

# **CERTIFICATION CURRICULUM MANUAL**

## **CHAPTER NINE**

### **FIRE OFFICER**

**NFPA 1021, 2014 Edition**

**Effective January 1, 2015**



**Texas Commission on Fire Protection**  
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**CERTIFICATION CURRICULUM MANUAL – CHAPTER NINE**

# **FIRE OFFICER I**

## REFERENCE LIST FOR THE FIRE OFFICER I CURRICULUM

Certified Training Facilities approved to teach this curriculum, must have the following reference materials:

*Fire and Emergency Services Company Officer* (5<sup>th</sup> Ed.) (2014) Stillwater, OK: International Fire Service Training Association

*Fire Officer: Principles and Practice* (3<sup>rd</sup> Ed.) (2015) Sudbury, MA: Jones and Bartlett Publishers, Inc.

*NFPA 1021: Standard for Fire Officer Professional Qualifications* (2013 Ed.) Quincy, MA: National Fire Protection Association NFPA Publications

*Standards Manual for Fire Protection Personnel* Austin, TX: Texas Commission on Fire Protection.

**CHAPTER NINE**  
**FIRE OFFICER I**  
**CURRICULUM OUTLINE**

<b>SECTION</b>	<b>SUBJECT</b>	<b>RECOMMENDED HOURS</b>
901-4.1	General	4
901-4.2	Human Resources Management	6
901-4.3	Community and Government Relations	6
901-4.4	Administration	4
901-4.5	Inspection and Investigation	4
901-4.6	Emergency Service Delivery	10
901-4.7	Health and Safety	8
	Performance Skills*	18
	<b>TOTAL RECOMMENDED HOURS</b>	<b>60</b>

\*The recommended hours for skills evaluation is based on 12 students. Actual hours needed will depend on the number of students, the number of examiners, availability of equipment, and the student skill level.

## **COURSE INSTRUCTOR INFORMATION**

### **FIRE OFFICER I**

#### **Overview**

The Fire Officer curriculum is designed to provide clear guidance that ensures adequate presentation of the information required to meet the Job Performance Requirements (JPRs) of National Fire Protection Association (NFPA) 1021, *Standard for Fire Officer Professional Qualifications*, 2014 edition.

The Fire Officer curriculum is Chapter 9 of the Texas Commission on Fire Protection (TCFP) Curriculum Manual.

<b>Certification Level</b>	<b>TCFP Section Number</b>	<b>NFPA 1021 Chapter</b>
Fire Officer I	901	4
Fire Officer II	902	5
Fire Officer III	903	6
Fire Officer IV	904	7

#### **Layout**

The NFPA numbering sequence is mirrored to allow easy correlation between this document and the NFPA Standard. For example, 901-4.2.1 identifies the section in the Fire Officer I Curriculum that corresponds to NFPA section 4.2.1.

When a section references information from “Annex A Explanatory Material” in the NFPA Standard, it is identified by adding an “A” to the section number. For example, 901-A.4.1 identifies the section in the Fire Officer I Curriculum that corresponds to NFPA 1021 Annex A information for NFPA section 4.1.

#### **TCFP Standards Manual**

It is critical that the Course Instructor review the chapters in the TCFP Standards Manual that apply to this curriculum. Of primary importance are the following chapters: Chapter 421, Standards for Certification; Chapter 435, Fire Fighter Safety; Chapter 437, Fees; and Chapter 451, Fire Officer Certification. These chapters do not address every issue that could impact this curriculum; therefore, the Course Instructor is encouraged to become familiar with the TCFP Standards Manual.

#### **Instructor Qualifications**

Fire Officer Courses must be taught by a person meeting the requirements described in Chapter 427.307 of the TCFP Standards Manual.

#### **Prerequisite Knowledge and Skills**

The General sections (4.1, 5.1, 6.1, and 7.1) include prerequisite knowledge and skills. Although this information is labeled as prerequisite, instructors should ensure that the material is covered as needed. This material is not optional and may be included in Texas Commission on Fire Protection certification written examinations.

### Supplemental Information

Instructors are expected to provide supplemental information if the main reference text does not provide adequate information to ensure successful completion of the Job Performance Requirements as listed in the curriculum.

### Components of the Curriculum

Each section of the curriculum identifies the NFPA Job Performance Requirement (JPR) and subdivides the requisite knowledge requirements into learning components. For example:

Curriculum	Explanation
901-4.7.3 Explain the benefits of being physically and medically capable of performing assigned duties and effectively functioning during peak physical demand activities, given current fire service trends and agency policies, so that the need to participate in wellness and fitness programs is explained to members.	<b>Section Number and NFPA JPR</b>
<b>Requisite Knowledge:</b> National death and injury statistics; fire service safety and wellness initiatives; agency policies.	<b>Requisite Knowledge Statement</b>
1) National death and injury statistics	<b>First part of Requisite Knowledge</b>
a) NIOSH reports b) NFPA reports c) US Fire Administration/National Fire Academy	<b>Associated learning components</b>
2) Fire service safety and wellness initiatives	<b>Second part of Requisite Knowledge</b>
a) National Fallen Firefighters Foundation, Courage To Be Safe b) International Association of Firefighters/International Association of Fire Chiefs Joint Wellness Initiative	<b>Associated learning components</b>
3) Agency policies	<b>Third part of Requisite Knowledge</b>
a) Local b) State c) Federal	<b>Associated learning components</b>

## Skills

NFPA Requisite Skill requirements are addressed in the corresponding Skill Sheets.

## Descriptions of Certification Levels

For additional information, see Chapter 421 of the Texas Commission on Fire Protection Standards Manual for Fire Protection Personnel.

### Fire Officer I:

A Fire Officer I is a first-line supervisory officer who has met all the job performance and certification requirements of Fire Officer I as defined in NFPA 1021, *Standard for Fire Officer Professional Qualifications* and has previously met all the job performance and certification requirements of Fire Fighter II as defined in NFPA 1001, *Standard for Fire Fighter Professional Qualifications*, and Fire Instructor I as defined in NFPA 1041, *Standard for Fire Service Instructor Professional Qualifications*.

### Fire Officer II:

A Fire Officer II is a midlevel supervisor who performs both supervisory and first-line managerial functions who has met the certification requirements for Fire Officer II, in addition to previously meeting all the job performance and certification requirements of Fire Officer I as defined in NFPA 1021, *Standard for Fire Officer Professional Qualifications*.

### Fire Officer III:

A Fire Officer III is a midlevel supervisor who performs both managerial and first-line administrative functions who has met all the job performance and certification requirements of Fire Officer III, in addition to previously meeting all the job performance and certification requirements of Fire Officer II as defined in NFPA 1021, *Standard for Fire Officer Professional Qualifications* and Fire Instructor II as defined in NFPA 1041, *Standard for Fire Service Instructor Professional Qualifications*.

### Fire Officer IV:

A Fire Officer IV is an upper level supervisor who performs administrative functions who has met all the job performance and certification requirements of Fire Officer IV, in addition to previously meeting all the job performance and certification requirements of Fire Officer III as defined in NFPA 1021, *Standard for Fire Officer Professional Qualifications*.

## ***FIRE OFFICER I***

A Fire Officer I is a first-line supervisory officer who has met all the job performance and certification requirements of Fire Officer I as defined in NFPA 1021, *Standard for Fire Officer Professional Qualifications* and has previously met all the job performance and certification requirements of Fire Fighter II as defined in NFPA 1001, *Standard for Fire Fighter Professional Qualifications*, and Fire Instructor I as defined in NFPA 1041, *Standard for Fire Service Instructor Professional Qualifications*. An individual at the Fire Officer I level, as part of his or her duties and responsibilities performs the following:

- Uses human resources to accomplish assignments in accordance with safety plans in an efficient manner, evaluates member task performance, supervises personnel during emergency, and non-emergency work periods
- Deals with inquiries from the community, projects the role of the department to the public, delivers safety, injury prevention and fire prevention education programs
- Performs general administrative functions and implements departmental policies and procedures at the unit/company level
- Performs a fire investigation to determine preliminary cause, secures the incident scene, and preserves evidence
- Supervises emergency operations, conducts pre-incident planning, and deploys assigned resources in accordance with the local emergency plan
- Integrates safety plans, policies, and procedures into the daily activities as well as on the emergency scene, including the donning of appropriate levels of personal protective equipment to ensure a safe work environment, in accordance with health and safety plans, for all assigned members

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**901-4.1**      **General**

For qualification at Fire Officer Level I, the candidate shall meet the requirements of Fire Fighter II as defined in NFPA 1001, Fire Instructor I as defined in NFPA 1041, and the job performance requirements defined in Sections 4.2 through 4.7 of this standard.

**901-A.4.1**      It is recognized that the job of Fire Officer may not be as physically demanding as that of a Fire Fighter. However, the physiological and emotional stress incurred by Fire Officers can still be significant. Therefore, it is recommended that physical fitness requirements for Fire Officer personnel be developed and validated by the AHJ.

**901-4.1.1**      **General Prerequisite Knowledge**

- 1) The organizational structure of the department
- 2) Geographical configuration and characteristics of response districts
- 3) Departmental operating procedures for administration, emergency operations, incident management system, and safety
- 4) Fundamentals of leadership
- 5) Departmental budget process
- 6) Information management and recordkeeping
- 7) The fire prevention and building safety codes and ordinances applicable to the jurisdiction
- 8) Current trends, technologies, and socioeconomic and political factors that affect the fire service
- 9) Cultural diversity
- 10) Methods used by supervisors to obtain cooperation within a group of subordinates
- 11) The rights of management and members
- 12) Agreements in force between the organization and members
- 13) Generally accepted ethical practices, including a professional code of ethics

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- 14) Policies and procedures regarding the operation of the department as they involve supervisors and members

**901-A.4.1.1** Other prerequisite knowledge can include an understanding of negligence, duty to act, standard of care, tort immunity, types of laws (statutes, regulations, etc.), role of OSHA, impact of NFPA standards on OSHA and standard of care, and sexual harassment.

**901-4.1.2 General Prerequisite Skills**

- 1) The ability to effectively communicate in writing utilizing technology provided by the AHJ
- 2) Write reports, letters, and memos utilizing word processing and spreadsheet programs
- 3) Operate in an information management system
- 4) Effectively operate at all levels in the incident management system utilized by the AHJ

**901-4.2 Human Resource Management**

This duty involves utilizing human resources to accomplish assignments in accordance with safety plans and in an efficient manner. This duty also involves evaluating member performance and supervising personnel during emergency and nonemergency work periods, according to the following job performance requirements.

**901-4.2.1** Assign tasks or responsibilities to unit members, given an assignment at an emergency incident, so that the instructions are complete, clear, and concise; safety considerations are addressed; and the desired outcomes are conveyed.

**Requisite Knowledge:** Verbal communications during emergency incidents, techniques used to make assignments under stressful situations, and methods of confirming understanding.

- 1) Verbal communications during emergency incidents
  - a) National Incident Management System (NIMS) standards including but not limited to the following:
    - i) Command presence
      - (1) Calm
      - (2) Clear

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- (3) Concise
  - (4) Accurate
  - ii) Clear text (no ten codes)
  - iii) Standard resource typing
  - iv) Standard terminology for facilities, equipment and resources
  - v) State the desired outcome
- 2) Techniques used to make assignments under stressful situations
- a) Standard operating procedures/guidelines
  - b) Maintain span of control
  - c) Safety considerations
  - d) Accountability
  - e) Develop an incident action plan
  - f) Establish tactical priorities
    - i) Life safety
    - ii) Incident stabilization
    - iii) Environmental conservation
    - iv) Property conversation
- 3) Methods of confirming understanding
- a) Feedback (repeat message)
  - b) Ask for any questions/clarifications

**Requisite Skills:** The ability to condense instructions for frequently assigned unit tasks based on training and standard operating procedures.

**901-4.2.2** Assign tasks or responsibilities to unit members, given an assignment under nonemergency conditions at a station or other work location, so that the instructions are complete, clear, and concise; safety considerations are addressed; and the desired outcomes are conveyed.

**Requisite Knowledge:** Verbal communications under nonemergency situations, techniques used to make assignments under routine situations, and methods of confirming understanding.

- 1) Verbal communications under nonemergency situations
- a) Calm
  - b) Clear
  - c) Concise
  - d) Accurate
  - e) State the desired outcome

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- 2) Techniques used to make assignments under routine situations
  - a) Verbal
  - b) Written
- 3) Methods of confirming understanding
  - a) Feedback (repeat message)
  - b) Ask for any questions/clarifications

**Requisite Skills:** The ability to issue instructions for frequently assigned unit tasks based on department policy.

- 901-4.2.3** Direct unit members during a training evolution, given a company training evolution and training policies and procedures, so that the evolution is performed in accordance with safety plans, efficiently, and as directed.

**Requisite Knowledge:** Verbal communication techniques to facilitate learning.

- 1) Communication model
  - a) Sender
  - b) Message
  - c) Instructional medium
  - d) Receiver
  - e) Feedback
  - f) Environment
- 2) Factors in effective delivery
  - a) Voice inflection
  - b) Eye contact
  - c) Common/appropriate terminology
  - d) Appropriate terminology
  - e) Body language
  - f) Facial expressions
  - g) Tone of voice
  - h) Appropriate appearance
- 3) Basic rules of effective spoken communication
  - a) Be adaptive to audience
  - b) Have a specific purpose
  - c) Be clear and concise
  - d) Be focused

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**Requisite Skills:** The ability to distribute issue-guided directions to unit members during training evolutions.

- 901-4.2.4** Recommend action for member-related problems, given a member with a situation requiring assistance and the member assistance policies and procedures, so that the situation is identified and the actions taken are within the established policies and procedures.

**Requisite Knowledge:** The signs and symptoms of member-related problems, causes of stress in emergency services personnel, adverse effects of stress on the performance of emergency service personnel, and awareness of AHJ member assistance policies and procedures.

A.4.2.4(A) Member-related problems could include substance abuse; acute, chronic, and delayed stress; and health, financial, personal, family, and other situations that adversely affect the member's job performance.

- 1) The signs and symptoms of member-related problems
  - a) Substance abuse
  - b) Health problems
    - i) Mental
    - ii) Physical
  - c) Financial problems
  - d) Personal/family problems
  - e) Behavioral problems
  
- 2) Causes of stress in emergency services personnel
  - a) Environmental
    - i) Weather
    - ii) Workplace conditions/expectations
    - iii) Emergency scenes
  - b) Physiological
    - i) Interrupted meals/sleep
    - ii) Shift work
    - iii) Constant heightened sense of awareness
  - c) Psychological
    - i) Multiple casualty incidents
    - ii) Gruesome injuries
    - iii) Co-worker injuries or deaths
    - iv) Injuries or deaths involving children
  - d) Cultural
    - i) Age

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- ii) Gender
- iii) Ethnicity
- iv) Religion
- e) Personal
  - i) Financial
  - ii) Issues outside of work
- 3) Adverse effects of stress on the performance of emergency service personnel
  - a) Failure to meet job performance requirements
  - b) Injuries/illnesses
  - c) Death
- 4) Awareness of AHJ member assistance policies and procedures

**Requisite Skills:** The ability to recommend a course of action for a member in need of assistance.

**901-4.2.5** Apply human resource policies and procedures, given an administrative situation requiring action, so that policies and procedures are followed.

**901-A.4.2.5** The Fire Officer I should be able to deal with administrative procedures that might include transfers, promotions, compensation/member benefits, sick leave, vacation, requests for pay or benefits while acting in a temporary position, change in member benefits, commendations, disciplinary actions, and grievances.

**Requisite Knowledge:** Human resource policies and procedures.

- 1) Laws
  - a) Federal
  - b) State
- 2) Local AHJ (e.g. Employee Assistance Program)
- 3) Departmental (e.g. Wellness/fitness program)

**Requisite Skills:** The ability to communicate orally and in writing and to relate interpersonally.

**901-4.2.6** Coordinate the completion of assigned tasks and projects by members, given a list of projects and tasks and the job requirements of subordinates, so that the assignments are prioritized, a plan for the completion of each

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assignment is developed, and members are assigned to specific tasks and both supervised during and held accountable for the completion of the assignments.

**Requisite Knowledge:** Principles of supervision and basic human resource management.

- 1) Principles of supervision
  - a) Delegate responsibility
  - b) Consistent management
  - c) Motivate
  - d) Communicate
  - e) Train
  - f) Decision making
  - g) Resource management
  - h) Time management
  - i) Coach/counsel
  - j) Discipline (positive and negative)
  - k) Accountability
  - l) Employee performance appraisals
  - m) Conflict resolution
  - n) Risk management
  - o) Leadership styles
    - i) Autocratic
    - ii) Democratic
    - iii) Laissez-faire
  
- 2) Basic human resource management
  - a) Managerial theories
  - b) Human resource planning
  - c) Employee relations
  - d) Staffing
  - e) Performance management
  - f) Human resource development
  - g) Compensation and benefits
  - h) Employee health, safety and security
  - i) Risk benefit analysis

**Requisite Skills:** The ability to plan and to set priorities.

### **901-4.3**      **Community and Government Relations**

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This duty involves dealing with inquiries of the community and communicating the role, image, and mission of the department to the public and delivering safety, injury, and fire prevention education programs, according to the following job performance requirements.

**901-4.3.1** Initiate action on a community need, given policies and procedures, so that the need is addressed.

**Requisite Knowledge:** Community demographics and service organizations, as well as verbal and nonverbal communication, and an understanding of the role and mission of the department.

- 1) Community demographics and service organizations
  - a) Statistical analysis
    - i) Age
    - ii) Income
    - iii) Ethnicity
    - iv) Gender
    - v) Educational level
    - vi) Special needs
  - b) Service organizations
    - i) Civic (e.g. Lions, Rotary)
    - ii) Religious (e.g. Knights of Columbus, Salvation Army)
    - iii) Volunteer (e.g. Red Cross, Community Emergency Response Team (CERT), Fire Corps)
- 2) Verbal and nonverbal communication
  - a) Verbal communication
    - i) Voice inflection
    - ii) Appropriate/common terminology
    - iii) Tone of voice
    - iv) Have a specific purpose
    - v) Be clear and concise
    - vi) Be focused
  - b) Nonverbal communication
    - i) Eye contact
    - ii) Body language
    - iii) Facial expressions
    - iv) Appropriate appearance
- 3) An understanding of the role and mission of the department

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**Requisite Skills:** Familiarity with public relations and the ability to communicate verbally.

- 901-4.3.2** Initiate action to a citizen's concern, given policies and procedures, so that the concern is answered or referred to the correct individual for action and all policies and procedures are complied with.

**Requisite Knowledge:** Interpersonal relationships and verbal and nonverbal communication.

- 1) Interpersonal relationships
  - a) Blake and Mouton's Managerial Grid
  - b) Maslow's Hierarchy of Needs
- 2) Verbal and nonverbal communication
  - a) Verbal communication
    - i) Voice inflection
    - ii) Appropriate/common terminology
    - iii) Tone of voice
    - iv) Have a specific purpose
    - v) Be clear and concise
    - vi) Be focused
  - b) Nonverbal communication
    - i) Eye contact
    - ii) Body language
    - iii) Facial expressions
    - iv) Appropriate appearance

**Requisite Skills:** Familiarity with public relations and the ability to communicate verbally.

- 901-4.3.3** Respond to a public inquiry, given policies and procedures, so that the inquiry is answered accurately, courteously, and in accordance with applicable policies and procedures.

**Requisite Knowledge:** Written and oral communication techniques.

- 1) Written communication techniques
  - a) Consider the reader
  - b) Emphasis
  - c) Concise
  - d) Simplicity
  - e) Summarize

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- 2) Oral communication techniques
  - a) Voice inflection
  - b) Appropriate/common terminology
  - c) Tone of voice
  - d) Have a specific purpose
  - e) Be clear and concise
  - f) Be focused

**Requisite Skills:** The ability to relate interpersonally and to respond to public inquiries.

**901-4.4**      **Administration**

This duty involves general administrative functions and the implementation of departmental policies and procedures at the unit level, according to the following job performance requirements.

- 901-4.4.1**      Recommend changes to existing departmental policies and/or implement a new departmental policy at the unit level, given a new departmental policy, so that the policy is communicated to and understood by unit members.

**Requisite Knowledge:** Written and oral communication.

- 1) Written communication techniques
  - a) Consider the reader
  - b) Emphasis
  - c) Concise
  - d) Simplicity
  - e) Summarize
  
- 2) Oral communication techniques
  - a) Voice inflection
  - b) Appropriate/common terminology
  - c) Tone of voice
  - d) Have a specific purpose
  - e) Be clear and concise
  - f) Be focused

**Requisite Skills:** The ability to relate interpersonally and to communicate change in a positive manner.

**901-4.4.2** Execute routine unit-level administrative functions, given forms and record-management systems, so that the reports and logs are complete and files are maintained in accordance with policies and procedures.

**Requisite Knowledge:** Administrative policies and procedures and records management.

- 1) Administrative policies and procedures - AHJ
- 2) Records management
  - a) Paper-based
  - b) Electronic
  - c) Record retention requirements
  - d) Storage and security

**Requisite Skills:** The ability to communicate orally and in writing.

**901-4.4.3** Prepare a budget request, given a need and budget forms, so that the request is in the proper format and is supported with data.

**Requisite Knowledge:** Policies and procedures and the revenue sources and budget process.

- 1) Policies and procedures - AHJ
- 2) Revenue sources
  - a) Taxes
  - b) Trust funds
  - c) Enterprise funds
  - d) Grants/gifts
  - e) Restricted funds
- 3) Budget process - AHJ

**Requisite Skill:** The ability to communicate in writing.

**901-4.4.4** Explain the purpose of each management component of the organization, given an organization chart, so that the explanation is current and accurate and clearly identifies the purpose and mission of the organization.

**Requisite Knowledge:** Organizational structure of the department and functions of management.

- 1) Organizational structure of the department
  - a) Scalar structure
  - b) Line and staff personnel
  - c) Decision making authority
  
- 2) Functions of management
  - a) Planning
  - b) Organizing
  - c) Leading
  - d) Controlling
  
- 3) Principles of organization
  - a) Unity of command
  - b) Span of control
  - c) Division of labor
  - d) Discipline

**Requisite Skills:** The ability to communicate verbally in a clear and concise manner.

- 901-4.4.5** Explain the needs and benefits of collecting incident response data, given the goals and mission of the organization, so that incident response reports are timely and accurate.

**Requisite Knowledge:** The agency's records management system.

- 1) NFIRS
  
- 2) TXFIRS
  
- 3) Report development
  - a) Completeness
  - b) Clarity
  - c) Objectivity
  - d) Factuality

**Requisite Skills:** The ability to communicate both orally and in writing.

**901-4.5**      **Inspection and Investigation**

This duty involves conducting inspections to identify hazards and address violations, performing a fire investigation to determine preliminary cause, securing the incident scene, and preserving evidence, according to the following job performance requirements.

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**901-A.4.5** The committee's intent is to instill an awareness of those areas that officers might address in the performance of their duties. Organizations that desire higher levels of competency in these areas should refer to the applicable NFPA professional qualifications standards: NFPA 1031 and NFPA 1033.

**901-4.5.1** Describe the procedures of the AHJ for conducting fire inspections, given any of the following occupancies, so that all hazards, including hazardous materials, are identified, approved forms are completed, and approved action is initiated:

- 1) Assembly
- 2) Educational
- 3) Health care
- 4) Detention and correctional
- 5) Residential
- 6) Mercantile
- 7) Business
- 8) Industrial
- 9) Storage
- 10) Unusual structures
- 11) Mixed occupancies

**Requisite Knowledge:** Inspection procedures; fire detection, alarm, and protection systems; identification of fire and life safety hazards; and marking and identification systems for hazardous materials.

- 1) Inspection procedures
- 2) Fire detection, alarm and protection systems
- 3) Identification of fire and life safety hazards

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- 4) Marking and identification systems for hazardous materials

**Requisite Skills:** The ability to communicate in writing and to apply the appropriate codes and standards.

**901-4.5.2** Identify construction, alarm, detection, and suppression features that contribute to or prevent the spread of fire, heat, and smoke throughout the building or from one building to another, given an occupancy, and the policies and forms of the AHJ so that a pre-incident plan for any of the following occupancies is developed:

- 1) Public assembly
- 2) Educational
- 3) Institutional
- 4) Residential
- 5) Business
- 6) Industrial
- 7) Manufacturing
- 8) Storage
- 9) Mercantile
- 10) Special properties

**Requisite Knowledge:** Fire behavior; building construction; inspection and incident reports; detection, alarm, and suppression systems; and applicable codes, ordinances, and standards.

- 1) Fire behavior
  - a) Fire load
  - b) Fire classifications (A, B, C, D, K)
- 2) Building construction
  - a) Type I – fire resistive
  - b) Type II – non-combustible
  - c) Type III – ordinary
  - d) Type IV – heavy timber (mill)

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- e) Type V – wood frame
- 3) Inspection and incident reports
  - a) Occupancy type
  - b) Required fire flow
  - c) Special hazards (i.e., hazardous materials or life safety)
- 4) Detection, alarm and suppression systems
  - a) Basic fire protection systems and features
  - b) Sprinkler systems
  - c) Standpipe systems
  - d) Alert/detection systems
  - e) Other special extinguishing systems
  - f) Fire Department Connections (FDC)
  - g) Water supplies
- 5) Applicable codes, ordinances and standards (AHJ)

**Requisite Skills:** The ability to use evaluative methods and to communicate orally and in writing.

**901-4.5.3** Secure an incident scene, given rope or barrier tape, so that unauthorized persons can recognize the perimeters of the scene and are kept from restricted areas, and all evidence or potential evidence is protected from damage or destruction.

**Requisite Knowledge:** Types of evidence, the importance of fire scene security, and evidence preservation.

- 1) Types of evidence
  - a) Demonstrative
  - b) Documentary/circumstantial
  - c) Testimonial
- 2) The importance of fire scene security
  - a) Evidence protection
  - b) Public safety
- 3) Evidence preservation
  - a) Chain of custody
  - b) Contributes to prosecution
  - c) Use of caution during salvage and overhaul

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**Requisite Skills:** The ability to establish perimeters at an incident scene.

**901-4.6**      **Emergency Service Delivery**

This duty involves supervising emergency operations, conducting pre-incident planning, and deploying assigned resources in accordance with the local emergency plan and according to the following job performance requirements.

**901-A.4.6**      Emergency service delivery is the component of fire department organization providing mitigation of responses to emergency incidents, such as those involving fires, emergency medical situations, mass casualties, hazardous materials, weapons of mass destruction, and terrorism, as well as other emergency events.

**901-4.6.1**      Develop an initial action plan, given size-up information for an incident and assigned emergency response resources, so that resources are deployed to control the emergency.

**Requisite Knowledge:** Elements of a size-up, standard operating procedures for emergency operations, and fire behavior.

A.4.6.1(A) Size-up includes the many variables that the officer observes from the time of the alarm, during response, and upon arrival in order to develop an initial action plan to control an emergency incident. These observations can include building type and occupancy, fire involvement, number of occupants, atmospheric and environmental monitoring, mechanism of injury, materials spilled or involved in fire, damage to buildings and infrastructure, wind direction, topography, and demographics, among others.

- 1) Elements of a size-up
  - a) Size-up includes the many variables that the officer observes from the time of the alarm, during response, and upon arrival, in order to develop an initial action plan to control an emergency incident.
    - i) Size up processes
      - (1) Layman's 5-step process
      - (2) National Fire Academy (NFA) size-up system
    - b) Size-up elements
      - i) Building type and occupancy
      - ii) Demographics
      - iii) Fire and smoke conditions
      - iv) Materials spilled or involved in fire
      - v) Modes of action

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- (1) Defensive
  - (2) Offensive
  - (3) Transition
  - vi) Number of occupants
  - vii) Time of day
  - viii) Water supply
  - ix) Weather
  - x) Other hazards
- 2) Standard operating procedures for emergency operations - AHJ
- 3) Fire behavior
- a) Fire load
  - b) Fire classifications (A, B, C, D, K)
  - c) Phase of fire
  - d) Percentage involvement

**Requisite Skills:** The ability to analyze emergency scene conditions; to activate the local emergency plan, including localized evacuation procedures; to allocate resources; and to communicate orally.

A.4.6.1(B) The Fire Officer I should be able to perform an all-hazards assessment at incidents in accordance with policies and procedures of the AHJ.

**901-4.6.2** Implement an action plan at an emergency operation, given assigned resources, type of incident, and a preliminary plan, so that resources are deployed to mitigate the situation.

**901-A.4.6.2** This requirement takes into consideration the officer's ability to give orders, direct personnel, evaluate information, and allocate resources to respond to the wide variety of emergency situations the fire service encounters.

**Requisite Knowledge:** Standard operating procedures, resources available for the mitigation of fire and other emergency incidents, an incident management system, scene safety, and a personnel accountability system.

- 1) Standard operating procedures - AHJ
- 2) Resources available for the mitigation of fire and other emergency incidents

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- a) Single company
  - b) One alarm
  - c) Multiple alarm
  - d) Mutual aid
  - e) Automatic aid
- 3) An incident management system
    - a) National Incident Management System (NIMS)
    - b) Incident Command System
  - 4) Scene safety
    - a) Rapid intervention/backup team
    - b) Two-in/two-out
    - c) Incident safety officer
  - 5) Personnel accountability system

**Requisite Skills:** The ability to implement an incident management system, to communicate orally, to manage scene safety, and to supervise and account for assigned personnel under emergency conditions.

- 901-4.6.3** Develop and conduct a post-incident analysis, given a single unit incident and post-incident analysis policies, procedures, and forms, so that all required critical elements are identified and communicated, and the approved forms are completed and processed in accordance with policies and procedures.

**Requisite Knowledge:** Elements of a post-incident analysis, basic building construction, basic fire protection systems and features, basic water supply, basic fuel loading, fire growth and development, and departmental procedures relating to dispatch response tactics and operations and customer service.

- 1) Elements of a post-incident analysis
  - a) Reconstruct the incident to establish a clear picture of the events surrounding the incident
  - b) Non-punitive
  - c) Focus on improving emergency response
- 2) Basic building construction
  - a) Construction type
  - b) Occupancy type

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- 3) Basic fire protection systems and features
  - a) Sprinkler systems
  - b) Standpipe systems
  - c) Alert/detection systems
  - d) Other special extinguishing systems
- 4) Basic water supply
  - a) Determine location(s) of water supplies
  - b) Fire Department Connections (FDC)
  - c) Determine required fire flow
- 5) Basic fuel loading
  - a) Hazard class of material
  - b) Quantity of material
  - c) Location/distribution of material
- 6) Fire growth and development
  - a) Phase of fire
  - b) External growth factors (e.g., weather, loss of water supply, incendiary, etc.)
- 7) Departmental procedures relating to dispatch response tactics and operations – AHJ
- 8) Customer service – AHJ

**Requisite Skills:** The ability to write reports, to communicate orally, and to evaluate skills.

**901-4.7**     **Health and Safety**

This duty involves integrating health and safety plans, policies, and procedures into daily activities as well as the emergency scene, including the donning of appropriate levels of personal protective equipment to ensure a work environment that is in accordance with health and safety plans for all assigned members, according to the following job performance requirements.

**901-A.4.7**     One of the fire officer's primary responsibilities is safety both on the fire ground and during normal operations. The fire officer must be cognizant that these operations can include risks and threats of intentional harm to personnel. This standard defines the minimum requirements for the fire officer. NFPA 1521 and applicable OSHA regulations define additional requirements for the officer who might be assigned those duties.

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**901-4.7.1** Apply safety regulations at the unit level, given safety policies and procedures, so that required reports are completed, in-service training is conducted, and member responsibilities are conveyed.

**Requisite Knowledge:** The most common causes of personal injury and accident to members, safety policies and procedures, basic workplace safety, and the components of an infectious disease control program.

- 1) The most common causes of personal injury and accident to members
  - a) Improper lifting
  - b) Falls
  - c) Improper use of, or lack of Personal Protective Equipment (PPE)
  - d) Other causes
  
- 2) Safety policies and procedures
  - a) Federal (e.g. Occupational Safety and Health Administration (OSHA))
  - b) State (e.g. Texas Commission on Fire Protection (TCFP))
  - c) Local (e.g. standard operating policies)
  - d) National Consensus Standards (e.g. National Fire Protection Association (NFPA))
  
- 3) Basic workplace safety
  - a) Wear Personal Protective Equipment (PPE)
  - b) Good housekeeping
  - c) Good maintenance
  - d) Follow manufacturer's recommendations
  - e) Implement and provide ongoing safety training program
  
- 4) The components of an infectious disease control program
  - a) Written goal
  - b) Written risk management plan
  - c) Annual training
  - d) Designated control officer
  - e) Immunizations for employees
  - f) Exposure procedures
  - g) Other state and public health authority requirements

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**Requisite Skills:** The ability to identify safety hazards and to communicate orally and in writing.

- 901-4.7.2** Conduct an initial accident investigation, given an incident and investigation forms, so that the incident is documented and reports are processed in accordance with policies and procedures of the AHJ.

**Requisite Knowledge:** Procedures for conducting an accident investigation and safety policies and procedures.

- 1) Procedures for conducting an accident investigation
  - a) Identify and collect physical evidence
  - b) Interview witnesses
  - c) Complete required written documents
- 2) Safety policies and procedures - AHJ

**Requisite Skills:** The ability to communicate orally and in writing and to conduct interviews.

- 901-4.7.3** Explain the benefits of being physically and medically capable of performing assigned duties and effectively functioning during peak physical demand activities, given current fire service trends and agency policies, so that the need to participate in wellness and fitness programs is explained to members.

**Requisite Knowledge:** National death and injury statistics; fire service safety and wellness initiatives; agency policies.

- 1) National death and injury statistics
  - a) NIOSH reports
  - b) NFPA reports
  - c) US Fire Administration/National Fire Academy
- 2) Fire service safety and wellness initiatives
  - a) National Fallen Firefighters Foundation, Courage To Be Safe
  - b) International Association of Firefighters/International Association of Fire Chiefs Joint Wellness Initiative
- 3) Agency policies
  - a) Local
  - b) State
  - c) Federal

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**Requisite Skills:** The ability to communicate orally.

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**CERTIFICATION CURRICULUM MANUAL – CHAPTER NINE**

# **FIRE OFFICER II**

## REFERENCE LIST FOR THE FIRE OFFICER II CURRICULUM

Certified Training Facilities approved to teach this curriculum, must have the following reference materials:

*Fire and Emergency Services Company Officer* (5<sup>th</sup> Ed) (2014) Stillwater, OK:  
International Fire Service Training Association

*Fire Officer: Principles and Practice* (3<sup>rd</sup> Ed.) (2015) Sudbury, MA: Jones and Bartlett  
Publishers, Inc.

*NFPA 1021: Standard for Fire Officer Professional Qualifications* (2013 Ed.) Quincy,  
MA: National Fire Protection Association. NFPA Publications

*Standards Manual for Fire Protection Personnel* Austin, TX: Texas Commission on Fire  
Protection.



**CHAPTER NINE**  
**FIRE OFFICER II**  
**CURRICULUM OUTLINE**

<b>SECTION</b>	<b>SUBJECT</b>	<b>RECOMMENDED HOURS</b>
902-5.1	General	1
902-5.2	Human Resources Management	10
902-5.3	Community and Government Relations	3
902-5.4	Administration	10
902-5.5	Inspection and Investigation	10
902-5.6	Emergency Service Delivery	8
902-5.7	Health and Safety	6
	Performance Skills*	12
	<b>TOTAL RECOMMENDED HOURS</b>	<b>60</b>

\*The recommended hours for skills evaluation is based on 12 students. Actual hours needed will depend on the number of students, the number of examiners, availability of equipment, and the student skill level.

## **COURSE INSTRUCTOR INFORMATION**

### **FIRE OFFICER II**

#### **Overview**

The Fire Officer curriculum is designed to provide clear guidance that ensures adequate presentation of the information required to meet the Job Performance Requirements (JPRs) of National Fire Protection Association (NFPA) 1021, *Standard for Fire Officer Professional Qualifications*, 2014 edition.

The Fire Officer curriculum is Chapter 9 of the Texas Commission on Fire Protection (TCFP) Curriculum Manual.

<b>Certification Level</b>	<b>TCFP Section Number</b>	<b>NFPA 1021 Chapter</b>
Fire Officer I	901	4
Fire Officer II	902	5
Fire Officer III	903	6
Fire Officer IV	904	7

#### **Layout**

The NFPA numbering sequence is mirrored to allow easy correlation between this document and the NFPA Standard. For example, 902-5.2.1 identifies the section in the Fire Officer II Curriculum that corresponds to NFPA section 5.2.1.

When a section references information from “Annex A Explanatory Material” in the NFPA Standard, it is identified by adding an “A” to the section number. For example, 902-A.5.1.1 identifies the section in the Fire Officer II Curriculum that corresponds to NFPA 1021 Annex A information for NFPA section 5.1.1.

#### **TCFP Standards Manual**

It is critical that the Course Instructor review the chapters in the TCFP Standards Manual that apply to this curriculum. Of primary importance are the following chapters: Chapter 421, Standards for Certification; Chapter 435, Fire Fighter Safety; Chapter 437, Fees; and Chapter 451, Fire Officer Certification. These chapters do not address every issue that could impact this curriculum; therefore, the Course Instructor is encouraged to become familiar with the TCFP Standards Manual.

#### **Instructor Qualifications**

Fire Officer courses must be taught by a person meeting the requirements described in Chapter 427.307 of the TCFP Standards Manual.

#### **Prerequisite Knowledge and Skills**

The General sections (4.1, 5.1, 6.1, and 7.1) include prerequisite knowledge and skills. Although this information is labeled as prerequisite, instructors should ensure that the material is covered as needed. This material is not optional and may be included in Texas Commission on Fire Protection certification written examinations.

### Supplemental Information

Instructors are expected to provide supplemental information if the main reference text does not provide adequate information to ensure successful completion of the Job Performance Requirements as listed in the curriculum.

### Components of the Curriculum

Each section of the curriculum identifies the NFPA Job Performance Requirement (JPR) and subdivides the requisite knowledge requirements into learning components. For example:

Curriculum		Explanation
902-5.4.1	Develop a policy or procedure, given an assignment, so that the recommended policy or procedure identifies the problem and proposes a solution.	<b>Section Number and NFPA JPR</b>
	<b>Requisite Knowledge:</b> Policies and procedures and problem identification.	<b>Requisite Knowledge Statement</b>
	1) Policies and procedures	<b>First part of Requisite Knowledge</b>
	(a) Develop policies/procedures (b) Train members (c) Implement policies/procedures (d) Evaluate/revise policies/procedures	<b>Associated learning components</b>
	2) Problem identification	<b>Second part of Requisite Knowledge</b>
	(a) Be attentive (b) Ask questions (c) Encourage subordinates to report problems	<b>Associated learning components</b>

### Skills

NFPA Requisite Skill requirements are addressed in the corresponding Skill Sheets.

### Descriptions of Certification Levels

For additional information, see Chapter 421 of the Texas Commission on Fire Protection Standards Manual for Fire Protection Personnel.

### Fire Officer I:

A Fire Officer I is a first-line supervisory officer who has met all the job performance and certification requirements of Fire Officer I as defined in NFPA 1021, *Standard for Fire Officer Professional Qualifications* and has previously met all the job performance and

certification requirements of Fire Fighter II as defined in NFPA 1001, *Standard for Fire Fighter Professional Qualifications*, and Fire Instructor I as defined in NFPA 1041, *Standard for Fire Service Instructor Professional Qualifications*.

**Fire Officer II:**

A Fire Officer II is a midlevel supervisor who performs both supervisory and first-line managerial functions who has met the certification requirements for Fire Officer II, in addition to previously meeting all the job performance and certification requirements of Fire Officer I as defined in NFPA 1021, *Standard for Fire Officer Professional Qualifications*.

**Fire Officer III:**

A Fire Officer III is a midlevel supervisor who performs both managerial and first-line administrative functions who has met all the job performance and certification requirements of Fire Officer III, in addition to previously meeting all the job performance and certification requirements of Fire Officer II as defined in NFPA 1021, *Standard for Fire Officer Professional Qualifications* and Fire Instructor II as defined in NFPA 1041, *Standard for Fire Service Instructor Professional Qualifications*.

**Fire Officer IV:**

A Fire Officer IV is an upper level supervisor who performs administrative functions who has met all the job performance and certification requirements of Fire Officer IV, in addition to previously meeting all the job performance and certification requirements of Fire Officer III as defined in NFPA 1021, *Standard for Fire Officer Professional Qualifications*.

## ***FIRE OFFICER II***

A Fire Officer II is a midlevel supervisor who performs both supervisory and first-line managerial functions who has met the certification requirements for Fire Officer II, in addition to previously meeting all the job performance and certification requirements of Fire Officer I as defined in NFPA 1021, *Standard for Fire Officer Professional Qualifications*. An individual at the Fire Officer II level as part of his or her duties and responsibilities:

- Evaluates member job performance
- Prepares a project or divisional budget, news releases, and/or new policy or changes in existing policies
- Conducts inspections to identify hazards and addresses violations and conducts fire investigations to determine origin and preliminary causes
- Supervises multi-unit emergency operations, deploys assigned resources, and develops and conducts post-incident analysis
- Reviews injury, accident, and health exposure reports, identifies unsafe work environments or behaviors, and takes approved action to prevent their reoccurrence

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**902-5.1**      **General**

For qualification at Level II, the Fire Officer I shall meet the requirements of Fire Instructor I as defined in NFPA 1041 and the job performance requirements defined in Sections 5.2 through 5.7 of this standard.

**902-5.1.1**      **General Prerequisite Knowledge**

The organization of local government; enabling and regulatory legislation and the law-making process at the local, state/provincial, and federal levels; and the functions of other bureaus, divisions, agencies, and organizations and their roles and responsibilities that relate to the fire service.

**902-A.5.1.1** Other prerequisite knowledge can include an understanding of negligent hiring, negligent supervision, negligent retention; respondeat superior; understanding of tort claims acts, sovereign immunity, statutory immunity, special duty, public duty; and knowledge of OSHA standards and citations and strategies for compliance with OSHA documentation requirements.

**902-5.1.2**      **General Prerequisite Skills:**

Intergovernmental and interagency cooperation.

**902-5.2**      **Human Resource Management**

This duty involves evaluating member performance, according to the following job performance requirements.

**902-5.2.1** Initiate actions to maximize member performance and/or to correct unacceptable performance, given human resource policies and procedures, so that member and/or unit performance improves or the issue is referred to the next level of supervision.

**Requisite Knowledge:** Human resource policies and procedures, problem identification, organizational behavior, group dynamics, leadership styles, types of power, and interpersonal dynamics.

- 1) Human resource policies and procedures
  - a) Federal (e.g. Americans with Disabilities Act)
  - b) State (e.g. Local Government Code)
  - c) Local/Authority Having Jurisdiction (AHJ) (e.g. city policies)
  - d) Departmental (e.g. departmental policies)
  
- 2) Problem identification
  - a) Performance
  - b) Behavior

- 3) Organizational behavior
  - a) Acceptable/unacceptable job performance
  - b) Acceptable/unacceptable behavior
  - c) Culture
  - d) Change/status quo
  
- 4) Group dynamics
  - a) Common binding interest
  - b) Vital group image
  - c) Sense of continuity
  - d) Shared set of values
  - e) Different roles within the group
  
- 5) Leadership styles
  - a) Autocratic
  - b) Democratic
  - c) Laissez-faire
  
- 6) Types of power
  - a) Reward
  - b) Coercive
  - c) Identification
  - d) Expert
  - e) Legitimate
  - f) Informal
  
- 7) Interpersonal dynamics
  - a) Blake and Mouton's Managerial Grid
  - b) Maslow's Hierarchy of Needs
  - c) Others

**Requisite Skills:** The ability to communicate orally and in writing, to solve problems, to increase team work, and to counsel members.

- 902-5.2.2** Evaluate the job performance of assigned members, given personnel records and evaluation forms, so each member's performance is evaluated accurately and reported according to human resource policies and procedures.

**Requisite Knowledge:** Human resource policies and procedures, job descriptions, objectives of a member evaluation program, and common errors in evaluating.

- 1) Human resource policies and procedures
  - a) Federal (e.g. Fair Labor Standards Act)
  - b) State (e.g. Local Government Code)
  - c) Local/Authority having jurisdiction (e.g. city policies)
  - d) Departmental (e.g. departmental policies)
  
- 2) Job descriptions
  - a) General description of work
  - b) Typical tasks
  - c) Knowledge, skills and abilities
  - d) Education and experience
  - e) Special requirements
  - f) Future requirements
  
- 3) Objectives of a member evaluation program
  - a) Accuracy
  - b) Fairness
  - c) Consistency
  - d) Thoroughness
  - e) Identify areas of excellence or improvement
  - f) Document member's work history
  
- 4) Common errors in evaluating
  - a) Halo/Horn effect
  - b) Central tendency
  - c) Contrast effect
  - d) Leniency or severity
  - e) Personal bias
  - f) Recency
  - g) Frame of reference

**Requisite Skills:** The ability to communicate orally and in writing and to plan and conduct evaluations.

- 902-5.2.3** Create a professional development plan for a member of the organization, given the requirements for promotion, so that the individual acquires the necessary knowledge, skills, and abilities to be eligible for the examination for the position.

**Requisite Knowledge:** Development of a professional development guide and job shadowing.

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- 1) Development of a professional development guide (AHJ)
  - a) Education
  - b) Experience
  - c) Certifications
  - d) Personal development
- 2) Job shadowing
  - a) Mentoring
  - b) Peer assistance

**Requisite Skills:** The ability to communicate orally and in writing.

### **902-5.3**

#### **Community and Government Relations**

This duty involves dealing with inquiries of allied organizations in the community and projecting the role, mission, and image of the department to other organizations with similar goals and missions for the purpose of establishing strategic partnerships and delivering safety, injury, and fire prevention education programs, according to the following job performance requirements.

#### **902-5.3.1**

Explain the benefits to the organization of cooperating with allied organizations, given a specific problem or issue in the community, so that the purpose for establishing external agency relationships is clearly explained.

**Requisite Knowledge:** Agency mission and goals and the types and functions of external agencies in the community.

- 1) Agency (fire department) mission and goals
  - a) Mission statement
  - b) Strategic plan
- 2) Types and functions of external agencies in the community
  - a) Law enforcement
  - b) EMS/hospitals/clinics
  - c) Municipal/county/state departments
  - d) Local business and industry
  - e) Private non-profit organizations
  - f) Local/state/federal agencies

**Requisite Skills:** The ability to develop interpersonal relationships and to communicate orally and in writing.

**902-5.4**      **Administration**

This duty involves preparing a project or divisional budget, news releases, and policy changes, according to the following job performance requirements.

- 902-5.4.1**      Develop a policy or procedure, given an assignment, so that the recommended policy or procedure identifies the problem and proposes a solution.

**Requisite Knowledge:** Policies and procedures and problem identification.

- 1) Policies and procedures
  - a) Develop policies/procedures
  - b) Train members
  - c) Implement policies/procedures
  - d) Evaluate/revise policies/procedures
- 2) Problem identification
  - a) Be attentive
  - b) Ask questions
  - c) Encourage subordinates to report problems

**Requisite Skills:** The ability to communicate in writing and to solve problems.

- 902-5.4.2**      Develop a project or divisional budget, given schedules and guidelines concerning its preparation, so that capital, operating, and personnel costs are determined and justified.

**Requisite Knowledge:** The supplies and equipment necessary for ongoing or new projects; repairs to existing facilities; new equipment, apparatus maintenance, and personnel costs; and appropriate budgeting system.

- 1) The supplies and equipment necessary for ongoing or new projects (AHJ)
- 2) Repairs to existing facilities
  - a) Structural
  - b) Remodel
  - c) Additions

- 3) New equipment
  - a) Repair
  - b) Replace
  - c) Upgrade
- 4) Apparatus maintenance
  - a) Preventative
  - b) Repair
  - c) Replace
  - d) Upgrade
- 5) Personnel costs
  - a) Salary
    - i. Straight time
    - ii. Compensatory time
    - iii. Overtime
  - b) Benefits (AHJ)
- 6) Appropriate budgeting system (AHJ)

**Requisite Skill:** The ability to allocate finances, to relate interpersonally, and to communicate orally and in writing.

**902-5.4.3** Describe the process of purchasing, including soliciting and awarding bids, given established specifications, in order to ensure competitive bidding so that the needs of the organization are met within the applicable federal, state/provincial, and local laws and regulations.

**Requisite Knowledge:** Purchasing laws, policies, and procedures.

- 1) Purchasing laws
  - a) Local
  - b) State
  - c) Federal
- 2) Policies and procedures (AHJ)

**Requisite Skills:** The ability to use evaluative methods and to communicate orally and in writing.

**902-5.4.4** Prepare a news release, given an event or topic, so that the information is accurate and formatted correctly.

**Requisite Knowledge:** Policies and procedures and the format used for news releases.

- 1) Policies and procedures (AHJ)
- 2) Format used for news releases
  - a) Oral interview
    - i. Be prepared
    - ii. Stay in control
    - iii. Look and act the part
    - iv. It is not over until it is over
  - b) Written
    - i. Formulate a plan
    - ii. Develop a concept and write the release
    - iii. Make it unique
    - iv. Well organized
    - v. Department letterhead
    - vi. Release news to the media

**Requisite Skills:** The ability to communicate orally and in writing.

**902-5.4.5** Prepare a concise report for transmittal to a supervisor, given fire department record(s) and a specific request for details such as trends, variances, or other related topics, so that the information required for the AHJ is accurate and documented.

**Requisite Knowledge:** The data processing system.

- 1) Word processing software
- 2) Spreadsheet software
- 3) Presentation software
- 4) Database software

**Requisite Skills:** The ability to communicate in writing and to interpret data.

- 902-5.4.6** Develop a plan to accomplish change in the organization, given an agency's change of policy or procedures, so that effective change is implemented in a positive manner.

**Requisite Knowledge:** Planning and implementing change.

- 1) Planning change
  - a) Analyze
  - b) Resistance
- 2) Implementing change
  - a) Involvement
  - b) Support
- 3) Evaluating change
  - a) Review
  - b) Monitor
  - c) Analyze

**Requisite Skills:** The ability to clearly communicate orally and in writing.

**902-5.5** **Inspection and Investigation**

This duty involves conducting fire investigations to determine origin and preliminary cause, according to the following job performance requirements.

- 902-5.5.1** Determine the point of origin and preliminary cause of a fire, given a fire scene, photographs, diagrams, pertinent data, and/or sketches, to determine if arson is suspected so that law enforcement action is taken.

**Requisite Knowledge:** Methods used by arsonists, common causes of fire, basic cause and origin determination, fire growth and development, and documentation of preliminary fire investigative procedures.

- 1) Methods used by arsonists
  - a) Disabling built-in fire protection
  - b) Delaying notification/making access difficult
  - c) Using accelerants and trailers
  - d) Setting multiple points of origin
  - e) Tampering or altering equipment
- 2) Common causes of fire
  - a) Accidental
  - b) Natural

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- c) Incendiary/Suspicious
  - d) Undetermined
- 3) Basic cause and origin determination
    - a) Basic fire chemistry/sciences
    - b) Area of origin
    - c) Fire patterns
    - d) Legal considerations
  - 4) Fire growth and development
  - 5) Documentation of preliminary fire investigative procedures
    - a) AHJ
    - b) National Fire Incident Reporting System (NFIRS)
    - c) NFPA 921 Guide for Fire and Explosion Investigations

**Requisite Skills:** The ability to communicate orally and in writing and to apply knowledge using deductive skills.

**902-5.6**      **Emergency Service Delivery**

This duty involves supervising multi-unit emergency operations, conducting pre-incident planning, and deploying assigned resources, according to the following job requirements.

- 902-5.6.1**      Produce operational plans, given an emergency incident requiring multi-unit operations, the current edition of NFPA 1600, and AHJ-approved safety procedures, so that required resources and their assignments are obtained and plans are carried out in compliance with NFPA 1600 and approved safety procedures resulting in the mitigation of the incident.

**Requisite Knowledge:** Standard operating procedures; national, state/provincial, and local information resources available for the mitigation of emergency incidents; an incident management system; and a personnel accountability system.

- 1) Standard operating procedures (AHJ)
- 2) National, state/provincial, and local information resources available for the mitigation of emergency incidents
- 3) An incident management system
  - a) National Incident Management System (NIMS)
  - b) Incident Command System

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- 4) A personnel accountability system (AHJ)

**Requisite Skills:** The ability to implement an incident management system, to communicate orally, to supervise and account for assigned personnel under emergency conditions, and to serve in command staff and unit supervision positions within the Incident Management System.

- 902-5.6.2** Develop and conduct a post-incident analysis, given multi-unit incident and post-incident analysis policies, procedures, and forms, so that all required critical elements are identified and communicated and the approved forms are completed and processed.

**Requisite Knowledge:** Elements of a post-incident analysis, basic building construction, basic fire protection systems and features, basic water supply, basic fuel loading, fire growth and development, and departmental procedures relating to dispatch response, strategy tactics and operations, and customer service.

- 1) Elements of a post-incident analysis
  - a) Reconstruct the incident to establish a clear picture of the events surrounding the incident
  - b) Non-punitive
  - c) Focus on improving emergency response
- 2) Basic building construction
  - a) Construction type
  - b) Occupancy type
- 3) Basic fire protection systems and features
  - a) Sprinkler systems
  - b) Standpipe systems
  - c) Alert/detection systems
  - d) Other special extinguishing systems
- 4) Basic water supply
  - a) Pressurized sources
  - b) Drafting points
  - c) Fire department connections (FDC)
- 5) Basic fuel loading
  - a) Based on hazard class
  - b) Occupancy type

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- 6) Fire growth and development
  - a) Basic fire chemistry/science
  - b) Fire spread
- 7) Departmental procedures relating to dispatch response tactics and operations (AHJ)
- 8) Customer service (AHJ)

**Requisite Skills:** The ability to write reports, to communicate orally, and to evaluate skills.

- 902-5.6.3** Prepare a written report, given incident reporting data from the jurisdiction, so that the major causes for service demands are identified for various planning areas within the service area of the organization.

**Requisite Knowledge:** Analyzing data.

- 1) Analyze and interpret incident data
- 2) Needs analysis
- 3) Intended audience
- 4) Report format

**Requisite Skills:** The ability to write clearly and to interpret response data correctly to identify the reasons for service demands.

**902-5.7**     **Health and Safety**

This duty involves reviewing injury, accident, and health exposure reports, identifying unsafe work environments or behaviors, and taking approved action to prevent reoccurrence, according to the following job requirements.

- 902-5.7.1** Analyze a member's accident, injury, or health exposure history, given a case study, so that a report including action taken and recommendations made is prepared for a supervisor.

**Requisite Knowledge:** The causes of unsafe acts, health exposures, or conditions that result in accidents, injuries, occupational illnesses, or deaths.



- 1) The causes of unsafe acts
  - a) Human factors
    - i. Improper attitude
    - ii. Lack of knowledge or skill
    - iii. Physically/mentally unsuited
  - b) Environmental factors
    - i. Weather
    - ii. Hazardous
    - iii. Lighting
  - c) Equipment factors
    - i. Malfunction
    - ii. Improper usage
  - d) Review member's accident history
  
- 2) Health exposures
  - a) Human factors
    - i. Improper attitude
    - ii. Lack of knowledge or skill
    - iii. Physically/mentally unsuited
  - b) Environmental factors
    - i. Weather
    - ii. Hazardous
    - iii. Lighting
  - c) Equipment factors
    - i. Malfunction
    - ii. Improper usage
  - d) Review member's health exposure history
  
- 3) Conditions that result in accidents, injuries, occupational illness, or deaths
  - a) Unsafe acts
    - i. Skill based errors
    - ii. Memory failure
    - iii. Technique failure
  - b) Preconditions to unsafe acts
    - i. Adverse mental states
    - ii. Psychological states
    - iii. Physical limitations
  - c) Unsafe supervision
    - i. Inadequate supervision
    - ii. Inappropriate operations
    - iii. Failure to correct known problems
    - iv. Supervisory violations

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**Requisite Skills:** The ability to communicate in writing and to interpret accidents, injuries, occupational illnesses, or death reports.

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**CERTIFICATION CURRICULUM MANUAL – CHAPTER NINE**

# **FIRE OFFICER III**

## REFERENCE LIST FOR THE FIRE OFFICER III CURRICULUM

Certified Training Facilities approved to teach this curriculum must have the following reference materials:

*Chief Officer: Principles and Practice* (1<sup>st</sup> Ed) (2012). Burlington, MA: Jones and Bartlett Learning.

*Chief Officer* (3<sup>rd</sup> Ed) (2014). Stillwater, OK: International Fire Service Training Association.

*National Incident Management System: Principles and Practice* (2<sup>nd</sup> Ed) (2012). Sudbury, MA: Jones and Bartlett Publishers, Inc.

*NFPA 1021: Standard for Fire Officer Professional Qualifications* (2013 Ed.). Quincy, MA: National Fire Protection Association. NFPA Publications

*Officer Development Handbook* (2<sup>nd</sup> Ed) (2010). Fairfax, VA: International Association of Fire Chiefs.

*Standards Manual for Fire Protection Personnel*. Austin, TX: Texas Commission on Fire Protection.

**CHAPTER NINE**  
**FIRE OFFICER III**  
**CURRICULUM OUTLINE**

<b>SECTION</b>	<b>SUBJECT</b>	<b>RECOMMENDED HOURS</b>
903-6.1	General	2
903-6.2	Human Resource Management	10
903-6.3	Community and Government Relations	4
903-6.4	Administration	10
903-6.5	Inspection and Investigation	4
903-6.6	Emergency Service Delivery	6
903-6.7	Health and Safety	4
903-6.8	Emergency Management	4
	Performance Skills*	12
	<b>TOTAL RECOMMENDED HOURS</b>	<b>56</b>

\*The recommended hours for skills evaluation is based on 12 students. Actual hours needed will depend on the number of students, the number of examiners, availability of equipment, and the student skill level.

## **COURSE INSTRUCTOR INFORMATION**

### **FIRE OFFICER III**

#### **Overview**

The Fire Officer curriculum is designed to provide clear guidance that ensures adequate presentation of the information required to meet the Job Performance Requirements (JPRs) of National Fire Protection Association (NFPA) 1021, *Standard for Fire Officer Professional Qualifications*, 2014 edition.

The Fire Officer curriculum is Chapter 9 of the Texas Commission on Fire Protection (TCFP) Curriculum Manual.

<b>Certification Level</b>	<b>TCFP Section Number</b>	<b>NFPA 1021 Chapter</b>
Fire Officer I	901	4
Fire Officer II	902	5
Fire Officer III	903	6
Fire Officer IV	904	7

#### **Layout**

The NFPA numbering sequence is mirrored to allow easy correlation between this document and the NFPA Standard. For example, 903-6.2.1 identifies the section in the Fire Officer III Curriculum that corresponds to NFPA section 6.2.1.

When a section references information from “Annex A Explanatory Material” in the NFPA Standard, it is identified by adding an “A” to the section number. For example, 903-A.6.1.1 identifies the section in the Fire Officer III Curriculum that corresponds to NFPA 1021 Annex A information for NFPA section 6.1.1.

#### **TCFP Standards Manual**

It is critical that the Course Instructor review the chapters in the TCFP Standards Manual that apply to this curriculum. Of primary importance are the following chapters: Chapter 421, Standards for Certification; Chapter 435, Fire Fighter Safety; Chapter 437, Fees; and Chapter 451, Fire Officer Certification. These chapters do not address every issue that could impact this curriculum; therefore, the Course Instructor is encouraged to become familiar with the TCFP Standards Manual.

#### **Instructor Qualifications**

Fire Officer Courses must be taught by a person meeting the requirements described in Chapter 427.307 of the TCFP Standards Manual.

#### **Prerequisite Knowledge and Skills**

The General sections (4.1, 5.1, 6.1, and 7.1) include prerequisite knowledge and skills. Although this information is labeled as prerequisite, instructors should ensure that the material is covered as needed. This material is not optional and may be included in Texas Commission on Fire Protection certification written examinations.

### Supplemental Information

Instructors are expected to provide supplemental information if the main reference text does not provide adequate information to ensure successful completion of the Job Performance Requirements as listed in the curriculum.

### Components of the Curriculum

Each section of the curriculum identifies the NFPA Job Performance Requirement (JPR) and subdivides the requisite knowledge requirements into learning components. For example:

Curriculum	Explanation
903-6.6.1 Prepare an action plan, given an emergency incident requiring multiple agency operations, so that the required resources are determined and the resources are assigned and placed to mitigate the incident.	<b>Section Number and NFPA JPR</b>
<b>Requisite Knowledge.</b> Policies, procedures, and standards, including the current edition of NFPA 1600, and resources, capabilities, roles, responsibilities, and authority of support agencies.	<b>Requisite Knowledge Statement</b>
1. Policies, procedures and standards, including the current edition of NFPA 1600	<b>First part of Requisite Knowledge</b>
<ul style="list-style-type: none"> <li>a. AHJ policies, procedures, rules, regulations</li> <li>b. NFPA 1600, Standard on Disaster/Emergency management and Business Continuity Programs</li> <li>c. Local emergency management plan</li> <li>d. Automatic aid agreements</li> <li>e. Mutual aid agreements               <ul style="list-style-type: none"> <li>i. State</li> <li>ii. Regional</li> <li>iii. Local</li> </ul> </li> <li>f. Texas Intrastate Fire Mutual Aid System (TIFMAS)</li> </ul>	<b>Associated learning components</b>
2 The following will be primarily dictated by the local emergency management plan:	<b>Second part of Requisite Knowledge</b>
<ul style="list-style-type: none"> <li>a. Resources of support agencies</li> <li>b. Capabilities of support agencies</li> <li>c. Roles of support agencies</li> <li>d. Responsibilities of support agencies</li> </ul>	<b>Associated learning components</b>

e. Authority of support agencies	
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### Skills

NFPA Requisite Skill requirements are addressed in the corresponding Skill Sheets.

### Descriptions of Certification Levels

For additional information, see Chapter 421 of the Texas Commission on Fire Protection Standards Manual for Fire Protection Personnel.

#### Fire Officer I:

A Fire Officer I is a first-line supervisory officer who has met all the job performance and certification requirements of Fire Officer I as defined in NFPA 1021, *Standard for Fire Officer Professional Qualifications* and has previously met all the job performance and certification requirements of Fire Fighter II as defined in NFPA 1001, *Standard for Fire Fighter Professional Qualifications*, and Fire Instructor I as defined in NFPA 1041, *Standard for Fire Service Instructor Professional Qualifications*.

#### Fire Officer II:

A Fire Officer II is a midlevel supervisor who performs both supervisory and first-line managerial functions who has met the certification requirements for Fire Officer II, in addition to previously meeting all the job performance and certification requirements of Fire Officer I as defined in NFPA 1021, *Standard for Fire Officer Professional Qualifications*.

#### Fire Officer III:

A Fire Officer III is a midlevel supervisor who performs both managerial and first-line administrative functions who has met all the job performance and certification requirements of Fire Officer III, in addition to previously meeting all the job performance and certification requirements of Fire Officer II as defined in NFPA 1021, *Standard for Fire Officer Professional Qualifications* and Fire Instructor II as defined in NFPA 1041, *Standard for Fire Service Instructor Professional Qualifications*.

#### Fire Officer IV:

A Fire Officer IV is an upper level supervisor who performs administrative functions who has met all the job performance and certification requirements of Fire Officer IV, in addition to previously meeting all the job performance and certification requirements of Fire Officer III as defined in NFPA 1021, *Standard for Fire Officer Professional Qualifications*.



### ***FIRE OFFICER III***

A Fire Officer III is a midlevel supervisor who performs both managerial and first-line administrative functions who has met all the job performance and certification requirements of Fire Officer III, in addition to previously meeting all the job performance and certification requirements of Fire Officer II as defined in NFPA 1021, *Standard for Fire Officer Professional Qualifications* and Fire Instructor II as defined in NFPA 1041, *Standard for Fire Service Instructor Professional Qualifications*. An individual at the Fire Officer III level as part of his or her duties and responsibilities:

- Establishes procedures for hiring, assigning, promoting, and encouraging professional development of members
- Develops programs that improve and expand service and build partnerships with the public
- Prepares a divisional or departmental budget, develops a budget management system, solicits bids, plans for resource allocation and works with information management systems
- Evaluates inspection programs to determine effectiveness and develops public safety plans
- Manages multi-agency planning, deployment, and operations
- Develops, manages and evaluates a departmental safety program

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**903-6.1**      **General**

For qualification at Fire Officer Level III, the Fire Officer II shall meet the requirements of Fire Instructor Level II as defined in NFPA 1041 and the job performance requirements defined in Sections 6.2 through 6.8 of NFPA 1021, 2009 Edition.

Fire Officer III certification prerequisites include:

- Fire Officer II
- Fire Instructor II

**903-6.1.1**      **General Prerequisite Knowledge.** Current national and international trends and developments related to fire service organization, management, and administrative principles, as well as public and private organizations that support the fire and emergency services and the functions of each.

**903-A.6.1.1** Other prerequisite knowledge can include an understanding of workers' compensation, civil service system, role of courts (civil suit, criminal proceedings, appeals, review of administrative decisions); criminal liability for offenses such as manslaughter and negligent homicide; EEO laws and civil rights; open records and open meetings laws; and conflicts of interests and ethics.

1. Functions of management
  - a. Planning
  - b. Organizing
  - c. Leading
  - d. Controlling
2. Basic problem solving model
  - a. Analyze
  - b. Plan
  - c. Implement
  - d. Evaluate
3. Planning process
  - a. Analyze opportunities
  - b. Identify goals and objectives
  - c. Identify possible solutions
  - d. Select best solution
  - e. Create plan
  - f. Implement plan
  - g. Monitor plan
  - h. Evaluate plan effectiveness
  - i. Provide feedback and revise

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4. Organizing
  - a. Organizational culture
    - i. Beliefs
    - ii. Values
    - iii. Norms
  - b. Trends
    - i. Traditional
      - a) Hierarchical/scalar
      - b) Bureaucratic
    - ii. New trends
      - a) Flat organizations
      - b) Regionalization
      - c) Flexibility
5. Leadership styles
  - a. Charismatic
  - b. Situational
  - c. Contingency
  - d. Citizen
  - e. Servant
  - f. Chameleon
  - g. Transformational/transactional leadership continuum
6. Fire Service Leadership Model
  - a. Lead from the front
  - b. Effectively communicate
  - c. Advise, mentor and counsel
  - d. Decide, act and evaluate
  - e. Envision the future
  - f. Remain flexible
  - g. Share your knowledge
  - h. Honesty is always right
  - i. Invest in your personnel
  - j. Prepare to fail, if you fail to prepare
7. Controlling
  - a. Organizational behavior
    - i. Performance reviews
    - ii. Policies, procedures, rules, regulations
  - b. Fiscal oversight
    - i. Budget process
    - ii. Purchasing process
    - iii. Audits
  - c. Other

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- i. Capital improvement plans
- ii. Strategic plan
- iii. Emergency management plans
- iv. Information management

8. Fire Officer III Functions
  - a. Human resource management
  - b. Community and government relations
  - c. Administration
  - d. Inspection and investigation
  - e. Emergency service delivery
  - f. Health and safety

**903-6.1.2 General Prerequisite Skills.** The ability to research, to use evaluative methods, to analyze data, to communicate orally and in writing, and to motivate members.

**903-6.2 Human Resource Management**

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

1. Human resource management includes:
  - a. Hiring and promoting
  - b. Recruitment, induction and retention
  - c. Termination
  - d. Discipline
  - e. Assigning/work force planning
  - f. Time management
  - g. Professional development training/education
  - h. Health, safety, survival and wellness
  - i. Compensation and benefits

**903-6.2.1** Establish personnel assignments to maximize efficiency, given knowledge, training, and experience of the members available in accordance with policies and procedures, so that human resources are used in an effective manner.

**Requisite Knowledge.** Minimum staffing requirements, available human resources, and policies and procedures.

1. Minimum staffing requirements
  - a. Authority having jurisdiction (AHJ)
  - b. National consensus standards

- i. NFPA 1710, *Standard for the Organization and Deployment of Fire Suppression Operations, Emergency Medical Operations, and Special Operations to the Public by Career Fire Departments*
    - ii. NFPA 1720, *Standard for the Organization and Deployment of Fire Suppression Operations, Emergency Medical Operations, and Special Operations to the Public by Volunteer Fire Departments*
    - iii. NFPA 1500, *Standard for Fire Department Safety and Health Program*
    - iv. NFPA 1201, *Standard for Providing Emergency Services to the Public*
    - v. NFPA 1221, *Standard for the Installation, Maintenance and Use of Emergency Services Communication Systems*
    - vi. NFPA 1250, *Recommended Practice in Emergency Service Organization Risk Management*
    - vii. NFPA 1600, *Standard on Disaster/Emergency Management and Business Continuity Programs*
    - viii. NFPA 450, *Guide for Emergency Medical Services and Systems*
    - ix. NFPA 551, *Guide for the Evaluation of Fire Risk Assessments*
  - c. Contractual agreements
    - i. Collective bargaining
    - ii. Meet and confer
    - iii. Private sector contracts
2. Available human resources
  - a. Availability of skilled workers
  - b. Applicant pool is determined by:
    - i. Education
    - ii. Experience
    - iii. Certification
    - iv. Ability to perform
3. Policies and procedures
  - a. Legal requirements
    - i. Federal
    - ii. State
    - iii. Local
    - iv. AHJ

**Requisite Skills.** The ability to relate interpersonally and to communicate orally and in writing.

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- 903-6.2.2** Develop procedures for hiring members, given policies of the AHJ and legal requirements, so that the process is valid and reliable.
- Validity – effectiveness – measures what is supposed to be measured
  - Reliability – dependability – measures performance consistently

**Requisite Knowledge.** Applicable federal, state/provincial, and local laws; regulations and standards; and policies and procedures.

1. Applicable federal, state/provincial, and local laws
  - a. Federal
    - i. Civil Rights Act of 1964 (Title VII)
    - ii. Age Discrimination and Employment Act (ADEA)
    - iii. Americans With Disabilities Act (ADA)
  - b. State
    - i. Texas Commission on Fire Protection (TCFP) standards
    - ii. Local Government Code 143 (Civil Services)
    - iii. Health and Safety Code 775 (Emergency Services Districts)
    - iv. Texas Department of State Health Services (DSHS) – EMS requirements as applicable
    - v. Texas Commission on Law Enforcement Officers Standards and Education (TCLEOSE) – Peace Officer requirements for Arson Investigators
  - c. Local
    - i. AHJ
      - a) Local Government Code 143 – Local Rules
      - b) Health and Safety Code 775 – Local Rules
      - c) Local ordinances
2. Regulations
  - a. Texas Commission on Fire Protection (TCFP) standards
  - b. Local Government Code 143 (Civil Service)
  - c. Health and Safety Code 775 (Emergency Services Districts)
  - d. Texas Department of State Health Services (DSHS) – EMS requirements as applicable
  - e. Texas Commission on Law Enforcement Officers Standards and Education (TCLEOSE) – Peace Officer requirements for Arson Investigators
3. Standards – may be required by the AHJ
  - a. NFPA Professional Qualification Standards
  - b. NFPA Safety and Health Standards
4. Policies and procedures
  - a. Contractual agreements

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- b. Local policies, procedures, rules and regulations

**Requisite Skills.** The ability to communicate orally and in writing.

- 903-6.2.3** Develop procedures and programs for promoting members, given applicable policies and legal requirements, so that the process is valid and reliable, job-related, and nondiscriminatory.

**Requisite Knowledge.** Applicable federal, state/provincial, and local laws; regulations and standards; and policies and procedures.

1. Applicable federal, state/provincial, and local laws
  - a. Federal
    - i. Civil Rights Act of 1964 (Title VII)
    - ii. Age Discrimination and Employment Act (ADEA)
    - iii. Americans With Disabilities Act (ADA)
    - iv. Fair Labor Standards Act (FLSA)
    - v. Equal Pay Act of 1963
    - vi. Uniform Services Employment and Reemployment Rights Act (USERRA)
  - b. State
    - i. Texas Commission on Fire Protection (TCFP) standards - Head of Department designation only
    - ii. Local Government Code 143 (Civil Services)
  - c. Local
    - i. AHJ
      - a) Local Government Code 143 – Local Rules
      - b) Health and Safety Code 775 – Local Rules
      - c) Local ordinances
2. Regulations
  - a. Texas Commission on Fire Protection (TCFP) standards - Head of Department designation only
  - b. Local Government Code 143 (Civil Service)
3. Standards – may be required by the AHJ
  - a. NFPA Professional Qualification Standards
  - b. NFPA Safety and Health Standards
4. Policies and procedures
  - a. Contractual agreements
  - b. Local policies, procedures, rules and regulations

**Requisite Skills.** The ability to communicate orally and in writing, to encourage professional development, and to mentor members.

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**903-6.2.4** Describe methods to facilitate and encourage members to participate in professional development, given a professional development model, so that members achieve their personal and professional goals.

**Requisite Knowledge.** Interpersonal and motivational techniques, professional development model, goal setting, and personal and organizational goals.

1. Interpersonal and motivational techniques
  - a. Mentoring
  - b. Coaching
  - c. Role modeling
  - d. Succession planning
  - e. Encouraging participation
  - f. Job rotation
  - g. Special projects/assignments
  - h. Specialized training
  - i. Promotional opportunities
  - j. Pay incentives
  - k. Other compensation (e.g., department-issued vehicle)
2. Professional development model
  - a. National Fire Academy professional development model
  - b. Professional development programs
    - i. National Fire Academy courses
    - ii. Texas Fire Chiefs Academy
    - iii. College and university degrees
  - c. Accreditation and credentialing programs
    - i. NFA Executive Fire Officer Program
    - ii. TEEX Texas Fire Service Chief Executive Officer Program
    - iii. Chief Fire Officer Designation Program
    - iv. TCFP/IFSAC Fire Officer III and Fire Officer IV certifications
  - d. Professional organizations
    - i. International Association of Fire Chiefs
    - ii. Texas Fire Chiefs Association
    - iii. International Association of Fire Fighters
    - iv. Texas Association of Fire Educators
    - v. Texas State Firemen and Fire Marshals Association
    - vi. Other professional organizations and associations
3. Goal setting
  - a. Specific

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- b. Measurable
  - c. Acceptable
  - d. Realistic/attainable
  - e. Challenging
  - f. Rewarding
4. Personal and organizational goals
    - a. Short-term – months
    - b. Intermediate – months to one or two years
    - c. Long-term – three or more years

**Requisite Skills.** The ability to evaluate potential, to communicate orally, and to counsel members.

- 903-6.2.5** Develop a proposal for improving an employee benefit, given a need in the organization, so that adequate information is included to justify the requested benefit improvement.

**Required Knowledge.** Agency's benefit program.

1. Insurance
2. Various accumulated leave (pay for time not worked)
3. Pay
4. Pension
5. Conditions of work
6. Incentive programs
7. Employee/member assistance programs

**Required Skills.** The ability to conduct research and to communicate orally and in writing.

- 903-6.2.6** Develop a plan for providing an employee accommodation, given an employee need, the requirements, and applicable law, so that adequate information is included to justify the requested change(s).

**Required Knowledge.** Agency's policies and procedures, and legal requirements or reasonable accommodations.

1. Agency's policies and procedures
2. Legal requirements or reasonable accommodations
  - a. Civil Rights Act of 1964 (Title VII)
  - b. Age Discrimination and Employment Act (ADEA)
  - c. Americans With Disabilities Act (ADA)
  - d. Texas Commission on Fire Protection (TCFP) standards
  - e. Texas Workers' Compensation laws
  - f. Local AHJ

**Required Skills.** The ability to conduct research and to communicate orally and in writing.

**903-6.2.7** Develop an ongoing education training program, given organizational training requirements, so that members of the organization are given appropriate training to meet the mission of the organization.

**Required Knowledge.** Agency mission and goals, training program development, and needs assessment.

1. Agency mission and goals (AHJ)
2. Training program development
  - a. Training program design
  - b. Developing training policies, records, and standards
  - c. Determining organizational training needs
  - d. Recruiting and selecting instructors
  - e. Scheduling training programs
  - f. Evaluating training programs and instructors
  - g. Providing budget and resource management
3. Needs assessment
  - a. Community or service area needs
  - b. Hazard assessment
  - c. Risk analysis
  - d. Improved operational efficiency
  - e. Continuing education requirements
  - f. New certification or training requirements
  - g. Demographics (e.g., population, occupancy types, urban/suburban/rural/frontier, etc.)
  - h. Fire department type

**Required Skills.** Ability to perform a needs assessment and to communicate orally and in writing.

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**903-6.3**      **Community and Government Relations**

This duty involves developing programs that improve and expand service and build partnerships with the public, according to the following job performance requirements.

- 903-6.3.1**      Develop a community risk reduction program, given risk assessment data, so that program outcomes are met.

**Requisite Knowledge.** Community demographics, resource availability, community needs, customer service principles, and program development.

1. Community demographics
  - a. Age
  - b. Gender
  - c. Religion
  - d. Education
  - e. Cultural/ethnic/racial backgrounds
  - f. Income level
  - g. Population density
2. Resource availability
  - a. Staffing
  - b. Equipment, apparatus, and facilities
  - c. Funding
3. Community needs
  - a. Community hazard and risk analysis
  - b. Community threat profile
  - c. Urban/suburban/rural/frontier
4. Customer service principles
  - a. Caring attitude
  - b. Excellent technical service
5. Program development
  - a. Conduct a Community Risk Analysis
  - b. Develop Community Partnerships
  - c. Create an Intervention Strategy
  - d. Implement the Strategy
  - e. Evaluate the results

**Requisite Skills.** The ability to relate interpersonally, to communicate orally and in writing, and to analyze and interpret data.

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**903-6.4**     **Administration**

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

- 903-6.4.1**     Develop a divisional or departmental budget, given schedules and guidelines concerning its preparation, so that capital, operating, and personnel costs are determined and justified.

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

1. The supplies and equipment necessary for existing and new programs
2. Repairs to existing facilities
  - a. Federal requirements may include:
    - i. Americans with Disabilities Act (ADA)
    - ii. National Historic Preservation Act
    - iii. Environmental and historic preservation review
  - b. State requirements may include:
    - i. Texas Historical Commission
    - ii. Texas Asbestos Health Protection rules
  - c. AHJ requirements may include:
    - i. Local codes and standards
    - ii. Zoning restrictions
    - iii. Ordinances
3. New equipment
  - a. Is there a local need?
  - b. Is there a statutory requirement?
  - c. Equipment specifications
  - d. Cost/benefit analysis
4. Apparatus maintenance
  - a. Manufacturer's recommendations
  - b. Statutory requirements
5. Personnel costs
  - a. Direct costs
  - b. Indirect costs
6. Approved budgeting system

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- a. Types of budgets
  - i. Operating/expense budget
  - ii. Capital budget
- b. Budgeting systems
  - i. Line-item budget
  - ii. Zero-based budget
  - iii. Program budget
  - iv. Matrix budget

**Requisite Skills.** The ability to allocate finances, to relate interpersonally, and to communicate orally and in writing.

**903-6.4.2** Develop a budget management system, given fiscal and financial policies, so that the division or department stays within the budgetary authority.

**903-A.6.4.2** The following are some of the budgeting systems commonly used:

- (1) Planning programming budgeting system (PPBS)
- (2) Line item budgets
- (3) Zero-based budgeting (ZBB)
- (4) Program budgeting
- (5) Performance budgeting
- (6) Matrix budgets

**Requisite Knowledge.** Revenue to date, anticipated revenue, expenditures to date, encumbered amounts, and anticipated expenditures.

- 1. Revenue to date – current funding status from:
  - a. grants
  - b. fund raisers
  - c. private foundations
  - d. corporate/individual donations and gifts
  - e. taxes
  - f. enterprise funds
  - g. user fees
  - h. bonds
- 2. Anticipated revenue – projected funding from:
  - a. grants
  - b. fund raisers
  - c. private foundations
  - d. taxes
  - e. enterprise funds
  - f. user fees
  - g. bonds

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3. Expenditures to date – documented costs:
  - a. Personnel
  - b. Operations
  - c. Capital
  
4. Encumbered amounts – committed costs:
  - a. Personnel
  - b. Operations
  - c. Capital
  
5. Anticipated expenditures – projected costs
  - a. Personnel
  - b. Operations
  - c. Capital

**Requisite Skills.** The ability to interpret financial data and to communicate orally and in writing.

- 903-6.4.3** Describe the agency's process for developing requests for proposal (RFPs) and soliciting and awarding bids, given established specifications and the agency's policies and procedures, so that competitive bidding is ensured.

**Requisite Knowledge.** Purchasing laws, policies, and procedures.

1. Purchasing laws
  - a. Federal – purchasing rules required by federal grant programs or agencies
    - i. DHS (Department of Homeland Security) grants
    - ii. FEMA (Federal Emergency Management Agency) grants
    - iii. Federal Highway Administration
    - iv. Federal Aviation Administration (FAA) grants
    - v. Department of Defense (DOD)
    - vi. Housing and Urban Development (HUD) Community Development block grants
  - b. State – Texas local government codes
    - i. Chapter 252 “Competitive Requirements for Certain Purchases
    - ii. Chapter 271 “Competitive Bidding Procedure Applicable to Contract”
    - iii. Chapter 2155 “Purchasing: General Rules and Procedures”
    - iv. Chapter 2156 “Purchasing Methods”
    - v. Chapter 2254 “Professional Consulting Services”
    - vi. Chapter 2161 “Historically Underutilized Businesses”

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- vii. Chapter 2157 “Purchasing: Purchase of Automated Information Systems”
  - viii. Chapter 2262 “Statewide Contract Management”
  - ix. Texas Health and Safety Code – Subchapter E “Finances and Bonds”
  - x. Texas Forest Service grant requirements
  - xi. Department of State Health Services (DSHS)
  - c. Local AHJ ordinances and resolutions
2. Policies and procedures
    - a. Federal – agency or grant requirements
    - b. State – agency or grant requirements
    - c. Local AHJ rules, regulations, policies and procedures
    - d. Private – private grant or foundation policies

**Requisite Skills.** The ability to use evaluative methods and to communicate orally and in writing.

- 903-6.4.4** Direct the development, maintenance, and evaluation of a department record and management system, given policies and procedures, so that completeness and accuracy are achieved.

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

1. The principles involved in the acquisition, implementation and retrieval of information by data processing as it applies to the record and budgetary processes
  - a. Compliance with legal requirements
  - b. High-quality data to support decision making
  - c. Information needed
  - d. Information format
2. The capabilities and limitations of information management systems
  - a. Capabilities
    - i. Provide accurate data for analysis
    - ii. Assist in the decision-making process
    - iii. Software and hardware
  - b. Limitations
    - i. Analysis of records and data
    - ii. Data quality input
    - iii. Ability to retrieve data
    - iv. Validity of data

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- v. Interpretation problems
- vi. Software and hardware restrictions
- c. Considerations
  - i. Freedom of Information Act (FOIA)
  - ii. Texas Open Records Act
  - iii. Records retention requirements
  - iv. Historical records

**Requisite Skills.** The ability to use evaluative methods, to communicate orally and in writing, and to organize data.

**903-6.4.5** Analyze and interpret records and data, given a fire department records system, so that validity is determined and improvements are recommended.

- **Validity** – *effectiveness* – measures what is supposed to be measured
- **Reliability** – *dependability* – measures performance consistently
- **Quantitative** – *measuring* – types of information that can be counted or expressed numerically
- **Qualitative** – *describing* – used to describe types of information

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

1. The principles involved in the acquisition of information and data
  - a. Sources of data
    - i. Federal
      - a) US Fire Administration
      - b) Federal Aviation Administration (FAA)
      - c) Centers for Disease Control (CDC) and National Institute for Occupational Safety and Health (NIOSH)
      - d) Department of Transportation (DOT)
      - e) Department of Defense (DOD)
      - f) Occupational Safety and Health Administration (OSHA)
      - g) National Institute of Standards and Technology (NIST)
      - h) Census Bureau (Department of Commerce)
      - i) US Department of Agriculture (USDA)
      - j) Bureau of Alcohol, Tobacco, Firearms and Explosives (BATF)
      - k) Federal Bureau of Investigation (FBI)
      - l) Department of Homeland Security (DHS)
      - m) Department of Justice (DOJ)
    - ii. State
      - a) Texas Commission on Fire Protection (TCFP)
      - b) Department of Insurance – State Fire Marshal's Office

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- c) Texas Forest Service (TFS)
  - d) Department of State Health Services (DSHS)
  - e) Texas Commission on Environmental Quality (TCEQ)
  - f) General Land Office (GLO)
  - g) Texas Department of Transportation (TxDOT)
  - h) Department of Public Safety (DPS) and Texas Division of Emergency Management (TDEM)
  - i) Railroad Commission (RRC)
  - iii. Regional
    - a) Council of Governments (COGs)
    - b) Trauma Regional Advisory Councils (RACS)
    - c) Local Emergency Planning Council (LEPC)
  - iv. Local
    - a) AHJ reporting systems
      - 1. TXFIRS (Texas Fire Incident Reporting System)
      - 2. PCRs and PTRs (Patient Care Reports; Patient Transfer Reports)
      - 3. GIS (Geographic Information System)
      - 4. CAD system
    - b) Public works
    - c) Planning departments
    - d) Economic Development Commission (EDC)
  - v. Other
    - a) Insurance Service Office (ISO)
    - b) Factory Mutual (FM)
    - c) Underwriters Laboratory (UL)
    - d) Insurance agencies
    - e) State Firemen's and Fire Marshals' Association (SFFMA)
    - f) Universities and colleges
2. The principles involved in the implementation and retrieval of information and data
- a. Qualitative/quantitative data analysis
    - i. Compare results to desired results or standards
    - ii. Compare results to the original goals
    - iii. Compare results to indications of accomplished outcomes
    - iv. Compare results to descriptions of the organization's/program's experiences, strengths, and weaknesses
    - v. Consider recommendations submitted by customers
  - b. Compliance with legal requirements
  - c. Performance evaluations
    - i. Goal-based
    - ii. Process-based

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- iii. Outcome-based
- d. Benefits of evaluations
  - i. Understanding, verifying, or increasing the effect of services on external customers
  - ii. Making delivery mechanisms more efficient and less costly
  - iii. Verifying that the organization is doing what it planned
  - iv. Focusing management's attention on the mission of the organization
  - v. Producing data or verifying results
  - vi. Producing valid comparisons between various programs
  - vii. Examining and describing effective programs

**Requisite Skills.** The ability to use evaluative methods, to communicate orally and in writing, and to organize and analyze data.

**903-6.4.6** Develop a model plan for continuous organizational improvement, given resources for an area to be protected, so that resource utilization is maximized.

**903-A.6.4.6** The following are some examples of organizational evaluation systems:

- (1) Commission on Fire Accreditation International Self-Assessment Model
- (2) Insurance Service Organization Fire Service Rating Schedule

**Requisite Knowledge.** Policies and procedures, physical and geographic characteristics and hazards, demographics, community plan, staffing requirements, response time benchmarks, contractual agreements, recognized best practice assessment programs, and local, state/provincial, and federal regulations.

- 1. Model plan considerations include:
  - a. Policies and procedures
  - b. Physical and geographic characteristics and hazards
  - c. Demographics
  - d. Community plan
  - e. Staffing requirements
  - f. Response time benchmarks
  - g. Contractual agreements
  - h. Recognized best practice assessment programs
  - i. Local, state/provincial, and federal regulations
- 2. Local plan development must take the above into consideration.

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**Requisite Skills.** The ability to research, to use evaluative methods, to analyze data, to communicate orally and in writing, and to organize.

**903-6.5**      **Inspection and Investigation**

This duty involves evaluating inspection programs of the AHJ to determine effectiveness and developing public safety plans, according to the following job performance requirements.

**903-6.5.1**      Evaluate the inspection program of the AHJ, given current program goals, objectives, performance data, and resources so that the results are evaluated to determine effectiveness.

**Requisite Knowledge.** Policies and procedures, accepted inspection practices, program evaluation, and applicable codes, standards, and laws.

1. Policies and procedures (AHJ)
2. Accepted inspection practices
  - a. NFPA 1031, Standard for Professional Qualifications for Fire Inspector and Plan Examiner
  - b. AHJ
3. Program evaluation
  - a. Describe the program context
  - b. Identify stakeholders and their needs
  - c. Determine the evaluation purpose
  - d. Identify intended uses
  - e. Create an evaluation plan
  - f. Gather data
  - g. Analyze data
  - h. Make conclusions and recommendations
  - i. Report results
4. Applicable codes, standards and laws
  - a. Local building and fire codes, etc.
  - b. Standards
    - i. National Fire Protection Association (NFPA)
      - a) NFPA 1, Fire Code
      - b) NFPA 101, Life Safety Code
      - c) NFPA 5000, Building Construction and Safety Code
    - ii. International Code Council (ICC)
      - a) International Building Code
      - b) International Fire Code
  - c. State laws
    - i. TCFP

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- ii. DSHS
- iii. Texas Administrative Code (TAC)

**Requisite Skills.** The ability to use evaluative methods, to analyze data, and to communicate orally and in writing.

- 903-6.5.2** Develop a plan, given an identified fire safety problem, so that the approval for a new program, piece of legislation, form of public education, or fire safety code is facilitated.

**Requisite Knowledge.** Policies and procedures and applicable codes, ordinances, and standards and their development process.

1. Policies and procedures (AHJ)
2. Applicable codes, ordinances, and standards, and their development process
  - a. Local AHJ
    - i. Local building and fire codes, etc.
    - ii. Ordinances
  - b. Standards
    - i. National Fire Protection Association (NFPA)
      - a) NFPA 1, *Fire Code*
      - b) NFPA 101, *Life Safety Code*
      - c) NFPA 5000, *Building Construction and Safety Code*
    - ii. International Code Council (ICC)
      - a) International Building Code
      - b) International Fire Code
  - c. State laws
    - i. TCFP
    - ii. DSHS
    - iii. TAC
  - d. Code adoption process
    - i. Varies by AHJ
    - ii. Basic process
      - a) Model Code research
      - b) Staff review
      - c) Public meetings
      - d) Staff recommendation/proposed resolution
      - e) Adoption by AHJ
      - f) Implementation

**Requisite Skills.** The ability to use evaluative methods, to use consensus-building techniques, to communicate orally and in writing, and to organize plans.

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**903-6.6**      **Emergency Service Delivery**

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

- 903-6.6.1**      Prepare an action plan, given an emergency incident requiring multiple agency operations, so that the required resources are determined and the resources are assigned and placed to mitigate the incident.

**Requisite Knowledge.** Policies, procedures, and standards, including the current edition of NFPA 1600, and resources, capabilities, roles, responsibilities, and authority of support agencies.

1. Policies, procedures and standards, including the current edition of NFPA 1600
  - a. AHJ policies, procedures, rules, regulations
  - b. NFPA 1600, Standard on Disaster/Emergency management and Business Continuity Programs
  - c. Local emergency management plan
  - d. Automatic aid agreements
  - e. Mutual aid agreements
    - i. State
    - ii. Regional
    - iii. Local
  - f. Texas Intrastate Fire Mutual Aid System (TIFMAS)
2. The following will be primarily dictated by the local emergency management plan:
  - a. Resources of support agencies
  - b. Capabilities of support agencies
  - c. Roles of support agencies
  - d. Responsibilities of support agencies
  - e. Authority of support agencies

**Requisite Skills.** The ability to use evaluative methods, to delegate authority, to communicate orally and in writing, and to organize plans.

- 903-6.6.2**      Develop and conduct a post-incident analysis, given a multi-agency incident and post-incident analysis policies, procedures, and forms, so that all required critical elements are identified and communicated and the appropriate forms are completed and processed in accordance with policies and procedures.

**Requisite Knowledge.** Elements of a post-incident analysis, emergency management plan, critical issues, involved agencies' resources and

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responsibilities, procedures relating to dispatch response, strategy tactics and operations, and customer service.

1. Elements of a post-incident analysis
  - a. Reconstruct the incident to establish a clear picture of the events surrounding the incident
  - b. Non-punitive
  - c. Focus on improving emergency response
2. Emergency management plan (AHJ)
3. Critical issues
  - a. Incident dependent
  - b. Interoperability
  - c. Communications
  - d. Command and control
4. Involved agencies' resources and responsibilities
  - a. Local emergency management plan
  - b. Automatic aid responders
  - c. Mutual aid responders
  - d. Command staff
  - e. General staff
  - f. Agency reps
5. Procedures relating to dispatch response (AHJ)
6. Strategy tactics and operations
  - a. Incident dependent
  - b. Local emergency management plan
  - c. Local policies, procedures, SOPs, UOGs
7. Customer service (AHJ)

**Requisite Skills.** The ability to write reports, to communicate orally, and to evaluate skills.

- 903-6.6.3** Develop a plan for the agency, given an unmet need for resources that exceed what is available in the organization, so that the mission of the organization is capable of being performed in times of extraordinary need.

**Requisite Knowledge.** Needs assessment and planning.

1. Develop a needs assessment based on the community threat profile
  - a. Hazard analysis and risk assessment

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- i. The likelihood or frequency of occurring
  - ii. The potential impact or damage to the community
2. Develop a plan based on the following:
    - a. Local emergency management plan
    - b. Automatic aid agreements
    - c. Mutual aid agreements
      - i. State
      - ii. Regional
      - iii. Local
    - d. Texas Intrastate Fire Mutual Aid System (TIFMAS)
    - e. Federal (DHS, FEMA) guidelines

**Requisite Skills.** The ability to conduct a needs assessment, evaluate external resources, and develop a plan.

**903-6.7**      **Health and Safety**

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

- 903-6.7.1**      Develop a measurable accident and injury prevention program, given relevant local and national data, so that the results are evaluated to determine effectiveness of the program.

**Requisite Knowledge.** Policies and procedures, accepted safety practices, and applicable codes, standards, and laws.

1. Policies and procedures (AHJ)
2. Accepted safety practices
  - a. 16 Life Safety Initiatives
  - b. Everyone Goes Home
  - c. Protective clothing
  - d. SCBA
  - e. PASS
  - f. Incident Management
  - g. Personnel Accountability System
  - h. Operating at Emergency Incidents
  - i. Interior Structural Fire Fighting
  - j. Wellness/fitness Initiative
  - k. Rules of engagement
  - l. Crew Resource Management
  - m. Wildland standard fire orders
  - n. Wildland watch out situations

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3. Applicable codes, standards and laws
  - a. Local AHJ
  - b. Standards
    - i. National Fire Protection Association (NFPA) 1500 series
    - ii. NIOSH (National Institute for Occupational Safety and Health)
  - c. State laws
    - i. TCFP
    - ii. DSHS
    - iii. TAC – TX Administrative Code
    - iv. TWCC – TX Workers Compensation Commission
  - d. Federal laws
    - i. OSHA (Occupational Safety and Health Administration)
    - ii. EPA (Environmental Protection Agency)

**Requisite Skills.** The ability to use evaluative methods, to analyze data, and to communicate orally and in writing.

**903-6.8**      **Emergency Management**

This duty involves policies, procedures, and programs for the role of the fire service in the community's emergency management plan and the roles of local, state/provincial, and national emergency management agencies.

- 903-6.8.1**      Develop a plan for the integration of fire services resources in the community's emergency management plan, given the requirements of the community and the resources available in the fire department, so that the role of the fire service is in compliance with local, state/provincial, and national requirements.

**Required Knowledge.** Role of the fire service; integrated emergency management system; preparedness-emergency management planning; emergency operations centers; roles of local, state/provincial, and national emergency management agencies.

1. Role of the fire service (AHJ)
2. Integrated emergency management system
  - a. NIMS (National Incident Management System)
  - b. National Response Framework
3. Preparedness – emergency management planning
  - a. Planning "P"
  - b. Local emergency management plan
  - c. Policies and procedures of the AHJ
  - d. NFPA 1600

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- e. Continuity of Operations Plan (COOP)
- 4. Emergency operations centers
  - a. NFPA 1221
  - b. NFPA 1600
  - c. State operations center
  - d. ASTM International Standard E2668
- 5. Roles of local, state/provincial, and national emergency management agencies
  - a. Local roles
    - i. Mitigation
    - ii. Preparedness
    - iii. Response
    - iv. Recovery
  - b. State emergency management agencies
    - i. TDEM – Texas Division of Emergency Management
    - ii. Emergency Management Association of Texas
    - iii. Texas Forestry Service
  - c. National emergency management agencies
    - i. FEMA
    - ii. NIMS Integration Center

**Required Skills.** The ability to communicate orally and in writing and to organize a plan; and familiarity with emergency management interagency planning and coordination.

**CERTIFICATION CURRICULUM MANUAL – CHAPTER NINE**

# **FIRE OFFICER IV**

## REFERENCE LIST FOR THE FIRE OFFICER IV CURRICULUM

Certified Training Facilities approved to teach this curriculum must have the following reference materials:

*Chief Officer: Principles and Practice* (1<sup>st</sup> Ed) (2012). Burlington, MA: Jones and Bartlett Learning.

*Chief Officer* (3<sup>rd</sup> Ed) (2014). Stillwater, OK: International Fire Service Training Association.

*National Incident Management System: Principles and Practice* (2<sup>nd</sup> Ed) (2012). Sudbury, MA: Jones and Bartlett Publishers, Inc.

*NFPA 1021: Standard for Fire Officer Professional Qualifications* (2013 Ed.). Quincy, MA: National Fire Protection Association. NFPA Publications

*Officer Development Handbook* (2<sup>nd</sup> Ed) (2010). Fairfax, VA: International Association of Fire Chiefs.

*Standards Manual for Fire Protection Personnel*. Austin, TX: Texas Commission on Fire Protection.

**CHAPTER NINE**  
**FIRE OFFICER IV**  
**CURRICULUM OUTLINE**

<b>SECTION</b>	<b>SUBJECT</b>	<b>RECOMMENDED HOURS</b>
904-7.1	General	2
904-7.2	Human Resource Management	12
904-7.3	Community and Government Relations	6
904-7.4	Administration	12
904-7.5	Inspection and Investigation	No performance requirements at this level
904-7.6	Emergency Services Delivery	12
904-7.7	Health and Safety	6
	Performance Skills*	6
	<b>TOTAL RECOMMENDED HOURS</b>	<b>56</b>

\*The recommended hours for skills evaluation is based on 12 students. Actual hours needed will depend on the number of students, the number of examiners, availability of equipment, and the student skill level.

## **COURSE INSTRUCTOR INFORMATION**

### **FIRE OFFICER IV**

#### **Overview**

The Fire Officer curriculum is designed to provide clear guidance that ensures adequate presentation of the information required to meet the Job Performance Requirements (JPRs) of National Fire Protection Association (NFPA) 1021, *Standard for Fire Officer Professional Qualifications*, 2014 edition.

The Fire Officer curriculum is Chapter 9 of the Texas Commission on Fire Protection (TCFP) Curriculum Manual.

<b>Certification Level</b>	<b>TCFP Section Number</b>	<b>NFPA 1021 Chapter</b>
Fire Officer I	901	4
Fire Officer II	902	5
Fire Officer III	903	6
Fire Officer IV	904	7

#### **Layout**

The NFPA numbering sequence is mirrored to allow easy correlation between this document and the NFPA Standard. For example, 904-7.2.1 identifies the section in the Fire Officer IV Curriculum that corresponds to NFPA section 7.2.1.

When a section references information from “Annex A Explanatory Material” in the NFPA Standard, it is identified by adding an “A” to the section number. For example, 904-A.7.1 identifies the section in the Fire Officer IV Curriculum that corresponds to NFPA 1021 Annex A information for NFPA section 7.1.

#### **TCFP Standards Manual**

It is critical that the Course Instructor review the chapters in the TCFP Standards Manual that apply to this curriculum. Of primary importance are the following chapters: Chapter 421, Standards for Certification; Chapter 435, Fire Fighter Safety; Chapter 437, Fees; and Chapter 451, Fire Officer Certification. These chapters do not address every issue that could impact this curriculum; therefore, the Course Instructor is encouraged to become familiar with the TCFP Standards Manual.

#### **Instructor Qualifications**

Fire Officer courses must be taught by a person meeting the requirements described in Chapter 427.307 of the TCFP Standards Manual.

#### **Prerequisite Knowledge and Skills**

The General sections (4.1, 5.1, 6.1, and 7.1) include prerequisite knowledge and skills. Although this information is labeled as prerequisite, instructors should ensure that the material is covered as needed. This material is not optional and may be included in Texas Commission on Fire Protection certification written examinations.

### Supplemental Information

Instructors are expected to provide supplemental information if the main reference text does not provide adequate information to ensure successful completion of the Job Performance Requirements as listed in the curriculum.

### Components of the Curriculum

Each section of the curriculum identifies the NFPA Job Performance Requirement (JPR) and subdivides the requisite knowledge requirements into learning components. For example:

<b>Curriculum</b>		<b>Explanation</b>
904-7.4.4	Develop a plan for a capital improvement project or program, given an unmet need in the community, so that there is adequate information to educate citizens about the needs of the department.	<b>Section Number and NFPA JPR</b>
	<b>Requisite Knowledge:</b> Strategic planning, capital improvement planning and budgeting, and facility planning.	<b>Requisite Knowledge Statement</b>
	1) Strategic planning	<b>First part of Requisite Knowledge</b>
	<ul style="list-style-type: none"> <li>a. Define the organization's mission</li> <li>b. Establish goals/objectives</li> <li>c. Identify strategic alternatives</li> <li>d. Formulate a strategy</li> </ul>	<b>Associated learning components</b>
	2) Capital improvement planning and budgeting	<b>Second part of Requisite Knowledge</b>
	<ul style="list-style-type: none"> <li>a. Establish a capital planning committee with bylaws</li> <li>b. Take inventory of existing capital assets</li> <li>c. Evaluate previously approved, unimplemented or incomplete projects</li> <li>d. Assess financial capacity</li> <li>e. Solicit, compile and evaluate new project requests</li> <li>f. Prioritize projects</li> <li>g. Develop a financing plan</li> <li>h. Adopt a capital improvements program</li> <li>i. Monitor and manage approved projects within the CIP</li> <li>j. Update existing/ongoing capital programs</li> </ul>	<b>Associated learning components</b>
	3) Facility planning	<b>Third part of</b>

	<b>Requisite Knowledge</b>
a. Design b. Location c. Finance	<b>Associated learning components</b>

**Skills**

NFPA Requisite Skill requirements are addressed in the corresponding Skill Sheets.

**Descriptions of Certification Levels**

For additional information, see Chapter 421 of the Texas Commission on Fire Protection Standards Manual for Fire Protection Personnel.

**Fire Officer I:**

A Fire Officer I is a first-line supervisory officer who has met all the job performance and certification requirements of Fire Officer I as defined in NFPA 1021, *Standard for Fire Officer Professional Qualifications* and has previously met all the job performance and certification requirements of Fire Fighter II as defined in NFPA 1001, *Standard for Fire Fighter Professional Qualifications*, and Fire Instructor I as defined in NFPA 1041, *Standard for Fire Service Instructor Professional Qualifications*.

**Fire Officer II:**

A Fire Officer II is a midlevel supervisor who performs both supervisory and first-line managerial functions who has met the certification requirements for Fire Officer II, in addition to previously meeting all the job performance and certification requirements of Fire Officer I as defined in NFPA 1021, *Standard for Fire Officer Professional Qualifications*.

**Fire Officer III:**

A Fire Officer III is a midlevel supervisor who performs both managerial and first-line administrative functions who has met all the job performance and certification requirements of Fire Officer III, in addition to previously meeting all the job performance and certification requirements of Fire Officer II as defined in NFPA 1021, *Standard for Fire Officer Professional Qualifications* and Fire Instructor II as defined in NFPA 1041, *Standard for Fire Service Instructor Professional Qualifications*.

**Fire Officer IV:**

A Fire Officer IV is an upper level supervisor who performs administrative functions who has met all the job performance and certification requirements of Fire Officer IV, in addition to previously meeting all the job performance and certification requirements of Fire Officer III as defined in NFPA 1021, *Standard for Fire Officer Professional Qualifications*.

## ***FIRE OFFICER IV***

A Fire Officer IV is an upper level supervisor who performs administrative functions who has met all the job performance and certification requirements of Fire Officer IV, in addition to previously meeting all the job performance and certification requirements of Fire Officer III as defined in NFPA 1021, *Standard for Fire Officer Professional Qualifications*. An individual at the Fire Officer IV level as part of his or her duties and responsibilities:

- Administers job performance requirements, and evaluates and improves the department
- Projects a positive image of the fire department to the community
- Develops long-range plans and fiscal projections
- Develops plans for major disasters
- Administers a comprehensive risk management program

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**904-7.1**      **General**

For qualification at Fire Officer Level IV, the Fire Officer III shall meet the job performance requirements defined in Sections 7.2 through 7.7 of NFPA 1021, 2009 Edition.

Fire Officer IV certification prerequisites include:

- Fire Officer III

**904-A.7.1**      Other prerequisite knowledge can include an understanding of Fair Labor Standards, collective bargaining, and employment discrimination, including the 80% rule, BFOQ, limitations on physical abilities testing, and issues associated with age, gender, ADA, race, and religion.

**904-7.2**      **Human Resource Management**

This duty involves administering job performance requirements and evaluating and improving the department, according to the following job performance requirements.

**904-7.2.1**      Appraise the department's human resource demographics, given appropriate community demographic data, so that the recruitment, selection, and placement of human resources is effective and consistent with law and current best practices.

**Requisite Knowledge** Policies and procedures; local, state/provincial, and federal regulations; community demographics; community issues; and formal and informal community leaders.

- 1) Policies and procedures (AHJ)
- 2) Local, state/provincial, and federal regulations
  - a. Federal
    - i. Civil Rights Act of 1964 (Title VII)
    - ii. Age Discrimination and Employment Act (ADEA)
    - iii. Americans With Disabilities Act (ADA)
  - b. State
    - i. Texas Commission on Fire Protection (TCFP) standards
    - ii. Local Government Code 143 (Civil Services)
    - iii. Health and Safety Code 775 (Emergency Services Districts)
    - iv. Texas Department of State Health Services (DSHS) – EMS requirements as applicable
    - v. Texas Commission on Law Enforcement Officers Standards and Education (TCLEOSE) – Peace Officer requirements for Arson Investigators

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- c. Local (AHJ)
  - i. Local Government Code 143 – Local Rules
  - ii. Health and Safety Code 775 – Local Rules
  - iii. Local ordinances
  - iv. Labor contract or agreement
- 3) Community demographics
  - a. City Planning Department
  - b. US Census Bureau
- 4) Community issues
  - a. Economic Development Corporation
  - b. Local Chamber of Commerce
- 5) Formal and informal community leaders
  - a. Civic groups
  - b. Neighborhood associations
  - c. Boards and commissions
  - d. Special interest groups

**Requisite Skills** The ability to communicate orally and in writing, to relate interpersonally, to delegate authority, to analyze issues, and to solve problems.

- 904-7.2.2** Initiate the development of a program, given current member/management relations, so that a positive and participative member/management program exists.

**Requisite Knowledge** Policies and procedures, contractual agreements, and local, state/provincial, and federal regulations.

- 1) Policies and procedures (AHJ)
- 2) Contractual agreements
  - a. Collective bargaining
  - b. Meet and confer
  - c. Private sector contracts
- 3) IAFC/IAFF Labor-Management Initiative
  - a. Improve interpersonal communications between labor and management
  - b. Increase the involvement and cooperation between labor and management
  - c. Gain an increased focus on the goals that will benefit your organization and its members

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- d. Learn how to minimize the number of grievances and other adverse actions that affect labor-management relationships
  - e. Discover new ways to work through and past labor-management obstacles to accomplish more for the fire department and the community
  - f. Roles and Responsibilities: Union, Fire Department, Local Government.
  - g. Labor-Management Best Practices
- 4) Local, state/provincial, and federal regulations
- a. Federal
    - i. Civil Rights Act of 1964 (Title VII)
    - ii. Age Discrimination and Employment Act (ADEA)
    - iii. Americans With Disabilities Act (ADA)
  - b. State
    - i. Local Government Code 143 (Civil Services)
    - ii. Health and Safety Code 775 (Emergency Services Districts)
  - c. Local (AHJ)
    - i. Local Government Code 143 – Local Rules
    - ii. Health and Safety Code 775 – Local Rules
    - iii. Local ordinances
    - iv. Labor contract or agreement

**Requisite Skills** The ability to communicate orally and in writing, to negotiate, to analyze current status of member relations, to relate interpersonally, to analyze the current member/management relations, and to conduct program implementation.

- 904-7.2.3** Establish and evaluate a list of education and in-service training goals, given a summary of the job requirements for all positions within the department, so that all members can achieve and maintain required proficiencies.

**Requisite Knowledge** Training resources, community needs, internal and external customers, policies and procedures, contractual agreements, and local, state/provincial, and federal regulations.

- 1) Training resources
- a. NFPA professional qualification standards
  - b. TCFP Curriculum Manual
  - c. DSHS
  - d. TCLEOSE
  - e. Textbooks
  - f. Professional journals

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- g. External training and educational institutions
  - h. NFA (National Fire Academy)
- 2) Community needs
- a. Demographics (e.g. population, occupancy types, urban/suburban/rural/frontier, etc.)
  - b. Fire department type
  - c. Community or service area needs
  - d. Hazard assessment
  - e. Risk analysis
  - f. Improved operational efficiency
  - g. Continuing education requirements
  - h. New certification or training requirements
- 3) Internal and external customers
- 4) Policies and procedures (AHJ)
- 5) Contractual agreements
- a. Collective bargaining
  - b. Meet and confer
  - c. Private sector contracts
- 6) Local, state/provincial, and federal regulations
- a. Federal
    - i. OSHA (Occupational Safety and Health Administration)
    - ii. EPA (Environmental Protection Agency)
    - iii. DHS (Department of Homeland Security)
  - b. State
    - i. TCFP
    - ii. DSHS
    - iii. TCLEOSE
    - iv. ISO-PPC (Insurance Service Office – Public Protection Class)
  - c. Local (AHJ)

**Requisite Skills** The ability to communicate orally and in writing and to organize data and resources.

**904-7.2.4** Appraise a member-assistance program, given data, so that the program, when used, produces the stated program outcomes.

**Requisite Knowledge** Policies and procedures, available assistance programs, contractual agreements, and local, state/provincial, and federal regulations.

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- 1) Policies and procedures (AHJ)
- 2) Available assistance programs
  - a. Smoking cessation
  - b. Financial counseling
  - c. Relationship counseling
  - d. Mental health counseling
  - e. Health and wellness
  - f. Substance abuse
  - g. Legal counseling
  - h. Critical incident stress management
  - i. Suicide prevention
- 3) Contractual agreements
  - a. Collective bargaining
  - b. Meet and confer
  - c. Private sector contracts
- 4) Local, state/provincial, and federal regulations
  - a. Local
    - i. Private contracts
    - ii. Public departments
  - b. State
    - i. DSHS
    - ii. TCFP
  - c. Federal
    - i. HHS (US Department of Health and Human Services)
- 5) Resources
  - a. NFPA 1500
  - b. National Fallen Fire Fighters Foundation
  - c. IAFF (International Association of Fire Fighters)
  - d. IAFC (International Association of Fire Chiefs)

**Requisite Skills** The ability to communicate orally and in writing, to relate interpersonally to members, and to analyze needs and results.

**904-7.2.5** Evaluate an incentive program, given data, so that a determination is made regarding achievement of the desired results.

**Requisite Knowledge** Policies and procedures, available incentive programs, contractual agreements, and local, state/provincial, and federal regulations.

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- 1) Policies and procedures (AHJ)
- 2) Available incentive programs
  - a. Awards and recognition
  - b. Educational incentive
  - c. Certification pay
  - d. Longevity pay
  - e. Tuition reimbursement
- 3) Contractual agreements
  - a. Collective bargaining
  - b. Meet and confer
  - c. Private sector contracts
- 4) Local, state/provincial, and federal regulations

**Requisite Skills** The ability to communicate orally and in writing, to relate interpersonally, and to analyze programs.

### **904-7.3**

#### **Community and Government Relations**

This duty involves projecting a positive image of the fire department to the community, according to the following job performance requirements.

#### **904-7.3.1**

Attend, participate in, and assume a leadership role in community functions, in given community needs, so that the image of the organization is enhanced.

**Requisite Knowledge** Community demographics, community and civic issues, effective customer service methods, and formal and informal community leaders.

- 1) Community demographics
  - a. City Planning Department
  - b. US Census Bureau
  - c. Occupancy types
  - d. Urban/suburban/rural/frontier
- 2) Community and civic issues
  - a. Perception vs. reality
  - b. Taxes
  - c. Response times
  - d. Services provided
- 3) Effective customer service methods
  - a. Phoenix Fire Department model

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- i. Deliver best service possible
  - ii. Always be nice
  - iii. Execute standard problem solving outcome
  - iv. Regard everyone as a customer
  - v. Consider how/what you are doing looks
  - vi. Don't disqualify customer with your qualifications
  - vii. Customer-centered organizational behavior
  - viii. Continually improve customer service
  - b. NYPD model
    - i. Courtesy
    - ii. Professionalism
    - iii. Respect
  - c. RESPECT model for customer service
    - i. Responsive
    - ii. Educate
    - iii. Solution focused
    - iv. Professional
    - v. Empathize
    - vi. Courtesy
    - vii. Teamwork
  - d. Other
- 4) Formal and informal community leaders
- a. Civic groups
  - b. Neighborhood associations
  - c. Boards and commissions
  - d. Special interest groups

**Requisite Skills** Familiarity with public relations and the ability to communicate orally.

#### **904-7.4**

#### **Administration**

This duty involves long-range planning and fiscal projections, according to the following job performance requirements.

#### **904-7.4.1**

Develop a comprehensive long-range plan, given community requirements, current department status, and resources, so that the projected needs of the community are met.

**Requisite Knowledge** Policies and procedures, physical and geographic characteristics, demographics, community plan, staffing requirements, response time benchmarks, contractual agreements, and local, state/provincial, and federal regulations.

- 1) Policies and procedures (AHJ)

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- 2) Physical and geographic characteristics
  - a. Urban/suburban/rural/frontier
  - b. Community or service area needs
  - c. Hazard assessment
  - d. Risk analysis
  
- 3) Demographics
  - a. City Planning Department
  - b. US Census Bureau
  - c. Occupancy types
  - d. Urban/suburban/rural/frontier
  
- 4) Community plan
  - a. Community's financial plan
  - b. Community's master plan
  - c. Continuity of operation plan
  
- 5) Staffing requirements
  - a. ISO
  - b. NFPA
  - c. CFAI (Commission on Fire Accreditation International)
  - d. Labor contracts or agreements
  
- 6) Response time benchmarks
  - a. NFPA 1710
  - b. NFPA 1720
  - c. CFAI
  - d. ISO
  - e. NIST (National Institute of Standards and Technology) Report on Residential Fireground Field Experiments
  
- 7) Contractual agreements
  - a. Collective bargaining
  - b. Meet and confer
  - c. Private sector contracts
  
- 8) Local, state/provincial, and federal regulations

**Requisite Skills** The ability to communicate orally and in writing, make public presentations, interpret fiscal analysis, comply with public policy processes, forecast resources, and analyze current department status requirements.



**904-7.4.2** Evaluate and project training requirements, facilities, and buildings needs, given data that reflect community needs and resources, so that departmental training goals are met.

**Requisite Knowledge** Policies and procedures, physical and geographic characteristics, building and fire codes, departmental plan, staffing requirements, training standards, needs assessment, contractual agreements, and local, state/provincial, and federal regulations.

- 1) Policies and procedures (AHJ)
- 2) Physical and geographic characteristics
  - a. Urban/suburban/rural/frontier
  - b. Community or service area needs
  - c. Hazard assessment
  - d. Risk analysis
- 3) Building and fire codes
  - a. National Fire Protection Association (NFPA)
    - i. NFPA 1, Fire Code
    - ii. NFPA 101, Life Safety Code
    - iii. NFPA 5000, Building Construction and Safety Code
  - b. International Code Council (ICC)
    - i. International Building Code
    - ii. International Fire Code
- 4) Departmental plan
  - a. Strategic plan
  - b. Master plan
  - c. Financial plan
  - d. Staffing plan
- 5) Staffing requirements
  - a. ISO
  - b. NFPA
  - c. CFAI
  - d. Contracts
- 6) Training standards
  - a. TCFP Curriculum Manual
  - b. NFPA 1402, 1403, 1404
  - c. NFPA 1500
  - d. NFPA Professional Qualification Standards
  - e. AHJ
  - f. ISO

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- g. DSHS
- h. Local medical standards
- i. NFPA 472, 473

7) Needs assessment

- a. Demographics (e.g. population, occupancy types, urban/suburban/rural/frontier, etc.)
- b. Fire department type
- c. Community or service area needs
- d. Hazard assessment
- e. Risk analysis
- f. Improved operational efficiency
- g. Continuing education requirements
- h. New certification or training requirements

8) Contractual agreements

- a. Collective bargaining
- b. Meet and confer
- c. Private sector contracts

9) Local, state/provincial, and federal regulations

- a. Local (AHJ)
  - i. Building and fire codes
  - ii. Ordinances
- b. State
  - i. TCFP
  - ii. DSHS
  - iii. TAC (Texas Administrative Code)
  - iv. Texas Historical Commission
  - v. Texas Asbestos Health Protection rules
- c. Federal
  - i. ADA
  - ii. National Historic Preservation Act
  - iii. Environmental and historic preservation review
  - iv. OSHA
  - v. EPA
  - vi. NIMS (National Incident Management System)

**Requisite Skills** The ability to communicate orally and in writing, make public presentations, interpret fiscal analysis, forecast needs, and analyze data.

**904-7.4.3** Complete a written comprehensive risk, hazard, and value analysis of the community, given the appropriate features of the service area of the

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organization, so that an accurate evaluation is made for service delivery decision-making.

**Requisite Knowledge** Risk, hazard, and value analysis methods and process, as well as community development features, community demographics, and assessed valuation of properties in the community.

- 1) Risk, hazard, and value analysis methods and process
  - a. Mitigation action plan
    - i. Establish hazard mitigation goals and objectives
    - ii. Identify and prioritize hazard mitigation actions
    - iii. Prepare the implementation strategy
    - iv. Document the planning process
  - b. RHAVE – Risk Hazard and Value Evaluation
  - c. NFPA Risk Management model
    - i. Risk identification
    - ii. Risk evaluation
    - iii. Risk control techniques
    - iv. Risk management monitoring
  - d. CWPP (Community Wildfire Protection Program)
- 2) Community development features
  - a. Urban/suburban/rural/frontier
  - b. Fire department type
  - c. Community or service area needs
  - d. Improved operational efficiency
- 3) Community demographics
  - a. Population
  - b. Occupancy types
- 4) Assessed valuation of properties in the community
  - a. County appraisal district
  - b. Tax rate
  - c. Tax role

**Requisite Skills** The ability to conduct a needs assessment plan, to effectively communicate in writing, and to problem solve.

- 904-7.4.4** Develop a plan for a capital improvement project or program, given an unmet need in the community, so that there is adequate information to educate citizens about the needs of the department.

**Requisite Knowledge** Strategic planning, capital improvement planning and budgeting, and facility planning.

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- 1) Strategic planning
  - a. Define the organization's mission
  - b. Establish goals/objectives
  - c. Identify strategic alternatives
  - d. Formulate a strategy
  
- 2) Capital improvement planning and budgeting
  - a. Establish a capital planning committee with bylaws
  - b. Take inventory of existing capital assets
  - c. Evaluate previously approved, unimplemented or incomplete projects
  - d. Assess financial capacity
  - e. Solicit, compile and evaluate new project requests
  - f. Prioritize projects
  - g. Develop a financing plan
  - h. Adopt a capital improvements program
  - i. Monitor and manage approved projects within the CIP
  - j. Update existing/ongoing capital programs
  
- 3) Facility planning
  - a. Design
  - b. Location
  - c. Finance

**Requisite Skills** The ability to conduct a needs assessment plan, to effectively communicate in writing, and to problem solve.

### **904-7.5**      **Inspection and Investigation**

**904-7.5.1**      **Definition of Duty.** No additional job performance requirements at this level.

### **904-7.6**      **Emergency Services Delivery**

This duty involves developing plans for major disasters, according to the following job performance requirements.

**904-7.6.1**      Develop a comprehensive disaster plan that integrates other agencies' resources, given risk, vulnerability, and capability data, so that the organization can effectively mitigate the impact to the community.

**Requisite Knowledge** Major incident policies and procedures, physical and geographic characteristics, demographics, target hazards, incident management systems, communications systems, intelligence data,

contractual and mutual-aid agreements, and local, state/provincial, and federal regulations and resources.

- 1) Major incident policies and procedures (AHJ)
- 2) Physical and geographic characteristics
  - a. Urban/suburban/rural/frontier
  - b. Community or service area needs
  - c. Hazard assessment
  - d. Risk analysis
- 3) Demographics
  - a. City Planning Department
  - b. US Census Bureau
  - c. Occupancy types
  - d. Urban/suburban/rural/frontier
- 4) Target hazards (AHJ)
  - a. Critical infrastructure
  - b. High occupancy
  - c. High hazard industry
- 5) Incident management systems
  - a. NIMS
  - b. ICS (Incident Command System - FIREScope)
  - c. IMS (Incident Management System - NFPA 1561)
  - d. Fireground Command System (Blue card)
- 6) Communications systems
  - a. NFPA 1221
  - b. AHJ
  - c. Interoperability
  - d. Texas SCIP (Statewide Communications Interoperability Plan)
- 7) Intelligence data
  - a. Hazard mitigation plans
  - b. State preparedness report
  - c. Threat and Hazard Identification and Risk Assessment report
  - d. Flood plain map/flood protection plan
  - e. Wildland fire assessment system
  - f. National weather service
  - g. Fusion centers
- 8) Contractual and mutual-aid agreements
  - a. Mutual aid

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- b. Auto aid
  - c. Private contracts
  - d. State contracts
- 9) Local, state/provincial, and federal regulations and resources
- a. Local Resources
    - i. Community Emergency Management Plan
    - ii. Community Wildfire Protection Plan
    - iii. Local SOPs/SOGs
  - b. State Resources
    - i. TDEM (Texas Division of Emergency Management)
      - a) TFS (Texas Forest Service)
      - b) DSHS
      - c) Texas Adjutant General (National Guard)
      - d) Texas Task Force One
    - ii. TXDOT (Texas Department of Transportation)
    - iii. GLO (General Land Office)
    - iv. TCEQ (Texas Commission on Environmental Quality)
    - v. Texas Parks and Wildlife
    - vi. DPS (Department of Public Safety)
  - c. Federal Resources
    - i. USDA (US Department of Agriculture)
      - a) US Forest Service
    - ii. DHS
      - a) FEMA (Federal Emergency Management Agency)
      - b) US Coast Guard
      - c) Secret Service
    - iii. DOJ (Department of Justice)
      - a) FBI (Federal Bureau of Investigation)
    - iv. Department of the Treasury
      - a) BATF (Bureau of Alcohol, Tobacco and Firearms)
  - d. Other Resources
    - i. NFPA 1710
    - ii. NFPA 1720
    - iii. NFPA 1500
    - iv. NFPA 1561
  - e. Local Regulations (AHJ)
  - f. State Regulations
    - i. TCFP
    - ii. DSHS
    - iii. TCLEOSE
    - iv. TDEM
  - g. Federal Regulations
    - i. OSHA
    - ii. EPA

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- iii. FEMA
- iv. DHS
  - a) NIMS
  - b) National Response Framework

**Requisite Skills** The ability to analyze data, to communicate orally and in writing, to develop a disaster plan, and to coordinate interagency activity.

- 904-7.6.2** Develop a comprehensive plan, given data (including agency data), so that the agency operates at a civil disturbance, integrates with other agencies' actions, and provides for the safety and protection of members.

**Requisite Knowledge** Major incident policies and procedures, physical and geographic characteristics, demographics, incident management systems, communications systems, contractual and mutual-aid agreements, and local, state/provincial, and federal regulations and resources.

- 1) Major incident policies and procedures (AHJ)
- 2) Physical and geographic characteristics
  - a. Urban/suburban/rural/frontier
  - b. Community or service area needs
  - c. Hazard assessment
  - d. Risk analysis
- 3) Demographics
  - a. City Planning Department
  - b. US Census Bureau
  - c. Occupancy types
  - d. Urban/suburban/rural/frontier
- 4) Incident management systems
  - a. NIMS
- 5) Communications systems
  - a. AHJ
  - b. Interoperability
- 6) Contractual and mutual-aid agreements
  - a. Mutual aid
  - b. Auto aid
  - c. Private contracts
  - d. State contracts

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- 7) Local, state/provincial, and federal regulations and resources
  - a. Local Resources
    - i. Community Emergency Management Plan
    - ii. Local SOPs/SOGs
  - b. State Resources
    - i. TDEM
      - a) TFS
      - b) DSHS
      - c) Texas Adjutant General (National Guard)
      - d) Texas Task Force One
    - ii. TXDOT
    - iii. DPS
  - c. Federal Resources
    - i. DHS
      - a) FEMA
      - b) US Coast Guard
      - c) Secret Service
    - ii. DOJ
      - a) FBI
    - iii. Department of the Treasury
      - a) BATF
  - d. Local Regulations (AHJ)
  - e. State Regulations
    - i. TCFP
    - ii. DSHS
    - iii. TCLEOSE
    - iv. TDEM
  - f. Federal Regulations
    - i. OSHA
    - ii. EPA
    - iii. FEMA
    - iv. DHS
      - a) NIMS
      - b) National Response Framework

**Requisite Skills** The ability to communicate orally and in writing and to organize a plan; familiarity with interagency planning and coordination.

**904-7.7**      **Health and Safety**

This duty involves administering a comprehensive risk management program, according to the following job performance requirements.

- 904-7.7.1**      Maintain, develop, and provide leadership for a risk management program, given specific data, so that injuries and property damage accidents are reduced.

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**Requisite Knowledge** Risk management concepts, retirement qualifications, occupational hazards analysis, and disability procedures, regulations, and laws.

- 1) Risk management concepts
  - a. NFPA Risk Management model
    - i. Risk identification
    - ii. Risk evaluation
    - iii. Risk control techniques
    - iv. Risk management monitoring
- 2) Retirement qualifications
  - a. Age
  - b. Years of service
  - c. Disability
  - d. AHJ
- 3) Occupational hazards analysis
  - a. Select the job
  - b. Break the job into successive steps
  - c. Identify the hazards in each step of the process
  - d. Eliminate or reduce the hazard
- 4) Disability procedures, regulations and laws
  - a. TWCC (Texas Workers Compensation Commission)
  - b. ADA
  - c. AHJ
  - d. Civil Service Rules and Laws

**Requisite Skills** The ability to communicate orally and in writing, to analyze data, and to use evaluative methods.