate the facts or rules described in the test question itself. This is the time to watch out for words that harden or soften a phrase such as only, never, always, whenever, all, etc.

B. APPEAL PROCEDURES

Candidates will be permitted to mark their answers in their test booklets during the test for later use during the appeal period. These markings are solely for the candidate's own use. The official computer answer sheets are the **ONLY** documents that will be used to determine the candidates' raw scores.

No appeals will be accepted at the test site on the test date. However, candidates will be permitted to submit appeals on Phase I during a three-day period following the test administration. Candidates will be provided with the answer keys and their own test booklets. Candidates must bring their own source material to reference for appeals, and are strictly prohibited from writing in those source materials or from removing any test materials (original, machine-copied, or hand-copied notes) from the appeal site. The uses of cell phones, smart watches and other communication devices are prohibited in the appeal room. Only exam candidates and CSC staff are permitted in the appeal room.

For appeals, candidates will only be permitted to attend one day of the appeals for multiple-choice. Candidates will be permitted to take breaks to use the restroom and are permitted to bring snacks and/or a lunch to eat in the appeals room or designated

area. Once a candidate turns in their testing materials and exits the multiple-choice appeals room they will not be permitted to reenter the appeals room and must exit the building. During the appeals process, candidates will not be permitted to talk to other candidates or use communication devices such as cell phones. Those who congregate, discuss test materials, or write down test materials while outside the room will not be permitted to submit additional appeals and will be directed to leave the building.

If appeals for multiple phases occur during the same time frame, candidates will be permitted to do both phases during that day or may attend on two separate days. Once a candidate turns in a phase's materials they will not be permitted to file any additional appeals for that phase.

Basis of Appeals: Candidates must indicate the basis on which the appeal is being filed. Appeals which are ambiguous, do not refer to one of the four reasons listed below, or are unsubstantiated, may be summarily dismissed. For each appeal submitted, the candidate must clearly indicate the reason the appeal is being filed and explain their rationale. An item may be appealed for one of the following reasons **ONLY**:

1. No correct alternative: The appellant must specify the reason the keyed alternative is incorrect.
2. Multiple equally correct alternatives: The appellant must demonstrate that an unkeyed alternative is at least as proper as the keyed alternative.
3. Item content is not contained in a source on the reading list: The appellant must demonstrate that the item was based solely on reference material not included on the reading list.
4. Item is incorrectly keyed: The appellant must demonstrate that the keyed alternative is incorrect **AND** a different alternative is correct.

Due to allegations that candidates did or could communicate with appeals-review SMEs using some clandestine system of stray marks or extraneous statements (e.g. Thank you, Have a good day, etc.), the CSC may summarily dismiss appeals forms containing stray marks or statements irrelevant to the appeal at hand. The prohibition of extraneous statements or marks does not prevent candidates from trying to persuade SMEs to rule in their favor. As such, the requirement for a consensus (unanimous agreement) of the SMEs to delete or re-key a question will further reduce the likelihood of inappropriate influence some candidates may attempt over SMEs. The Commission will only deviate from the SMEs' consensus recommendation when there is compelling evidence or clear justification. Any changes to the key as a result of the appeals will change the key for all candidates.

Resolution of Appeals: Each appeal submitted will be reviewed by subject matter experts from the Columbus Division of Fire. In the event an appeal for one of the reasons outlined in 1-3 is granted, the item will be deleted. If an appeal is granted on the basis that the alternative was incorrectly keyed (4), the key will be corrected. ***The decisions of these appeals are final.***

SECTION IV: PHASE II—TACTICAL EXERCISE

A. TEST FORMAT

1. Lieutenant Tactical

The tactical exercise for the lieutenant exam will assess the candidates' knowledge of emergency response as a company officer. This exercise will consist of a series of image-based emergency scene simulations. The candidates will respond to the scenarios in a written multiple-choice/forced choice format. This tactical exercise is designed to assess "active memory" job knowledge and the ability to apply the knowledge within the context of emergency situations. A test of "active memory" covers material that is typically memorized and utilized without reference to written materials during the course of performing the job. For this reason, this phase of the examination will be "closed-book" with respect to all sources.

Each of the exam scenarios will show a video relating to an emergency scene with possibly multiple views. You will be given two sheets of scratch paper to take notes. While the video is initially playing, you are encouraged to take notes on the scratch paper because the images will only be shown during a designated time during the scenario. You will then be asked to respond to questions displayed on the video screen by marking a scan enabled answer sheet. Your printed test booklet will contain questions only. The alternatives to the questions will only be displayed on the video screen for a limited period of time. The alternatives will not be in your test booklet. The video may instruct you to choose the best answer, choose all that apply, or choose up to a certain number of responses. There could be one to ten questions per scenario, with two to twelve alternatives per question.

You must mark the scan enabled answer sheet as you progress through the exam, there will be no extra time at the end of the exam video to mark your responses, darken circles, or fix any defects. **Only answers marked on your scan enabled answer sheet will be scored.** Candidates who choose to continue to mark the scan enabled answer sheet after time has been called risk being removed from the examination process.

You should become familiar with the preferred response to various types of emergency situations. Consider, review, and discuss typical emergency runs that are taken by various fire companies led by company officers and determine appropriate responses to each situation. You should also prepare for this phase of the exam by studying SOPs and other reading list sources related to proper emergency response procedures.

2. Captain Tactical

The tactical exercise for the captain exam will assess the candidates' knowledge and ability related to emergency response as a company officer. This tactical exercise is designed to assess "active memory" job knowledge and the ability to apply knowledge within the context of emergency situations. A test of "active memory" covers material that is typically memorized and utilized without reference to written materials during the course of performing the job. For this reason, this phase of the examination will be "closed-book" with respect to all sources.

The captain tactical exercise will consist of a series of audio-visual emergency scene simulations. You will be tested in individual test rooms. You will respond to the scenarios verbally, and your recorded audio responses will be scored at a later date. On test day, you will be provided with information about the constructed simulations. This information may include number of personnel assigned to each ladder, engine etc. and will include test specific instructions. You will be situated in front of a video monitor. CSC test monitors will start video cameras and then exit the exam room at which time the recorded test will begin. CSC staff are able to view candidates in real time, as well as review recorded footage to confirm that inappropriate actions, such as referring to prohibited notes, did not occur.

You will view and listen to a video with emergency scene prompts and will be instructed by the video when you should respond. The video will allow for a designated response time, but may continue to show the various views to the scene already provided. The video will automatically continue to the next prompt. This will repeat until the exam is complete. Depending upon the prompt, response time will range from approximately one to five minutes for your verbal response. The full duration of the test is anticipated to be approximately one hour. Candidates will be sequestered without access to communication devices. This will ensure that no candidates are able to access test information prior to their exam administration.

You should become familiar with the preferred response to various types of emergency situations. Consider, review, and discuss typical emergency runs that are taken by various fire companies led by company officers and determine appropriate responses to each situation. You should also prepare for this phase of the exam by studying SOPs and other reading list sources related to proper emergency response procedures.

B. KEY DEVELOPMENT

1. Lieutenant Tactical Key

The key for the tactical exercise and the video scenarios will be developed with the help of outside SMEs. These SMEs will be fire professionals at the rank being tested or higher and from jurisdictions outside the state of Ohio. The tactical exercises will then be pilot-tested by another group of outside SMEs who will then review the draft key and make recommendations for appropriate modifications. The key will include keyed responses with varying assigned weights and may include some incorrect answers with negative values.

2. Captain Tactical Key

The key for the captain tactical exercise will be a check-off type key and will also include a command demeanor section with a rating on a 0-2 scale for each observed behavior related to command demeanor. The keys will be developed with input from outside SMEs. These SMEs will be fire professionals at the rank being tested or higher and from jurisdictions outside the state of Ohio. The key may include keyed responses with varying assigned values and may include some incorrect answers with negative values.

C. APPEALS

1. Lieutenant Tactical Appeals

All candidates who take Phase II will be permitted to submit appeals for Phase II. However, the CSC will assign a unique identifier for each candidate that must be included by candidates on each submitted appeal sheet. This will allow CSC to remove appeals forms for those candidates who do not pass the Phase I cut point. Appeals for those candidates will not be reviewed. All appeals that do not include a unique identifier will be summarily dismissed.

After the tactical exercise is administered, you will be permitted to review the initial key and appeal specific keyed responses to have them rekeyed or deleted. The appeal process for the tactical exercise will be very similar in nature to the multiple-choice exam appeal process. The appeal process may result in changes to the final key including items being deleted from the exam. Appeals of forced-choice tactical items will be accepted with the following rationales:

- No Correct Alternatives OR Alternative(s): _____ is/are **incorrect**
- Additional Correct Alternatives: _____ is/are **also** correct
- Incorrectly Keyed Alternatives: _____ is/are correct **instead of** what's indicated on the key

Those appeals will then be reviewed by a group of internal SMEs who will be tasked with recommendations for finalizing the keys.

Internal Division of Fire SMEs will review the appeals. Due to allegations that candidates did or could communicate with appeals-review SMEs using some clandestine system of stray marks or extraneous statements (e.g. Thank you, Have a good day, etc.), the Commission may summarily dismiss appeals forms containing stray marks or statements irrelevant to the appeal at hand. The unique identifiers previously mentioned will be eliminated before being presented to the SMEs. Appeals will be organized by test question and SMEs will provide independent judgments as to the merit of each appealed test question. A consensus (unanimous agreement) of the SMEs will generally be required to modify the key or delete an item; however, the Commission reserves the right to make the final determination. The prohibition of extraneous statements or marks does not prevent candidates from trying to verbally persuade SMEs to rule in their favor. As such, the requirement for a consensus of the SMEs to delete or re-key a question will further reduce the likelihood of inappropriate influence some candidates may attempt over SMEs. The Commission will only deviate from the SMEs' consensus recommendation when there is compelling evidence or clear justification. Any changes to the key as a result of the appeals will change the key for all candidates. Candidates will not be provided with their own test booklets for purposes of appeals.

For appeals, candidates will be permitted to attend one day of the appeals for the tactical. Candidates will be permitted to take breaks to use the restroom and are permitted to bring snacks and/or a lunch to eat in the appeals room or designated area. Once a candidate turns in their testing materials and exits the tactical appeals room they will not be permitted to reenter the tactical appeals room and

must exit the building. During the appeals process, candidates will not be permitted to talk to other candidates or use communication devices such as cell phones. Those who congregate, discuss test materials, or write down test materials while outside the room will not be permitted to submit additional appeals and will be directed to leave the building.

If appeals for multiple phases occur during the same time frame, candidates will be permitted to do both phases during that day or may attend on two separate days. Once a candidate turns in a phase's materials they will not be permitted to file any additional appeals for that phase.

2. Captain Tactical Appeals

After the tactical exercise is administered, you will be permitted to review the initial key and appeal specific keyed responses to have them rekeyed or deleted. The appeal process may result in changes to the final key including items being deleted from the exam. Appeals of keyed responses will be accepted with the following rationales:

- Delete item from key
- Clarify/change item on key
- Add item to key

Those appeals will then be reviewed by a group of internal CFD SMEs who will be tasked with recommendations for finalizing the keys. Due to allegations that candidates did or could communicate with appeals-review SMEs using some clandestine system of stray marks or extraneous statements (e.g. Thank you, Have a good day, etc.), language is being added to the appeals form indicating that the Commission may summarily dismiss appeals forms containing stray marks or statements irrelevant to the appeal at hand. Appeals will be organized by keyed response number or scenario and SMEs will provide judgments as to the merit of each appeal. A consensus (unanimous agreement) of the SMEs will generally be required to modify the key or delete an item; however, the Commission reserves the right to make the final determination. The prohibition of extraneous statements or marks does not prevent candidates from trying to verbally persuade SMEs to rule in their favor. As such the requirement for a consensus of the SMEs to modify the key will further reduce the likelihood of inappropriate influence some candidates may attempt over SMEs. The Commission will only deviate from the SMEs' consensus recommendation when there is compelling evidence or clear justification. Any changes to the key as a result of the appeals will change the key for all candidates.

For appeals, candidates will be permitted to attend one day of the appeals for the tactical. Candidates will be permitted to take breaks to use the restroom and are permitted to bring snacks and/or a lunch to eat in the appeals room or designated area. Once a candidate turns in their testing materials and exits the appeals room they will not be permitted to reenter the appeals room and must exit the building. During the appeals process, candidates will not be permitted to talk to other candidates or use communication devices such as cell phones. Those who congregate, discuss test materials, or write down test materials while outside the room will not be permitted to submit additional appeals and will be directed to

leave the building. Once a candidate turns in a phase's materials they will not be permitted to file any additional appeals for that phase.

D. SCORING PROCEDURE

1. Lieutenant Scoring Procedure

Once the key has been finalized, the tactical exercise component will be scored using the Commission's scanning software application. The candidate answer sheets will be scanned and read into the software program. The software compiles the data and results for scoring, analysis and reporting. The weighted key and negative point values will be assigned and final scores will be calculated.

2. Captain Scoring Procedure

The Fire Captain Tactical Exercise will be a check-off type key with a judgmental portion related to command demeanor. Operationally, there will be three assessors per candidate per scenario. Using the check-off list, each assessor initially independently indicates whether a candidate has met a keyed response. For the command demeanor section, each assessor provides a rating on a 0-2 scale for each observed behavior related to command demeanor. Once the independent scoring of the candidate has been completed, the panel will go through the check-off portion of the key line-by-line to indicate whether the candidate's response meets the keyed response. In cases where two of the three assessors deem the candidate meets the keyed response, the candidate receives credit. In cases where only one of the three assessors indicates the candidate meets a keyed response, the monitor will replay the audio for the entire panel, to locate and determine if that specific candidate's response in fact merits credit for the given keyed response. With respect to the command demeanor section, the judgmental scores of the assessors are averaged by behavior to obtain an average for each command demeanor behavioral component.

E. PAPER INSPECTION (Formally Clerical Review)

1. Lieutenant Paper Inspection

During the paper inspection you will have the opportunity to compare the final revised scoring key with your answer sheet to ensure you were given proper credit. Any errors that are identified should be immediately brought to the attention of CSC staff for investigation.

2. Captain Paper Inspection

The tactical exercise phase paper inspection will allow candidates the opportunity to see the final key/scoring sheet after appeals, which includes the keyed responses for which credit was given, so that a manual count of correct responses can easily be made and compared with the scores calculated by Civil Service. Any errors that are identified should be immediately brought to the attention of CSC staff for investigation

For paper inspections, for both lieutenant and captain, candidates will be permitted to attend one day of the paper inspection for multiple-choice, one day for tactical, and one day for oral board. Once a candidate turns in materials and leaves, they will not be permitted to return. If the paper inspection for multiple phases occurs

during the same time frame, candidates will be permitted to perform the inspection for multiple phases during that same day or on different days. Once a candidate turns in a phase's materials they will not be permitted to view those materials again.

SECTION V: PHASE III—ORAL BOARD EXAMINATIONS

A. TEST FORMAT

The last part of the promotional examination is the oral board examination. Candidates will submit preferences for morning or afternoon time blocks. Oral board times will then be scheduled taking candidate preferences into consideration as much as possible. Candidates will be notified of their scheduled date and time.

During the oral boards, you will be given two problem situations for which you must develop and present solutions. You will be given 60 minutes to prepare your responses to the scenarios. You may make notes or outlines during this time. You will then be given a designated amount of time to present the solutions and/or answer questions for each problem.

For the lieutenant oral board examination each exercise will contain one or more visual prompts to which the candidate is to respond. This exam will be a video-based exam. The total response time will be 8-10 minutes per exercise. For the captain oral board examination each exercise will be a live face-to-face interaction with panel members/role players. The total response time will be 8-10 minutes per exercise.

The oral board scenarios may be of a number of different types. For example, one type of scenario might require the candidate to have a one-on-one discussion with a subordinate experiencing some difficulties. These difficulties might relate to performance, discipline, or personal problems.

Another type of scenario might require the candidate to address a group consisting of two or three subordinates. The candidate may be asked to discuss a critique of an emergency run with the group or to cover some other issue that is relevant to the position being tested.

Another type of problem might require the candidate to address a civilian or a group of civilians on topics such as fire prevention or fire safety.

Finally, one of the exercises might be a structured interview or presentation followed by a structured interview. The candidate may be expected to present on a given topic or situation and may be required to respond to a set of pre-determined questions. The candidate may be expected to explain how they would handle a situation or answer questions.

The oral exercises may be any of the different types or a combination of the different types. The goal is to present the candidate with job-related, realistic problems that will have to be resolved through verbal communication. Instructions for each problem will specify the form in which candidates are to provide their responses.

At the designated time, you will be seated in a preparation room, given the scenarios, and provided the opportunity to prepare. You will be permitted to use the sources listed on the open-book reading list while preparing for the oral board exercises. You will not be permitted to bring reference sources in with you when you participate in the actual oral presentations, unless the materials are part of the exam scenario packet provided to you as you enter the preparation room. **Note: You are not permitted to bring any**

prepared notes or outlines into the preparation room. Only the sources listed on the reading list as related to Phase III are permitted in the preparation room.

Only scenario materials provided by Civil Service and notes prepared by the candidate during the preparation period may be carried into the oral interviews. Candidates will be permitted to use any notes during the interview that were generated during the preparation period. All such notes will be collected following each candidate's second oral exercise.

Each oral exercise will be video-recorded and scored on a subsequent day by two panels of three raters. Therefore, once you have completed the oral board scenarios, your performance will be scored resulting in twelve sets of ratings.

B. SCORING PROCEDURE

Three individuals will sit on each board and observe and evaluate candidate performance via video recordings. All raters will be uniformed fire officers of a rank equivalent to the rank being tested or above, from jurisdictions outside the State of Ohio. These individuals will receive extensive training that is tailored to the Columbus fire promotional oral board process.

You will be evaluated on four dimensions: ***Oral Communication, Interpersonal Relations, Information Analysis, and Problem Sensing and Resolution.*** A description of these dimensions is provided later in this booklet. The raters will evaluate independently based upon the four dimensions. After the independent ratings, the raters may discuss the scores and are given an opportunity to adjust the scores based upon relevant points made. For each board, ratings will be averaged by dimension. Thus, a candidate receiving a perfect score would have 144 points (a maximum of 9 points per dimension, 4 dimensions, and 4 boards 9x4x4).

C. SAMPLE SCENARIOS

Problem 1:

Your first assignment as a lieutenant (or captain) is to a ladder company at an outlying station. The previous lieutenant recently retired and the ladder driver, Firefighter Locke, is close to retirement. You have observed all of the following: Your company responded to a fire at an apartment complex last duty day, and Locke neglected to fully lower the jacks before raising the ladder. The ladder truck began to tip as a result. It was necessary to transfer power to the jacks to fully extend them before you could get into action. Fortunately, no one was hurt but the building sustained much more fire damage as a result of the delay. You have received several complaints from the other firefighters recently about Locke; they say he is not pulling his weight. Locke does not do any house chores unless you order him to do so.

You have scheduled a meeting with Firefighter Locke. What are you going to do and say to Locke? One role-player will be identified to you as Firefighter Locke. You will role-play with Firefighter Locke.

Problem 2

Recently at Station 49, you have noticed a difference in the response to service from your engine crew on some of their runs. Once eager to enter a structure to determine the needs of citizens, your crew is now more hesitant when arriving on some of your scenes. This is especially the case in the Meadow Brook area. In fact, they have become so hesitant that last duty day your crew needed to be instructed to enter a house on an unknown emergency run in Meadow Brook. Your crew works together well and they enjoy the work that they do, so you are especially concerned with their recent behavior.

You have called a meeting with Engine 49 to discuss the situation.

SECTION VI: ORAL BOARD DIMENSIONS

A. ORAL COMMUNICATION

Oral communication can be defined as having two basic components:

1. The ability to make one's thoughts or ideas understood by others.

This involves the ability to organize thoughts and express them in a clear and logical manner. Candidates who speak slowly and distinctly, enunciating clearly to the oral board members, will be able to communicate their ideas better than candidates who rush or mumble.

2. The ability to understand thoughts or ideas expressed by others.

Oral communication also involves the ability to listen and accurately comprehend what others are saying or asking. Candidates who do not take the time to listen to what is being said or asked run the risk of misinterpreting information. As a result, candidates whose answers are not focused and rambling present themselves as being confused and unable to comprehend the information presented.

Outlining during preparation is one strategy that can help to enhance candidate's communication skills. Thoughts and ideas will generally come across more clearly if they have been organized on paper. An outline can be very useful for generating oral responses to the scenarios.

Examples of Good Performance:

- Presents an organized, detailed outline of steps taken to gain control of the situation
- Expresses ideas clearly and concisely
- Listens carefully during both the role-play and follow-up questions
- Answers questions completely and precisely

Examples of Poor Performance:

- Presents confused or unclear plan of action
- Voices ideas randomly and/or several at a time
- Fails to listen to questions asked by interview panel/role players
- Responds to only portions of questions
- Contradicts self or previous statements
- Talks too long without making a point

B. INTERPERSONAL RELATIONS

Interpersonal Relations can be defined as having two basic components:

1. The ability to work with other individuals in a cooperative and constructive manner
2. The ability to consider and respect the feelings, needs, and viewpoints of others

Interpersonal Relations involves the ability to establish and maintain cooperative and constructive working relationships with individuals and/or groups. Those candidates who are insensitive to the needs of others typically convey that insensitivity during the role-playing situations.

Candidates should be able to talk to others in a manner that is not demeaning or arrogant, thus establishing positive relationships during the sessions. However, having good interpersonal ability does not mean being wishy-washy or indecisive. Good performance requires the demonstration of sensitivity along with the assertiveness necessary to function in the position.

Listed below are some examples of behaviors reflecting effective interpersonal relations that may be displayed in face-to-face situations such as the oral board presentation:

- A. eliciting the input of others, particularly those individuals who may have trouble speaking up on their own
- B. avoiding the tendency to interrupt others
- C. giving others full attention when they speak by listening to and looking at them
- D. complimenting or giving credit to others for good ideas or performance
- E. disagreeing with others in a non-threatening manner
- F. offering support and assistance to individuals experiencing problems
- G. focusing on ineffective behavior when discussing performance problems rather than individual personality characteristics

Examples of Good Performance:

- Conveys empathy and respect
- Remains open and sensitive
- Asks questions and elicits information without being judgmental or condescending
- Initiates corrective action in a supportive, positive way

Examples of Poor Performance:

- Approaches others with disdain or arrogance
- Asks questions in an accusatory tone
- Adopts a condescending attitude
- Offers little or no help in resolving problem(s)
- Becomes defensive
- Initiates corrective action in a non-supportive, negative way

C. INFORMATION ANALYSIS

Information analysis can be defined as having two basic components:

1. Distinguishing relevant from irrelevant information and focusing on the relevant information when resolving problems or performing tasks
2. Seeking out additional information that is needed to resolve problems or accomplish tasks

Information analysis begins with the ability to research and seek out information. It involves the ability to identify and include all relevant information in the presentation. When preparing, candidates should consider all facts relating to the problem and should be able to distinguish important from unimportant information. Candidates should present a plan of action encompassing all important information. Those candidates who include trivial information in their presentation are wasting time and indicate to the oral board that they really do not understand the important aspects of a problem.

When presenting the problem during a role-play, candidates should be specific with regard to the reasons for the solutions they offer to the problems. Candidates who consider possible causes of the problem and address solutions based on the underlying causes will convey to the oral board members a clear understanding of the problem. Candidates who listen carefully to information related by the board members during the role-play period and incorporate this information into their response will fare better than candidates who respond without actually listening to the questions.

There are two strategies that may help candidates to enhance their information analysis skills:

1. **Underlining:** Underlining the important parts of the scenario description during preparation helps to focus upon the important information.
2. **Outlining:** Outlining helps to organize available information and clarify what additional information is needed to make a sound decision.

Examples of Good Performance:

- Considers all available information
- Asks questions designed to elicit additional information
- Looks at underlying as well as surface issues
- Disregards unimportant or irrelevant factors
- Develops a logical plan of action

Examples of Poor Performance:

- Recognizes only surface issues
- Fails to consider all aspects of the situation
- Concentrates on unimportant or irrelevant details
- Develops an incomplete or illogical plan of action

D. PROBLEM SENSING & RESOLUTION

The category of problem sensing and resolution can be defined as having three basic components:

1. Evaluating situations to identify problems and issues
2. Evaluating and considering the implications of alternative solutions to problems and issues
3. Deciding on a solution to a problem or issue on the basis of the evaluation of that problem/issue

Problem sensing and resolution involves the ability to critically evaluate a situation and formulate an effective, logical solution. Candidates who are able to evaluate alternative solutions to the problem will perform better than candidates who stick to only one possible solution or outcome.

Candidates should convey to the oral board members that they are aware of the implications of both the problem and the solutions they propose. Candidates who only touch the surface of the problem and concentrate on easy solutions convey to the oral board that they do not fully comprehend the problem or the consequences of their actions.

The following guidelines may help candidates enhance their problem sensing and resolution skills:

- A. Identify the key components of the issue that should be considered.
- B. Generate and consider alternative courses of action or solutions. When evaluating potential solutions to problems, candidates should consider the impact of each solution on all individuals who could be affected by the solution. This would include those individuals who decide on the solution, as well as those individuals who must implement, abide by, and enforce the solution.
- C. Consider the short and long-range implications of decisions that are made, since some solutions may be beneficial only for the short term, while others may be more beneficial for the long term.
- D. Take steps to minimize any potentially troublesome "side-effects" of the chosen solution.

Examples of Good Performance:

- Thoroughly considers all relevant information
- Develops alternative approaches to deal with a problem
- Critically evaluates alternative solutions
- Presents logical support for decisions

Examples of Poor Performance:

- Considers only a portion of the available information
- Jumps to conclusions without supporting evidence
- Fails to consider alternatives
- Uses little or no logic to reach conclusions
- Is unable to support conclusions with facts or logic

**Appendix F:
Security Agreement
Preplanning SMEs**

Security Agreement Pre-Test Planning Meetings

Test Title(s): **2025 Fire Lieutenant, Fire Captain, Fire Battalion Chief, and Fire Deputy Chief**

The Civil Service Commission requires your cooperation in preserving the confidential nature of all examination related materials and ideas to which advance access by candidates may lead to an unfair advantage. The purpose of the meeting includes discussions of the general administration and planning of the upcoming examination. During the meeting, no specific test content will be discussed and the summary of the discussions will become public record. However, due to the nature of the discussions, some information will require security controls until public notice is made. Therefore, the following security controls are required for the specified examination(s):

1. Do not remove proposed reading lists from the Civil Service Commission offices or the location where materials are being reviewed, unless specifically authorized by the Columbus Civil Service personnel in charge of this examination. Ensure that all proposed reading lists, while in your possession, are maintained under secure conditions.
2. Do not divulge to any person the materials listed on the reading list until the reading list has been publicly announced by the Civil Service Commission.
3. If discussions occur related to the general areas to be covered by the test or the discussions involve a proposed change to the format of the examination, do not discuss such information until the information has been posted publicly through the summary of the minutes posted on the Commission's website.
4. Do not apply to take the examination(s) listed above.

Because of the importance of examination confidentiality, please sign below to indicate that you agree to comply with these security controls. If you cannot agree, please inform the Commission staff now. If there is any question whether an activity to be undertaken violates this SME agreement, then the SME is to contact the

Personnel Analyst Supervisor: **Laura Hausman 614-645-6893**

I HAVE READ THIS DOCUMENT IN ITS ENTIRETY AND AGREE TO COMPLY WITH THESE SECURITY CONTROLS.

Name (Printed): _____

Signature: _____

Date: _____

Witness: _____

Date: _____

Appendix G: Reading Lists

2025 FIRE LIEUTENANT PROMOTIONAL EXAM READING LIST

Internal Sources		May be tested on the following phase(s):		
		Multiple-Choice	Tactical Exercise	Oral Board
1.	Division of Fire Standard Operating Procedures*	X	X	X
2.	Division of Fire Systems Manual*	X		X
3.	IAFF Contract in effect July 31, 2024*	X		X
4.	City of Columbus Central Work Rules	X		X
5.	Engine Company Operations: A Manual for the CFD Firefighter Revised 01/31/22*	X	X	
6.	Truck Company Operations: A Manual for the CFD Firefighter Revised 08/30/21*	X	X	
7.	High-Rise Company Operations: A Manual for the CFD Firefighter Revised 01/11/22*	X	X	
8.	Saving Our Own: A Manual for the CFD Firefighter Revised 10/04/20	X	X	

*The internal sources have been edited, omitting limited sections. When preparing for the examination **only** use the version of the sources provided on the Civil Service Commission's Website.

2025 FIRE LIEUTENANT PROMOTIONAL EXAM READING LIST

External Sources		May be tested on the following phase(s):		
		Multiple-Choice	Tactical Exercise	Oral Board
1.	<p><u>Building Construction for the Fire Service 6th Edition</u> Glenn Corbett & Francis L. Brannigan; Jones & Bartlett Learning; 6 edition (October 21, 2019) ISBN-13: 978-1284177312 Available at: www.amazon.com, www.barnesandnoble.com</p>	X	X	
2.	<p><u>Step Up and Lead</u> Frank Viscuso; Fire Engineering Books & Videos(March 25, 2013) ISBN-13: 978-1593703080 Available at https://fireengineeringbooks.com www.amazon.com</p>			X
<p>IMPORTANT:</p> <p>1) When ordering books, be sure to utilize the ISBN number.</p> <p>2) Any of the listed source materials may be referenced by candidates during the preparation period of the Oral Board phase. All other exam phases are closed book. Personal electronic sources will <u>not</u> be permitted for use during exams.</p>				

2025 FIRE LIEUTENANT PROMOTIONAL EXAM READING LIST

External Sources - Video		May be tested on the following phase(s):		
		Multiple - Choice	Tactical Exercise	Oral Board
1.	How to lead tough conversations by Adar Cohen How to Lead Tough Conversations Adar Cohen TEDxKeene (youtube.com) Video Run time: 15:44			X
2.	Why good leaders make you feel safe by Simon Sinek Why good leaders make you feel safe Simon Sinek TED (youtube.com) Video Run time: 11:59			X
3.	Leader versus Manager by Simon Sinek SIMON SINEK: Leader versus manager - YouTube Video Run time: 3:39			X
IMPORTANT: 1) Total Run time of all videos combined: 31:22 2) Videos will be unavailable during Oral Board Preparation Period.				

2025 FIRE CAPTAIN PROMOTIONAL EXAM READING LIST

Internal Sources		May be tested on the following phase(s):		
		Multiple-Choice	Tactical Exercise	Oral Board
1.	Division of Fire Standard Operating Procedures*	X	X	X
2.	Division of Fire Systems Manual*	X		X
3.	IAFF Contract in effect July 31, 2024*	X		X
4.	City of Columbus Central Work Rules	X		X
5.	Engine Company Operations: A Manual for the CFD Firefighter Revised 01/31/22*	X	X	
6.	Truck Company Operations: A Manual for the CFD Firefighter Revised 08/30/21*	X	X	
7.	High-Rise Company Operations: A Manual for the CFD Firefighter Revised 01/11/22*	X	X	
8.	Saving Our Own: A Manual for the CFD Firefighter Revised 10/04/20*	X	X	
<p>*The internal sources have been edited, omitting limited sections. When preparing for the examination <u>only</u> use the version of the sources provided on the Civil Service Commission's Website.</p>				

2025 FIRE CAPTAIN PROMOTIONAL EXAM READING LIST

External Sources		May be tested on the following phase(s):		
		Multiple-Choice	Tactical Exercise	Oral Board
1.	<p><u>Building Construction for the Fire Service 6th Edition</u> Glenn Corbett & Francis L. Brannigan; Jones & Bartlett Learning; 6 edition (October 21, 2019) ISBN-13: 978-1284177312 Available at: www.amazon.com, www.barnesandnoble.com</p>	X	X	
2.	<p><u>Fire Department Incident Safety Officer 3rd Edition</u> David Dodson; Jones & Bartlett Learning (2015) ISBN-13: 978-1284041958 Available at: www.amazon.com, www.barnesandnoble.com</p>	X	X	
3.	<p><u>Step Up and Lead</u> Frank Viscuso; Fire Engineering Books & Videos(March 25, 2013) ISBN-13: 978-1593703080 Available at https://fireengineeringbooks.com www.amazon.com</p>			X
<p>IMPORTANT: 1) When ordering books, be sure to utilize the ISBN number. 2) Any of the listed source materials may be referenced by candidates during the preparation period of the Oral Board phase. All other exam phases are closed book. Personal electronic sources will <u>not</u> be permitted for use during exams.</p>				

2025 FIRE CAPTAIN PROMOTIONAL EXAM READING LIST

External Sources - Video		May be tested on the following phase(s):		
		Multiple -Choice	Tactical Exercise	Oral Board
1.	How to lead tough conversations by Adar Cohen How to Lead Tough Conversations Adar Cohen TEDxKeene (youtube.com) Video Run time: 15:44			X
2.	Why good leaders make you feel safe by Simon Sinek Why good leaders make you feel safe Simon Sinek TED (youtube.com) Video Run time: 11:59			X
3.	Leader versus Manager by Simon Sinek SIMON SINEK: Leader versus manager - YouTube Video Run time: 3:39			X
4.	What leaders need to know about change by Taylor Harrel what leaders need to know about change - YouTube Video Run time: 19:55			X
5.	Leadership shouldn't be a position by Rachel Kohman Leadership Shouldn't Be a Position Rachel Kohman TEDxMissouriS&T (youtube.com) Video Run time: 11:25			X
IMPORTANT: 1) Total Run time of all videos combined: 62:42 2) Videos will be unavailable during Oral Board Preparation Period.				

Appendix H: General Exam Schedule

2025 Fire Lieutenant and Fire Captain Exams

Important Dates

Events	2024
Reading List Posted	May 1
Application Filing	Sept. 23 to Oct 4
Information Sessions	By September 23
Reading List Update with Oral Board Videos	By September 23
2025	
Test Admission Notices Sent	By December 31
Multiple-Choice Exams Fire Lieutenant and Fire Captain	January 14
Fire Lieutenant Tactical Exam	January 14
Multiple-Choice Appeals Fire Lieutenant and Fire Captain	Jan. 15, 16, and 17
Fire Lieutenant Tactical Appeals	Jan. 15, 16, and 17
Multiple-Choice Paper Inspection Fire Lieutenant and Fire Captain	Feb. 5, 6, and 7
Fire Lieutenant Multiple-Choice and Fire Captain Multiple-Choice Results Fire Captain Tactical Admission Notices Sent	Feb. 25
Fire Lieutenant Tactical Paper Inspection	Mar. 3, 4, and 5
Fire Captain Tactical Exam	March 11
Fire Lieutenant Tactical Results and Fire Lieutenant Oral Board Admission Notices Sent	By March 12
Fire Captain Tactical Appeals	March 12, 13, and 14

The Jan 14 date may change due to availability of an outside venue.

Fire Captain Oral Board Admission Notices	March 24
Fire Lieutenant Oral Board	March 26
Fire Captain Oral Board	April 14
Tentative Results Fire Lieutenant and Fire Captain	May 5
Oral Board Paper Inspection Fire Lieutenant and Fire Captain Tactical Paper Inspection Fire Captain	May 7, 8, and 9
Final Result Notices Fire Lieutenant and Fire Captain	May 15
Lists Established Fire Lieutenant and Fire Captain	May 16
Oral Board Video Review Fire Lieutenant and Fire Captain	June 11, 12, and 13

NOTE: The scheduled dates are subject to revision. Any deviations from this schedule will be documented and applicable notifications, if any, will be made.

Appendix I: Seniority Points

Fire Promotional Exams Seniority Points

The following is excerpted from the Rules and Regulations of the Municipal Civil Service Commission

Rule: VIII – ELIGIBLE LISTS

2. Promotional Examinations.

- a. Except as otherwise provided by the Commission, seniority points shall be added to the passing scores as provided in Rule VII.
- b. On promotional exams in the nonuniformed ranks, an applicant may earn up to ten seniority points for continuous service which accrued as of the last date of the test filing period in any eligible class. One-half point shall be awarded for each six months of such full-time service. One half-point shall be awarded for each twelve months of such part-time service.
- c. In the uniformed ranks, seniority points shall be given for all half years of accredited service which have been accrued as of the test date. Accredited service shall mean all time elapsed from the date of appointment to a position in the lowest ranking uniformed classification in the appropriate division as reflected in the division's Official Seniority Roster in effect at the close of the filing period.
- d. On promotional examinations for Police Sergeant and Fire Lieutenant, an applicant may earn up to ten seniority points. Points shall be computed as follows:
 - (1) One point shall be awarded for each of the first four years of accredited service in the division.
 - (2) Six-tenths of a point shall be awarded for each of the next ten years of accredited service in the division.
- e. On promotional examinations for ranks above Police Sergeant and Fire Lieutenant, (d) above shall apply, and in addition, an applicant shall be awarded one point for each of the first five years of accredited service in the class or classes which makes the applicant eligible for the examination.

The above excerpt is taken from the Civil Service Rules, which are posted in their entirety at the Civil Service Commission website-

www.columbus.gov/civilservice/Uniformed-Fire-Series/

The following table illustrates the number of seniority points awarded for Fire Division promotional ranks for total permanent City service

Years of Permanent Service in Classes Eligible for Promotion	Seniority Points
1/2 year	0.5
1 year	1
1 1/2 Year	1.5
2 years	2
2 1/2 years	2.5
3 years	3
3 1/2 years	3.5
4 years	4
4 1/2 years	4.3
5 years	4.6
5 1/2 years	4.9
6 years	5.2
6 1/2 years	5.5
7 years	5.8
7 1/2 years	6.1
8 years	6.4
8 1/2 years	6.7
9 years	7
9 1/2 years	7.3
10 years	7.6
10 1/2 years	7.9
11 years	8.2
11 1/2 years	8.5
12 years	8.8
12 1/2 years	9.1
13 years	9.4
13 1/2 years	9.7
14 years	10

In addition to the above, Division of Fire promotional ranks above Fire Lieutenant receive additional points for time in rank as follows:

Years in Current Class	Seniority Points
1/2 year	0.5
1 Year	1
1 1/2 Year	1.5
2 Year	2
2 1/2 Year	2.5
3 Year	3
3 1/2 Year	3.5
4 Year	4
4 1/2 Year	4.5
5 Year	5

Note: Seniority points are calculated based on 1/2 year increments calculated from the test date.