



Instructor's Dispatch

Commission on Fire Prevention & Control

Recruit Firefighter Graduation Class # 39 September 7, 2007



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On September 7, 2007, the Connecticut Fire Academy graduated it's thirty-ninth Recruit Class. The class consisted of 24 career firefighters representing 8 Connecticut fire departments. The Connecticut Firefighter Pipe and Drum Band, accompanied by the Connecticut Statewide Firefighters Honor Guard.

Fire Chief Geoff Herald of the Danbury Fire Dept. delivered the keynote remarks to the class, while Recruit Todd Hall of the Westport Fire Dept. acted as the class spokesman.

Members of Class # 39

Danbury F. D.

- Roger Bohan
- Kent Bonsignore
- James Carson
- James Gagliardo
- Joseph Stabile
- Nicholas Velotti
- Michael Vitolo
- Sean Wanat

Easton F. D.

- Alfred Doty
 - Martin Ohradan
 - Michael Sabia
- #### Hamden F. D.
- Michael Dowling
 - Michael Onofrio

Stratford F. D.

- Jason T. Agvent
- Steven Michalovic
- Richard Valenti
- Garvin Yu

University of CT Health Ctr F.D.

- Michael Alger
- Brian Little
- Joseph J. Speich

Westport F.D.

- Michael Durette
- Todd Hall

Willimantic F.D.

- Ronald L. Miles

Wilton F.D.

- Justin R. McCarthy

10 Things I Learned from Indians

By *Frederick J. Cowie, Ph.D.*

My life has been intertwined with those of my Indian friends since 1980 when I moved to Browning, Montana on the Blackfeet Indian Reservation. I have worked with many tribes around the country and with the National Congress of American Indians. I thank them for changing my life.

One: They understand Einstein! Ask any physicists about Indian Time. They will say Anglo Time, Newton's Time, is absolute. Meetings start on time, absolutely. In Anglo Time it makes no difference if the right people are there or if they are talking about something real, the meeting will go on. Indian Time, however, is Einstein's Time, it's relative. Meetings don't start until the right people are there and they are ready to work. And if that doesn't happen, well, tough, there's no meeting. After many state government meetings (many of which I refused to attend) it makes sense to me!

Two: They don't trust you! Why should they? Do a brief reading of Indian treaties in general and the history of the relationship of the Federal government and the Indian nation you are working with, then you

will understand. On top of the historical distrust, you will find that the turnover rate among city, county, state and federal agencies is so high with regard to people working with Indian nation counterparts, that one-on-one relationships and trust suffer. And, hey, Indian relationships are based solely on personal interaction and trust. Plan to work with Indian nations and personnel for five years, at least, or don't get in the business!

Three: Plan on waiting! A tribal council is just that, a tribal council. It is in, of and for the tribe. Tribal members' concerns come first, yours come second. Come back next time. Look, listen, learn. Notice how people interact. Unlike a federal program manager talking to a state or county program manager, in Indian Country it is nothing like a technician talking to a technician, a specialist talks to a specialist, or a bureaucrat is talking to a bureaucrat. (Remember the lessons of time and trust, above.) As one of my Indian friends used to say, "Sure, legally, were are a 'domestic dependent nation,' but we are a tribe, made up of clans. Everyone knows everyone. Look, there is my cousin."

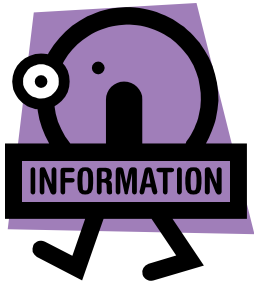
He pointed randomly!

Four: Learn! You really have nothing to say, at least not for a while. It is not about the data. Marshall McLuhan taught us the "medium is the message" and you, my friend, are the medium. Churchill is reported to have said: "Who you are speaks so loudly I can't hear what you say." You have nothing to say, because communication is based on listening skills and until you learn all the when's, where's, whys and how's of the Indian nation and people you are working with, the "what" you have to say will fall on deaf ears. And rightly so!

Five: There is one and there are many! Every tribe is different. Every Indian is different. No Indian speaks for another. No tribe speaks for another. One of my trooper friends said, "Just when I got used to one tribe, I'd get transferred and have to start all over again." And that's the way it should be!

Six: Indian law is different, really different! No one studies it in law school unless they specialize in it. It's not like corporate law. It's not like criminal law.

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"What burns,
never returns".

By Alan V.
Brunacini



The Michael C. Reilly Memorial Hard Charger Award

In honor of Michael C. Reilly fellow members of his Connecticut Fire Academy Recruit Firefighter Class, along with members of the Stratford Fire Department, wanted to establish an Award to recognize future Recruit Firefighters that exhibited the same outstanding traits as their friend and classmate.

The effort was spear-headed by Stratford Firefighter Mike Tiberio and on December 18, 2006, the first Michael C. Reilly Memorial Hard Charger Award was presented to a member of Recruit Firefighter Class # 37.

The Recipient of the third Michael C. Reilly Memorial Hard Charger Award was presented to Todd Hall, Westport Fire Dept. member of Recruit Firefighter Class # 39 on September 7, 2007.



Todd Hall, Westport Fire Dept.
Recipient of the Michael C. Reilly Memorial
Hard Charger Award

New Image Associates



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We offer solutions to performance problems by enabling companies to:

- 1) Recognize the "right" new talent for their organization,
- 2) Retain existing top performers, and
- 3) "Re-juice" current associates toward higher levels of productivity.

The Intersection of Job Performance and Learning Style

If you're looking to improve performance (who isn't?) remember that we all have different styles of learning: visual, auditory, and kinesthetic/ tactile.

Visual learners acquire the most knowledge by seeing things, and experts estimate that at least 50% of all people fit into this category. So PowerPoint (done right) and other visuals will work well for this group.

Auditory learners absorb best by hearing the information. To capture this group your visual presentation should include a printed outline, and a careful and complete review of the salient points, including some examples or demonstrations.

Kinesthetic learners absorb best through touch and movement. So permit them to participate vocally and demonstrably in their training (rather than just writing their answers). Experts estimate that anywhere from ten to twenty-five percent of people may fall into this category.

Taking time to consider all three learning styles in your training efforts will yield greater impact on the performance of your participants.

10 Things I Learned from Indians

By *Frederick J. Cowie, Ph.D.*

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It's more like a subset of constitutional law. It is land-based and the principles of real estate law are old, very old, and very conservative. Indian law is about land, it's about resources, and it's about trust. It is often counterintuitive. If you want to understand Indian Law, talk to lawyers who specialize in Indian law. This does not mean lawyers, or Indian lawyers, but Indian Law lawyers. It is really, really different!

Seven: We are a nation of laws, not opinions! When you end out in front of a Federal judge, it really doesn't make any difference what you think, for the benchmark is the law. And 'the' law is The Constitution. Treaties have the force of law. The great thing about the Federal system is that as one goes up the food chain, judges become more conservative, that is, they conserve the law, the constitution. That is why specialists in Indian Law always push things up to the Supreme Court, for while Federal judges may be appointees, the Supreme Court is very, very conservative, it conserves the Constitution and thus, it will almost assuredly conserve, uphold

Indian Law, even in the face of conservative and liberal politicians!

Eight: Sovereign, means, but then doesn't mean, sovereign.

Under the English, the Articles of Confederation and the Constitution, the status of Indian nations was real, but vaguely defined. Chief Justice John Marshall, the man who made the Supreme Court supreme, used the phrase "domestic dependent nations" in 1832. After *Worcester v. Georgia*, the issue was somewhat resolved. The United States has absolute sovereignty, Indian nations do not. Indian nations are domestic, not foreign; dependent, not independent; and nations, that is, political not merely cultural entities. "Sovereignty is the right of a nation or group of people to be self-governing." Sovereignty also involves immunity. (See: <http://www.mpm.edu/wirp/ICW-07.html>) Many Supreme Court cases have more finely delineated the outlines of Indian nation sovereignty. With hundreds of treaties, hundreds of Supreme Court cases and hundreds of Indian Law lawyers, Indian nation sovereignty is not something easily understood,

but study it, it is worth the effort.

Nine: Tribal members might not know about Indian Law or Indian nation government!

But most other citizens don't know the law either. And unless one has worked in government—any government—one would never, ever believe what goes on. But Indians know something about Indian nation sovereignty and that there is such a thing as Tribal Law Enforcement and Tribal Courts and Tribal Judges. Each tribe is different. Each set of interrelationships with city, county, state and federal entities are different. It is very, very confusing. Don't expect the average Indian to know more about the inner workings of government than the average non-Indian citizen knows. It is just not fair!

Ten: If you want to know how to treat kids and respect elders, go to an Indian reservation. That's where I learned!

*There are way more than ten things I have learned while working with my friends and their Indian nations. Perhaps I will write another article, "*Ten MORE Things I Learned from Indians.*" See my website for more information on my course: *Working with Indian Nations.*



"Fires are meant to burn a certain (standard) length of time...offensive ones are pretty quick".

By Alan V. Brunacini



Canine Search Specialist Course

The Connecticut Urban Search and Rescue Team CT TF-1 is sponsoring a Canine Search Specialist Course at the Connecticut Fire Academy November 11-16, 2007 with Type II testing scheduled for November 17, 2007.

The Canine Search Specialist Course teaches the basic skills necessary for a Disaster Canine Team (handler

and canine) to work safely and reliably in a collapsed structure environment. The course is also appropriate for the Canine Handler who is "between" dogs, and as such, the course also teaches the handler what to look for in selecting a new canine partner and what skills the canine needs to be able to perform.

For the Search Manager, the course teaches what to look for when selecting canine teams, what standards the canine team should be trained to, and the level of support that the teams will need to be successful. This course will be taught by FEMA Instructors.



Recognizing Members of Our Staff

Promotion

Congratulations to Michael Couture on his promotion to the department's new Director of Training at the Waterbury Fire Dept.

The Connecticut Fire Academy staff wishes him great success in his new job.

Firefighter Safety and Survival & Rapid Intervention Team Updates

I would like to thank Russ Chapman (Chip) for his dedication to Safety & Survival and RIT classes, his ability to teach and promote the programs shall not go unnoticed.

We have to maintain accountability with our programs and personnel and that's the reason I will be your point of contact. Chip has done an excellent job in keeping the instructors informed on who they will be teaching with and getting the materials to the location needed. I will be putting updates out once a week if needed. Thank You.

Danbury RIT Class

I would like to thank the RIT Instructors who were involved in the Danbury Fire Department August 28th and 29th class. The course evaluations did not go unnoticed.

Here are some of the comments:

"I have taken RIT classes three times and I still learned something new. The instructors were straight forward and easy to understand. They were very knowledgeable, exceeded expectations and it was worth the time"

Great job Pete Morotto, Ed Burwell, Al Bassett, Ryan Dunn, John King, and Alan Zygmunt.

Bill Auclair

Program Manager

"Burning up all your exposures at once is generally quick, but is always tacky".

By Alan V. Brunacini





"Forget the baloney about "holding the fire"... you either put it out, or it burns past you."

By Alan V. Brunacini

Ellington Fire Chief Receives National Fire Chief of the Year Award

FIRE CHIEF Magazine announced Chief Russell Tarver, Regional Fire Chief, Commander, U.S. Naval Forces, Japan, and Chief Michael D. Varney, Ellington Volunteer Fire Department Inc., Ellington, Connecticut, as the winners of the 12th annual Fire Chief of the Year awards. The awards were presented at the general session of the International Association of Fire Chiefs' Fire-Rescue International Conference and Exhibition in Atlanta.

Nominations were solicited from more than 60 emergency service-related associations and organizations. The winners were selected by Fire Chief Magazine's editorial advisory board.

The 2007 Volunteer Fire Chief of the Year, Michael D. Varney of the Ellington Volunteer Fire Department, was nominated by the Connecticut Fire Chiefs Association, the International Association of Fire Chiefs Volunteer & Combination Officers Section, and by previous Fire Chief of the Year Award winners.

Varney was elected fire chief of the Ellington Volunteer Fire Department in 2000. He has served on the board of the Connecticut Fire Chiefs Association and in various capacities for the State of Connecticut Emergency Management & Homeland Security Coordinating Council. Varney serves on the IAFC Emergency Management Committee; as chair of the Credentialing Subcommittee; as representative to the NIMS Standards Technical Working Group; as chairman of the Statewide Public Safety Radio Interoperability Committee; and as adjunct instructor and program developer for hazardous materials, fire officer and other programs.

The 2007 Career Chief of the Year, Russell Tarver, Regional Fire Chief, Commander, U.S. Naval Forces, Japan, and was nominated by the Federal and Military Fire Service Section of the IAFC. Tarver first served in the U.S. Air Force and became an assistant fire chief, Operations at Kelly Air Force Base, Texas. Under Tarver's leadership, since becoming regional deputy

fire chief and regional fire chief in 2005, the Naval Forces Japan Region has consistently earned awards and commendations including 2005 and 2006 Department of Navy, Fire Department of the Year awards. "We are extremely pleased to name Chief Varney and Chief Tarver as winners of our 2007 Fire Chief of the Year Awards," said Janet Wilmoth, editorial director of FIRE CHIEF magazine. "Each of these chiefs exemplifies the changing role of the fire and emergency services today. Both Chief Varney and Chief Tarver have raised the bar for commitment and dedication in the leadership role of fire chief."

The 2007 awards are sponsored by Pierce Manufacturing. Profiles of both winners will be featured in the October issue of FIRE CHIEF.

The Commission on Fire Prevention and Control and staff of the Connecticut Fire Academy extends its congratulations to Chief Varney on his receipt of this prestigious award. We are very proud of you!!



Attention: CT Fire Academy Faculty, Staff, Employees & Students

As a reminder, you and your family members are automatically eligible to join 360 Federal Credit Union, a full service financial institution.

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- Or contact our Member Service Center by phone at 860-627-4200 or e-mail: msc@360fcu.org

Stop by today!

EXAMINATION OPEN TO THE PUBLIC

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BOOKSTORE ASSISTANT SUPERVISOR

ANNUAL \$ 41,505	SALARY	APPLICATION CLOSING	EXAM
SALARY: \$ 51,837	GROUP: AR-16	DATE: OCTOBER 16, 2007	NO: 072400OCAG

SPECIAL APPLICATION AND EXAMINATION INSTRUCTIONS APPEAR BELOW

PURPOSE OF CLASS: In a large college bookstore (i.e. Southern Connecticut State University, UConn Health Center) or at the Commission on Fire Prevention and Control, this class is accountable for assisting a Bookstore Supervisor or employee of a higher grade.

MINIMUM QUALIFICATIONS REQUIRED

IN ORDER TO BE CONSIDERED FOR ADMITTANCE INTO THIS EXAMINATION, YOU MUST INDICATE ON YOUR APPLICATION THAT YOU HAVE THE FOLLOWING EXPERIENCE AND TRAINING BY OCTOBER 16, 2007.

GENERAL EXPERIENCE: Four years' experience in retailing in a bookstore setting.

SUBSTITUTIONS ALLOWED: College training may be substituted for the General Experience on the basis of fifteen semester hours equaling one-half year of experience to a maximum of three years.

KNOWLEDGE, SKILLS AND ABILITIES: Knowledge of the principles and methods of retail purchasing and merchandising; some knowledge of stocking and inventory control methods; communication skills; interpersonal skills; some supervisory ability.

THE EXAMINATION WILL BE COMPOSED OF:	<u>PART</u>	<u>WEIGHT</u>
	EXPERIENCE AND TRAINING	100%

APPLICATION/EXAMINATION PROCEDURE

- APPLICANTS MUST SUBMIT:**
- (1) Completed Application Form (PLD-1)**
 - (2) Supplemental Examination Materials (see instructions below)**

In order to be considered for admittance into this examination, you must complete all parts of the supplemental examination application (PLD-1) detailing how you meet the minimum experience and training requirements stated above AND complete the required examination materials as detailed below. Applicants who do not submit the required application and supplemental examination materials by the closing date will not be admitted into the examination and will not have the right to appeal this decision. Resumes and/or vitas will not substitute for the required application form or for the required examination materials.

EXAMINATION INSTRUCTIONS: Section 1. For each job (maximum of three) which you feel has best prepared you for the job of Bookstore Assistant Supervisor, include a 1-2 page (typed or printed) description detailing your duties and responsibilities. (Applicants serving provisionally or temporarily in the title Bookstore Assistant Supervisor cannot include this as one of the three jobs.) Each job description should begin on a separate page and begin with your job title, company name and location, dates of employment, and number of hours worked per week. This should be followed by a description of your duties and responsibilities organized and formatted around the numbered items that follow. **(1)** Experience in retail purchasing and merchandising in a bookstore setting. Detail your experience in this area and include the full range and scope of merchandise for which you were accountable (such as textbooks, student supplies, convenience and snack items etc.). Include the number of vendors you worked with, the quantity and dollar volume of the merchandise for which you were directly responsible. Include your experience developing and/or implementing purchasing and merchandising procedures and marketing strategies. Be specific as to your actual role and responsibilities in this area. **(2)** Experience counting cash and reconciling transactions. Describe your experience in processing credit cards, purchase orders and on-line commerce requests. Include experience verifying invoices, credit balances, creating records and transaction of data between bookstore and business office. **(3)** Experience in inventory control. Describe your experience maintaining an adequate inventory; requisitioning supplies; forecasting products use for future ordering needs; determining appropriate material and equipment needs and preparing requisitions; maintaining inventory records and other records pertaining to the manufacturing and/or sale industry services; working with computerized inventory systems. **(4)** Supervisory/lead experience. Detail your experience leading or supervising others including the number and job titles of those you lead/supervised. Include any experience conducting performance evaluations, scheduling and assigning work and training staff. **(5)** Interpersonal/oral/written communication experience. Detail your experience with others which you feel demonstrates your oral communication and interpersonal skills. Be specific in explaining the nature of those dealings and whom they were with. Detail your experience preparing and reviewing reports/documents and other correspondence relative to retail purchasing. Be specific as to the nature and purpose of these written materials/reports, for whom they were prepared and the intended outcome. **Section 2.** On a separate page, include a list of degrees, certifications, licenses and courses that you have completed which have prepared you for the job. **(1)** Make certain both your application form and your examination materials are complete and separate documents not referencing the other, as your application form and supplemental examination materials may be separated during the scoring process. **(2)** Examination materials should be clearly marked as such and each page should contain the examination title, exam number and your social security number (do not include your name). **(3)** Do not include materials other than those requested above. **(4)** Your examination will only be scored if you meet the minimum experience and training requirements outlined above and your PLD-1 and supplemental examination materials are date stamped by DAS/Human Resources or postmarked by October 16, 2007. **(5)** Mail applications/examination materials to DAS/Human Resources, Room 422, State Office Building, 165 Capitol Avenue, Hartford, Connecticut 06106-1658 (**Secure Fax #860-622-2875**). If faxing materials, keep a copy of your completed application/examination package and the fax transmittal receipt for your records. Make certain that your application form and examination materials are complete and transmitted correctly and without error. **(7)** Examination scores will be mailed by November 26, 2007. **(8)** A separate application/examination package must be submitted for each exam you are applying for. **FORMS:** Application forms (PLD-1) and exam announcements are available from the Department of Administrative Services (<http://www.das.state.ct.us/exam>; 165 Capitol Avenue, Hartford) and at the Offices of the Connecticut State Job Centers.

Office of the Director of Training

What a wonderful year this has been for the Connecticut fire service. Our annual report reflects training activity that is unprecedented in our history. I publicly congratulate our full and part-time staff for achieving so many deliveries that in turn meet the expectations of our customers, the fire chiefs and municipalities served. The office activities that result in course deliveries have increased despite long term vacancies and multiple competing priorities.

Add to this the legislature's recognition that entry-level fire training and qualifications (certification) should be unencumbered (free) and the entire Connecticut fire service community is having a good year. As a clarification, the legislature only funded half the proposal at \$750,000.00. That created some work for the Commission on Fire Prevention and Control to devise a fair method to reimburse fire departments for their Firefighter I and CFA Recruit Firefighter Training programs.

The good news continues with the success of our CFA Bookstore producing \$370,000.00 in net sales last

year. This activity level has resulted in our efforts to combine all our warehouses into the classroom directly behind the bookstore. The vacated warehouse space will be turned into a double classroom. We appreciate your patience and understanding as the contractors make these changes.

Our first 14 week Recruit program started with graduation scheduled for December 20th. Along with that is the introduction of challenge coins for recruit students and their employers. Each student will receive a coin unique to their class along with career challenges for success. We thank all our adjuncts for their flexibility in the roll out of this inaugural class. Changes and modifications will occur during and after the delivery.

Course solicitations will be out soon for the 2008 Training Calendar. The 2008 calendar includes a new concept of featuring Hazardous Materials seminars highlighting a particular commodity or problem. The topic will be explored more fully than covered in a typical Hazardous Materials Technician class.

Our staff Safety Stand down is scheduled for October 31st from 9:00 a.m. to 3:00 p.m. dedicated solely to live burn instruction. Prior to the meeting, participating instructors will receive a CD with various items such as NFPA 1403, Maryland Fire and Rescue's Conducting Live Fire Training Evolutions, CFA Burn Procedures, the NIOSH report about the Pennsylvania fire instructor death, and the Pennsylvania QFID live fire instructor course.

Our entire Apparatus Fleet is being serviced to insure road worthiness and compliance with DMV requirements. The LTI platform has had extensive work performed on its hydraulic system to lessen the platform droop.

Jaclyn Kilby-Richards our NIMS Coordinator will soon be sending someone to the National Fire Academy for the train-the-trainer of T337 Command and General Staff Functions for Local Incident Management Teams (IMTs). This course is intended as team training for an entire local IMT. Once so empowered, the Connecticut Fire Academy will offer this high level training.

Our new hires have created several new courses and programs that will be rolled out soon or piloted during the June Fire School. We eagerly await their success.

I am confident that you agree that we have experienced quality growth and achievement. Together we can continue the momentum.

Adam D. Piskura

Adam D. Piskura, Director
Connecticut Fire Academy



Commission on Fire Prevention & Control

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We're on the Web!
at: www.ct.gov/cfpc

Agency Mission

To prevent or mitigate the effects of fire and disasters, either natural or manmade, on the citizens of the State of Connecticut. This objective shall be accomplished through the development and delivery of state-of-the-art educational programs designed to meet nationally recognized standards, certification of individuals to such standards and maintenance of up-to-date resources for use by fire service personnel, public educators and other first responders.