UTILIZING THE CONCEPT OF MENTORING IN THE DEVELOPMENT OF AN INTERNSHIP CLASS FOR STUDENTS ENROLLED IN THE FIRE SCIENCE PROGRAM AT MILWAUKEE AREA TECHNICAL COLLEGE

By

James D. Piech

A Research Paper

Submitted in Partial Fulfillment of the
Requirements for the
Master of Science Degree in
Training and Development

Approved for Completion of 4 Semester Credits
TRHRD - 735 Field Problem in Training and Development

Joseph A Barbarski
Research Advisor

The Graduate College
University of Wisconsin - Stout
August, 2005

The Graduate School
University of Wisconsin - Stout
Menomonie, WI 54751

Author: **Piech, James D.**

Title: ***Utilizing the Concept of Mentoring in the Development of an Internship Class for Students Enrolled in the Fire Science Program at Milwaukee Area Technical College***

Graduate Degree/Major: **MS Training and Development**

Research Advisor: **Dr. Joseph Benkowski**

Month/Year: **August, 2005**

Number of Pages **104**

Style Manual Used: **American Psychological Associates, 5th edition**

ABSTRACT

Upon review of the Milwaukee Area Technical College (MATC) Fire Science program and the classes offered, the researcher found there were no classes that provided an opportunity for the students to be mentored in a workplace setting that centered upon their intended major, Fire Science.

The initial purpose of this study is to research and present evidence of the importance of mentoring in today's work environment. Secondly, the study will focus on the development and implementation of an internship class, which incorporates the

mentoring experience. A review of literature presents the history of mentoring, its types and formats. Also included will be a study of internships, case studies and excerpts from currently operating internship programs.

An equally important benefit to be discussed will be the advantage that future employers will gain from the addition of this internship class to the MATC Fire Science program. Employers will be able to reference and compare the student to an established set of criteria that would mirror the requirements established for future employees. (Appendix A) This, in turn, will help when a student that served as an intern is subsequently hired by a department by providing a baseline on which to base his/her recruit training.

The summary of the study will provide recommendations for other fire science programs within Wisconsin's Technical College System to establish or improve upon an intern/mentoring program.

ACKNOWLEDGMENTS

Mentoring, an appropriate topic for one that has been so blessed to have had the privilege to be guided and instructed in life by a score of people that have taken the time to take me "under their wing."

My heartfelt "thanks" goes first to my father, a 36-year veteran fire fighter, who instilled the discipline necessary to succeed in me early in my life. Once I became a City of Milwaukee fire fighter, a "brotherhood" of many outstanding fire department members; officers, instructors and senior fire fighters shaped my career through their example. Early in my career a group of fire fighters encouraged me to continue to pursue my education. Now, as a Fire Science instructor, I am again fortunate to be associated with a group of fire fighters and fellow instructors in the graduate co-hart group that has supported and encouraged me to finish my graduate work. My UW-Stout Advisor, Dr. Joe Benkowski, was always positive and continually encouraged me throughout the process of completing my degree.

Lastly, a special thanks is in order for my wife Jean who has stood by my side through both of my careers. She has encouraged and supported my efforts many times putting her career goals aside. She is the "inspiration behind the perspiration" without whom I would not have undertaken or been nearly as successful at my many endeavors. "Thanks" Jean, and to all!

TABLE OF CONTENTS

List of Tables:

CHAPTER 1

INTRODUCTION

Introduction to Milwaukee Area Technical College (MATC) and the Fire Science Program

Founded in 1912, MATC has grown to become one of the Midwest's largest community-based technical colleges. Students can complete the first half of their baccalaureate degree requirements, earn a one-year technical diploma or a two-year associate degree. Students can apprentice in a trade, starting at MATC and completing their training on the job.

MATC has four campuses; Downtown, Mequon, West Allis and Oak Creek which serves about 57,000 students per year, the majority of whom attend part-time. Full-time equivalent enrollment is about 13,200. Each year, MATC graduates about 1,700 students. Ninety percent of graduates surveyed either are employed within six months or have continued on to four-year colleges or universities.

The most diverse college in the state, MATC admissions show 43 percent of students identifying ethnicity are minorities. With 170 degree, diploma and certificate programs, plus 23 apprentice programs, MATC offers more career choices than any other state technical college. In addition, more than 90% of MATC graduates are employed within six months of graduation, or continue on to further their education at four-year colleges and universities. (MATC, 2003)

When students enroll in the Fire Science Program at MATC, they can expect to receive a two-year associate degree after completing 68 credits: 33 credits of fire science

classes with general and elective classes making up the balance. As of the Fall Semester of 2004, the Milwaukee Area Technical College had 104 full-time equivalent (FTE) students enrolled in the Fire Science Program. Approximately 10% of this enrolled population were women and approximately 10% were listed as minority according to individual registration data available to administrators and teachers. Approximately, 88% of Fire Science students receiving their Associate Degree are employed within six months. (MATC, 2003) (Appendix B)

Introduction to the Field Problem

During the time of this research, the majority of students indicated they have limited or no exposure to the actual fire department structure and its daily functions. Upon the researcher's arrival as a Fire Science instructor in 2000, a review of the program and its history showed a definite void in this unique type of training.

An appropriate starting point for this study would be to clarify the term, mentor and internship. One of the popular definitions of a mentor is "... a relationship between an older, more experienced adult and an unrelated, younger protege." (Rhodes, 2002) Mentoring is not a science. People have different goals and come from different life experiences. The term 'mentor' has become synonymous with wisdom, guardianship and teaching, personal, social and work development.

One who would mentor must be able to determine the best help to offer. Some who seek advice have no idea what the right questions are; others mistakenly or correctly believe they know the answers and are merely seeking confirmation. Both represent a challenge. "Sometimes the mentor must be a story teller; at other times, an empathetic

listener. Occasionally, it is a coach's pep talk that is needed. The art is not merely knowing what to say but how to say it and when." (Peddy, 1998)

Early mentoring can be traced back to Greek Mythology where trusted counselors were mentioned as guardian or teachers. The origin of the word "mentor" comes from the story of Odysseus, who placed his trusted friend Mentor in charge of his household while he went to fight in the Trojan War. Mentor became the surrogate father of Odysseus' son, Telemachus. During Odysseus' 10 year absence, Mentor guided, instructed, and gave counsel to Telemachus. Since that time, mentors have been looked upon as wise and trusted advisors. Mentors were also found in biblical times, when the apostle Paul took a young protege name Timothy, and made him an apprentice, and guided and instructed him in church planting. Paul's advice to Timothy went from the very practical fatherly advice on being aware of other teachers to the exhortation to watch his own motives. Paul continued to guide, instruct and, most important, encourage Timothy through some very personal letters contained in the Bible. (King James Bible, 1 and 2 Timothy) A more thorough research of the history of mentoring was conducted through a publication by the researcher. (Appendix C)

As history moves forward in time and place, the United States and its mentoring initiatives date back to the turn of the century; with nearly half of all programs being established in the past five years, and only 18 percent have been operating for more than fifteen years. (Sipe & Roder, 1999)

The role that a mentor has in the life and career development of a protege cannot be denied. Those currently in the fire service have the important role of assuring that

accepted traditions, values, and proper work ethnic are passed onto the next generation of firefighters. The fire service is steeped in tradition and to a large extent has historically been passed on from father to son.

At the community college level, fire service instructors have the responsibility and opportunity to pass their experiences onto impressionable students desiring to be firefighters who have a dream to join the ranks of the fire service some day.

One does not have to be a formal instructor or come from a fire service family to be a mentor. In fact, all those in the fire service have an obligation to guide and instruct. Regardless whether a one-year, 10-year or 30-year veteran, all have one thing in common - we had to start sometime. Hopefully that "start" was productive and beneficial in order to get off on the right track.

In solving this dilemma of incorporating mentoring into an MATC program, the researcher looked at current fire department training programs as well. Most fire department training programs do an excellent job of orienting new recruits into fire service. Regardless of the length or size of the training program, all new members experience "first day jitters." The "butterflies in the stomach" and the unknown of entering the firehouse for the first time vary from person to person. Each new fire service recruit has legitimate individual and organizational questions and concerns which must be taken seriously. There does appear to be an educational gap between the fire science student and the new recruit. As in business or medicine, this gap has been filled with internship programs. So the fire service looks to filling this gap with a program that will use the concept of mentoring and implementing it into an intern program.

This study will address those questions and concerns through the development of a mentoring program that will provide a tool to assist a fire department in the transition of a new fire service recruit into the organizational structure. Direction will be provided for company officers and senior firefighters that act as mentors, and also for the new recruit.

Then exactly how is an internship different from the mentoring experience? An internship should incorporate all of the main concepts of mentoring while being more time specific and offers a period of learning and supervised practical training in a workplace environment. The internship program at Washington State University defines mentoring as: "Any carefully monitored work or service experience in which an individual has intentional learning goals and reflects on what he or she is learning throughout the experience." (Washington State University, 2005)

Without trying, individuals model what is valued. This modeling can be seen in business, athletics, and the home. Who has not heard it said: "Like father, like son" or "She's just like her mother"? Often in home and in the workplace, behaviors, successes, and lifestyles, both good and bad, are repeated from one generation to the next. The article, "Clues for Success in the President's Job, found, after interviewing more than thirty top executives, that all learned firsthand from a mentor. (Bailey, 1983) The axiom "more is caught than taught" is very true.

Statement and Significance of the Problem

Then how has this "mentoring experience" become uniquely important in today's fire department setting? In the researcher's situation, learning fire training in hundreds of subtle ways over countless years from the researcher's father who was a Milwaukee, WI

firefighter 36 years. The researcher and friends would often visit the firehouse where the researcher's father was currently assigned and saw first hand the camaraderie and training that took place. The researcher's childhood experience was comparable to many current co-workers who had similar family traditions.

In today's environment, this covert training between father/son and father/daughter still exists but to a much lesser degree. The problem of mentoring has also developed over the change in fire department tasks and educations requirements. Students need a different type and more complex type of mentoring as firefighting now demands more training, acquiring licenses, and obtaining two and four year degrees to get that first job. The arena of candidates has also changed with women and minorities, who historically have not had the same opportunities, finding ways to integrate themselves into the current system.

The researcher's data showed that no formal, organized mentoring programs exists currently in any of the twelve Fire Departments within Milwaukee County. Program variations such as cadet and explorer type programs do exist, however, varying in content and application from department to department. These programs have little similarities and are not tied to the requirements of an educational institution.

New recruits, specifically women and minorities, would benefit greatly by receiving this additional guidance and ease their transition into a career not usually assessable to them in the past. The goal of establishing a mentoring program will help the fire student gain employment in the field and help the newly hired firefighter in making the transition into what is still considered still a very close knit organization. By assigning a trained and responsible senior member from the fire department's organization, the mentored student

will not only learn what the on-the-job responsibilities are but also, ease them into a challenging and dangerous career.

Objectives of the Study

The purpose of the study is to put into place an organized mentoring program into the Milwaukee County fire department system. It is the goal to organize this program toward the 14 Milwaukee County fire chiefs. Subsequently, this mentoring program will be formally organized and constructed as an internship class "Fire Internship" and offered to the students enrolled in the Fire Science Associate Degree Program at MATC. The new class curriculum will be offered as a three credit elective and cover the course of one semester.

Significance of the Study

The text as described in Chapter three contains documentation as to why a mentoring program in the context of an intern class is needed within the fire service and the benefits available to both the mentor and the mentee. Chapter three will also present guidelines and provide structure for the intern program.

Before the design of the program took place, the researcher received feedback from the fire department chiefs in Milwaukee County both in the form of verbal and written surveys, all detailed in Chapter three. The development of an intern program/class and a plan of action for its implementation are covered in the conclusion and recommendation sections of Chapter five. This class will further enhance the fire-training curriculum through detecting performance gaps and skill deficiencies in the total environment setting that the students experience and better prepare them to enter the workforce.

Limitations of the Study

A time frame for the implementation of the fire department program will be presented, but only in a general format. A step-by-step implementation process will be given to each department in which they will have to do a cost/benefit analysis. At this juncture, each department will decide, based on the facts given, whether a mentoring program is justifiable now or in the future.

Assumptions of the Study

Currently, there is no fire service intern program or class offered at Milwaukee Area Technical College. Until a study was conducted through the fire chiefs of Milwaukee County, the department's cooperation and need was not known. The implementation and success of the program will greatly depend on the interest and cooperation of the Milwaukee County fire chiefs. A Student Internship Proposal will be submitted to MATC Associate Dean, Vincent Vitale as well as the "MATC Fire Science Advisory Board" before the class can be formally offered to the students.

Just as the fire service program strives to make academic and technological progress, it must also make every effort possible to continually offer opportunities and develop its fire service candidates. Current employees can continue their development through formal education, classes offered through the city and other on-the-job training. Fire service candidates have far fewer opportunities and many underprivileged candidates lack the career direction needed to be successful fire service recruits and be properly assimilated into the fire department workforce.

DEFINITIONS OF TERMS

Internship - Experience that incorporates all of the major concepts of mentoring, is more time specific and offers a period of learning and supervised practical training in a workplace environment. (Rhodes, 2004)

Mentor - A relationship between a more experienced adult and an unrelated, younger protege. The term has become synonymous with wisdom, guardianship, teaching and personal and social development. (Rhodes, 2004) A person who helps someone else experience personal growth through learning. (Ibarra, 2004)

Mentoring - The offering of advice, information, or guidance by a person with useful experience, skills, or expertise to promote another individual's personal and professional development. (Ibarra, 2004)

Performance Gap - The difference between a subordinate's current performance and what is required by the job, or by the job you would like the subordinate to take on. (Ibarra, 2004)

Skill Deficiency - A gap between a person's current capabilities and those needed to take on another job. (Peddy, 1998)

Wisconsin Technical College System - A post-secondary educational institution to provide an associate degree, technical diploma, and technical certificate. Wisconsin is divided into 16 regional college districts with a total of 47 campuses and numerous outreach centers statewide. (www.witechcolleges.com)

360-Degree Feedback - A personal assessment tool used to systematically collect information about a person's behavior and performance from everyone who interacts with

that person: boss, teachers, peers, and direct reports. The goal is to determine what it is like working for or with the person, and to isolate strengths and weaknesses. (Ibarra, 2004)

CHAPTER 2

REVIEW OF LITERATURE

Study of MATC Students in Fire Science Program

The study examined all the programs available to the Wisconsin Technical College System (WTCS) student. A complete review was conducted of the WTCS System and its colleges to examine the Fire Science programs within the state of Wisconsin. The Fire Science program at Milwaukee Area Technical College (MATC) is part of the Technical and Applied Science Program and is located at the South Campus in Oak Creek, Wisconsin.

Of the sixteen technical college districts in Wisconsin, currently only six offer an Associate Degree in Fire Science: Waukesha, Fox Valley, Western, Gateway, Madison and Milwaukee. While the general format for obtaining a fire science degree is similar, there are variances in course offerings and credit requirements.

(Table 1)

Wisconsin Technical College System, Colleges offering Fire Science Program

	Technical Credits	General Education Credits	Elective Credits	Total Credits
Gateway	34	26	6	66
Western	Program currently being established			NA
Madison	38	20	6	64
Waukesha	35	29	6	70
Fox Valley	35	29	6	70
Milwaukee	35	27	6	68

In summary, Fire Science programs require approximately 64 to 70 total credits to

graduate. Table 1 has broken down the credit requirements. (MATC; 2004-05 Catalog)

Of the six colleges offering an Associate Degree in Fire Science, four colleges have implemented an internship class. In some cases, the class is required and some it is an elective. The campuses, Madison and Milwaukee, do not offer this valuable educational opportunity to their fire science students. For this study, the researcher contacted the Fox Valley Technical College and the Oshkosh Technical College advisors. Currently, both offer an internship program and provided valuable input into this study and the implementation of a class offering into the current curriculum at MATC.

Those students that would be available to take advantage of a mentoring program was analyzed using data from MATC, called the "Technical and Industrial Data Sheet" available to all MATC administrators and teachers. As of the fall semester of 2004, the Milwaukee Area Technical College had 104 full-time equivalent (FTE) students enrolled in the Fire Science Program. Approximately 10% of this enrolled population were women and approximately 10% were listed as minority according to individual registration data available to administrators and teachers.

Study of MATC Internship Programs

The researcher found that at the present time MATC offers various types of internship initiatives in other programs. The specific goal is to provide "Cooperative education and internships as educational programs that combine in-class academic work and career-related employment." Cooperative education and internships are open to students enrolled in selected academic programs. A co-op or internship experience is a component of several MATC programs and optional for others. (MATC 2004-2005

Catalog) MATC currently offers more than 170 associate degrees, technical diploma and certificate programs of which twenty-four or more than 14% require a Cooperative Education/Internship. Other than these required Internships, there are twenty-seven programs, almost 16%, that offer optional Cooperative Education/Internships. The value that MATC places on interning is evident in that 30% of all programs offer some sort of an internship to the student. (MATC 2004-2005 Catalog)

General Review of Mentoring

A general review of mentoring was researched in order to aid in the development and implementation of the type of program that should be created for the Fire Science Program at MATC.

At the present time the topic of mentoring is in vogue in spite of the American culture that fosters individualism and isolation from one another. Private and public industries and companies, educational institutions as well as government agencies have adopted the concept of mentoring and all agree that it makes a tremendous impact on society. It is not only good for business, it also makes good business sense. (Rhodes, 2002) Joseph Bailey, in an article titled, "Clues for Success in the President's Job" found after interviewing more than thirty top executives, that all learned firsthand from a mentor. The axiom that more is caught than taught is very true.

The history of mentoring can be traced back to a Greek mythology story called, "Homer's Odyssey" where mentors were often mentioned as guardians or teachers. One example of this is Odysseus who placed his trusted friend Mentor in charge of his household while he went to fight in the Trojan War. (Cain, 2005) Mentor became the

surrogate father of Odysseus' son Telemachus. During Odysseus' ten year absence, Mentor guided, instructed and gave counsel to Telemachus.

Since that time, wise and trusted advisors have been called "mentors." "Mentor represented the union of both goal and path." (Cain, 2005) This writer seems to indicate that the goal is what a person wants to achieve and the path is the way in which the goal is achieved. (Butler, 2002)

Further mentoring can be observed in biblical times when the apostles of Jesus guided and instructed proteges to carry out their work in their absence or to distant lands. In fact the apostle Paul stated: Be ye followers of me." (II Corinthians 7, NIV Bible Version) In other words, copy what I have done or model yourself after me.

Mentoring initiatives in the United States has its roots at the end of the 19th century, with "friendly visitors" who served as role models for families in poverty. (Cain, 2005) The friendly visitors were middle-class women who worked with poor or immigrant communities, the women helped raise the characters and elevate the morals of these poor families. (Bilchick, 1998) In the United States, nearly half of all current programs were established in the past five years and only 18 percent have been operating for more than fifteen years. (Sipe & Roder, 1999)

The purpose of this chapter is to introduce the reader to various types of existing mentoring programs including the history, focus, application(s) and success of the particular program. The adaptability of implementing each program to the fire service will then be evaluated.

Although mentoring applications can be very specific depending upon the career

path, three broad types of mentoring applications will be discussed: academic, societal and the workplace. Whether a business, school or agency wishes to adopt a *formal* or *informal* mentoring program will also be evaluated.

Definition of Mentoring

"Mentoring is a relationship which gives people the opportunity to share their professional and personal skills and experiences, and to grow and develop in the process. Typically, it is a one-to-one relationship between a more experienced and a less experienced employee. It is based upon encouragement, constructive comments, openness, mutual trust, respect and a willingness to learn and share." (Spencer, 1999)

Mentoring is a term that can be applied either very specifically or rather liberally to many situations or workplace environments. In its most basic form, mentoring involves elements of all of the following disciplines: listening, evaluating, correcting, guiding, modeling, and encouraging. In its most basic application, a mentor is one who makes a connection with another person to guide and/or instruct. (Rhodes, 1999)

The three broad types of mentoring applications are academic, social and workplace will now be highlighted.

Academic Mentoring Programs

The purpose of this type of mentoring program is to first provide guidance and support to a student within an educational setting. Several of the more common outcomes used to benchmark whether a school-based mentoring program is successful are: grades, absenteeism, relationship characteristics and frequency of contact. A byproduct and secondary benefit to this type of program would be to provide academic instruction and

guidance to an underachieving student through tutoring.

Academic mentoring is further subdivided by targeting different academic levels of achievement that the student has attained. Academic mentoring programs can begin as early as middle school (grades 5 - 9). Several of the more popular academic mentoring programs for middle school children are "Project RAISE," "Across Ages" and "TeamWorks." (Sipe & Roder, 1999)

"SAS, a project of Philadelphia Future, provides well-motivated C students from poorly performing high schools with five years of mentoring, academic support, assistance with choosing and applying to colleges, financial incentives to do so, and continued contact throughout the post secondary years. Since its founding in 1990, the program has served 450 students, 186 of who have graduated from high school and gone on to higher education." Students participating in SAS improved their academic performance. This group earned a higher GPA than did the students in the comparison group and were more likely to participate in college preparatory activities. The students who had mentors had better attitudes toward school, toward the future and toward elders than did youth in the other two groups. These youth also used illegal substances less frequently and had somewhat better school attendance than did the youth who did not participate in the program. (Sipe, 2002)

"Mentoring is reaching youth who are likely to face multiple problems in school and at home and who have little confidence in themselves. These young people often group up in difficult circumstances, with families struggling financially or with parents who are unavailable or unable to provide needed support, or both. Mentors believe they

have been particularly successful in helping youth overcome such problems as having negative feeling about themselves, skipping school and poor grades." (McLearn, Colasanto, Schoen, & Shapiro, 1998)

While mentoring in the fire service has learning as one of its objectives, its basis is career and task learning not academic learning in the strict sense. Therefore, mentoring from an exclusively academic perspective is not applicable in this thesis study.

Social Mentoring Programs

The purpose of this type of mentoring program, although not exclusively, is to provide guidance and support to a person in need. Many types of social mentoring programs center around the support of a child or adult in danger of being involved in or already involved in some type of substance abuse. In these situations, the mentor should be thoroughly trained in this area and be able to detect societal signs and symptoms inherent to one in this situation. A secondary purpose to this type of mentoring program is to provide a stable, caring adult role model in the lives of the adults and children in need of such support.

In 1983, Margaret Mahoney, then president of The Commonwealth Fund (a private non-partisan organization that supports independent research on health and social issues), called for a "renaissance of mentoring" to counteract the lack of caring, mature adults in the lives of many young people. Mahoney suggested that the "absence of traditional family and community linkages to bring younger people together with older ones mean that our society must find a new strategy to create these linkages." (Sipe, 1998) Mahoney also called for a rebirth of the mentoring initiatives that had begun almost a century earlier.

The oldest, largest and most widely known U.S. organization that is known for its social mentoring programs is "Big Brothers, Big Sisters of America (BBBSA). Founded in 1904 by Ernest Courlter, BBBS now has more than 500 agencies throughout the United States. Approximately 220,000 children, ages 5 to 18, are matched with pre-screened and caring adults. BBBS has as its focus not specific goals such as college attendance but rather to promote general youth development objectives.

Local BBBS organizations are usually situated in areas where the children and young adults are faced with illegal drugs, alcohol abuse and strained family relationships. They normally lack self-confidence and have poor school attendance. Viola Quintero, director of BBBS echoed Mahoney stating: "It's crucial to put mentoring in these people's lives, no matter what the pattern is." (Jaffe, 1998) The friendship forged with a youth by the Big Brother or Sister creates the framework through which the mentor can support and aid the youth." (Grossman & Johnson, 2002)

Volunteer BBBS adults provide a one-on-one relationship that is centered on providing encouragement and help the child have a better understanding of him/her and help uncover heretofore opportunities and possibilities. Eighty percent (80%) of all mentoring programs use this one-on-one format. (Rhodes, 2002)

BBBS is just one of several social mentoring programs thriving in the United States. Others include the Hospital Youth Mentoring Program, located in Newark, NJ, which uses mentoring to promote career development and has more than 10,000 involved in the program.

The Sponsor-A-Scholar program located in Philadelphia, PA provides well-

motivated C students with five years of mentoring, academic support, assistance with choosing and applying to colleges, and continued contact throughout the post secondary years. (Grossman & Johnson, 2002) This growing body of evidence substantiates this and other mentoring programs' claim of effectiveness.

The fire service has as its history and tradition the closeness of a family and is often referred to as a "brotherhood." There is a bond that develops because of the unusual work schedule and long hours per shift. This special bond is also the result of whenever coworkers rely upon one another in life and death situations.

However, the aspects of a societal mentoring program exclusively are not applicable to the goal of this thesis. Because the objective is to implement an internship program for Fire Science students at MATC utilizing the mentoring concept, more than societal mentoring is involved.

Workplace Mentoring Programs

Mentoring is an effective strategy which can contribute significantly to the career development of employees. The introduction of formal mentoring programs in the workplace is relatively new. However, the process of the more experienced offering support, advice and assistance to the younger and less experienced group members has a long history. (Spencer, 1999) In the workplace, mentoring supports individual career development through sponsorship, coaching, protection, exposure, and challenge. It also addresses psychosocial functions: how best to behave, workplace values, personal dilemmas, and a sense of acceptance by the group. (Ibarra, 2004)

In previous eras, people often got their jobs through a strong connection to the

workplace. Young men showed up and got hired at a plant where their fathers, uncles, and neighbors also worked. Workplaces were often quite segregated. Women and minorities had little access to good jobs; those who did get hired were not privy to the unwritten rules of the workplace, and they did not last long. The fire service has been no different in this pattern of hiring.

Today, due to family dispersion, movement of the children of blue collar workers into the middle class, anti-discrimination laws, and unemployment, employers are turning increasingly to workers who have not traditionally been part of their workplaces. In the later half of the 20th century, the workplace has changed in that, manufacturing is hiring more minorities and places typically thought of as all-male construction sites are now hiring more women. Workplaces now are less able to rely, as they once did, on references from family members for hiring.

These are changes for the better. There is less discrimination in hiring than there once was, and women and minorities have greater opportunities to enter well-paying jobs. Unfortunately, these new entrants experience a high turnover rate. Many companies hire the best and brightest, but then watch many promising minority employees get mired in middle management and leave out of frustration. (Thomas, 2001) Today's women and minorities who lack this built-in support system in the workplace, beginning the job is much harder. Together, employers and unions can vastly improve this situation by utilizing mentoring systems which do formally for all new workers that uncles, fathers, and neighbors once did informally for their friends and family.

Workplace mentoring can also help the mentor. Doing the same job or task year

after year does not seem like a challenge. Senior people who participate as mentors can rethink their philosophies and methods, benefit from the fresh ideas of proteges, and see their own styles emulated in the organization. (Murray, 2001)

Changes in society and efforts in the legal system have created vast improvements in the fire department's hiring process. These changes have created opportunities to be employed and, for some, this employment is considered non-traditional. New recruits in the fire department can become overwhelmed as they face the problem of assimilating into the unique environment of the firehouse. It is not uncommon to have several new recruits even face failure after they have gone through the lengthy hiring process and the several months of training. The City of Milwaukee Fire Department has 20 weeks of training and smaller cities or suburban departments may have only three weeks of training - before the recruit is actively placed in the firehouse.

It is becoming increasingly popular as well as cost effective to have some sort of mentoring programs or internships in place to speed up this process of assimilation and increase the retention rates of newly hired recruits. These programs are a valuable key or "bridge" into these nontraditional work environments for these employees and employers where numerous benefits are found for all involved.

Workplace mentoring can be conducted from two different perspectives: as a student or as a new employee. The first, as a student, is done in conjunction with a local school. This school would be a secondary school, either a high school or trade school. An agreement between the school and an employer is created which allows a student to "shadow" a worker for an agreed upon time frame in order to observe and learn the various

aspects of the job from a model and more experienced employee. This employee is one who exemplifies desired behaviors, attitudes and skills in order for the student to make aan educated career choice later in life. The mentor chosen for this must meet the guidelines established by the School-to-Work Opportunities Act of 1994 which states: *an employee or other individuals approved by the employer at a workplace, who possesses the skills and knowledge to be mastered by a student and who instructs the student, critiques the performance of a student, challenges the student to perform well, and works in consultation with the classroom teacher and the employer of the student.*" (Murray, 2001) In this situation, the student may or may not receive pay and is considered a temporary employee of the business. The relationship is primarily educational and reinforces the career choice of the student.

The second perspective is done after an employee is hired and is considered part of the workforce even though a period of probation may be required. These probationary periods are most commonly seen in large corporations with layers of management, such as banks (Wells Fargo), fast paced service industries (Federal Express) and technology (Hewlett Packard). In this environment, the pace is fast and the failure rate is high. (Murray, 2001)

The global corporation, Hewlett Packard uses strategies of personal technology to achieve success with a twelve-month accelerated development program grouping mentors to high potential employees. Charlie Hartness, a popular and valued mentor among managers at Federal Express, comments about the new employees entering the management program, "Simply avoiding failure is not all that it takes to be successful. I

think probably the most important contribution a mentor can make to candidates is helping them avoid failure. They will succeed on the basis of their own competencies, as long as they avoid failing in the process." (Murray, 2001)

This type of mentoring programs has helped in the advancement of 24 underrepresented groups. For example, the number of minority persons in top management positions at DuPont has risen 10 to 35 percent since mentoring was first implemented within the company in 1985. (Granfield, 1992) Another example is found with the company, Fannie Mae. This company's corporate mentor program is designed to encourage the advancement of high-potential employees, particularly women and minorities. To date the program seems to be successful. Women make up 44 percent of the organization's management, up from 36 percent in 1992, and minorities make up 25 percent of that group, up from 15 percent in the same year. Mentoring relationships can help get these people who have been excluded into the pipeline. (Stone, 2004)

As studies have revealed, organizations have many different types of mentoring programs available to new employees. A survey of 636 mentor-protege pairs revealed that 42 percent had been matched for career development of the mentee, 30 percent were targeting technical skills transfer, and 12 percent had been paired in support of cross-functional and cultural diversity. (Murray 1999b)

Some general guidelines for choosing a workplace mentor are to:

- facilitate the mentee's professional growth
- provide information, guidance and constructive comments
- assist in the evaluation of the mentee's plans and decisions

- supports and encourages and, when necessary, highlights short-falls in agreed performance
- maintains confidentiality, and provide constructive feedback at all times (Spencer, 2004)

Mentoring in the workplace application assimilates a new worker into an existing work environment either directly from a school or different workplace setting. The purpose is to produce a more informed, productive and safer worker in a shorter period of time than when allowed to learn on their own. This is because the newly hired worker will, in all likelihood, assume more of a "hands on" role in the workplace and the mentor will have more of a vested interest since the possibility of working alongside one another exists.

However, in spite of the fact that the relationship is different, a mentoring program for the newly hired and for a student internship course incorporating the concept of mentoring, both need to be set up with formal guidelines.

While fire service mentoring, because of its unique history and environment, could take on aspects of all three of the mentoring program types: academic, social and workplace; this thesis will directly focus on workplace mentoring.

In establishing the need for a mentoring program, the focus of this thesis will be on student mentoring within the framework of a new class offering at MATC. The mentoring aspect will be introduced through an MATC internship class and will introduce the perspective firefighter to an actual work environment of a career firefighter and to a mentor working within the fire service. There are two general infrastructures in which any organization can set up a mentoring program; informal and formal.

Mentoring Programs: Formal and Informal

Mentoring in whatever setting; school or workplace and for whatever purpose; social or academic, can be done either formally or informally.

Technically, "informal," as it is referenced, is a program that does not have ongoing support and/or the endorsement from the workplace involved. Based on the informality of the relationship, informal mentoring is less structured and relies less on fixed meeting placed and times. Nearly one-third of adults had been a mentor at some point, 83 percent of them not in formal mentoring programs. (McLearn, Colasanto, Schoen & Shapiro, 1998) As opposed to formal interaction, it can take place through telephone conversation or by just socially interacting.

In the workplace setting, these programs are usually established by the workers themselves and could be best described as taking a new person "under ones' wing." Outside of mentoring in the workplace, informal mentoring can take place in the mentees neighborhood or through the school setting and "nearly a quarter (23%) of informal mentoring relationships began because of a traumatic event in the young person's life and 16% said the youth was responsible for starting the relationship." (McLearn, Colasanto, Schoen, & Shapiro, 1998)

The overwhelming amount of mentoring however, takes place in an informal setting. Approximately eight of ten (83%) adults who have mentored young people in the last five years had initiated the relationship through informal contacts." Conversely, 17% of the adults who have mentored young people in the past five years did so through formal mentoring programs." (McLearn, Colasanto, Schoen, & Shapiro, 1998) Very similar in

purpose to "informal" programs but with structured support are formal mentoring programs.

Despite this overwhelming difference, formal mentoring statistically has a greater impact on the lives of the mentees. "Formal mentors are more likely than informal mentors to influence the lives of more youth by mentoring." (Stone, 2004) In any agency, business entity or public service sector, a formal mentoring program would be the only type of program where there would be a clearly defined purpose, specific goals and performance that could be measured. "Formal mentoring links development of employee competency with strategic business needs." (Management Mentors, 2005)

This type of mentoring program is established, sanctioned and provided with ongoing support by all within a particular organization. The approval and establishment of such programs must be a cooperative effort between management and labor. If a union is affiliated with a particular workplace and represents the employees, it too must be involved and support the mentoring programs' initiatives because of the value of such a program to its members.

Internships

Often referred to in the development of these programs is the term "intern." The distinction to be made is that an intern may or may not simultaneously be a student enrolled in a field of study closely linked to the position or job sought after yet should utilize all of the aspects of mentoring. For the most part, the internship is considered a formal mentoring experience, in part because the results or "lack of" will want to be monitored. To monitor its success, companies and institutions often use a personal assessment tool

referred to as "360-Degree Feedback," where the mentor systematically collect information about a mentee's behavior and performance from everyone who interacts with that person: boss, teachers, peers, and direct reports. The goal is to determine what it is like working for or with the person, and to isolate strengths and weaknesses. (Ibarra, 2004)

"Internships offer a valuable experience in a field closely related to a student's major and career interests. They provide opportunities to explore career options, gain valuable work experience, begin to network, and learn about the world of work. Internships may be for credit or pay wages." (Middle Tennessee State University, 2005) The purpose of the entrepreneurship intern program is to provide the student intern with an opportunity to:

- Develop professionally
- Acquire real-world experiences
- Apply classroom learning to the workplace

Employers and teachers have often heard the familiar lament from students that after spending a number of years obtaining a degree in a specific field of study they were still found to be "unemployable. The reason most often given by employers is that the student lacked experience. The most common retort by the student is: "How can one gain experience if no one hires me?" This would be an excellent illustration of the value of experiencing an internship position.

Whether the program is called shadowing, exploring, or cooperative learning, the purpose of internships is to provide an opportunity for either an advanced student or a recent graduate to obtain work experience or practical training in his/her field of study

under direct supervision. This position may be either paid or unpaid but formal more than informal. It would be during this time that the intern would gain much sought after experience and be able to list this work experience on a resume. For the employer, whether a person is considered an intern or not, the opportunity lies in the ability to view the work habits and adaptability to the career of a potential future employee. While not guaranteeing success, this internship period might also eliminate candidates that are not suitable for the profession and allows the employer a period of time without any commitments before actually hiring the new worker.

Specific Intern Examples Within the Fire Service

The Fire Department in Longview, Washington has an established intern program that is designed for individuals attending college who wish to gain work experience in the fire service. They view their intern as an integral part of the fire crew, and during their three-year commitment they are required to complete three phases, with each phase increasing in tasks and difficulty. A lieutenant assists the battalion chief with developing target dates for completion of each phase. Quarterly assessments are completed of the interns to ensure they are on-task to complete each phase. (Longview, WA Fire Department, 2005)

The City of Salisbury, North Carolina Fire Department has an extensive web site that details the Fire Department Intern program. Their intern program is specifically for high school students and has designated a specific curriculum that covers ten topics: Blood borne Pathogens - Personal Safety, Hazard Communications, Material Safety Data Sheets, Lock-out/Tag-out Awareness, CPR Awareness and Basic First Aid, Fire

Extinguishers-Equipment and Tools, Self Contained Breathing Apparatus, Interns Roles and Responsibilities, Station Emergencies and Communications, and Public Fire Safety Education. Interns must pass training levels in Intern I before they can be considered for promotion to Intern II level. (Salisbury, NC Fire Department, 2005)

Another fire department that offers prospective employees the opportunity to learn is the Wrightsville Beach, NC Fire Department. "We continuously seek innovative, cost-effective methods of providing high quality emergency services. Our intern program is one notable example to this approach. Interns receive a free dormitory room in the fire station in exchange for their service as firefighters. The program strengthens the ranks of the fire department while cutting costs for college students." (Wrightsville Beach, NC Fire Department, 2005)

One department with an outstanding program is the Sacramento Metropolitan Fire District, CA. The Metro Cadet Program "Training Today's Youth for Tomorrow's Fire Service" was founded in 1993 and was designed to give men and women between the ages of 16 to 25 a brief insight into the Fire Service. This completely volunteer program has its own fire station and has the cadets perform many of the tasks that present day fire stations require. Cadets are expected to participate in all aspects of the firehouse including, cleaning, maintenance, training, cooking, public education, and emergency response. To date, twenty-two Cadets have moved on into professional career in the fire service, and the law enforcement community. (Sacramento Metropolitan Fire District, 2005)

From these various examples, my study concluded that fire department intern programs vary in size and complexity. They include men and women from high school and

college to age 25. Some programs are used partially to save the community budget dollars and others are strictly for offering a service to the community. However, all programs have dedicated themselves to mentor these young adults of varying ages. While instilling the teamwork concept they also learn invaluable technical skills that cannot be duplicated anywhere else. Even if many of these cadets do not pursue a fire department career, they retain numerous life experiences and core values that are with them forever.

Summary

After reviewing the literature and various mentoring and intern applications, it is apparent that the Milwaukee Area Technical College Fire Science students and the Milwaukee County Fire Departments would benefit tremendously from the use of an internship class that incorporates the concept of mentoring. A course of this type within the Fire Science program will give the student the opportunity to apply techniques and lessons learned in the classroom and experience a worthwhile mentoring experience. His or her vision may or may not be to move forward in their career choice as a fire fighter or they can begin reexamining their performance goals toward another profession. The focus of the internship experience will be centered on the student's developmental learning throughout the class term not specifically in the outcome (i.e. class grade).

The practical experience the students' gain will help to facilitate their progression from that of a fire student to an entry-level firefighter. The departments that hire a student that participated in the intern class will also benefit by hiring a candidate that can be assimilated in the workplace with fewer difficulties and a greater technical knowledge of firefighting.

In the professional development of the employee or student, mentoring is a necessary tool in the 21st century. In most U.S. businesses (and in government), the majority of senior managers and administrators are still white males. In the work environments of the future, there will be little choice about working with one group of people rather than another. The workforce is increasingly diverse. Women account for 47 percent of the 139 million workers in the United States, and two-thirds of new workers between now and 2008 will be African Americans, Hispanics, Asians, and other minorities (U.S. Department of Labor, 1999). (Murray, 2001)

CHAPTER 3

METHODOLOGY

Introduction

At the present time, Milwaukee Area Technical College (MATC) does not offer any type of internship class. The purpose of this study is to examine how the development of an internship class, utilizing the concept of mentoring, would benefit both the students in the Fire Science program at MATC and the Milwaukee County Fire Departments that participate in the program. Prior to the development and implementation of the class, a MATC bulletin board announcement was placed throughout the fire science department inquiring about possible interest in an intern program. (Appendix D) The researcher received a valid number of positive comments from fire science students which warranted further research. Through a use of a focus group, the researcher planned a meeting with known experts, Milwaukee County Fire Chiefs, to gather information regarding their prospective participation in the intern program. Both of these groups were informed that their input was not only important in the class development but also highly encouraged on an ongoing basis.

Research Design

This chapter will include a description of methods used to obtain information prior to the inception of the program. The researcher formed the main data gathering resource, a focus group, that was made up of a total of *eight* representatives from the Milwaukee County Fire Departments. The focus group was primarily used to develop a hypothesis, establish the basic need for the internship class, and receive input for the curriculum development.

Additionally, benchmarking was used to analyze what is being done in other technical colleges that have an internship class already established within a fire science program. This was done in order to draw upon what other professionals have already done and to build upon their success and avoid their pitfalls. It was found while each educational setting for this type of class has its own unique characteristics, certain standardized goals, objectives and performance goals and outcomes could be applied while still adhering to the requirements of the MATC and Milwaukee County Fire Departments.

Population

For the purpose of this study; the population is defined as:

1. The first focus group would be the approximately 104 to 120 full time equivalent students that are enrolled in MATC's Fire Science. In order to take the intern class, currently enrolled MATC Fire Science students had to comply with the prerequisites of the class. (Appendix D)
2. The second group would be the "Fire Science Advisory Board" including the Associate Dean of Protective Services and the researcher's direct supervisor.
3. The third focus group would be the Milwaukee County Departments that deal directly with MATC in the various areas of the Fire Service Program. There are twelve separate Milwaukee County Fire Departments that could potentially participate in an intern class, accepting any number of interns. This group of individuals would have to commit to assigning one member of their department to coordinate the internship class within their respective departments, mentor the designated student and provide regular

communication with the "MATC Intern Program coordinator." The researcher requested specifically that this representative be either the department chief, the department training officer or the person who will be the department's coordinator of the internship class and to whom the student will report directly to while interning, his or her mentor.

Data Collection Process

The researcher gathered information on mentoring and internship programs in the second half of 2002 and the first three months of 2003. After the decision was made that there was a need for this type of program, the researcher contacted the Associate Dean of Protective Services. After meeting on several occasions, both parties had a meeting with the "Fire Science Advisory Board" to present the proposal for this new class. (Appendix F) The meeting included discussion regarding the pros and cons of having an internship class and the successes of similar programs in other school districts. The proposal was met with unanimous approval to implement a Fire Science Internship class.

Before a survey was formally created, the researcher attended a Milwaukee County Fire Chiefs' Association meeting and announced plans for an internship class at MATC. The researcher addressed the importance of mentoring in the fire service, answered any questions, and advised them that they would be receiving a survey. This survey would specifically inquire about their anticipated level of participation.

All the above referenced data were analyzed from which a formal "Fire Intern Program Survey" was created to be used as a measure of evaluation and were completed and submitted on a voluntary basis. (Appendix E)

Instrumentation

In the Summer of 2003, another meeting was hosted by the Oak Creek Fire Department and, in addition to the researcher, was also attended by the intern coordinator from the Oshkosh Fire Department which has been participating in an intern program in conjunction with the Fox Valley Technical College for 25 years. Fire departments that felt that they might even remotely be interested in participating or wished to have their questions answered or their concerns addressed where encouraged to attend. Also, in attendance were the representatives from the individual fire department labor unions. The survey and tentative internship proposal were distributed to all twelve of the Milwaukee County Fire Departments for their review and completion.

Within several months, responses from ten of twelve surveys were received and analyzed.

Data Analysis

The data received during this formative process was used to develop the curriculum and justify the conclusions presented in Chapter five. A thorough and satisfactory sampling was conducting with ten of twelve Fire Departments, more than 83 percent, responding to the "Fire Intern Program Survey."

Assumptions

The following assumptions were given:

1. Fire department representatives would be honest about their opinions.
2. Current students would be honest about their desire to participate in such a class offering.
3. There would be sufficient student participation to warrant the class on an

elective basis.

4. MATC would support the class through a trial period even if the enrollment numbers were below the required minimum to run a class.

CHAPTER 4

RESULTS OF THE STUDY

Introduction

At the present time, the MATC Fire Science program does not have any curriculum for the students that allows them to be mentored in their college "major" through participating in an internship in an actual firehouse. The purpose of this study was to research the concept of mentoring and apply it to an internship class in the Fire Science program at Milwaukee Area Technical College. This class would allow students currently enrolled, or those that have completed the degree work and meet the prerequisites, the opportunity to apply in an actual workplace setting what they have only been able to theorize in the classroom.

This opportunity for the students depends on the participation and involvement of the fire departments within Milwaukee County since the students will be individually assigned to a specific department for a semester.

The DACUM process was used by the researcher as an overall guide to the creation and development of the intern class. DACUM stands for "Developing A CurriculUM" and is a structured type of task analysis that is used by businesses, industry, and educational institutions to identify knowledge gaps.

The basic characteristics of the DACUM philosophy are:

- Curriculum needs to include real-world preparation for an occupation.
- An occupation can most effectively be described in terms of successfully performed job tasks or competencies.
- The *expert worker* is the best source for recognizing and describing job tasks.

The DACUM process has three main elements: needs assessment, a data-gathering workshop, and curriculum development. (Appendix D) A needs assessment was conducted in Chapter two where it was established that there is a true need for increased mentoring in the fire service and that the intern program was the most commonly used vehicle for this. The next step was the data-gathering workshop in which the researcher brought together experts which in this case was the various Fire Chiefs from the Milwaukee County Fire Departments.

This chapter will discuss the results of the survey conducted with the Milwaukee County Fire Departments experts. It will also outline where and how this new class will be structured and incorporated within the fire science program. Follow-up telephone conversations with the designated fire department intern advisors will also be presented in order to ascertain how, if at all, the implementation of this intern class has affected the participating fire department.

Data gathered from the responses was used to meet the following objectives of this study:

1. The purpose of the study is to create an organized mentoring program within the format of an internship class.
2. It is the goal to structure this program for the twelve Milwaukee County fire chiefs. Subsequently, this mentoring program will be formally organized and constructed as an internship class "Fire Internship" and offered to the student in the Fire Science Associate Degree Program at MATC.
3. The new class in the curriculum will be offered as a 3-credit elective and cover the course of one semester.

Present the Findings

In the Spring of 2003, the researcher completed the "MATC Fire Service Intern Class Survey" a survey which was approved by the Fire Science Department chairperson. This survey was presented to the Milwaukee County Fire Department representatives that were at the monthly "Milwaukee County Chief's Association" meeting. These Fire Department representatives diligently attend the monthly meetings as this is the most important time where most current issues and concerns are brought to the table; discussion in changes in the policy, procedures and joint training, responsibilities in mutual aid response issues and other urgent and important topics.

Also attending the meeting with the researcher, was the Coordinator for the Fire Service Intern Program at the Fox Valley Technical College. This Intern Program has been in existence for more than twenty-five years. This meeting and the coordinator's presence were used to answer any questions, dispel any misconceptions about this type of program and encourage support for this initiative. These meetings proved to be a valuable tool for answering questions and general brainstorming about this new program and the development of the survey.

Several months later, the research received a sufficient number of responses from the Chiefs that were very positive. The results of the survey are as follows:

(Table 2)

SURVEY
MATC Student Internship Proposal
Presented To: Milwaukee County Fire Departments

	Fire Department	Response
1.	City of St. Francis	Written No
2.	City of Milwaukee	Verbal No
3.	City of South Milwaukee	No Response
4.	City of Greendale	No Response
5.	City of North Shore	Yes, at a later time
6.	City of West Allis	Yes, at a later time
7.	City of Oak Creek	Yes
8.	City of Franklin	Yes
9.	City of Hales Corners	Yes
10.	City of Greenfield	Yes
11.	City of Wauwatosa	Yes
12.	City of Cudahy	Yes

Summary of Survey Responses:

No Response	2 Departments	16.7%
No, we are not interested	2 Departments	16.7%
Possibly, but at a Later Time	2 Departments	16.6%
Yes, we are interested	6 Departments	50.0%
		100.00%

Out of twelve Departments, the researcher received ten responses; two Departments chose not to respond. Of the ten responses there were six Departments, or 60% of the surveys received, expressing an interest in having an intern for a semester. It was noted that there were possibly two other Departments that could have been contacted: Milwaukee County Airport and the 440th Air National Guard. After discussing what Departments

should be included in the Survey with the "MATC Fire Science Advisory Board," it was decided to exclude these two because of the complexity of the environment involved with the U.S. Department of Homeland Security.

The survey asked several questions that would aid the researcher in the development of the intern class. A brief summary of the questions and the information that was received has been included from the six Departments that responded with a "yes" in participating in the intern program. (Questions 1 through 5)

(1) Question

This question obtained factual information about the department and the person that would be responsible for the intern student.

(2) Question

How many interns would you project that you would be interested in working with?

Fire Department	Intern Number
Cudahy	3
Franklin	1 - 3
Greenfield	1 or 2
Hales Corners	1 intern
Oak Creek	3 to 6 interns
Wauwatosa	3 to 6, probably 3 first time implemented

(3) Question

This question obtained factual information about the contact person, Training Officer/Chief, who will be responsible for your fire department's training program.

(4) Question

What requirements would you like interns to possess prior to beginning internship with your department? (i.e. FFI, FFII, EMT, GPA etc.)

Fire Department	Requirements
Cudahy	FFI, FFII, EMT or FFI and EMT
Franklin	We are reviewing this
Greenfield	FFI and EMT
Hales Corners	FFI with EMT or enrolled in the EMT course
Oak Creek	FFI, EMT, 2.0 or greater GPA
Wauwatosa	FFI, 2.5 GPA, EMT desirable but not required

(5) Question

What are some concerns/ideas you have in regards to this proposed program?

Cudahy

Work with union prior to implementation. Work out arrangements prior to implementation.

Franklin

We are reviewing this!

Greenfield

Left blank

Hales Corners

Left blank.

Oak Creek

Left blank

Wauwatosa

Need for recruiting minority candidates. We are interested in hosting three interns for the Fall term. In the future we may host up to a nine per semester.

West Allis

We are currently beginning CPAT testing and mentoring. We are interested in participating but we may have to delay until at least after this summer.

The survey proved to be an effective tool in the development of the intern class. It gave the Fire Chiefs' sufficient time to investigate the new program and ask questions. Even though their answers on the survey were minimal, it opened up the lines-of-communication where they felt comfortable in contacting the researcher and offered suggestions and voiced their concerns.

The survey along with the DACUM provided the blueprint for how this new class would be structured and incorporated within the Fire Science program. Follow-up telephone conversations with the designated fire department intern advisors will also be conducted in order to ascertain how, if at all, the implementation of this internship class is affected the participating fire departments.

After the completion and analysis of the survey, the researcher was able to develop a class adapted to the Fire Science program. In addition, the class will meet the needs of the Milwaukee County Fire Departments who are the school's customers, in that they could potentially hire an MATC Fire Science graduate.

Curriculum Development

The first element of the DACUM process, a needs assessment, was presented in

Chapter two and three. The DACUM process continued with data-gathering from experts. Chapter four details the meetings of Chiefs from the Milwaukee County Fire Departments represented by the data-gathering, which led to the "Fire Intern Program Survey" and its results in the development of the curriculum.

In the early stages of curriculum development for any class, MATC requires the utilization of the Wisconsin Instructional Design System (WIDS) as a template. This WIDS format structures the course by requiring an instructor to list specifically the outcomes expected from the course. The WIDS is formally completed by MATC administration after they have received the "Course Outcome Summary" (COS) developed by the instructor of the class. (Appendix H)

The researcher formally presents the "Course Outcome Summary" to the Fire Science Advisory Board. The "Course Outcome Summary" states the conditions and the criteria for all the crucial areas of the Internship class and details what is expecting of the intern during the semester. The conditions and criteria for the Fire Internship are:

- A detailed description of the class
- Competencies and Performance Standards
- Explains the Fire Service' Obligation Regarding Confidentiality
- Apply Effective Communication Skills Throughout Intern Experience
- Demonstrates Effective Career Development Skills
- Demonstrates Adaptability to Department
- Demonstrates Appropriate Work Habits
- Demonstrates Appropriate Fire Service Character Attributes

- Demonstrates Specific Appropriate Fire Service Skills

The implementation of the class could move forward after all the proper approvals were received from the MATC Protective Services Associate Dean and the MATC Fire Science Advisory Board.

Before the class can actually be designated as an official MATC class, the Board requests the instructor set up the class completing the form titled, "MATC Core Abilities." (Appendix I) In this report the researcher details all the requirements that the MATC student will have to meet to successfully pass the intern class.

After this final process has been completed, the class is ready for enrollment and is listed in the MATC Course Catalog.

The class was formally offered to students for enrollment in the Fall Semester of 2003. The first semester of 2003 included three interns who were assigned to Wauwatosa, Cudahy and Franklin Fire Departments. The entire outline of the semester, the intern's responsibilities and the Fire Department Obligations are listed in a formal packet to the student and the Fire Department, entitled "Fire Service Intern Class – A Community Based Learning Experience." (Appendix J)

Listed below is a brief outline of the semester:

Semester Begins

- Individual intern meets with MATC Fire Intern Coordinator.
    - Meet once per week for two weeks, and reviews any questions regarding the "Course Outcome Summary."
- MATC Coordinator contacts City Fire Department Intern Coordinator
    - Introduce the Coordinator to the Fire Service Intern and department

orientation begins.

- Meets with the Shift Supervisor (who may or may not be the Intern Advisor – his mentor). They will coordinate the Intern's schedule and outline responsibilities and expectations of the individual Fire Department.

- MATC Coordinator visits intern and Fire Department Coordinator regularly
- Mid term report given to MATC Fire Intern Coordinator
- The intern finishes the semester and is formally given a report entitled, "MATC Student/Intern Evaluation Form" completed by his Fire Department Advisor. A letter grade is given to the student/intern based on the information provided.
- The student receives in the packet a form to provide feedback to the participating Fire Department.

Each semester the "Course Outcome Summary" is reviewed and updated based on the feedback received from both the interns and the participating City Fire Departments.

CHAPTER 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

The researcher's analysis indicated that the majority of students have limited or no exposure to the actual fire department structure and its' daily functions. Researching the concept of mentoring, the researcher sought to apply the mentoring concept in the development of an internship program. This unique type of mentoring experience filled a definite void in MATC's Fire Science curriculum.

This study will address those questions and concerns through the development of a mentoring program that will provide a tool to assist a fire department in the transition of a new fire service recruit into the organizational structure. It will also provide direction for company officers and senior firefighters that act as mentors, and also for the new recruit.

Statement of the Problem

The research showed that there were no formal, organized mentoring programs currently existing in any of the twelve Fire Departments within Milwaukee County. Program variations such as cadet and explorer type programs do exist, however, they vary in content and application from department to department. These programs have little similarities and are not tied to the requirements of an educational institution.

At the present time, the MATC Fire Science program does not have any curriculum for the students that allows them to be mentored in their career choice through participating in an internship with a fire department. The purpose of this study was to research the concept of mentoring and apply it to an internship class in the Fire Science program at

Milwaukee Area Technical College. This class would allow students currently enrolled, or those that have completed the degree work and meet the prerequisites, the opportunity to apply in an actual workplace setting what they have only been able to theorize in the classroom.

The purpose of the study is to create an organized mentoring program into the Milwaukee County fire department system. It is the researcher's goal to organize this program to best meet the needs of the MATC student interns and the Milwaukee County Fire Departments. Subsequently, this mentoring program will be formally organized and constructed as an internship class "Fire Internship" and offered to the students enrolled in the Fire Science Associate Degree Program at MATC. The new class curriculum will be offered as a three-credit elective and cover the course of one semester.

Summary of Study Procedures

Population

For the purpose of this study; the population is defined as: (1) MATC Fire Science students currently enrolled; approximately 104 to 120 full-time equivalent students. In order to take the intern class, currently enrolled MATC Fire Science students had to comply with the prerequisites of the class. (2) The MATC Fire Science Advisory Board including the Associate Dean of Protective Services and the researcher's direct supervisor. (3) The third group consists of the Milwaukee County Departments that deal directly with MATC in the various areas of the Fire Service program. There are twelve separate Milwaukee County Fire Departments that could potentially participate in an intern class, accepting any number of interns. This group of individuals would have to commit to

assigning one member of their department to coordinate the internship class within their respective departments, mentor the designated student and provide regular communication with the "MATC Intern Program coordinator." The researcher requested specifically that this representative be either the chief, the department training officer or the person who will be the department's coordinator of the internship class and to whom the student will report directly to while interning, his or her mentor.

Instrumentation

The DACUM process was used by the researcher as the main data-gathering tool. The researcher met with Fire Department experts to gather information about the creation of the program. After meeting with Department representatives, the researcher created a survey titled "Fire Intern Program Survey."

The survey consisted of five questions which basically wanted to know the interest and level of their participation. If they did participate, how many interns would be mentored. Ten of twelve surveys were returned with six Departments stating that they would be interested in having an intern.

The survey proved to be an effective tool in the development of the intern class. It gave the Fire Chiefs' sufficient time to investigate the new program and ask questions. Even though their answers on the survey were minimal, it opened up the lines-of-communication where they felt comfortable in contacting the researcher and offered suggestions and voiced their concerns. The survey, along with the DACUM, provided the blueprint for how this new class would be structured and incorporated within the Fire Science program.

After the completion and analysis of the survey, the researcher was able to develop a class adapted to the Fire Science program. In addition, the class will meet the needs of the Milwaukee County Fire Departments who are the school's customers, in that they could potentially hire an MATC Fire Science graduate.

Data gathered from the responses was used to meet the following objectives of this study:

1. The purpose of the study is to create an organized mentoring program within the format of an internship class.
2. It is the goal to structure this program for the twelve Milwaukee County fire chiefs. Subsequently, this mentoring program will be formally organized and constructed as an internship class "Fire Internship" and offered to the student in the Fire Science Associate Degree program at MATC.
3. The new class in the curriculum will be offered as a three-credit elective and cover the course of one semester.

Conclusions and Implications

Milwaukee Area Technical College, as an educational institution in general and the Fire Science Program specifically, has an obligation to the students enrolled to provide the most comprehensive learning environment. Every effort should be made to provide the most up-to-date curriculum. While this is being done for the most part the absence of an opportunity to intern within the fire science program was a glaring omission.

MATC admission record shows 43 percent of students identifying ethnicity are minorities. With 170 degree, diploma and certificate programs, plus 23 apprentice

programs, MATC offers more career choices than any other state technical college. The Fire Science program continues to increase its enrollment but does not offer any intern or apprentice programs. The addition of an internship program within the Fire Science curriculum would fill this void.

Recommendations

The mentoring concept within an internship program is a proven method of reducing the learning curve for new employees. The same could be said for students. It should be MATC and the Fire Science's goal to equip the student to enter the job market with a more complete understanding of exactly what will be expected of them and exactly what the career entails. Many successful corporations and educational institutions employ internship programs and MATC was clearly lacking in this area. The internship class will provide an opportunity by providing a method through which the newly hired student could transition more effectively into the work environment.

It is recommended that the MATC and the Milwaukee County Fire Departments continue to support and provide this opportunity for the students. As of the 2005 Spring semester nine Milwaukee County departments participated in the Internship class by offering to host an intern or number of interns for a semester. It was the goal of the researcher to increase the opportunity of the students to enrich their learning experience and to enhance their opportunity for employment within the fire service. This goal was accomplished through the addition of an internship class utilizing the concept of mentoring. Currently, each student now has the opportunity to apply the theories and lessons learned in the classroom to an actual workplace in their career choice.

A secondary goal, to increase the level of involvement of potential employers, the Milwaukee County Fire Departments, was also accomplished. This was done by first receiving input from the fire departments as how to improve the fire science program utilizing an internship program and then acting upon their recommendations and integrating this new course within the existing program. Secondly, the level of participation has gone from zero involvement to 75% or 9 of the 12 potential fire departments participating and contributing to the practical education of potential employees. The researcher would consider going outside Milwaukee County but at this time, there is no demand for interns in these outlying areas.

Another goal is to see a greater participation by the Fire Science students. It is not unusual for an elective class to begin with lower numbers, especially when it is an "unpaid" internship. However, students quickly have observed that their chances of becoming employed can greatly increase with a successful internship. One specific example: one student who was an intern at West Allis Fire Department for one semester had an extremely successful internship. When he began the internship, the Department was not hiring any new employees. Several months after he completed his internship, several openings developed and he was hired. His comment to the Fire Science coordinator was, "The internship was the golden nugget responsible for getting me hired."

While everyone agrees that this is a valuable program, only nine students have registered and completed the intern class. A further recommendation to increase enrollment would be to make the class a requirement. Fox Valley Technical College has an internship class that is not an elective, but required for two semesters. To justify the

internship as a required class, the researcher would have to return to the MATC Fire Science Advisory Board for their input and eventual approval. This might be difficult for a county as large as Milwaukee versus Fox Valley which is a smaller population. The coordination of such a program would require many advisors which may or may not make the class cost prohibitive.

Conclusion

"Being a mentor is a great responsibility. There have been candidates who have had the potential to become very productive fire department members but who were influenced inappropriately or taught incorrectly when candidates. All of us in the fire service have been taught; it is now our time to teach. We all have been instructed; now it is our time to instruct. We all have been led; now it is our time to lead. We all must assume an active role in passing on the traditions of the fire service by **M**aking **E**very **N**ew **T**rainee **O**ur **R**esponsibility (M.E.N.T.O.R.)." (Piech, 2004)

REFERENCES

Bailey, J. (1983). Clues for success in the President's job, *Harvard Business Review.*

Big Brothers and Big Sisters of America. (2005). Retrieved July 9, 2005, from: http\\www:bbbsa.org

Bilchik, S. (1998, December). *Juvenile Mentoring Program: 1998 Report to Congress.* Office of Juvenile Justice and Delinquency Prevention.

Cain. T. (2005). *Juvenile Mentoring Program (JUMP).* Juvenile Justice Resource Center. Retrieved July 2, 2005, from: http:www.ojjdp.ncjrs.org/pubs/96kit/jump.htm.

Figler, H. (1999). *The Complete Job-Search Handbook* (3rd ed). New York: Henry Holt & Company.

Fountain, D. L. & Arbreton, A. (1998). *The cost of mentoring: Contemporary issues in mentoring.* Philadelphia, PA: Public/Private Ventures.

Grace Bible Church. (1999). *Mentoring for the Third Millennium: A Biblical philosophy of personal discipleship.* Tulsa, OK: Author.

Granfield, M. (1992, November). 90s mentoring: Circles and quads. *Working Woman magazine*, p.15.

Grossman, J. B. (1998) *The practice, quality and cost of mentoring: Contemporary issues in mentoring.* Philadelphia, PA: Public/Private Ventures, 1998.

Grossman, J. B. & Johnson, A. (2002, November) Assessing the effectiveness of mentoring programs. *The Prevention Research*, 9(1).

Ibarra, H. (2004). *Coaching and mentoring: How to develop top talent and achieve stronger performance.* Boston, MA: Harvard Business School Press.

Inspirational Study Bible. (1995). King James Version. New York: Word Publishing.

Jaffe, N. (1998). *Mentoring in 1998: Four models for the 21st century - Contemporary issues in mentoring.* Philadelphia, PA: Public/Private Ventures.

Longview, Washington Fire Department. (2005). *Intern Program.* Retrieved July 16, 2005 from: http:www.ci.longview.wa.us/fire/InternProgram.htm

Management Mentors, International Mentoring Consultants. (2005) Retrieved July 9, 2005 From: http://managementmentors.cycloneinteractive.net/

McLearn, K., Colasanto D., Schoen, C., & Shapiro, M. (1998). *Mentoring matters: A national survey of adults mentoring young people: Contemporary issues in mentoring.* Philadelphia, PA: Public/Private Ventures.

McKernan, J.R. Jr. (1994). *Making the grade, how a new youth apprenticeship system can change our schools and save American jobs.* Boston, MA: Little, Brown and Co.

Milwaukee Area Technical College (MATC). (2005). *2004-2005 Course Catalog.* Milwaukee, WI. MATC District Administration offices.

Milwaukee Area Technical College (MATC). (2005). *2003 Graduate Employment Report and History of MATC.* Retreived July 2, 2005 from: http:www.milwaukee.tec.wi.us/

Middle Tennessee State University. (2005). *Entrepreneutial studies.* Retrieved July 9, 2005 from: http:www.career.web.mtsu.edu/intern.htm

Murray, M. (2001). *Beyond the myths and magic of mentoring: How to facilitate an effective mentoring process.* San Francisco, CA: Jossey-Bass Inc.

National Mentoring Partnership. (2005). *Become A mentor.* Retrieved July 2, 2005 from: http//www/mentoring.org/

Peddy, S. (1998). *The art of mentoring, lead, follow and get out of the way.* Austin, TX: Morgan Printing.

Petersen, L. (1993). *Street smart career guide: A step-by-step program for your career development.* New York, NY: Crown Trade Publications.

Piech, J. (2004, July). The role of the fire service mentor. *Fire Engineering,* 87-94.

Rhodes, J.E. (2004). *Stand by me: The risks and rewards of mentoring today's youth.* Cambridge, MA: First Harvard University Press.

Sacramento Metro Fire District. (2005). *Metro Fire Cadet Program.* Retrieved July 16, 2005 from: http:www.smfd.ca.gov/cadets.htm

Salisbury, N.C. Fire Department. (2005). *Fire Department Interns.* Retrieved from July 16, 2005 from: http:www.ci.salisbury.nc.us/fire/fire_department_interns.htm

Sipe, C.L. (1998). *Mentoring adolescents: What have we learned?"* Philadelphia, PA: Public/Private Ventures.

Sipe, C.L. & Roder, A.E. (1999). *Mentoring school-age children: A classification of programs.* Philadelphia, PA: Public/Private Ventures; Arlington, VA: The National Mentoring Partnership.

Spencer, C. (2004). *Mentoring made easy, A practical guide* (3rd ed.). Employment Equity and Diversity. Sydney, Australia: Public Employment Office, Sydney, New South Wales Premier's Department.

Spencer, C. (1999). *Mentoring made easy, A practical guide to mentoring* (3rd ed.). New South Wales Government Publishing.

Stone, F. (2004). *The mentoring advantage: Creating the next generation of leaders.* Chicago, IL: Dearborn Trade Publishing.

Thomas, D.A. (2001, April). The truth about mentoring minorities: Race matters. *Harvard Business Review.*

University of Minnesota. (2005). *Mentoring.* Retrieved July 9, 2005 from: http\\www.cnr.umn.edu/alumni/mentor

Washington State University. (2005). *Mentor Program.* Retrieved July 16, 2005 from: http:www.cougnet.wsu.edu/career-network/agree-find-mentor.html.

Weinstein, B. (1994). *I'll work for free: A short-term strategy with a long-term payoff.* New York: Henry Holt and Company.

Town of Wrightsville Beach, N.C. (2005). *Fire Department.* Retrieved July 9, 2005 from: http:www.townofwrightsvillebeach.com/fire.htm

Appendix A

Mentoring Made Easy: A Practical Guide
The Benefits of Mentoring Programs

Mentoring Made Easy: A Practical Guide

Carlie Spencer, Updated by Kathy Tribe
Employment Equity and Diversity,
Public Employment Office,
New South Wales Premier's Department 2004
Level 17, Bligh House, 4-6 Bligh Street
Sydney NSW 2000

Mentoring Made Easy: A Practical Guide
The Benefits of Mentoring Programs

Structured mentoring programs provide a more transparent selection process to match mentors and mentees. They provide career development opportunities to employees that can be linked to meeting clear objectives for the agency, the mentee and mentor. They can offer the following benefits to mentees, mentors and agencies.

BENEFITS TO THE MENTEE

- increased skills and knowledge
- increased potential for career mobility and promotion
- improved understanding of their roles in the organization
- insights into the culture and unwritten rules of the organization
- a supportive environment in which successes and failures can be evaluated in a non-confrontational manner
- a smoother transition through management levels
- a powerful learning tool to acquire competencies and professional experience
- potential for increased visibility
- networking opportunities
- development of professional skills and self-confidence
- recognition and satisfaction
- empowerment
- encourages different perspectives and attitudes to one's work, and
- develops greater appreciation of the complexities of decision-making within the organizational framework.

BENEFITS TO THE MENTOR

- opportunities to test new ideas
- enhanced knowledge of other areas of the agency
- renewed enthusiasm for their role as an experienced employee
- higher level recognition of their worth and skills through encouragement to take on a mentoring role
- challenging discussion with people who have fresh perspectives and who are not already part of the organizational thinking
- raising awareness and responsiveness to EEO group issues in a non-threatening/non-compulsory process
- satisfaction from contributing to the mentee's development
- opportunities to reflect upon and articulate their role
- cultural awareness - improved understanding of employment equity management principles
- develop deeper awareness of their own behavior
- improved inter-personal skills in counseling, listening, modeling, and leading, and
- improved ability to share experience and knowledge.

BENEFITS TO THE AGENCY

- improved delivery of services through more informed and skilled staff
- application of knowledge gained from mentoring
- reduced recruitment and selection costs as a result of higher employee retention
- progress towards diversity and equal opportunity in the workplace

- improved communication between separate areas of the agency
- support networks for employees in times of organizational change
- managers with enhanced people management skills
- successful mentees often become mentors and better people managers
- promotes the concept of a learning environment where employees are encouraged to be developed
- more committed and productive staff
- can contribute to succession planning, employment equity planning, and
- transmitting of cultural values and norms that can contribute to a change in workplace culture.

Appendix B

Milwaukee Area Technical College

2003 Graduate Employment Report

Grads Rate MATC Great!

97% of our grads gave MATC high marks when rating satisfaction with their training.

hands-on training

"My MATC training helped me get into my desired workplace."

2003 graduate, Fire Science

start here, go anywhere

"MATC was an excellent starting point. Now I'm going on to earn my bachelor's degree."

2003 graduate
Computer Electronics Technology

expert faculty

"The instructors were great. They made my MATC experience enjoyable."

2003 graduate
TV/Video Production

Report Definitions and Qualifications

Graduates: Students who graduated from an associate degree, technical diploma or apprenticeship program in academic year 2002-2003.

MATC District: All of Milwaukee County, the southern two-thirds of Ozaukee County, and portions of Washington and Waukesha Counties.

Related Employment: Jobs related to the student's MATC training, as self-reported by graduates.

Wage Average and Range: Statistics based on wages of employed students responding to the survey.

Received Employment Opportunities: Full-time openings related to a program, which MATC Student Employment Services received during calendar year 2003.

Projected Statewide: Annual job openings estimated for the state of Wisconsin as reported in the Occupations Handbook 2002-2004 (Center for Education and Work, UW School of Education, 2003).

About the Survey

This report is based on mail and telephone surveys conducted among graduates between November 2003 and February 2004. 63% of all 2003 graduates responded to the survey. *Quotes are taken from the 2003 Graduate Survey.*

MILWAUKEE AREA **Technical College**

MATC.edu

Downtown Milwaukee Campus
700 West State Street
Milwaukee, WI 53233-1443
414-297-MATC

Oak Creek Campus
6665 South Howell Avenue
Oak Creek, WI 53154-1196
414-571-4500

Mequon Campus
5555 West Highland Road
Mequon, WI 53092-1199
262-238-2200

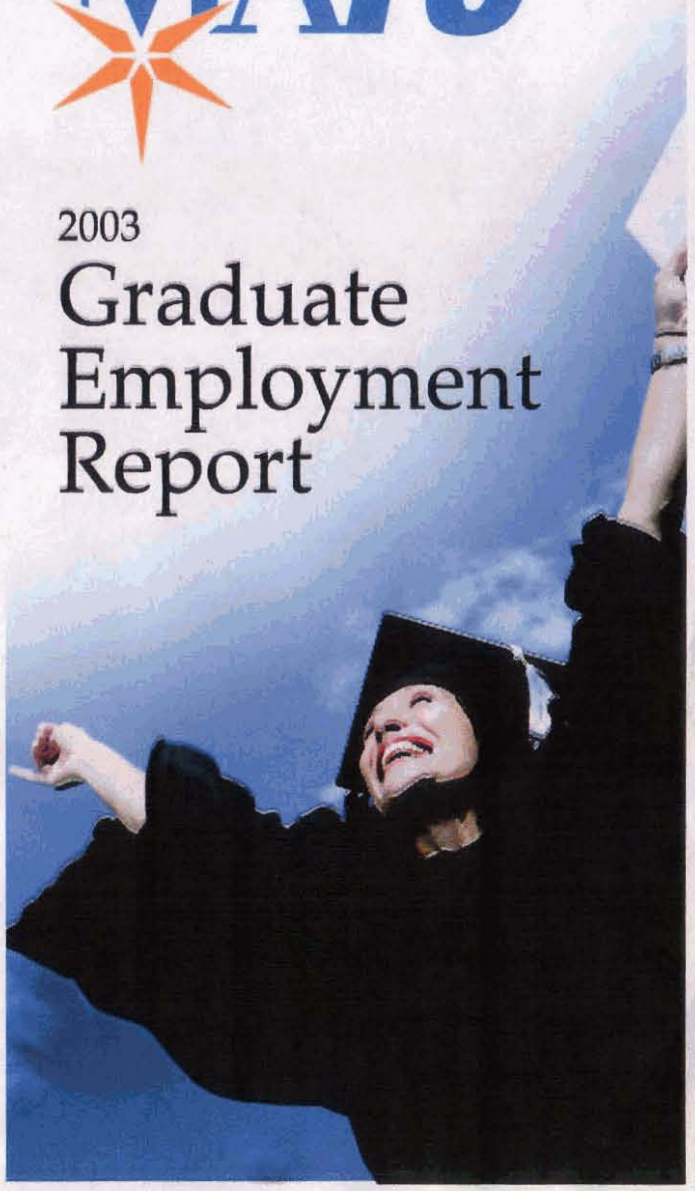
West Allis Campus
1200 South 71st Street
West Allis, WI 53214-3110
414-456-5500

MATC is an Affirmative Action/Equal Opportunity Institution and complies with all requirements of the Americans With Disabilities Act.

MILWAUKEE AREA **Technical College**

MATC

2003 Graduate Employment Report



Milwaukee Area Technical College

We Work for Students AND Graduates

MATC is one of the Midwest's largest and most innovative two-year community-based technical colleges.

The college provides relevant education using innovative technologies. Our highly qualified faculty members have extensive real-world work experience. As an MATC student, you can also grow through our many professional student organizations and activities.

You'll gain the skills to succeed in your chosen field, or you can transfer your MATC credits to four-year colleges and universities. With the options and opportunities an MATC education provides, you can start here and go anywhere.

MATC graduates have the career training that makes them sought-after professionals. Whatever your interests and goals, MATC can get you there.

I welcome this opportunity to share with you this 2003 Graduate Employment Report. You'll find proof in the numbers: MATC grads succeed.

Darnell Cole

Darnell E. Cole, Ph.D.
President

For More Information

Copies of this report are available online at www.matc.edu. Call 414-297-6244 with questions about the information in this brochure.

Job Search Support

MATC's **Student Employment Services** office offers job search assistance to MATC students and graduates seeking employment — entry level or advanced.

TechConnect, the student employment information system, provides the latest job openings from employers who have contacted MATC with position openings.

To register and receive information about job openings, visit www.matc.edu or call TechConnect at **414-297-6244**.

MATC grads are in demand

This 2003 graduate survey demonstrates that MATC graduates get jobs. And they get those jobs because MATC programs are designed to meet area employer needs. You can be job-ready in only one or two years of full-time study!

In addition, more than 90% of our graduates are employed within six months of graduation, or are continuing their education at four-year colleges and universities.

98% of MATC Graduates Work in Wisconsin

In the past few years, the following have been the largest employers of MATC grads (partial list):

AURORA HEALTH CARE SYSTEM
BRIGGS & STRATTON
CITY OF MILWAUKEE
COLUMBIA/ST. MARY'S
COVENANT HEALTH SYSTEM
HARLEY-DAVIDSON
MEDICAL COLLEGE OF WISCONSIN
MIDWEST AIRLINES
MILWAUKEE COUNTY
MILWAUKEE POLICE DEPARTMENT
MILWAUKEE PUBLIC SCHOOLS
NORTHWESTERN MUTUAL
U.S. BANK
WE ENERGIES

170 Programs Give You More Options

MATC offers 170 associate degree and diploma programs, as well as the following opportunities:

- Certificate programs that can be completed in one semester or less, in targeted occupational areas
- Apprentice programs in partnership with local employers and skilled trade unions
- A Pre-College division with an adult high school and basic skills classes for college-level course preparation
- Thousands of courses that will help you succeed personally and professionally

Our Goal: Student Success

When you enroll at MATC, your success is our priority.
We help you succeed in the classroom and through our comprehensive student services including:

- Academic counseling and advising
- Career planning
- Academic support centers
- Multicultural Affairs
- Financial aid — scholarships, grants and loans
- Support services for veterans, bilingual students and students with disabilities

MATC also offers an active student life with 40 professional student organizations and varsity men's and women's sports.

MATC Fits into Your Schedule

We offer classes and programs during the day, evening, weekends and online. Whatever your schedule, you can fit college around work and family.

Grads Rate Us Great

Overwhelmingly, graduates rate their MATC experience favorable — 97% report they are satisfied with their MATC education.

To start your MATC education, visit **www.matc.edu** or call **414-297-MATC**.. You can change your future, starting today.

MILWAUKEE AREA Technical College

ASSOCIATE DEGREE

ASSOCIATE DEGREE	EMPLOYED GRADUATES			EMPLOYMENT OPPORTUNITIES	
	% Employed in 6 Months	Hourly Wage Range	Annual Average Wage	Openings Received By MATC+ 1/1/03-3/1/04	Projected Annual State Openings
Accounting	81%	$ 8.00 - $21.11	$28,849.60	97	1090
Administrative Assistant	90%	$ 7.00 - $24.74	$30,264.00	237	1800
Air Conditioning and Refrigeration Technology	80%	$10.00 - $30.00	$38,459.20	33	180
Anesthesia Technology	75%	$13.15 - $16.80	$30,472.00	3	NA
Architectural Technology	71%	$ 8.49 - $12.50	$23,046.40	18	300
Associate in Arts	78%	$ 7.25 - $17.19	$22,796.80	752	NA
Automotive Technology	100%	$ 9.86 - $17.40	$25,896.00	12	840
Banking and Financial Services	67%	$10.95 - $18.70	$31,012.80	76	1400
Biomedical Electronics Technology	80%	$12.40 - $21.60	$37,211.20	4	20
Business Mid-Management	74%	$ 9.00 - $35.00	$32,489.60	39	1380
Cardiovascular Technology	86%	$17.00 - $27.00	$45,697.60	*	20
Chemical Technician	50%	**	**	38	60
CIS-Microcomputer Specialist	67%	$ 8.00 - $30.00	$33,737.60	40	780
CIS-Network Specialist	65%	$ 7.50 - $19.27	$28,433.60	67	890
CIS-Programmer/Analyst	74%	$ 6.25 - $30.00	$30,430.40	30	970
Civil Engineering Technology	44%	$11.00 - $18.64	$28,870.40	34	300
Computer Electronics Technology	78%	$ 9.00 - $22.00	$33,883.20	29	190
Criminal Justice-Law Enforcement	50%	$ 8.50 - $28.65	$34,174.40	143	870
Culinary Arts	67%	$ 9.25 - $16.00	$23,483.20	104	2320
Dental Hygiene	95%	$ 5.00 - $33.00	$49,150.40	6	180
Dietetic Technician	88%	$ 9.78 - $16.25	$26,540.80	10	520
Early Childhood Education	80%	$ 6.06 - $12.50	$19,801.60	74	730
eCommerce/Web Administration	78%	$10.50 - $17.36	$26,083.20	6	140
Electronic Systems Technician	71%	$10.56 - $17.34	$30,784.00	107	580
Environmental and Pollution Control Technology	67%	**	**	20	30
Fire Science	88%	$ 6.90 - $27.00	$28,121.60	11	340
Funeral Service	89%	$11.00 - $18.75	$31,241.60	5	30
Graphic Communication Technologies	50%	**	**	*	450
Graphic Design	63%	$ 7.00 - $18.75	$22,214.40	78	430
Hotel/Hospitality Management	75%	**	**	71	610
Human Service Associate	74%	$ 9.17 - $13.91	$23,025.60	103	740
Individualized Technical Studies	100%	$15.00 - $20.83	$37,481.60	*	NA
Industrial Engineering Technician	100%	$12.00 - $15.63	$28,724.80	9	60
Interior Design	100%	$ 6.25 - $17.54	$25,875.20	15	60
Interpreter Technician	50%	**	**	4	380
Landscape Horticulture	84%	$10.01 - $20.83	$32,073.60	79	280
Legal Secretary	100%	$ 9.00 - $14.29	$25,168.00	23	340
Logistics	100%	**	**	36	220
Management Development (Supervisory Management)	89%	$10.00 - $22.00	$34,424.00	164	950
Marketing Management	88%	$10.00 - $23.44	$31,116.80	312	120
Materials Technology	50%	**	**	23	180
Mechanical Design Technician	0	**	**	88	300
Medical Administrative Specialist	100%	**	**	78	320
Music Occupations	100%	**	**	4	N/A
Occupational Therapy Assistant	100%	**	**	63	30
Opticianry Science	0	**	**	8	450
Paralegal	60%	$ 7.30 - $23.08	$29,868.80	15	170
Photography	50%	**	**	53	70
Physical Therapist Assistant	100%	$13.11 - $15.00	$29,369.60	127	90
Radiography	100%	$10.15 - $23.59	$39,852.80	48	N/A
Real Estate Brokerage	75%	$ 9.90 - $30.00	$36,337.60	15	260
Registered Nursing	94%	$ 7.50 - $36.46	$42,494.40	172	1560
Respiratory Care	100%	$11.00 - $28.00	$41,204.80	17	90
Surgical Technologist	100%	$14.98 - $19.27	$34,652.80	6	80
Technical Studies-Apprentice	100%	**	**	*	N/A
Television and Video Production	100%	$ 8.00 - $14.00	$20,217.60	88	N/A
Travel Services	70%	$ 9.70 - $17.00	$26,041.60	4	630
Visual Communication/Computer Graphics	92%	$ 5.25 - $16.67	$22,443.20	31	470
Welding Technology	100%	$19.12 - $23.00	$44,948.80	27	590

Graduate Employment Report 2003

DIPLOMA

DIPLOMA	EMPLOYED GRADUATES			EMPLOYMENT OPPORTUNITIES	
	% Employed in 6 Months	Hourly Wage Range	Annual Average Wage	Openings Received By MATC+ 1/1/03-3/1/04	Projected Annual State Openings
Air Conditioning, Refrigeration and Heating	85%	$ 9.00 - $29.00	$35,921.60	33	180
Appliance Technician	67%	$ 7.00 - $ 9.38	$16,203.20	10	40
Auto Collision Repair and Finish Technician	60%	$ 8.00 - $11.25	$18,886.40	8	250
Automotive Maintenance Technician	67%	$ 6.50 - $14.00	$21,486.40	12	840
Aviation Technician-Airframe	80%	$10.10 - $18.33	$29,577.60	36	N/A
Baking Production	100%	$ 6.50 - $ 9.50	$16,640.00	17	1340
Barber/Cosmetologist	80%	$ 5.25 - $12.50	$17,950.40	84	1250
Bilingual Office Assistant	83%	$ 5.00 - $18.23	$24,648.00	5	N/A
Bricklaying/Masonry	33%	**	**	*	240
Carpentry	77%	$ 7.22 - $16.00	$24,273.60	27	1100
Computer Numerical Control Machine Operator/Programmer	86%	$13.65 - $19.12	$31,678.40	95	1540
Computerized Accounting Assistant	42%	$10.00 - $16.67	$28,704.00	19	580
Dental Assistant	64%	$ 9.50 - $13.00	$22,651.20	32	240
Dental Technician	100%	$ 9.00 - $11.00	$20,966.40	1	10
Diesel and Powertrain Servicing	78%	$10.00 - $25.00	$34,299.20	102	220
Dietary Manager	100%	$ 8.00 - $16.67	$25,043.20	12	500
Electrical Power Distribution/Line Mechanic	78%	$ 8.50 - $19.75	$26,312.00	3	270
Electricity	95%	$ 8.00 - $21.00	$23,171.20	78	580
Health Unit Coordinator	67%	$10.12 - $25.69	$26,332.80	31	2870
Machine Tool Operations	75%	$15.00 - $22.40	$39,790.40	114	690
Mechanical and Computer Drafting	0	**	**	88	460
Medical Assistant	100%	$11.00 - $13.00	$25,064.00	72	320
Nursing Assistant	67%	$ 8.00 - $15.63	$21,195.20	137	1230
Pharmacy Technician	75%	$ 7.90 - $11.94	$21,756.80	15	80
Phlebotomy	86%	$ 7.51 - $15.63	$24,107.20	8	120
Practical Nursing	92%	$10.84 - $34.72	$36,379.20	134	430
Preparatory Plumbing	92%	$ 6.00 - $15.00	$22,547.20	*	340
Printing	75%	$ 9.00 - $12.25	$20,883.20	3	210
Renal Dialysis Technician	88%	$ 7.50 - $15.05	$23,816.00	29	450
Tool and Die Making	100%	$11.00 - $12.00	$23,920.00	55	220
Travel Industry (Agent) Training	60%	**	**	4	130
Welding	75%	$ 9.00 - $11.46	$21,881.60	91	580

APPRENTICESHIP

APPRENTICESHIP			
Barber/Cosmetologist	100%	$ 7.00 - $20.83	$23,462.40
Bricklayer and Mason	100%	$23.91 - $28.38	$52,270.40
Cement Mason	100%	$23.00 - $24.00	$48,880.00
Child Care	100%	$ 8.40 - $19.00	$25,126.40
Construction Electrician	100%	$11.78 - $26.40	$37,419.20
Culinary (Cook)	**	**	**
Drywall Taper and Finisher	100%	$18.00 - $24.09	$43,388.80
Glazier	100%	$22.00 - $26.08	$51,396.80
Industrial Electrician	100%	$23.00 - $34.00	$58,614.40
Machine Repair	100%	**	**
Machinist/Machine Tool	100%	$13.00 - $27.55	$46,883.20
Painter and Decorator	100%	$14.58 - $20.83	$37,502.40
Patternmaker	100%	$20.50 - $20.83	$42,993.60
Refrigeration & Air Conditioning	100%	$18.75 - $29.00	$47,715.20
Roofer	75%	$ 8.50 - $22.00	$36,400.00
Sprinkler Fitter	100%	$31.25 - $32.13	$65,603.20
Sheet Metal Worker	92%	$15.00 - $21.88	$37,065.60
Steamfitter	100%	$20.83 - $29.00	$54,558.40
Tool and Die Maker	100%	**	**

AVERAGE PROGRAM SALARY

Associate Degree Programs: $31,325.75

Diploma Programs: $25,922.59

Apprenticeship Programs: $43,736.62

N/A Data not available

+ These numbers represent many but not all employment opportunities received by MATC.

** Insufficient data on openings received for this program*

*** Insufficient data due to fewer than three respondents to salary questions*

Appendix C

Fire Engineering, July 2004 Magazine

"The Role of the Fire Service M.E.N.T.O.R.", James Piech, Pages 87-94.

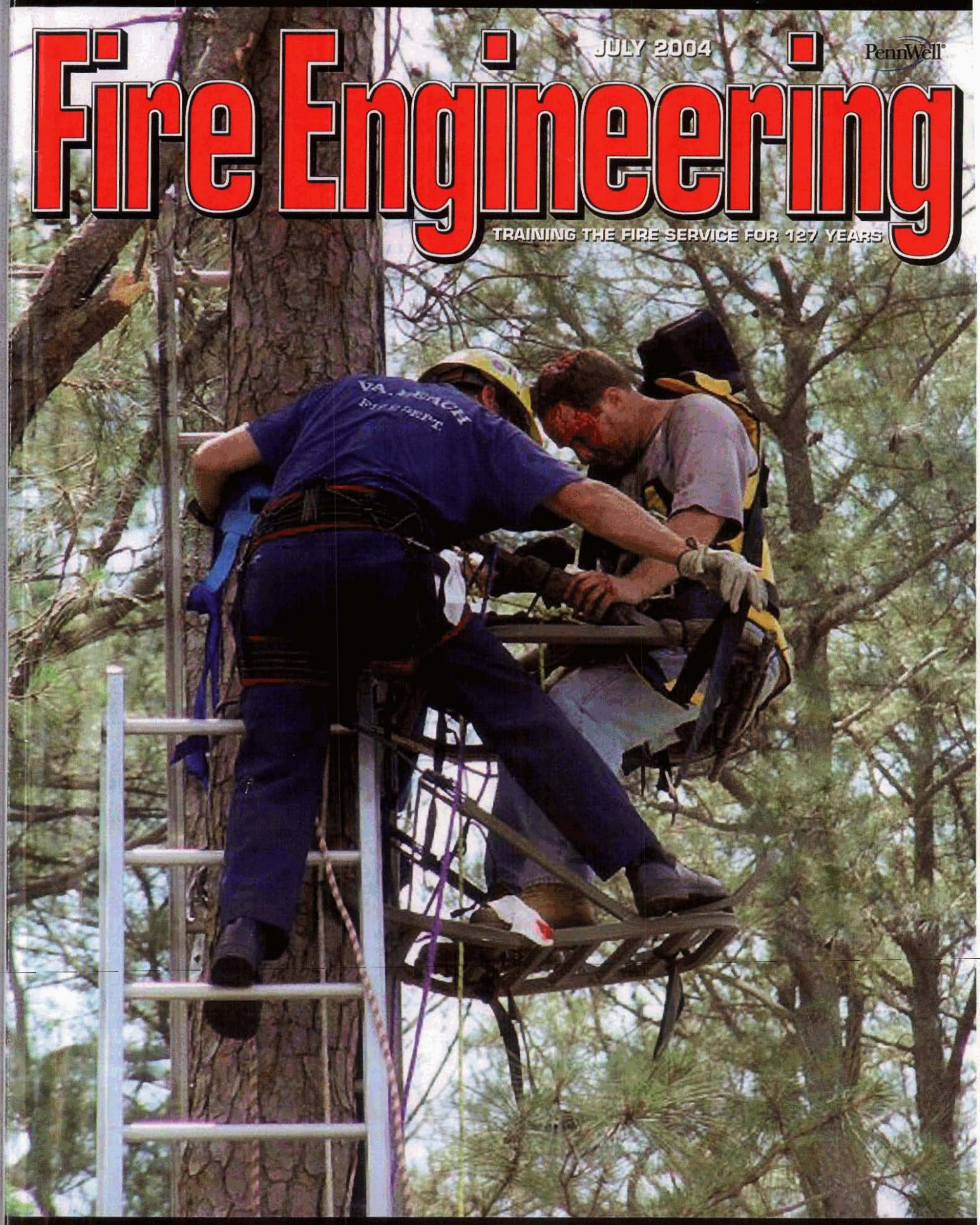
COMPANY OFFICER ISSUES ◆ FIRST-ATTACK HOSELINE ◆ RESPONSE TIMES ◆ COLLAPSE RESCUE

JULY 2004

PennWell

Fire Engineering

TRAINING THE FIRE SERVICE FOR 127 YEARS



Visit FireEngineering.com

Fire Engineering®
TRAINING THE FIRE SERVICE FOR 127 YEARS
July 2004
VOL. 157 NO. 7

VISIT US ON-LINE

FireEngineering.com
INTERACTIVE TRAINING

AUTO EXTRICATION, P. 26

FIRST ATTACK LINE, P. 53

COLLAPSE BURIES WORKER, P. 77

FDIC HIGHLIGHTS, P. 95

THE COVER: A firefighter assigned to the Virginia Beach (VA) Fire Department Technical Rescue Team secures a severely injured tree trimmer into a safety harness prior to rescue/removal to the ground. The worker was struck on the head when a heavy branch he was cutting fell prematurely. The lesson in this picture is secure, secure, secure: Secure your ladder to the tree, then yourself to the ladder, and then the victim as quickly as possible before continuing the removal operation. (Photo by Martin C. Grube.)

[Features]

[Departments]

Periodicals Postage Paid at Tulsa, OK 74101 and at additional mailing offices.

THE ROLE OF THE FIRE SERVICE MENTOR:

MAKING EVERY NEW TRAINEE OUR RESPONSIBILITY

BY JAMES D. PIECH

WITHOUT TRYING, WE AS INDIVIDUALS MODEL what we value. This modeling can be seen in business, athletics, and the home. Who hasn't heard it said: "Like father, like son" or "She's just like her mother"? Often at home and in the workplace, behaviors, successes, and lifestyles—both good and bad—are repeated from one generation to the next. In fact, Joseph Bailey, in the article "Clues for Success in the President's Job" (*Harvard Business Review*, 1983), found after interviewing more than 30 top executives who all learned firsthand from a mentor. The axiom "More is caught than taught" is very true.

In Greek mythology, trusted counselors were often mentioned as guardians or teachers. One example is Odysseus, who placed his trusted friend Mentor in charge of his household while he went to fight in the Trojan War. Mentor became the surrogate father of Odysseus' son, Telemachus. During Odysseus' 10-year absence, Mentor guided, instructed, and gave counsel to Telemachus. Since that time, wise and trusted advisors have been called "mentors."

Mentors also were found in biblical times, when the apostle Paul took a young protege named Timothy, made him an apprentice, and guided and instructed him in church planting on his second missionary journey. When Timothy assumed his own leadership role, he faced many difficulties, conflicts, and trials. Paul's advice went from the very practical fatherly advice on being aware of other teachers to the exhortation to watch his own motives. Paul continued to guide, instruct, and—most importantly—encourage Timothy through some very personal letters contained in the Bible.

No, you haven't picked up the wrong magazine. This is not meant to be an historical or a concordance work on being or becoming a mentor. Rather, it is about the important role that we who are currently in the fire service have in passing on accepted traditions, values, and work ethics. As the son of a 36-year fire service veteran, I had the good fortune to be "raised in the firehouse way." My friends and I would often visit the firehouse where my father was assigned and saw firsthand the camaraderie, training, and good-natured ribbing that took place. Later, at home, I listened to firsthand accounts of experiences at the scene of an alarm where the lessons learned at the academy and trained on in the fire station were reinforced. All of this left an indelible mark that I later transferred to my own 26-year career.

Now, as a fire service instructor, I have the responsibility and opportunity to pass those, and my own, experiences on to impressionable students desiring to be firefighters. I can see the "dream in their eye" and hear "the hope in their voice" that they too will be able to join the ranks of the fire service some day. I also hear on a weekly basis about fellow instructors who take students under their guidance and invite them to lunch in the firehouse or go the extra mile to tutor them in the pursuit of their dream job—being a firefighter.

You do not have to be a formal instructor or come from a fire service family to be a mentor. In fact, *all* who are in the fire service have an obligation to guide and instruct. Regardless of whether you are a one-year, 10-year, or 30-year veteran and whether you were considered a "probie," "cub," "booter," or just "the new person," we all have one thing in common—we had to start sometime. Hopefully that "start" was productive and beneficial in getting you off on the right track.

Most fire department training programs do an excellent job of orienting new recruits into the fire service. Regardless of the length or size of the training program, we all experience "first-day jitters." The "butterflies in our stomach" and the unknown of entering a firehouse for the first time vary from individual to individual. Will we get a call in the first minute or the first hour, or will we have to wait "forever" to go on that first run? Who will I be working with? What is expected of me? What if someone asks me to cook? These are some of the new recruit's very legitimate questions and concerns. This article will give some very real and practical guidelines for the organization, the company officer, the veteran firefighter, and the new recruit to follow to make the transition from the academy to the firehouse educational yet enjoyable. It is also a time for the organization to show the value it places on having a productive, yet caring, workforce.

ROLES OF THE ORGANIZATION

The organization, regardless of size or whether career or volunteer, has a vested interest in making new recruits productive, contributing employees. The organization's role is twofold: First, it must let recruits know that during training and once in the field, all

■ **JAMES D. PIECH** is a full-time instructor in the Fire Science Program at Milwaukee Area Technical College in Oak Creek, Wisconsin. He retired as a battalion chief and a 26-year veteran of the Milwaukee (WI) Fire Department. He has a B.A. degree in fire science management from Southern Illinois University and is pursuing a master's degree in training and development from the University of Wisconsin-Stout.

has been done and will continue to be done to support them in their career endeavor. Second, organizational support must also be given to company officers, as they now assume the obligatory role of teaching, training, and encouraging new recruits. Company officers must that all will be done administratively and from a hands-on perspective to support them.

For larger departments with a large number of new group or shift training may be required. If so, how often? What firefighting and classroom supplies are needed? Will recruits have a quiet place to study their lessons during their quiet time? Is a vacant house needed for live fire training or an auto salvage yard needed for an extrication drill? Will the company need to be taken out of service or remain ready to respond while training?

Will weekly or monthly testing be conducted? If so, progress reports must be kept and the department training officer must be kept abreast of any areas in the trainees' abilities found to be deficient after leaving formal training. This will present the opportunity for company officers and the training officer to coordinate what is being taught and compare it with what needs to be taught. The department as an organization will benefit immensely from opening these lines of communication and from actively supporting company officers in their role, which is essentially that of a field training officer.

One important step is to develop, if your department has not done so already, a standardized plan (standard operating procedure, or SOP) on exactly what to teach. Notice I did not say how to teach. Teaching styles will vary among the individual officers, but a specific outline will be very beneficial and provide a framework and structure to what is being taught and to ensure that all candidates have the same basics reinforced. The lessons learned in the academy can now be built on and expanded in the field. Because of the variety of assignments available, it would be preferable for the department to supply SOPs. This will allow company officers some discretion in what is being taught if a particular hazard or target area needs to be addressed with new candidates in terms of their role on the team to which they are assigned.

ROLES OF THE COMPANY OFFICER

As a company officer, you dream of the day when you receive your first new candidates, fresh out of recruit school. In that dream, you win the "candidate lottery." Your candidates were at the top of the class academically and physically. They are loaded with common sense, come from a long line of fire service professionals, and know just what to expect and do once in the field. Your candidates are bringing everything you would want as a company officer into your company. "Hello, company officer, this is the front desk calling. It is time to wake up." If that has been your experience, consider yourself fortunate. Most candidates are going to require some assimilation into the workplace. The reality is, they may be neither the brightest nor the dimmest bulbs in the box. Historically, the amount, type, and length of the assimilation will vary from candidate to candidate.

Take an important first step before your candidates arrive: Reflect on the positives

NIGHTSCAN

The Safest Way to Light a Fire. Or Any Other Emergency.

At Will-Burt we know skilled rescuers can't compromise time or safety. That's why, for over 20 years, we've been committed to developing advanced rescue lighting virtually unparalleled in the industry. It's also the reason Night Scan light towers are the first choice for emergency lighting year after year.

Able to reach heights up to 42 ft, Night Scan models deploy quickly, provide uniform illumination of up to 9,000 watts and are operated by remote control. Night Scan roof-mounted and Night Scan Vertical light towers both offer Dual Tilt option – the ability to light two directions at once.

Clear vision in two directions. It's one way we help you complete skilled rescues. And how we continue to focus on both safety and innovation.

Visit willburt.com to learn more.

WILL-BURT
ISO 9001:2000
Employee Owned

The Will-Burt Company
169 South Main Street, Orrville, Ohio 44667
Ph: 330.682.7015 Fax: 330.684.1190 www.willburt.com

For More Facts Circle 151 Reply Card

and negatives of your first days in the firehouse. Now is the time to build on the lessons and examples that positively affected your career and to correct those that didn't. It is also a time to prepare your crew members, to help them adjust to having new candidates fresh out of the academy as part of the team. Quite possibly one of them will have to be transferred to make room for the candidates, or they will have to adjust to having extra personnel. The candidates will, in all likelihood, be very willing but will understandably need a period of adjustment into the rhythm and routine of the crew in all aspects, whether on an EMS or fire call or simply in the company's day-to-day activities.

TAKE AN IMPORTANT STEP BEFORE YOUR CANDIDATES ARRIVE: REFLECT ON THE POSITIVES AND NEGATIVES OF YOUR FIRST DAYS IN THE FIREHOUSE.

Prepare your crew members by reiterating your expectations of them in reference to the candidates and what you see as the candidates' responsibilities. Some officers like to assign the candidates to senior firefighters; others prefer to have the entire crew assume responsibility for the candidates. Given the team aspect of firefighting, most leaders prefer to have every person contributing to the overall goals of the company. Either way, make your expectations clear to the crew before the candidates arrive.

Once your candidates arrive, it is very important to make yourself available to welcome them. Invite them into your office, introduce yourself, give some insight into your career background, and generally and genuinely take some time to get to know them. Ask questions about them and their expectations of you as a company officer and of the crew. Then take time to outline your expectations of them. As a company officer, the first step in building a dream team is to define the purpose of the team. In other words, get everyone on the same page and moving in the same direction. Assure the candidates that you will do everything in your power to help them succeed and outline exactly where they fit into the team's purpose. Now is not the time to be preoccupied or appear rushed. Above all, don't prejudge the candidates by being overly positive or unfairly pessimistic.

The candidates will need training—either departmentwide, company-specific, or a combination of both. It is the company officer's responsibility to see that the candidates succeed. The candidates must have the time and the tools necessary to do that. Allowing the candidates time to digest all that is being taught is very important. Often a new skill or responsibility is added before the candidates have had the opportunity to fully appreciate all that has already been taught or fully realize their duties. It is a mistake to assume that just because a lesson has been taught that it has been learned. Candidates given too much too fast could easily feel that the last lesson given was one more flake in the avalanche of lessons to be learned. Most departments allow a period of probation for the candidates to adjust to the roles and responsibilities of their new position. It is wise for the company officer to use that time to stagger

TRENCH RESCUE

Training Levels: Awareness • Operations • Technician

TRENCH RESCUE by Buddy Martinette is one textbook that's entirely devoted to the critical task of rescuing trapped workers from a collapsed trench.

No stale classroom theory here—this is a real-world guide for students and instructors alike.

- 300 pages of solid information, including trench SOP, equipment lists, and more.
- 42 clear, detailed diagrams plus 96 photos
- Meets NFPA 1670 requirements
- Instructor's PowerPoint™ slides available.

Ideal format for both individual and group study: each chapter has summary, test questions, and full explanations of correct answers. Allows training to any of three skill levels! Practical, detailed and affordable!

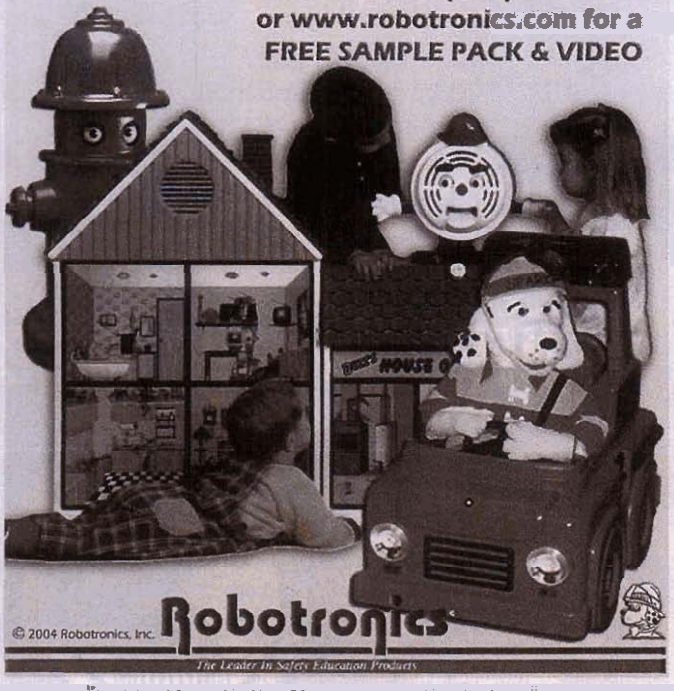
Student Workbook, Instructor Guide & Operational Field Guide Available.

Visit our web site for pricing

Full details and ordering info at
www.TrenchRescueBook.com

For More Facts Circle 153 on Reply Card

EDUCATE YOUR COMMUNITY
with robots, costumes, educational materials and more!
free grant assistance now available!
contact us at 1(800) 762-6876
or www.robotronics.com for a
FREE SAMPLE PACK & VIDEO



© 2004 Robotronics, Inc. Robotronics
The Leader In Safety Education Products

For More Facts Circle 154 on Reply Card

the lessons that need to be learned and practice, evaluate, and correct them if necessary.

This is the time to give constructive feedback. The company officer must provide feedback to the academy training officers, administration, and candidates. Typically, forms will be provided for this purpose. While forms ease the evaluation process, they also can limit the amount of constructive criticism that can be provided. If the forms do not allow space for the company officer to document a critique as well as suggestions, it is that important that an additional piece of paper with the comments be added to the standardized form. This is not the time to hold back information that can be beneficial to improving the department's training efforts.

It is a mistake for the company officer to rationalize not keeping records or progress reports out of fear that a low rating will be a reflection on him. An important step in this documentation is the feedback given to the candidates. The forms, in this case, provide a format for the company officer to follow when discussing each point with the candidates. Cover all points—those where the candidates are doing well and those that have room for improvement.

This is also the company officer's opportunity to get feedback from the candidates on the amount and quality of the training they are receiving. The company officer is particularly looking for "opposites." It is quite possible that the company officer may feel that certain areas were covered well, but the candidates may still feel inadequate in those subjects. Conversely, the company officer might feel that the candidates do not understand a basic concept, whereas the students may wonder why the training is so redundant.

ROLES OF THE COMPANY MEMBERS

The role of the individual members within the company cannot be overstated. How they perform as a team and the attitude they bring to each task/assignment is a reflection of how well the company as a whole is functioning. The overall "health" of the company can be seen through their attitude toward the department and its directives, their officer, and the customers they serve. It is important to remember that the influence they have on new members, positive or negative, could very well influence the candidates' entire career.

Just as the company officer should prepare before the arrival of the candidate, so should the company members reflect on their first days in the firehouse and critique what went right, what went wrong, and what they would do differently—what could have been corrected to aid them more in their career development. Most importantly, they must put themselves in the boots of the new members, with all of the accompanying jitters and sense of the unknown.

The new candidates will eventually be introduced to the entire company but very often will arrive at the station before the entire crew to drop off gear, to familiarize themselves with the apparatus, or simply because they could not wait to get there. The company officer should have alerted the crew that candidates would be arriving. Crew members should introduce themselves and give a brief overview of their career with the department and on this particular

A Very Bright Light With Eyes In The Back Of Its Head.

The roof mounted Command Light, an all electric 360° continuously rotatable unit, can be equipped with two lights that swivel to a reverse position, back lighting that area, while the upper four lamps are focused on the rescue scene. The back light option is available on the Knight2 also. Call your dealer to see a demo of the Command Light, Knight2 and Shadow RT.

Official Sponsor FIREFIGHTER COMBAT CHALLENGE

COMMAND LIGHT www.commandlight.com
P.O. Box 87Loveland, CO 80539 / 1.800.797.7974 Fax 970.667.4296

For More Facts Circle 155 on Reply Card

crew and apparatus. It would not be appropriate to assign duties or give company directives at this time. Wait for the company officer to arrive.

Now is the time to give a general overview of what is expected of the candidates before roll call. Do not overlook even seemingly minor items: Did the candidates park in the right spot? Are there idiosyncracies of the neighborhood in regards to their vehicles that should be noted? If a key is needed to get into the station, tell them when the officer will assign one to them. Where are the firefighting gear and personal belongings stored? If a gear locker system is used, tell them the procedure the company officers will follow. Will they be assigned a spot on the apparatus and relieve a particular firefighter from the previous shift? What will the officer be expecting them to do every day prior to roll call?

Is there a checkoff sheet or list of duties expected of the candidates? If not, quite possibly your input will assist the company officer in developing one. At this point in time, it would be best not to "swamp" the candidates or give too much too soon. Remember, in all likelihood, the company officer has not even arrived at the station yet! Your job now is to ensure that the candidate makes it to roll call and the formal introductions by the officer.

In most cases, the introduction of new members will take place when the entire crew is assembled. This could be in the kitchen or some general meeting or conference area. This would be a great time to give sincere words of encouragement by saying that you have already met and that the candidates have been working since before roll call. Your objective here is to make the candidates feel welcome and accepted even though, in all likelihood, this will only come with time.

Because of constraints on the company officers' time, much of the training of the candidates will be done by the individual members. Training, in this respect, means familiarization with and assimilation into the company routine. The importance of the dialogue and attitude during these general company duties is very crucial. Opinions and attitudes are transferred directly to the candidates, are taken as gospel, and could stay with the firefighters for their entire career. Remember, how the twig is bent is how the tree will grow!

The candidates should have a formal training program outlined for the entire length of the probationary period by the department training officer. In addition, the company officer should have a company-specific plan on what will be expected of the candidates during their probationary period. During company drills, all members should guide and assist the company officer. The drills should be taken seriously. Emphasize their importance by telling of instances in which they were directly applied. This will create interest as well as a sense of anticipation for the candidates as to when they will be able to apply their knowledge and skills.

One final word of caution: Although the fire company is considered family and the station is your home away from home and some ribbing of the candidates is to be expected for them to feel a part of the team, too much good-natured ribbing might be misconstrued. If done continually, it could

TVI Corporation

Designer and Manufacturer of First Responder Systems

- Decontamination Systems
- Chemical/Biological Isolation Systems
- Command and Control Systems
- System Accessories
- Trailers

Helping first responders across the nation to better respond and recover from potential acts of terrorism and other potential disasters.

Phone: 301-352-8800 Fax: 301-352-8818
email: sales@tvicorp.com

For More Facts Circle 156 on Reply Card

be taken as a sign that the job is taken lightly or not seriously enough. Continual ribbing of the candidates could also cause confusion—they might assume that they are already considered members of the company or that they are not being accepted. Such instances must be addressed by the company officer.

ROLE OF THE NEW RECRUITS

Since this is an article on mentors, you may find it odd that I mention the new recruits. What exactly is the role of the new recruits? The role is far from passive. They are obviously a key ingredient, because without them, there would be no one to mentor! The new recruits could be described as active/passive participants: They are active participants in the sense that they are the "receivers" of the information supplied by the mentor. They should, without a doubt, show interest, ask questions when and where appropriate, volunteer for assignments, and absorb like a sponge all the material given.

It is helpful for the recruits to keep journals to record all the information presented. Whenever a quiet moment arises, they should jot down the highlights of the day and any lessons learned. They should note the responses for that day, who they were working with, and any unusual experiences. If there were any variations from what was taught at the academy and what occurred out in the field, they should discuss this with their company officer. It is also imperative that the recruits "pace" their assimilation into the firehouse routine. We all have "fond" memories of recruits, fresh out of the academy, who acted on graduating as though they had also received their 25-year watch! They arrived at the fire station with their arms folded across their chest, saying, in effect, "Go ahead. Mentor me."

On the other hand, it not beneficial for the recruits to be overly reticent. It is very beneficial to be involved, particularly in the learning and training aspect of their probationary period. It is not appropriate for them to assume they are regulars just because they were top in their class or their mother's second cousin was a member of the department 35 years ago! Of course, it is appropriate to take a great deal of pride in the fact that they made it through the increasingly difficult hiring process. But they should remember that they have just begun and will be partners with the crew in what eventually will be a long, successful, and safe career in the fire service. Quite often the rest of their career will depend on their attitude of the first year. They must still earn the right to be equal.

• • •

Being a mentor is a great responsibility. There have been candidates who have had the potential to become very productive fire department members but who were influenced inappropriately or taught incorrectly when candidates. If one is not already in place, start in your department a program to mentor new employees and train existing members in being a mentor. All of us in the fire service have been taught; it is now our time to teach. We all have been instructed; now it is our time to instruct. We all have been led; now it is our time to lead. We all must assume an active role in passing on the traditions of the fire service by Making Every New Trainee Our Responsibility! ■

M & S
FIRE AND SAFETY,INC.
670 E. Franklin Street, Evansville Indiana, 47711
Ph: (800) 467-2118 Fx: (812) 421-3707
email: aasmith@mandsfire.com
www.mandsfire.com

OUR NEW LANDING CRAFT STYLE FIRE/RESCUE BOAT HAS AN INNOVATIVE WATER FLOW DESIGN WITH PATENTED DIVERTER VALVE TECHNOLOGY ELIMINATING THE NEED FOR AN AUXILIARY PUMP!

- Heavy duty 25' aluminum hull propelled by 240 HP Mercury Sport Jet
- Landing craft style front gate for ease of retrieving patients or divers.
- 5" storz connection capable of supplying land base fire apparatus at over 2000 GPM.
- Monitor (Capable of delivering 1000 GPM) for fast attack on boat or structure fires.

For More Facts Circle 157 on Reply Card

Appendix D

MATC FIRE SCIENCE STUDENTS
FALL 2003 INTERNSHIP

Prerequisites for Class

MATC Fire Science Bulletin Board Posting

Appendix D

MATC FIRE SCIENCE STUDENTS
FALL 2003 INTERNSHIP

The Fire Science program at MATC will start an Internship program (as a 3-credit elective) with six (6) local fire departments (Cudahy, Franklin, Greenfield, Oak Creek, Wauwatosa, and West Allis.

In order to facilitate the start of this new program, a list of potential students is being established. To be considered for the program, students must meet the following minimum requirements:

- Be a 3rd or 4th semester student currently enrolled in the Fire Science program
- ❑ Have a G.P.A. (grade point average) of 2.5 or higher
- ❑ Be a state licensed Fire Fighter I (FF I)
- ❑ Be a state licensed Emergency Medical Technician

If you meet these requirements, you must be willing to pay for a medical examination, complete a physical performance test and are able to work at an assigned Fire Department on their regular work schedule.

Please submit your request no later than May 22, 2003, preferably a 3-x 5 card to **Jim Piech** @ Fire Science with the following contact information:

- ❑ Your Name, address, phone number
- ❑ List department preference, first through sixth choice, from the Fire Department(s) listed above.*

  *(Requests do not guarantee placement with that Department. However, all efforts will be made to accommodate your preference lists. All cases of duplicate choices will be assigned by the Fire Science staff).
- ❑ Decisions on assignment will be made by: 1) the date of submission and 2)certifications held by applicant.

Dated 4-15-2003

Appendix E

Fire Intern Program Survey

(Completed by 12 Milwaukee County Fire Departments)

Appendix E

Milwaukee Area Technical College
Associate Degree in Fire Science
Fire Intern Program Survey

1. Dept. _____

   Chief: _____

   Address: _____

   Phone: _____

   E-Mail: _____

   Is your Department interested in participating in an intern program offered as fulfillment of an Associate Degree in Fire Science?

   Yes _____ No _____

2. If yes, how many interns would you project that you would be interested in working with? _____

3. Please list a contact person, Training Officer/Chief, who will be responsible for your fire department's training program.

   Name: _____
   Phone: _____
   Email: _____

4. What requirements would you like interns to possess prior to beginning internship with your department? (i.e.: FFI, FFII, EMT, GPA, etc.)

   _____

   _____

   (Attach a separate sheet if necessary)

5. What are some concerns/ideas you have in regards to this proposed program? (Attach a separate sheet if necessary)

*Any questions/concerns not listed, please feel free to call: Jim Piech: 571-4533.
Thank you in advance for your feedback. **Return @ March Meeting**

Appendix F:

Student Internship Proposal

(Presented to MATC Fire Science Advisory Board)

Appendix F

To: MATC Fire Science Advisory Baord
Re: Student Internship Proposal, Fire Science Assoc. Degree program

Milwaukee Area Technical College
Fire Science Program

Student Internship Proposal

The integration of a viable student internship program into the fire science curriculum at M.A.T.C. is an important objective for the program.

The rewards to be realized are many, both for the students involved and for the continued viability of the Fire Science program. First and foremost for the students, by providing an opportunity to interface the intellectual skills provided in the classroom setting with the cognitive skills required to function efficiently in an actual fire service setting. Secondly, we as educators can provide the highest level of training possible to our students (customers) simply by facilitating this opportunity.

Other competing institutions such as Waukesha County, Madison Area, Fox Valley, and Gateway Technical Colleges already have this type of program in place for their students. Our exploratory meetings with area fire service officials have greatly encouraged our efforts to begin this program. The vast majority of departments contacted have expressed great interest in the concept of interns for their departments, further illustrating the need for this program. Many department leaders expressed that the quality of graduates could be enhanced with this exposure to actual working conditions.

Unlike outlying areas that have volunteer fire service opportunities for students as well as internship programs, the greater Milwaukee metro area is protected by full time departments that do not have volunteer opportunities for community members or students. By working with local department leaders, students and the architects of the successful Fox Valley (Oshkosh Area Technical College) internship program, we believe that by providing this opportunity to our students and local fire departments we have designed what will soon be the premier fire service educational opportunity in the state of Wisconsin.

Respectfully submitted.

James D. Piech, Coordinator Fire Science Program, MATC
7-30-2003

Appendix G

DACUM Process Outline for the Creation and Curriculum for the Internship Class at Milwaukee Area Technical College

Appendix G

DACUM Process Outline for the Creation and Curriculum for the Internship Class at Milwaukee Area Technical College

Duty: **Conduct a Needs Analysis**

Tasks:

Determine need among MATC Administration
Determine need among MATC Fire Science Students
Determine need among Milwaukee County Fire Chiefs

Data Gathering

Define /Analyze different mentoring concepts and formats
Define /Analyze Programs within WI Technical College System
Define /Analyze Programs in the U.S.
Gather information from student focus group
Gather information from chief survey

Curriculum Development

Define MATC guidelines as establish by Administration
Define class description and pre-requisites
Define minimum time frame for interning
Identify intern responsibilities
Identify competencies and performance standards

Future Applications

Expand scope of student intern possibilities

Appendix H

Milwaukee Area Technical College
Course Outcome Summary (COS)
Fire Internship

(Presented to MATC Administration)

Milwaukee Area Technical College
Course Outcome Summary
Fire Internship

Course Number	Fire – 104
Credits	3
Developer	James D. Piech
Date Developed	07/30/03
Revision Date	06/30/05

Description
This class provides the student with an opportunity to experience a period of learning and insight into an actual fire department's organization and procedures. Students are assigned to a local fire department where they can witness and participate in firefighting and EMS techniques in real life situations. The student can build on the skills and knowledge that they learned in the classroom while performing the same duties as a "working member" of that department.

Competencies and Performance Standards

1. **Explain Difference Between Student in the Classroom and Student as an Intern**
   Conditions – Competence will be demonstrated:
   - *Orally during question and answer time by instructor and students*

   Criteria – Performance will be satisfactory when:
   - *Learner understands role and expectations of an intern*
   - *Learner performs satisfactorily as an intern*

2. **Explain the Fire Services' Obligation Regarding Confidentiality**
   Conditions – Competence will be demonstrated:
   - *Orally during question and answer time by instructor and students*

   Criteria – Performance will be satisfactory when:
   - *Learner knows Health Insurance Portability and Accountability Act ("HIPAA")*
   - *Learner understands the importance of patient confidentiality and Protected Health Information ("PHI") within the fire service*

3. **Apply Effective Communication Skills Throughout Intern Experience**
   Conditions – Competence will be demonstrated when:
   - *Through application throughout intern experience*

   Criteria – Performance will be satisfactory when:
   - *Intern uses effective oral communication skills*
   - *Intern uses effective written communication skills*
   - *Intern demonstrates effective listening skills*

4. **Demonstrate Effective Career Development Skills**

Conditions – Competence will be demonstrated when:

- *Through application throughout intern experience*

Criteria – Performance will be satisfactory when:

- *Learner displays a self-motivated approach to work*
- *Learner demonstrates the ability to set appropriate priorities/goals*
- *Learner is prompt in completing work assignments*

5. **Demonstrate Adaptability to Department**

Conditions – Competence will be demonstrated when:

- *Through application throughout intern experience*

Criteria – Performance will be satisfactory when:

- *Learner seeks to understand & support the organization's mission/goals*
- *Learner understands the expectations of the department*
- *Learner understands and respects department chain of command*

6. **Demonstrates Appropriate Work Habits**

Conditions – Competence will be demonstrated when:

- *Through application throughout intern experience*

Criteria – Performance will be satisfactory when:

- *Learner demonstrates punctuality in reporting to work*
- *Learner demonstrates willingness to accept new ideas and procedures*
- *Learner demonstrates promptness in completing assigned task(s)*
- *Learner accepts and demonstrates department grooming standards*

7. **Demonstrate Appropriate Fire Service Character Attributes**

Conditions – Competence will be demonstrated when:

- *Through application throughout intern experience*

Criteria – Performance will be satisfactory when:

- *Learner brings a sense of values and integrity to the fire service*
- *Learner behaves in an ethical manner*
- *Learner appreciates perspectives of people of different background*

8. **Demonstrate Specific Appropriate Fire Service Skills**

Conditions – Competence will be demonstrated when:

- *Through application throughout intern experience*

Criteria – Performance will be satisfactory when:

- *Learner demonstrates physical condition appropriate for career*
- *Learner understands and follows safety guidelines*
- *Learner works well in stressful situations*
- *Learner acts professionally to fulfill job duties*

Appendix I

Milwaukee Area Technical College
"MATC Core Abilities" form

(Presented to the Associate Dean of Protective Services for class implementation)

MATC Core Abilities

The Core Abilities are skills that allow students to continually adapt and learn. They have been called "employability skills," soft skills, and professional attributes. You may not be tested for all of the Core Abilities directly, but you will demonstrate or apply them to complete lessons or to improve skills. The Core Abilities and indicators are listed below, and the ones you will be focusing on in this course are checked.

Core Ability	Applies to Course (•)
Communicate Effectively	
a. Use effective oral communication skills	*
b. Use effective written communication skills	*
c. Apply standard rules of language structure, including grammar and spelling	
d. Listen actively to others	*
e. Derive meaning from text	*
f. Communicate in a bias-free manner	*
g. Support viewpoints with evidence	
Collaborate with Others	
a. Demonstrate respect in relating to people	*
b. Cooperate and resolve conflicts effectively	
c. Participate in shared problem solving	*
Respect Diversity	
a. Acknowledge personal prejudices and biases	
b. Appreciate perspectives of people outside own background/culture	*
c. Work collaboratively with persons from other backgrounds/cultures	*
d. Demonstrate sensitivity to global issues	
Demonstrate Responsibility	
a. Attend classes as scheduled	*
b. Turn in quality work	*
c. Adhere to safety rules and regulations	
d. Act professionally to fulfill job duties within chosen field	*
e. Demonstrate flexibility and self-directedness in learning	*
f. Acknowledge a responsibility to the global community (cultural, economic, environmental, political)	
g. Practice environmental sensitivity in profession	
Think Critically	
a. Differentiate between fact and fiction	
b. Consider other viewpoints and perspectives	
c. Present logical arguments	
d. Evaluate sources of information to solve problems	*
Utilize Technology	
a. Use technology to communicate	
b. Solve problems using technology	
c. Use appropriate technology to manage information	*
d. Recognize the impacts of technology	

Appendix J

Milwaukee Area Technical College

"Fire Service Intern Class – A Community Based Learning Experience"

Semester Enrollment Packet
Presented to Fire Departments and the Fire Science students interns

MATC

Milwaukee Area Technical College

Fire Science Intern Class

- - - A Community Based Learning Experience

No Part of this information may be reprinted without the written consent of the Milwaukee Technical College District Board. Reprinted 2003.

MATC is an Affirmative Action/Equal Opportunity Institution and complies with all requirements of the Americans With Disabilities Act.

Milwaukee Area Technical College

Fire Science Internship Class

Fire Science Internship Class

Qualification/Notification Checklist

I verify that _____ has met the following guidelines to participate in the Fire Science intern course:

- State of Wisconsin FFI Certification _____
- State of Wisconsin licensed EMT _____
- Current/Past Fire Science student _____
- State of Wisconsin Drivers License _____
- Current CPAT (within 12 months) _____
- Medical Clearance Form _____
- Current Immunizations _____
- Background Check _____
- Two Week Orientation _____

_____ _____

Student Signature MATC Advisor Signature

Milwaukee Area Technical College
Internship Program

Objectives:

1. To allow the student/intern a way to experience the day to day operations of a career or semi-career fire department.

2. To allow the student/intern the opportunity to apply the knowledge and skills that they have learned in the classroom.

3. To allow the student/intern the opportunity to witness and participate in firefighting and EMS techniques in real life situations and to build on the skills and knowledge that they already possess.

4. To improve on the quality and broaden the experience level of possible future fire department employees.

Milwaukee Area Technical College
Internship Program

Qualifications:

The student/intern will be placed in the program by the head of the Protective Services Division from MATC or another qualified person. The student must meet all of the following conditions in order to participate in the program.

1. The student must currently be in the Fire Science Associate Degree Program at MATC or a graduate of that program and meet the established prerequisites. In the event that there are more applicants than positions available, priority will be given to current students.

2. The student will be State of Wisconsin Firefighter Level I certified.

3. As a minimum, the student must be a State of Wisconsin licensed EMT.

4. The student must be able to provide proof of having passed a CPAT within 12 months prior to the start of the class.

5. Due to the dangerous environments and the physical demands put on a firefighter/intern, the student must provide a medical clearance form from an Occupational Medicine Specialist (M.D.). The cost of this exam will be at the student's expense and be submitted to MATC prior to interning.

6. The first and second weeks of the semester will be an orientation period. The student must attend both sessions conducted by the participating fire department and MATC facility prior to the first assigned starting date.

7. Due to the probability of being involved with sick and/or injured patient(s), the student must be current, or obtain at their expense, the following immunizations and provide documentations to MATC and the participating Departments:

   A. Hepatitis B (minimum 1st shot by start date)
   B. Mantoux Tuberculin Skin Test
   C. Hipaa program briefing (Done during orientation)

8. The student must supply the college with a criminal background check from the state. The cost of this check will be at the student's expense and be submitted to MATC prior to interning.

Milwaukee Area Technical College
Internship Program

Guidelines:

1. The student/intern will be an additional person and is **not** to be used to replace firefighters either full or part time. Nor will they infringe upon the rights and benefits of the fire fighters.

2. Each student will be evaluated by the participating fire Chief and /or other designated personnel of the fire department. The evaluation will consist of a bi-semester report of the student's progress to the MATC Intern Advisor who will then submit this grade to the college.

3. The student will work the assigned work schedule designated by MATC and of the department to which they are assigned. Credit hours will be a **minimum** of 16 hours p/week up to a **maximum** of 24 hours p/week. The total number of hours for the semester must equal or exceed 230 hours. Twelve of these hours must conform to the duty day of the participating department. Two full 24 hour shifts will be assigned to the student/intern at the end of the each semester. Periods of interning will be governed by the school calendar. (i.e.: if school is not in session there will be no opportunity to intern)
4. Because of the high amount of students that have to work to support themselves the student will be given the option of working Saturday shifts. The student must decide and coordinate this and all shifts with their department coordinator while complying with the minimum/maximum number of hours.

5. The student is expected to be in quarters and check in with their respective officer or firefighter in charge at the start of each shift.

6. The student is **not** given any sick time or any other time off and is expected to be ready for duty every assigned day. If it arises that the student is unable to make it into work the student is responsible to inform their officer.
7. The student **is** allowed to leave the station for class time at MATC. The student must return to the station immediately after completion of class. A copy of the student's school schedule must be provided to the department coordinator at the beginning of the semester.

8. The student will work under the direction of the Fire Chief and other departmental officers. The student will also be under the direction of MATC's intern advisor.

Guidelines Continued

9. The student will perform all firefighting and emergency medical skills as required by the participating fire department.

10. The student will attend all training sessions assigned to their company while on duty. The only exception to this will be when the student has scheduled class time at MATC.

11. The student will abide by **all** rules, regulations and procedures as established by MATC and the participating fire department including dress and grooming regulations.

12. A student **may** be allowed to participate in a second semester as an intern if availability arises. However, participation and priority in the intern course will be given to new students.

13. **Accidental insurance for the student/intern is covered by MATC up to $7500, anything beyond that is the student/interns responsibility.**

* I have read, understand and agree to the guidelines established in order to participate in the MATC Internship Class.

_____ _____

Student Signature Date

Milwaukee Area Technical College
Internship Program

Dismissal Policy:

Any student who is in violation of the rules, regulations, and stated procedures or, in the fire chief's opinion, does not meet department standards, will be dropped from the program which will result in a failing grade from the college.

I have read and understand this agreement.

_____ _____

Student/Intern Date

Program Termination

The participating fire chief has the option to terminate participating in the intern program if it is deemed to be in the best interest of the fire department. This will in no way reflect on the student or their grade and every effort will be made to place the student with another department.

_____ _____

Student/Intern Date

M.A.T.C

HIPAA PRIVACY RULE TRAINING FOR RIDE ALONG STUDENTS

INTRODUCTION

As a student in a clinical training program at the Milwaukee Area Technical College, you are required to learn about the health information privacy requirements ("Privacy Rule") of a federal law called HIPAA (Health Insurance Portability and Accountability Act). The purpose of this document is to summarize relevant M.A.T.C. policies dealing with protecting patient's health information.

PROTECTED HEALTH INFORMATION

The privacy rule defines how health care providers, staff in health care settings and students in clinical training programs can access, use, disclose, and maintain confidential patient information called "Protected Health Information" ("PHI"). PHI includes written, spoken, and electronic information. PHI means any information that identifies a patient, including demographic, financial, and medical, that is created by a health care provider or health plan that relates to the past, present, or future condition, treatment, or payment of the individual. The Privacy Rule very broadly defines "identifiers" to include not only patient name, address, and social security number, but also, for example, fax numbers, email addresses, vehicle identifiers, URL's, photographs and voices or images on tapes or electronic media. **When in doubt, you should assume that any individual health information is protected under HIPAA.** The following lists ways in which you are permitted and prohibited from accessing, using, and disclosing PHI while on clinical rotation at UWHC.

GUIDELINES FOR PROTECTING PHI WHILE AT M.A.T.C.

1. Using and disclosing PHI for training Purposes Only

As a student in a clinical training program, you are permitted to access, use and disclose PHI *only* as is *minimally necessary* to meet your clinical training needs (you are only accessing, using, or disclosing, the minimum amount of information needed for your training purposes). You are not permitted to disclose PHI to anyone outside of M.A.T.C. or your training program, without first obtaining written patient authorization or de-identifying the PHI. **This means that you may not discuss or present identifiable patient information with or to anyone, including classmates or faculty, who are not part of your training, unless you first obtain written authorization from the patient.** Therefore, it is strongly recommended that whenever possible, you de-identify PHI (discussed below) before presenting any patient information outside M.A..T.C. If you are unable to de-identify such information, you must discuss your need for identifiable information with the faculty member supervising your training and the HIPAA Privacy Officer at your training site, to determine the appropriate procedures for obtaining patient authorization for your use and disclosure of PHI.

2. De-identified Information

In order for PHI to be considered de-identified, all of the following identifiers of the patient or of relatives, employers, or household members of the patient, must be removed:

a. Name;
b. Geographic subdivisions smaller than a state (i.e., county, town, or city, street address, and zip code)(note: in some cases, the initial three digits of a zip code may be used);
c. All elements of dates (except year) for dates directly related to an individual (including birth date, admission date, discharge date, date of death, all ages over 89 and dates indicative of age over 89)
d. Phone numbers;
e. Fax numbers;
f. E-mail addresses;
g. Social Security;
h. Medical record number;
i. Health plan beneficiary number;
j. Account number;
k. Certificate/license number;
l. Vehicle identifiers and serial numbers;
m. Device identifiers and serial numbers;
n. URL's
o. Internet protocol addresses;
p. Biometric identifiers (e.g., fingerprints);
q. Full face photographic and any comparable images;
r. Any other unique identifying number, characteristic, or code; and
s. Any other information that could be used alone or in combination with other information to identify the individual, such as a picture of a face.

3. Safeguarding PHI

Below are common sense steps to take to protect PHI when using it, such as;

If you see a medical record in public view where patients or others can see it, cover the file, turn it over, or find another way to protect it.

When you talk about patients as part of your training, try to prevent others from overhearing your conversation. Whenever possible, hold conversations about patients in private areas.

When medical records are not in use, store them in offices, shelves or filing cabinets.

Remove patient documents from faxes or copiers as soon as you can.

Make sure you throw away documents containing PHI in M.A.T.C. confidential bins for shredding.

Never remove the patient's official medical record from the training site.

Log out of electronic systems containing PHI when you finish using them.

Avoid removing copies of PHI from the training site; if you must remove copies of PHI from the training site, e.g., to complete homework, take appropriate steps to safeguard the PHI outside the training site, and properly dispose of the PHI when you are done with it. You should not leave PHI out where your family members or others may see it. All copies of PHI should be shredded when they are no longer needed for your training purposes.

4. Disclosure of PHI to family members or Friends Involved with Care of the Patient

Care must be taken when discussing PHI in front of or with a family member or friend who is involved in the care of the patient. Generally you can assume that the patient does not object to you talking about them with such a person, however, if you have any reason to believe that the patient would object (discussing a "sensitive" diagnosis or procedure and etc.) then you should either ask the person to step out of the room or ask the patient if it is okay to talk to that person.

5. E-mailing

Because of potential security risks, you are not permitted to e-mail PHI to anyone.

6. Requests for Access to or Copies of Medical Records

HIPAA grants patients the rights to access to and obtain copies of their medical records. However, please refer all such requests to the patient's primary health care provider (e.g., nurse) to ensure that proper procedures are followed.

7. Requests for PHI by Law Enforcement

Requests for PHI by law enforcement officers (e.g. police, sheriff) must be referred to the patient's primary caregiver (e.g. nurse) to ensure that the proper procedures are followed.

FAILURE TO FOLLOW M.A.T.C. POLICIES GOVERNING PHI

Failure to follow policies governing access to, and use and disclosure of PHI will result in being denied access to M.A.T.C. facilities and clinical sites.

Failure to follow policies governing access to, and use and disclosure of PHI may also result in civil and criminal penalties under federal law.

If you have any questions or concerns regarding the information in this document, you may contact:

6665 South Howell Avenue
Oak Creek, Wisconsin 53154-1196
www.matc.edu

matc

Milwaukee Area Technical College

James D. Piech
Instructor
Fire Technology
Technical and Industrial Division
414-571-4533
fax: 414-571-4738

CONFIDENTIALITY AGREEMENT

Milwaukee area Technical College provides learning experiences for health science students from outside our settings. These students have the opportunity to observe and participate in the care of patients. Federal and state laws, accreditation standards, and professional ethics require that all health science students maintain the confidentiality of patient information to the greatest extent possible. The purpose of this agreement is to establish the following understanding between MATC and the Emergency Medical Technician student regarding confidentiality of patient information.

I understand that I am responsible for reading and understanding the attached HIPAA training document. Should I have questions regarding the content, I will consult with my EMS supervisor.

I understand that during my participation in my clinical experience, I may come in contact with the PHI of patients. PHI means any information that identifies a patient, including demographics, financial, and medical, that is created by a health care provider or health plan that relates to the past, present, or future condition, treatment, or payment of the individual.

I understand that PHI includes all patient identifiable information in any medium, including, but not limited to oral, written, hard copy, and electronic (whether retrieved on screen or contained on a computer disk).

I understand that PHI is to be held in a strict confidence and I agree that I will not:

1. Review any individually identifiable information not directly related to my participation in an educational experience.
2. Discuss any PHI with anyone who does not have a legitimate, professional need-to-know the information.
3. Disclose the information to any person or organization outside MATC without proper, written authorization from the patient.

I understand that the obligations outlined above will continue after my participation in this educational experience.

I understand that violation of any of the above will result in termination from participation in the educational experience and may lead to civil and/or criminal penalties pursuant to the Health Insurance Portability and accountability act of 1996.

Signature of Student _____ Date _____

Student/Intern Work Log

Semester: Fall / Spring Year:_____

Student:_____ Department:_____

							Total hours:
Week 1	Orientation						3
Week 2	Orientation						3
	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	
Week 3							
Week 4							
Week 5							
Week 6							
Week 7							
Week 8							
Week 9							
Week 10							
Week 11							
Week 12							
Week 13							
Week 14							
Week 15							
Week 16							
** Total Hours must equal or exceed 230 hours. ---------->						total hours:	

Fire Department Coordinator:_____ Telephone number:_____

MATC Internship Advisor:_____ Date:_____

MATC Student/Intern Evaluation Form, Class F-104

Student: _____ Assigned Fire Department: _____

Rating System

1 = Unsatisfactory* (Never demonstrates this ability/does not meet expectations)
2 = Below Average (Seldom demonstrates this ability/rarely meets expectations)
3 = Average (Sometimes demonstrates this ability/meets expectations)
4 = Above Average (Usually demonstrates this ability/sometimes exceeds expectations)
5 = Exceptional* (Always demonstrates this ability/consistently exceeds expectations)

*Written comments are required to substantiate # 1 and # 5 ratings.
If any criteria are not applicable to the internship experience, please check "N/A"

A. **Learning Ability**.						
Willingness to learn	1	2	3	4	5	N/A
Utilizes appropriate learning resources	1	2	3	4	5	N/A
Accepts responsibility for mistakes and learns from experience	1	2	3	4	5	N/A
B. **Communicates Effectively**						
Uses effective oral communication skills	1	2	3	4	5	N/A
Uses effective written communication skills	1	2	3	4	5	N/A
Listens effectively to others	1	2	3	4	5	N/A
C. **Career Development Skills**						
Displays a self-motivated approach to work	1	2	3	4	5	N/A
Demonstrates ability to set appropriate priorities/goals	1	2	3	4	5	N/A
Promptness in completing work assignments	1	2	3	4	5	N/A
D. **Departmental Adaptability**						
Seeks to understand/support the organization's mission/goals	1	2	3	4	5	N/A
Fits in with the norms and expectations of the department	1	2	3	4	5	N/A
Works within and respects department chain of command	1	2	3	4	5	N/A
E. **Work Habits**						
Punctuality in reporting to work	1	2	3	4	5	N/A
Acceptance of new Ideas and procedures	1	2	3	4	5	N/A
Promptness in completing assigned task(s)	1	2	3	4	5	N/A
Dress and appearance appropriate for department	1	2	3	4	5	N/A
F. **Character Attributes**						
Brings a sense of values and integrity to the career	1	2	3	4	5	N/A
Behaves in an ethical manner	1	2	3	4	5	N/A
Appreciates perspectives of people of different background/culture	1	2	3	4	5	N/A

G. Career (Firefighting/EMS) - Specific Skills

Physical conditioning appropriate for career	1	2	3	4	5	N/A
Understands and follows safety guidelines	1	2	3	4	5	N/A
Works well in stressful situations	1	2	3	4	5	N/A
Acts professionally to fulfill job duties	1	2	3	4	5	N/A

H. Comments: (Indicate the category and justify unsatisfactory and/or exceptional ratings)

Evaluator's Name: _____ Date: _____

Evaluator's Signature: _____

Rank: _____ Telephone no. _____

* *

FINAL COURSE GRADE

FINAL GRADE FOR: FIELD EXPERIENCE _____

FINAL GRADE FOR: STUDENT JOURNAL _____

OVERALL COURSE GRADE: _____

This assessment was reviewed on (date): _____

M.A.T.C. Advisor: _____ Student: _____

M.A.T.C. Internship Class, F-104
Student Evaluation

Please respond to the following statements regarding your Internship class experience. The purpose of the form is to provide an opportunity for an honest appraisal of the internship site, supervisor and its value to the M.A.T.C. Fire Science program. All answers will be kept confidential.

Fire Department: _____ **Semester/Year:** _____

Name of Supervisor: _____

Rating System

1 = Unsatisfactory (Never demonstrates this ability/does not meet expectations)
2 = Below Average (Seldom demonstrates this ability/rarely meets expectations)
3 = Average (Sometimes demonstrates this ability/meets expectations)
4 = Above Average (Usually demonstrates this ability/sometimes exceeds expectations)
5 = Exceptional (Always demonstrates this ability/consistently exceeds expectations)

1. Please rate the following aspects of your internship semester on the basis of the above scale:

--- Student received orientation to the organization	1	2	3	4	5	N/A
--- Received sufficient on-site supervision	1	2	3	4	5	N/A
--- Helpfulness of supervisor	1	2	3	4	5	N/A
--- Supervisor provided feedback on my progress and abilities	1	2	3	4	5	N/A
--- Received support from fellow workers	1	2	3	4	5	N/A
--- Provided the opportunity to develop human relation skills	1	2	3	4	5	N/A
--- Given levels of responsibility consistent with my abilities	1	2	3	4	5	N/A
--- Afforded the opportunity to develop my communications skills	1	2	3	4	5	N/A
--- Given the opportunities to problem solve on a regular basis	1	2	3	4	5	N/A
--- Given the opportunity to apply classroom training	1	2	3	4	5	N/A
--- Intern class provided valuable hands-on experience	1	2	3	4	5	N/A
--- Internship solidified my career choice in the fire service	1	2	3	4	5	N/A

2. Would you work for this supervisor again? _____ Yes _____ No _____ Uncertain
3. Would you like to work for this department? _____ Yes _____ No _____Uncertain
4. Would you recommend this course to other students? **Explain your answer in 2-3 sentences.**
   _____ Yes _____ No _____Uncertain

5. Name: _____ Date: _____

Please return this form to your M.A.T.C. advisor in order to receive a final grade for the internship class.