



**DEPARTMENT OF FORESTRY AND FIRE PROTECTION  
OFFICE OF THE STATE FIRE MARSHAL  
STATE FIRE TRAINING**

P.O. Box 944246  
SACRAMENTO, CA 94244-2460  
(916) 902-9738  
Website: [www.fire.ca.gov](http://www.fire.ca.gov)



**Date:** April 12, 2024

**To:** Statewide Training and Education Advisory Committee  
State Board of Fire Services

**From:** Mark Bisbee, SFT Battalion Chief (RA)  
Allison L. Shaw, Editor, Sacramento State

**SUBJECT/AGENDA ACTION ITEM:**

Fire Officer 4 (2020) (formerly Executive Chief Fire Officer (2014))

**Recommended Actions:**

Information-only read of the updated Fire Officer 4 curriculum.

**Background Information:**

SFT updated the Fire Officer 4 curriculum in alignment with National Fire Protection Association (NFPA) 1021: Standard for Fire Officer Professional Qualifications (2020). This curriculum was developed to ensure effective leadership in California fire agencies.

This update also proposes a philosophical shift in how SFT delivers management training and education. This curriculum is grounded in the NFPA requirements but incorporates significantly more experiential on-the-job training to prepare candidates before they move into an executive leadership role.

SFT plans to deliver the curriculum over a longer time period (through on-ground or hybrid models) with focused face-to-face instruction combined with independent reading, research, and task book-based application. Candidates may open their certification task book when they begin their first course and will collaborate with their agency's leadership to complete task book assignments in conjunction with coursework.

If approved, SFT will implement the same philosophy through Chief Officer and Company Officer curriculum. All dates in this staff report are placeholders pending approval.

## **Analysis/Summary of Issue:**

### **Name Change**

SFT changed the certification title from Executive Chief Fire Officer to Fire Officer 4 to align with the NFPA standard on which it is based.

### **Fire Officer 4 (2020) Curriculum Launch**

SFT will release the Fire Officer 4 (2020) curriculum on January 1, 2025.

### **Retirement of Executive Chief Fire Officer (2014) Curriculum**

Effective December 31, 2024, SFT will retire Executive Chief Fire Officer (2014). On January 1, 2025, SFT will remove the curriculum from the SFT course catalog, and it will no longer be available.

### **CTS Guide**

SFT updated the 2014 CTS Guide to document how training standards align with NFPA 1021 (2020).

- Paragraph 7.3.2 is new to NFPA 2021 (2020); added to FO4B course plan
- Paragraph 7.4.5 is new to NFPA 2021 (2020); added to FO4B course plan

### **Course Plans**

- Combined Fire Officer 4A: Human Resource Management for the Executive Chief Officer (2014) **and** Fire Officer 4E: Health and Safety for the Executive Chief Fire Officer (2014) into one course called Fire Officer 4A: Human Resource Management
- Combined Fire Officer 4B: Community and Government Relations for the Executive Chief Fire Officer (2014) **and** Fire Officer 4C: Administration for the Executive Chief Fire Officer (2014) into one course called Fire Officer 4B: Community Leadership and Strategic Planning
- Renumbered and renamed Fire Officer 4D: Emergency Services Delivery for the Executive Chief Fire Officer (2014) to Fire Officer 4C: Emergency Services Management

<b>Fire Officer 4 (2020)</b>	<b>Hours</b>	<b>Executive Chief Fire Officer (2014)</b>	<b>Hours</b>
4A: Human Resource Management	54 hours (23 lecture + 30 application + 1 testing)	4A: Human Resource Management for the ECFO	28 hours (17 lecture + 9 activities + 2 testing)
		4E: Health and Safety for the ECFO	14.5 hours (9.5 lecture + 3 activities + 2 testing)
4B: Community Leadership and Strategic Planning	54 hours (31 lecture + 22 application + 1 testing)	4B: Community and Government Relations for the ECFO	10.5 hours (5.5 lecture + 4 activities + 1 testing)
		4C: Administration for the ECFO	30.5 hours (20.5 lecture / 9 activities / 1 testing)
4C: Emergency Services Management	54 hours (31 lecture + 22 application + 1 testing)	4D: Emergency Services Delivery for the ECFO	38.5 hours (33.5 lecture + 3 activities + 2 testing)

- Adjusted all course delivery times to 54 hours to align with college course semester requirements.
  - Expanded lecture times to account for deeper learning around on-the-job training not clearly specified in NFPA
    - Lecture components includes direct (synchronous) instructor-to-student interaction in the form of lectures, discussions, breakout sessions, and panels
  - Expanded application times to align activities with task book requirements creating a more practical and meaningful approach to learning application
    - Application components may include independent (asynchronous) activities including reading, research, study, interviews, and task book application assignments
  - Decreased testing times to reflect more emphasis on on-the-job application than fact memorization
    - Instructors are responsible for developing and implementing testing components
- Restructured all activity assignments to align with task book job performance requirements enabling participants to begin working on task book assignments during their education (rather than after)
  - Participants will create products to submit to their fire chief or their superior for review, approval, and task book sign off

- Application activities may be completed outside of structured classroom time and may take longer to complete than the “application” hours assigned to the course
- To accommodate a semester-long course delivery, SFT recommends that this course be available for hybrid delivery
- Added new prerequisite courses for Fire Officer 4C: Emergency Services Management
  - Fire Officer 4B: Community Leadership and Strategic Planning
    - Provides foundational knowledge in planning and community engagement required to develop an Emergency Operations Plan (EOP) in FO 4C
  - I-400: Advanced Incident Command System for Command and General Staff-Complex Incidents (SFT or FEMA)
    - Already required for Fire Officer 4 certification, but should be completed before FO 4C

### **Certification Task Book**

- SFT updated the 2014 Fire Officer Certification Task Book to align with NFPA 1021 (2020)
- A candidate may now initiate their task book upon enrollment in their first Fire Officer 4 course instead of completion of all courses
- If a candidate is already the fire chief, any task book role or responsibility assigned to a fire chief should be fulfilled by a higher authority – i.e., city manager, board chair, etc.
- Added JPRs to include new NFPA 1021 (2020) paragraphs 7.3.2 and 7.4.5
- Added new Education requirement for Fire Officer 4 certification
  - Fire Service Labor/Management Relations (SFT)
- Changed Experience requirements for Fire Officer 4 certification
  - Old: A minimum of one year full-time paid or two years’ volunteer or part-time paid experience working at the Executive Chief Fire Officer level in a recognized fire agency in California
  - New: A minimum of one year full-time paid or two years’ volunteer or part-time paid experience working at the Fire Officer 3 level in a recognized California fire agency
    - Justification for level change: Candidates need to be able to train and gain experience before they apply for a Fire Officer 4 position
- Strengthened language for Supporting Documentation by adding accreditation standard (new language in italics below)
  - Associate degree (any major) or higher from a post-secondary institution *accredited by an organization recognized by the US Department of Education*

**Existing Registered Instructors**

SFT will authorize existing Executive Chief Fire Officer (2014) Registered Instructors who meet the following requirements to teach Fire Officer 4 (2020). SFT will update the SFT User Portal Acadis.

- Complete the required education to teach the 2022 curriculum (see table below)
- Complete the virtual SFT Officer Series Update course

<b>Fire Officer 4 (2020) Course</b>	<b>Education Requirements to Teach 2020 Course</b>
Fire Officer 4A: Human Resource Management	<ul style="list-style-type: none"> <li>• ECFO 4A: Human Resource Management for the Executive Chief Fire Officer <b>and</b></li> <li>• ECFO 4E: Health and Safety for the Executive Chief Fire Officer</li> </ul>
Fire Officer 4B: Community Leadership and Strategic Planning	<ul style="list-style-type: none"> <li>• ECFO 4B: Community and Government Relations for the Executive Chief Fire Officer <b>and</b></li> <li>• ECFO 4C: Administration for the Executive Chief Fire Officer</li> </ul>
Fire Officer 4C: Emergency Services Management	<ul style="list-style-type: none"> <li>• ECFO 4D: Emergency Services Delivery for the Executive Chief Fire Officer</li> </ul>

**In Process Instructor Candidates**

Candidates actively pursuing Executive Chief Fire Officer (2014) instructor registration must submit all documentation postmarked on or before **June 30, 2025**. Anyone who applies to teach Fire Officer 4 (2020) on or after **July 1, 2025**, will be required to meet the Fire Officer 4 (2020) requirements.

**New Instructor Registration**

New instructor candidates shall meet the following requirements:

<b>Category</b>	<b>Requirement</b>
<b>Instructor Registration</b>	Be an OSFM Registered Instructor
<b>Certification</b>	Executive Chief Fire Officer (2014) <b>or</b> Fire Officer 4 (2020)
<b>Education</b>	<ul style="list-style-type: none"> <li>• Fire Officer 4A: Human Resource Management (2020) <b>or</b> ECFO 4A (2014) <b>and</b> ECFO 4E (2014)</li> <li>• Fire Officer 4B: Community Leadership and Strategic Planning (2020) <b>or</b> ECFO 4B (2014) <b>and</b> ECFO 4C (2014)</li> <li>• Fire Officer 4C: Emergency Services Delivery (2020) <b>or</b> ECFO 4D (2014)</li> <li>• I-400: Advanced Incident Command System for Command and General Staff-Complex Incidents (SFT or FEMA)</li> <li>• Fire Service Labor/Management Relations (SFT)</li> </ul>

<b>Experience</b>	<ul style="list-style-type: none"> <li>• A minimum of three years' full-time paid or six years' volunteer or part-time paid experience working as a Fire Officer 4<sup>1</sup> in a recognized California fire agency (all courses)</li> <li>• Specific expertise in:             <ul style="list-style-type: none"> <li>○ Human resource management and health and safety (FO 4A)</li> <li>○ Community and government relations and administration (FO 4B)</li> <li>○ Emergency services management (FO 4C)</li> </ul> </li> </ul>
<b>Chief's Letter</b>	Provide a letter signed by their Fire Chief <sup>2</sup> or authorized designee that verifies qualification to deliver ECFO curriculum.
<b>Application</b>	Submit an SFT Instructor Registration Application
<b>Fee</b>	Pay the registration fee (if applicable)

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<sup>1</sup> SFT defines an Executive Chief Fire Officer as a Division Chief, Assistant Chief, Deputy Chief, or Fire Chief.

<sup>2</sup> If the candidate is already the fire chief, any task book role or responsibility assigned to a fire chief should be fulfilled by a higher authority – i.e., city manager, board chair, etc.



# Fire Officer 4 (2020) Implementation Plan

Issued: **November** 30, 2024

## OVERVIEW

This document is intended to provide information for all State Fire Training (SFT) stakeholders on the updated Fire Officer 4 (2020) curriculum requirements. Stakeholders are encouraged to study this information carefully and seek clarification from SFT if questions arise.

The Fire Officer 4 (2020) curriculum is presented as a Certification Fire Service Training and Education System (CFSTES) series. SFT updated the certification training standard (CTS) guide, course plans, and certification task book based on the current National Fire Protection Association (NFPA) standard, NFPA 1021: Standard for Fire Officer Professional Qualifications (2020).

## IMPLEMENTATION

Candidates entering the SFT system should enroll in the 2020 Fire Officer 4 courses and comply with the most current Fire Officer 4 requirements.

New Curriculum	Hours
Fire Officer 4A: Human Resource Management (2020)	54 hours
Fire Officer 4B: Community Leadership and Strategic Planning (2020)	54 hours
Fire Officer 4C: Emergency Services Management (2020)	54 hours

**Fire Officer 4 (2020) Curriculum..... January 1, 2025**

**Retirement of Executive Chief Fire Officer (2014) Curriculum .....December 31, 2024**

Effective December 31, 2024, SFT will retire Executive Chief Fire Officer (2014). On January 1, 2025, SFT will remove the curriculum from the SFT course catalog, and it will no longer be available.

## INSTRUCTOR REQUIREMENTS

**Instructor Registration..... January 1, 2025**

Instructors for the Fire Officer 4 (2020) curriculum must meet the SFT requirements for Registered Instructor. Instructors must have appropriate education and practical experience relating to the specific course content.

**Existing Registered Instructors**

SFT will authorize existing Executive Chief Fire Officer (2014) Registered Instructors who meet the following requirements to teach Fire Officer 4 (2020). SFT will update the SFT User Portal.

- Complete the required education to teach the 2022 curriculum (see table below)
- Complete the virtual SFT Officer Series Update course

Fire Officer 4 (2020) Course	Education Requirements to Teach 2020 Course
Fire Officer 4A: Human Resource Management	<ul style="list-style-type: none"> <li>• ECFO 4A: Human Resource Management for the Executive Chief Fire Officer <b>and</b></li> <li>• ECFO 4E: Health and Safety for the Executive Chief Fire Officer</li> </ul>
Fire Officer 4B: Community Leadership and Strategic Planning	<ul style="list-style-type: none"> <li>• ECFO 4B: Community and Government Relations for the Executive Chief Fire Officer <b>and</b></li> <li>• ECFO 4C: Administration for the Executive Chief Fire Officer</li> </ul>
Fire Officer 4C: Emergency Services Management	<ul style="list-style-type: none"> <li>• ECFO 4D: Emergency Services Delivery for the Executive Chief Fire Officer</li> </ul>

**In Process Instructor Candidates .....December 31, 2024**

Candidates actively pursuing Executive Chief Fire Officer (2014) instructor registration must submit all documentation postmarked on or before December 31, 2024. Anyone who applies to teach Fire Officer 4 (2020) on or after January 1, 2025 will be required to meet the Fire Officer 4 (2020) requirements.

**New Instructor Registration**

New instructor candidates shall meet the following requirements:

Category	Requirement
<b>Instructor Registration</b>	Be an OSFM Registered Instructor
<b>Certification</b>	Executive Chief Fire Officer (2014) <b>or</b> Fire Officer 4 (2020)
<b>Education</b>	<ul style="list-style-type: none"> <li>• Fire Officer 4A: Human Resource Management (2020) <b>or</b> ECFO 4A (2014) <b>and</b> ECFO 4E (2014)</li> <li>• Fire Officer 4B: Community Leadership and Strategic Planning (2020) <b>or</b> ECFO 4B (2014) <b>and</b> ECFO 4C (2014)</li> <li>• Fire Officer 4C: Emergency Services Delivery (2020) <b>or</b> ECFO 4D (2014)</li> <li>• I-400: Advanced Incident Command System for Command and General Staff-Complex Incidents (SFT or FEMA)</li> <li>• Fire Service Labor/Management Relations (SFT)</li> </ul>

<b>Experience</b>	<ul style="list-style-type: none"><li>• A minimum of three years' full-time paid or six years' volunteer or part-time paid experience working as a Fire Officer 4<sup>1</sup> in a recognized California fire agency (all courses)</li><li>• Specific expertise in:<ul style="list-style-type: none"><li>• Human resource management and health and safety (FO 4A)</li><li>• Community and government relations and administration (FO 4B)</li><li>• Emergency services management (FO 4C)</li></ul></li></ul>
<b>Chief's Letter</b>	Provide a letter signed by their Fire Chief <sup>2</sup> or authorized designee that verifies qualification to deliver ECFO curriculum.
<b>Application</b>	Submit an SFT Instructor Registration Application
<b>Fee</b>	Pay the registration fee

### POTENTIAL AGENCY IMPACTS

Fire agencies desiring to use the Fire Officer 4 (2020) curriculum as a requirement for their recruitment/promotion activities need to review the Fire Officer 4 (2020) curriculum requirements to be sure that all agency training needs are met. After review, fire agencies should update their job specifications and recruitment documentation to reflect these new courses and certification requirements.

Accredited Regional Training Programs (ARTP), Accredited Local Academies (ALA), community colleges, and all other local delivery venues need to review the curriculum and seek approval from their curriculum committee / program sponsor, as appropriate. ARTPs should review the new Fire Officer 4 (2020) curriculum and discuss potential impacts with their advisory committees.

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<sup>1</sup> SFT defines a Fire Officer 4 as a Division Chief, Assistant Chief, Deputy Chief, or Fire Chief.

<sup>2</sup> If the candidate is already the fire chief, any task book role or responsibility assigned to a fire chief should be fulfilled by a higher authority – i.e., city manager, board chair, etc.

# Fire Officer 4

(NFPA 1021: Fire Officer IV)

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## Certification Training Standards Guide (2020)



California Department of Forestry and Fire Protection  
Office of the State Fire Marshal  
State Fire Training

# Fire Officer 4

## Certification Training Standards Guide (2020)

**Publication Date:** Month Year

This CTS guide utilizes the following NFPA standards to provide the qualifications for State Fire Training's Fire Officer 4 (2020) certification:

- NFPA 1021: Standard for Fire Officer Professional Qualifications (2020)

State Fire Training coordinated the development of this CTS guide. Before its publication, the Statewide Training and Education Advisory Committee (STEAC) and the State Board of Fire Services (SBFS) recommended this CTS guide for adoption by the Office of the State Fire Marshal (OSFM).

Cover photo courtesy of Bruce Brown.

Published by State Fire Training.

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## Acknowledgments

State Fire Training appreciates the hard work and accomplishments of those who built the solid foundation on which this program continues to grow.

State Fire Training gratefully acknowledges the following individuals and organizations for their diligent efforts and contributions that made the development and publication of this document possible.

### **CAL FIRE**

- Joe Tyler, Director
- Daniel Berlant, Acting State Fire Marshal
- Chris Fowler, Chief of State Fire Training
- Mike Richwine, Chair, Statewide Training and Education Advisory Committee (STEAC); State Fire Marshal (retired), CAL FIRE

### **Cadre – 2023 Curriculum Update**

- Mark Bisbee, Cadre Lead, Battalion Chief, Retired Annuitant, State Fire Training, CAL FIRE
- Allison L. Shaw, Editor, Sacramento State

## How to Read a CTS Guide

### Overview

A certification training standard (CTS) guide lists the requisite knowledge, skills, and job performance requirements an individual must complete to become certified in a specific job function.

It also documents and justifies the OSFM-approved revisions to the certification's NFPA standard and identifies where each certification training standard is taught (course plan), tested (skill sheets), and validated (task book).

Individuals aspiring to meet State Fire Training's certification training standards must do so in accordance with the codes, standards, regulations, policies, and standard operating procedures applicable within their own agency or jurisdiction.

### Format

Each certification training standard is comprised of eight sections.

#### Section Heading

Training standards are grouped by section headings that describe a general category. For example, the Fire Fighter 1 CTS guide includes the following section headings: NFPA Requirements, Fire Department Communications, Fireground Operations, and Preparedness and Maintenance.

#### Training Standard Title

The training standard title provides a general description of the performance requirement contained within the individual standard.

#### Authority

The CTS guide references each individual standard with one or more paragraphs of the corresponding National Fire Protection Association (NFPA) Professional Qualifications. This ensures that each fire service function within California's certification system meets or exceeds NFPA standards.

When California requirements exceed the NFPA standard, the CTS guide cites the Office of the State Fire Marshal as the authority and prints the corresponding information shaded in gray.

#### Job Performance Requirement

This segment includes a written statement that describes a specific job-related task, the items an individual needs to complete the task, and measurable or observable outcomes.

**Requisite Knowledge**

This segment lists the knowledge that an individual must acquire to accomplish the job performance requirement.

**Requisite Skills**

This segment lists the skills that an individual must acquire to accomplish the job performance requirement.

**Content Modification**

This table documents and justifies any revisions to the NFPA standard that the development or validation cadres make during the development of a CTS guide.

**Cross Reference**

This table documents where each training standard is taught (course plan), tested (skill sheets), and validated (task book).

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## Fire Officer 4

### Section 1: Definition of Duties

#### 1-1: Definition of Duty for a Fire Officer 4

##### Authority

1. NFPA 1021: Standard for Fire Officer Professional Qualifications (2020)
  - Paragraph 7.2, 7.3, 7.4, 7.6, 7.7

##### Job Performance Requirement

There are no job performance requirements identified for this training standard.

##### Requisite Knowledge

1. Describe the roles and responsibilities of a Fire Officer 4
  - Administer job performance requirements and evaluate and improve the agency
  - Project a positive image of the fire agency to the community
  - Long-range planning and fiscal projections
  - Develop plans for major disasters
  - Administer a comprehensive risk management program

##### Requisite Skills

1. None

##### Content Modification

Block	Modification	Justification
RK1	Changed "department" to "agency".	Agency covers both fire departments and fire districts.
RK2	Changed "department" to "agency".	Agency covers both fire departments and fire districts.

##### Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Officer 4A (2020) <ul style="list-style-type: none"><li>• Topic 1-3</li></ul> Fire Officer 4B (2020) <ul style="list-style-type: none"><li>• Topic 1-3</li></ul> Fire Officer 4C (2020) <ul style="list-style-type: none"><li>• Topic 1-3</li></ul>	N/A	Fire Officer 4 (2020) <ul style="list-style-type: none"><li>• N/A</li></ul>

## Section 2: Human Resource Management

### 2-1: Appraising Human Resource Demographics

#### Authority

1. NFPA 1021: Standard for Fire Officer Professional Qualifications (2020)
  - Paragraph 7.2.1
2. Office of the State Fire Marshal

#### Job Performance Requirement

Appraise the agency'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

1. Interpret policies, procedures, and contractual agreements
2. Interpret local, state/provincial, and federal laws, statutes, regulations, and ordinances
3. Analyze community demographics
4. Analyze community issues
5. Understand formal and informal community leadership roles and relationships
6. Evaluate best practices for recruitment, selection, promotion, and placement of human resources
7. Compare community and organizational demographic data

#### Requisite Skills

1. Communicate
2. Relate interpersonally
3. Delegate authority
4. Analyze human resource demographic issues and practices
5. Solve problems

#### Content Modification

Block	Modification	Justification
JPR	Changed "department" to "agency".	Agency covers both fire departments and fire districts.
RK1	Added "and contractual agreements".	Added by 2014 cadre.
RK2	Added "laws, statutes," and "and ordinances".	Added by 2014 cadre.
RK5	Changed "leader" to "leadership" and added "roles and relationships".	Added by 2014 cadre.
RK6	Added new knowledge requirement.	Added by 2014 cadre.
RK7	Added new knowledge requirement.	Added by 2014 cadre.

Fire Officer 4

Section 2: Human Resource Management

RS4	Added "human resource demographic" and "and practices".	Added by 2014 cadre.
RS5	Added new skill requirement.	Added by 2014 cadre.

**Cross Reference**

<b>Course Plan</b>	<b>Skill Sheet</b>	<b>Task Book</b>
Fire Officer 4A (2020) <ul style="list-style-type: none"><li>• Topic 2-1</li></ul>	N/A	Fire Officer 4 (2020) <ul style="list-style-type: none"><li>• JPR 1</li></ul>

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## 2-2: Developing an Employee/Management Program

### Authority

1. NFPA 1021: Standard for Fire Officer Professional Qualifications (2020)
  - Paragraph 7.2.2
2. Office of the State Fire Marshal

### Job Performance Requirement

Initiate or further develop a program, given current employee/management relations, so that a positive and participative employee/management program exists.

### Requisite Knowledge

1. Interpret policies and procedures
2. Interpret contractual agreements
3. Interpret local, state/provincial, and federal laws, statutes, regulations, and ordinances

### Requisite Skills

1. Communicate
2. Negotiate
3. Analyze current status of employee/management relations
4. Relate interpersonally
5. Conduct program implementation

### Content Modification

Block	Modification	Justification
JPR	Changed "Initiate the development of" to "Initiate or further develop".	Most agencies already have programs in place. Opportunities to initiate are rare so the scope was expanded.
JPR	Changed "member" to "employee".	"Member" implies union membership and is not reflective of all California fire service employees.
RK3	Added "laws, statutes," and "and ordinances".	Added by 2014 cadre.
RS3	Changed "member" to "employee".	"Member" implies union membership and is not reflective of all California fire service employees.
RS4	Added new skill requirement.	Added by 2014 cadre.
RS5	Added new skill requirement.	Added by 2014 cadre.

### Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Officer 4A (2020) <ul style="list-style-type: none"> <li>• Topic 2-2</li> </ul>	N/A	Fire Officer 4 (2020) <ul style="list-style-type: none"> <li>• JPR 2</li> </ul>

## 2-3: Evaluating an Education and Training Program

### Authority

1. NFPA 1021: Standard for Fire Officer Professional Qualifications (2020)
  - Paragraph 7.2.3
2. Office of the State Fire Marshal

### Job Performance Requirement

Evaluate the organization’s education and in-service training program, given a summary of the job requirements for all positions within the agency, so that all employees can achieve and maintain required proficiencies.

### Requisite Knowledge

1. Evaluate training and education resources
2. Evaluate internal and external customers
3. Interpret internal and external policies, procedures, and contractual agreements
4. Evaluate members’ education and training
5. Analyze community needs
6. Interpret local, state/provincial, and federal laws, statutes, regulations, and ordinances

### Requisite Skills

1. Communicate
2. Analyze and organize data and resources

### Content Modification

Block	Modification	Justification
JPR	Changed “department” to “agency”.	Agency covers both fire departments and fire districts.
JPR	Changed “member” to “employee”.	“Member” implies union membership and is not reflective of all California fire service employees.
RK1	Added “and education”.	Added by 2014 cadre.
RK3	Added “internal and external”.	Added by 2014 cadre.
RK4	Added new knowledge requirement.	Added by 2014 cadre.
RK6	Added “laws, statutes,” and “and ordinances.”	Added by 2014 cadre.

### Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Officer 4A (2020) <ul style="list-style-type: none"> <li>• Topic 2-3</li> </ul>	N/A	Fire Officer 4 (2020) <ul style="list-style-type: none"> <li>• JPR 3</li> </ul>

## 2-4: Appraising an Employee Assistance Program

### Authority

1. NFPA 1021: Standard for Fire Officer Professional Qualifications (2020)
  - Paragraph 7.2.4

### Job Performance Requirement

Appraise the employee assistance program, given data, so that the program, when used, produces stated program outcomes.

### Requisite Knowledge

1. Interpret policies, procedures, and contractual agreements
2. Analyze available assistance programs
3. Interpret local, state/provincial, and federal laws, statutes, regulations, and ordinances

### Requisite Skills

1. Communicate
2. Relate interpersonally to members
3. Analyze needs and results

### Content Modification

Block	Modification	Justification
JPR	Changed "member" to "employee".	"Member" implies union membership and is not reflective of all California fire service employees.
RK3	Added "laws, statutes," and "and ordinances".	Added by 2014 cadre.

### Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Officer 4A (2020) <ul style="list-style-type: none"><li>• Topic 2-5</li></ul>	N/A	Fire Officer 4 (2020) <ul style="list-style-type: none"><li>• JPR 4</li></ul>

## 2-5: Evaluating an Incentive Program

### Authority

1. NFPA 1021: Standard for Fire Officer Professional Qualifications (2020)
  - Paragraph 7.2.5

### Job Performance Requirement

Evaluate an incentive program, given data, so that a determination is made regarding achievement of the desired results, and modify as necessary.

### Requisite Knowledge

1. Interpret policies, procedures, and contractual agreements
2. Interpret local, state/provincial, and federal laws, statutes, regulations, and ordinances
3. Analyze available incentive programs

### Requisite Skills

1. Communicate
2. Relate interpersonally
3. Analyze programs

### Content Modification

Block	Modification	Justification
RK2	Added "laws, statutes," and "and ordinances".	Added by 2014 cadre.

### Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Officer 4A (2020) <ul style="list-style-type: none"><li>• Topic 2-4</li></ul>	N/A	Fire Officer 4 (2020) <ul style="list-style-type: none"><li>• JPR 5</li></ul>

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## Section 3: Community and Government Relations

### 3-1: Exercising Community Leadership

#### Authority

1. NFPA 1021: Standard for Fire Officer Professional Qualifications (2020)
  - Paragraph 7.3.1
2. Office of the State Fire Marshal

#### Job Performance Requirement

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

#### Requisite Knowledge

1. Evaluate community demographics and socioeconomics
2. Understand formal and informal community and civic leadership roles and relationships
3. Analyze community and civic issues
4. Evaluate customer service methods

#### Requisite Skills

1. Implement public relations strategies
2. Communicate

#### Content Modification

Block	Modification	Justification
RK2	Changed "leader" to "leadership" and added "roles and relationships".	Added by 2014 cadre.
RS1	Added "strategies".	Added by 2014 cadre.

#### Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Officer 4B (2020) <ul style="list-style-type: none"><li>• Topic 2-1 – RK1</li><li>• Topic 2-2 – RK2, RK3, RK4, RS1, RS2</li></ul>	N/A	Fire Officer 4 (2020) <ul style="list-style-type: none"><li>• JPR 6</li></ul>

### 3-2: Developing and Administering a Media Relations Program

#### Authority

1. NFPA 1021: Standard for Fire Officer Professional Qualifications (2020)
  - Paragraph 7.3.2

#### Job Performance Requirement

Develop and administer a media relations program, given AHJ policies and procedures, so that the dissemination of information is accurate and accessible.

#### Requisite Knowledge

1. Interpret AHJ policies and procedures for information dissemination
2. Interpret applicable laws, rules, and regulations governing information release
3. Describe fundamentals of media relations
4. Evaluate social media platforms

#### Requisite Skills

1. Implement public relations techniques
2. Communicate
3. Demonstrate crisis management communication techniques

#### Content Modification

Block	Modification	Justification
RK1	Added "implement".	NFPA didn't provide a verb.
RK3	Added "demonstrate".	NFPA didn't provide a verb.
RK3	Added "communication techniques".	Added to narrow scope.

#### Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Officer 4B (2020) <ul style="list-style-type: none"><li>• Topic 2-3</li></ul>	N/A	Fire Officer 4 (2020) <ul style="list-style-type: none"><li>• JPR 7</li></ul>

## Section 4: Administration

### 4-1: Developing a Comprehensive Long-Range Plan

#### Authority

1. NFPA 1021: Standard for Fire Officer Professional Qualifications (2020)
  - Paragraph 7.4.1

#### Job Performance Requirement

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

#### Requisite Knowledge

1. Interpret policies and procedures
2. Interpret contractual agreements
3. Interpret local, state/ provincial, and federal laws, statutes, regulations, *and ordinances*
4. Evaluate physical and geographic characteristics
5. Evaluate community demographics
6. Evaluate community plans
7. Evaluate staffing requirements
8. Recommend response time benchmarks

#### Requisite Skills

1. Communicate orally and in writing
2. Make public presentations
3. Interpret fiscal analysis
4. Comply with public policy processes
5. Forecast resources
6. Analyze current agency status requirements

#### Content Modification

Block	Modification	Justification
JPR	Removed “the” and added “current and”.	Added by 2014 cadre.
JPR	Changed “department” to “agency”.	Agency covers both fire departments and fire districts.
RK3	Added “laws, statutes,” and “and ordinances”.	Added by 2014 cadre.
RK5	Added “community”.	Added by 2014 cadre.
RS6	Changed “department” to “agency”.	Agency covers both fire departments and fire districts.

**Cross Reference**

Course Plan	Skill Sheet	Task Book
Fire Officer 4B (2020) <ul style="list-style-type: none"><li>• Topic 2-1</li></ul>	N/A	Fire Officer 4 (2020) <ul style="list-style-type: none"><li>• JPR 8</li></ul>

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## 4-2: Evaluating and Forecasting Training Requirements

### Authority

1. NFPA 1021: Standard for Fire Officer Professional Qualifications (2020)
  - Paragraph 7.4.2

### Job Performance Requirement

Evaluate and forecast training requirements, facilities, and buildings' needs, given data that reflects community needs and resources, so that agency training goals are met.

### Requisite Knowledge

1. Interpret policies and procedures
2. Interpret contractual agreements
3. Interpret local, state/provincial, and federal laws, statutes, regulations, and ordinances
4. Evaluate physical and geographic characteristics
5. Evaluate building and fire codes
6. Evaluate agency plans
7. Evaluate staffing requirements
8. Evaluate training standards
9. Develop and evaluate needs assessments

### Requisite Skills

1. Communicate
2. Make public presentations
3. Interpret fiscal analysis
4. Forecast needs
5. Analyze data

### Content Modification

Block	Modification	Justification
JPR	Changed "departmental" to "agency".	Agency covers both fire departments and fire districts.
RK3	Added "laws, statutes," and ", and ordinances".	Added by 2014 cadre.
RK6	Added "agency".	Added to narrow scope on "plans".

### Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Officer 4B (2020) <ul style="list-style-type: none"><li>• Topic 2-5</li></ul>	N/A	Fire Officer 4 (2020) <ul style="list-style-type: none"><li>• JPR 9</li></ul>

### 4-3: Completing an All-Hazard Risk and Value Analysis

#### Authority

1. NFPA 1021: Standard for Fire Officer Professional Qualifications (2020)
  - Paragraph 7.4.3

#### Job Performance Requirement

Complete a written, comprehensive, all-hazard risk and value analysis of the community, given the appropriate features of the service area of the organization, so that an accurate evaluation is made for service delivery decision making.

#### Requisite Knowledge

1. Evaluate risk, hazard, and value analysis methods and process
2. Evaluate community development features
3. Analyze community demographics
4. Evaluate assessed valuation of properties in the community

#### Requisite Skills

1. Conduct a needs assessment plan
2. Communicate effectively in writing
3. Solve problems

#### Content Modification

Block	Modification	Justification
RK5	Added new knowledge requirement.	Added by 2014 cadre.

#### Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Officer 4B (2020) <ul style="list-style-type: none"><li>• Topic 2-4</li></ul>	N/A	Fire Officer 4 (2020) <ul style="list-style-type: none"><li>• JPR 10</li></ul>

## 4-4: Developing a Capital Improvement Project or Program

### Authority

1. NFPA 1021: Standard for Fire Officer Professional Qualifications (2020)
  - Paragraph 7.4.4

### Job Performance Requirement

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 agency.

### Requisite Knowledge

1. Evaluate applicable strategic plan elements
2. Evaluate and implement capital improvement planning and budgeting processes
3. Evaluate applicable facility planning elements

### Requisite Skills

1. Conduct a needs assessment plan
2. Communicate effectively in writing
3. Solve problems

### Content Modification

Block	Modification	Justification
JPR	Changed "department" to "agency".	Agency covers both fire departments and fire districts.
RK1	Added "elements".	Added by 2014 cadre.
RK2	Added "processes".	Added to adjust grammar.
RK3	Added "elements".	Added by 2014 cadre.

### Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Officer 4B (2020) <ul style="list-style-type: none"><li>• Topic 2-7</li></ul>	N/A	Fire Officer 4 (2020) <ul style="list-style-type: none"><li>• JPR 11</li></ul>

## 4-5: Developing a Succession Plan

### Authority

1. NFPA 1021: Standard for Fire Officer Professional Qualifications (2020)
  - Paragraph 7.4.5

### Job Performance Requirement

Develop a succession plan, given agency resources, policies, and procedures, so that the future needs of the agency are met.

### Requisite Knowledge

1. Evaluate applicable strategic plan methods
2. Evaluate member demographics
3. Analyze recruitment strategies
4. Analyze retention strategies

### Requisite Skills

1. Forecast budgets
2. Conduct a personnel needs assessment
3. Communicate effectively
4. Solve problems

### Content Modification

Block	Modification	Justification
JPR	Changed "department" to "agency".	Agency covers both fire departments and fire districts.
RK1	Added "applicable" and "methods".	Added by 2014 cadre.
RK3	Added "strategies".	Added by 2014 cadre.
RK4	Added "strategies".	Added by 2014 cadre.

### Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Officer 4B (2020) <ul style="list-style-type: none"><li>• Topic 2-6</li></ul>	N/A	Fire Officer 4 (2020) <ul style="list-style-type: none"><li>• JPR 12</li></ul>

## Section 5: Emergency Services Delivery

### 5-1: Developing a Comprehensive Disaster Plan

#### Authority

1. NFPA 1021: Standard for Fire Officer Professional Qualifications (2020)
  - Paragraph 7.6.1

#### Job Performance Requirement

Further develop a comprehensive disaster plan that integrates other agencies' resources, given risk, vulnerable, and capability data, so that the organization can mitigate the impact to the community.

#### Requisite Knowledge

1. Interpret major incident policies and procedures
2. Evaluate physical and geographic characteristics
3. Analyze demographics
4. Evaluate target hazards
5. Formulate incident management systems
6. Evaluate communications systems
7. Evaluate intelligence data
8. Interpret contractual and mutual-aid agreements
9. Interpret and evaluate local, state/ provincial, and federal laws, statutes, regulations, resources, and ordinances

#### Requisite Skills

1. Analyze data
2. Communicate
3. Develop a disaster plan
4. Coordinate interagency activity

#### Content Modification

Block	Modification	Justification
JPR	Added "Further".	Most agencies already have plans in place. Opportunities to develop from scratch are rare so the scope was expanded.
JPR	Changed "organizations" to "agencies".	Agency covers both fire departments and fire districts.
RK9	Added "laws, statutes," and "and ordinances".	Added by 2014 cadre.

**Cross Reference**

Course Plan	Skill Sheet	Task Book
Fire Officer 4C (2020) <ul style="list-style-type: none"><li>• Topic 2-1</li></ul>	N/A	Fire Officer 4 (2020) <ul style="list-style-type: none"><li>• JPR 13</li></ul>

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## 5-2: Developing a Comprehensive Hostile Event Plan

### Authority

1. NFPA 1021: Standard for Fire Officer Professional Qualifications (2020)
  - Paragraph 7.6.2

### Job Performance Requirement

Further develop a comprehensive plan, given data (including agency and community data), so that the agency operates at a hostile event, integrates with other agencies' actions, and provides for the safety and protection of members.

### Requisite Knowledge

1. Evaluate major incident plans
2. Interpret policies and procedures
3. Evaluate physical and geographic characteristics
4. Analyze demographics
5. Formulate incident management systems
6. Evaluate communications systems
7. Interpret contractual and mutual-aid agreements
8. Interpret local, state/ provincial, and federal laws, statutes, regulations, resources, and ordinances

### Requisite Skills

1. Communicate
2. Organize a plan
3. Perform inter-organizational planning and coordination

### Content Modification

Block	Modification	Justification
JPR	Added "Further".	Most agencies already have plans in place. Opportunities to develop from scratch are rare so the scope was expanded.
JPR	Added "and community".	Added by 2014 cadre.
RK8	Added "laws, statutes," and "and ordinances".	Added by 2014 cadre.
RS3	Added "perform".	NFPA didn't provide a verb.

### Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Officer 4C (2020) <ul style="list-style-type: none"> <li>• Topic 2-1</li> </ul>	N/A	Fire Officer 4 (2020) <ul style="list-style-type: none"> <li>• JPR 14</li> </ul>

## Section 6: Health and Safety

### 6-1: Leading a Risk Management Program

#### Authority

1. NFPA 1021: Standard for Fire Officer Professional Qualifications (2020)
  - Paragraph 7.7.1

#### Job Performance Requirement

Maintain, develop, and provide leadership for a risk management program, given data, so that injuries and property damage incidents are reduced.

#### Requisite Knowledge

1. Evaluate risk management concepts
2. Analyze occupational requirements
3. Analyze occupational hazards
4. Interpret disability law, regulations, and procedures

#### Requisite Skills

1. Communicate
2. Analyze data
3. Use evaluative methods

#### Content Modification

Block	Modification	Justification
JPR	Changed “specific” to “relevant organizational”.	Added by 2014 cadre.

#### Cross Reference

Course Plan	Skill Sheet	Task Book
Fire Officer 4A (2020) <ul style="list-style-type: none"><li>• Topic 2-6</li></ul>	N/A	Fire Officer 4 (2020) <ul style="list-style-type: none"><li>• JPR 15</li></ul>



# Human Resource Management (2020)

## Course Plan

### Course Details

- Certification:** Fire Officer 4
- CTS Guide:** Fire Officer 4 CTS Guide (2020)
- Description:** This course provides the skills and knowledge needed for a Fire Officer 4 to safely, effectively, and competently appraise human resource demographics, develop an employee/management program, evaluate an education and training program, appraise an employee assistance program, evaluate an incentive program, and manage a risk program.
- Designed For:** Personnel preparing to pursue Fire Officer 4 certification or anyone who performs the duties of a Fire Officer 4 within their agency.
- Prerequisites:** Meet one of the following requirements:
- Meet the education requirements of OSFM Chief Fire Officer or Fire Officer 3 certification
- Standard:** Complete all required activities and formative tests.  
Complete all summative tests with a minimum score of 80%.
- Hours (Total):** 54 hours  
(23 lecture / 30 application (outside of class) / 1 testing)
- Maximum Class Size:** 24
- Instructor Level:** SFT Fire Officer 4 Registered Instructor
- Instructor/Student Ratio:** 1:24
- Restrictions:** None
- SFT Designation:** CFSTES

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## Required Resources

### Instructor Resources

To teach this course, instructors need:

- One of the following textbooks with accompanying tool kit and test bank:
  - *Chief Officer: Principles and Practice* (Jones & Bartlett Learning, 3rd edition, 2019)
  - *Chief Officer* (IFSTA, 4th edition, 2019)
- *Fire Service Joint Labor-Management Wellness-Fitness Initiative* (IAFF) and/or the United States Fire Administration's *Health and Wellness Guide for the Volunteer Fire and Emergency Services* (used for Topic 2-6)

Reference manual options:

- *Chief Fire Officer's Desk Reference* (Jones & Bartlett Publishers, current edition)
- *Chief Fire Officer's Desk Reference* (IAFC, current edition)
- *Managing Fire and Emergency Services* (ICMA Publications, current edition)

### Online Instructor Resources

The following instructor resources are available online at <https://osfm.fire.ca.gov/what-we-do/state-fire-training/professional-certifications>

- None

### Student Resources

To participate in this course, students need:

- Required textbook chosen by the instructor
- Access to a computer and printer

### Facilities, Equipment, and Personnel

#### Facilities

The following facilities are required to deliver this course:

- Standard learning environment or facility, which may include:
  - Writing board or paper easel chart
  - Markers, erasers
  - Amplification devices
  - Projector and screen
  - Laptop or tablet with presentation or other viewing software
  - Internet access with appropriate broadband capabilities

## Time Table

Segment	Lecture	Application	Unit Total
<b>Unit 1: Introduction</b>			
Topic 1-1: Orientation and Administration	0.5	0.0	
Topic 1-2: Fire Officer 4 Certification Process	0.25	0.0	
Topic 1-3: Definition of Duty for an Fire Officer 4	0.25	0.0	
<b>Unit 1 Totals</b>	<b>1.0</b>	<b>0.0</b>	<b>1.0</b>
<b>Unit 2: Human Resource Management</b>			
Topic 2-1: Appraising Human Resource Demographics	5.0	12.0	
Topic 2-2: Developing an Employee/Management Program	4.0	*	
Topic 2-3: Evaluating an Education and Training Program	2.5	*	
Topic 2-4: Evaluating an Incentive Program	1.5	*	
Topic 2-5: Appraising an Employee Assistance Program	2.0	*	
Topic 2-6: Managing a Risk Program	7.0	*	
<b>Unit 2 Totals</b>	<b>22.0</b>	<b>30.0</b>	<b>52.0</b>
<b>Formative Assessments</b>			
Determined by AHJ or educational institution	1.0	0.0	1.0
<b>Summative Assessment</b>			
Determined by AHJ or educational institution	0.0	0.0	0.0
<b>Course Totals</b>	<b>24.0</b>	<b>30.0</b>	<b>54.0</b>
* Participants have 18 hours to complete three tasks in addition to the 12 hours for application in Topic 2-1.			

Fire Officer 4 is a graduate-level program. For every hour of teaching time, students should anticipate two hours of outside work (reading, research, assignments, etc.).

The courses are designed to align with an academic calendar, spread across a semester or delivered in a hybrid model with onsite or synchronous classes and periods of independent or asynchronous work in between.

Time in class can include discussing, preparing for, and reviewing or presenting activities, but the time to complete activities will take place outside of the classroom.

Activities may take longer to complete than the 1:2-hour time ratio documented in the course plan as the activities are intended to meet task book sign off requirements.

### Time Table Key

1. The Time Table documents the amount of time estimated to deliver the content included in the course plan.
2. Time is documented using the quarter system: 15 min. = .25 / 30 min. = .50 / 45 min. = .75 / 60 min. = 1.0.
3. The Course Totals do not reflect time for lunch (1 hour) or breaks (10 minutes per each 50 minutes of instruction or assessment). It is the instructor's responsibility to add this time based on the course delivery schedule.
4. Application (activities, skills exercises, and formative testing) time will vary depending on the number of students enrolled. The Application time documented is based on the maximum class size identified in the Course Details section.
5. Summative Assessments are determined and scheduled by the authority having jurisdiction. These are not the written or psychomotor State Fire Training certification exams. These are in-class assessments to evaluate student progress and calculate course grades.

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## Unit 1: Introduction

### Topic 1-1: Orientation and Administration

#### Terminal Learning Objective

At the end of this topic, a student will be able to identify facility and classroom requirements and identify course objectives, events, requirements, assignments, activities, skills exercises, resources, evaluation methods, and participation requirements in the course syllabus.

#### Enabling Learning Objectives

1. Identify facility requirements
  - Restroom locations
  - Food locations
  - Smoking locations
  - Emergency procedures
2. Identify classroom requirements
  - Start and end times
  - Breaks
  - Electronic device policies
  - Special needs and accommodations
  - Other requirements as applicable
3. Review course syllabus
  - Course objectives
  - Calendar of events
  - Course requirements
  - Student evaluation process
  - Assignments
  - Activities
  - Required student resources
  - Class participation requirements

#### Discussion Questions

1. Determined by instructor

#### Application

1. Determined by instructor

## Topic 1-2: Fire Officer 4 Certification Process

### Terminal Learning Objective

At the end of this topic a student will be able to identify the requirements for Fire Officer 4 certification and describe the certification task book and examination process.

### Enabling Learning Objectives

1. Identify the levels of certification in the Fire Officer 4 certification track
  - Fire Officer 2 (formerly Company Officer)
  - Fire Officer 3 (formerly Chief Fire Officer)
  - Fire Officer 4 (formerly Executive Chief Fire Officer)
2. Identify the prerequisites for Fire Officer 4 certification
  - OSFM Fire Officer 3 or Chief Fire Officer certification
3. Identify the course work required for Fire Officer 4 certification
  - Fire Officer 4A: Human Resource Management
  - Fire Officer 4B: Community Leadership and Strategic Planning
  - Fire Officer 4C: Emergency Services Management
  - Fire Service Labor/Management Relations (SFT)
  - I-400 – Advanced ICS (SFT or FEMA)
4. Identify the exams requirements for Fire Officer 4 certification
  - Not applicable
5. Identify the task book requirements for Fire Officer 4 certification
  - Fire Officer 4 Certification Task Book (2020)
6. Identify the experience requirements for Fire Officer 4 certification
  - A minimum of one year full-time paid or two years' volunteer or part-time paid experience working at the Fire Officer 3 level in a recognized fire agency
7. Identify the position requirements for Fire Officer 4 certification
  - None
8. Describe the certification task book process
9. Describe the certification testing process
  - Not applicable
  - All formative and summative testing is completed in individual courses

### Discussion Questions

1. Which SFT Fire Officer 4 Task Book (2020) job performance requirements are associated with this course?

### Application

1. Determined by instructor

### **Topic 1-3: Definition of Duty for a Fire Officer 4**

#### **Terminal Learning Objective**

At the end of this topic, a student, given NFPA 1021 standards, will be able to describe the human resource management, health, and safety roles and responsibilities of a Fire Officer 4 in accordance with national standards.

#### **Enabling Learning Objectives**

1. Describe how to administer job performance requirements and evaluate and improve the agency
2. Describe how to administer a comprehensive risk management program

#### **Discussion Questions**

1. Determined by instructor

#### **Application**

1. Determined by instructor

**CTS Guide Reference:** CTS 1-1

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## Unit 2: Human Resource Management

### Topic 2-1: Appraising Human Resource Demographics

#### Terminal Learning Objective

At the end of this topic a student, given appropriate community demographic data, will be able to appraise the agency's human resource demographics, so that recruitment, selection, and placement of human resources is effective and consistent with law and current best practices.

#### Enabling Learning Objectives

1. Interpret
  - Local, state, and federal laws, statutes, regulations, and ordinances
  - Policies and procedures
  - Contractual agreements
2. Evaluate current human resource best practices
  - Recruitment
  - Selection and placement
  - Promotion
3. Analyze community demographics in relation to organizational demographics
  - Current data
  - Projected data
    - Projected population growth
    - City and community master plans
    - Projected demographic shifts
4. Identify formal and informal community leadership roles and responsibilities
5. Analyze community issues
  - Demographics
  - Culture
  - Underrepresented groups
6. Analyze recruitment and hiring issues and practices
  - Diversity, equity, and inclusion
  - Demographic gaps
  - Cultural barriers
  - Underrepresented groups
7. Solve problems that may arise from recruitment, selection, and placement of human resources
8. Delegate authority
9. Conduct research
10. Apply evaluation processes
11. Communicate
12. Relate interpersonally

#### Discussion Questions

1. What cultural issues may create challenges and/or opportunities for recruitment?

2. What socioeconomic issues may create challenges and/or opportunities for recruitment?
3. What type of demographic data are you looking for and how is this data obtained?
4. What are some laws, statutes, regulations, or ordinances that may apply to recruitment, selection, and placement of human resources?
5. Why is it important to have diversity in your organization?
6. What are the causes and impacts of the gaps between organizational and community demographics?

**Application**

1. Appraise your agency's human resource practices in relation to community demographics, current laws, AHJ policies and procedures, and industry best practices so that human resource recruitment, selection, and placement is effective and consistent with law and current best practices. Create a staff report or formal hiring report that identifies strengths and weaknesses and proposes solutions to address gaps and improve practices. (Fire Officer 4 Task Book JPR 1.)

**Instructor Notes**

1. Consider inviting a guest speaker to discuss current best practices in recruitment, selection, placement, and promotion through a diversity, equity, and inclusion (DEI) lens.
2. Consider using the Center for Public Safety Excellence (CPSE) self-assessment tools as a reference for analyzing demographics.

**CTS Guide Reference:** CTS 2-1

## Topic 2-2: Developing an Employee/Management Program

### Terminal Learning Objective

At the end of this topic a student, given current employee/management relations, will be able to initiate or further develop a positive and participative employee/management program.

### Enabling Learning Objectives

1. Interpret
  - Local, state, and federal laws, statutes, regulations, and ordinances
  - Policies and procedures
  - Contractual agreements
2. Analyze current employee/management relations with stakeholders
  - Represented vs. non-represented employees
  - Bargaining units
  - Managers
  - At-will employees
3. Demonstrate a collaborative communication style
4. Relate interpersonally
5. Negotiate
  - Interest-based
  - Best Alternative to a Negotiated Agreement (BATNA)
6. Implement program
  - Discern level of engagement for specific groups

### Discussion Questions

1. What types of employee/management initiatives are currently in use within your organization?
2. How would you describe your organization's current employee/management relationship?
3. What are the benefits and/or challenges of a participative employee/management program?

### Application

1. Initiate or further develop an employee/management program so that the program mutually benefits both employees and management and cultivates a positive and participative work environment. Document the proposal in a staff report that includes the current state of employee/management relations, proposed program, cost, scope, schedule, stakeholders, and an implementation plan. (Fire Officer 4 Task Book JPR 2.)

### Instructor Notes

1. None

**CTS Guide Reference:** CTS 2-2

## Topic 2-3: Evaluating an Education and Training Program

### Terminal Learning Objective

At the end of this topic a student, given a summary of the job requirements for all positions within the agency, will be able to evaluate the organization's education and in-service training program so that all employees can achieve and maintain required proficiencies.

### Enabling Learning Objectives

1. Interpret
  - Local, state, and federal laws, statutes, regulations, and ordinances
  - Internal and external policies and procedures
  - Contractual agreements
2. Evaluate internal and external stakeholders
  - Line employees
  - Administrative employees
  - Mutual aid partners
3. Evaluate education and training status of employees
  - Education
  - Training
  - Certification
  - Qualifications
4. Analyze and forecast community hazards and emergency service delivery needs
  - Demographic
  - Geographic
  - Infrastructure
  - Target hazards
  - Projected city or community master plans
5. Evaluate training and education resources
6. Analyze and organize data and resources
7. Communicate

### Discussion Questions

1. What outside training and education resources does your organization use?
2. Why are professional development programs important within your organization and within emergency services as a whole?
3. How can you develop an outcome-based training and education program that meets the current and expected community emergency service delivery needs?

### Application

1. Evaluate your agency's education and in-service training program so that all employees can achieve and maintain required proficiencies for current and anticipated education and training needs. Draft a staff report that reviews agency job descriptions for minimum training and education requirements, correlates determined requirements to existing organization training and education programs, documents a written needs analysis based on the assessment of the job descriptions and existing training and education programs, and includes specific recommendations to minimize identified gaps. (Fire Officer 4 Task Book JPR 3.)

**Instructor Notes**

1. None

**CTS Guide Reference:** CTS 2-3

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## Topic 2-4: Evaluating an Incentive Program

### Terminal Learning Objective

At the end of this topic a student, given incentive program data, will be able to evaluate an incentive program to determine if the desired results are achieved and modify it as necessary.

### Enabling Learning Objectives

1. Interpret
  - Local, state, and federal laws, statutes, regulations, and ordinances
  - Policies and procedures
  - Contractual agreements
2. Evaluate available incentive programs
  - Education
  - Fitness
  - Residency
  - Specialized qualifications stipends
  - Other
3. Analyze incentive programs
  - Employee needs
  - Organizational needs
  - Desired outcomes
  - Cost vs. benefit
4. Interpret results to determine if the desired outcomes are achieved
5. Communicate
6. Relate interpersonally

### Discussion Questions

1. How would you evaluate an incentive program's effectiveness?
2. What are the pros and cons of incentive programs?
3. What are some potential funding sources for incentive programs?

### Application

1. Examine your agency's incentive programs and modify as necessary so that a determination is made regarding achievement of the desired results. Create a staff report that documents whether the programs produce their desired results and makes at least one recommendation for improvement. (Fire Officer 4 Task Book JPR 5.)

### Instructor Notes

1. None

**CTS Guide Reference:** CTS 2-5

## Topic 2-5: Appraising an Employee Assistance Program

### Terminal Learning Objective

At the end of this topic a student, given data, will be able to appraise an employee assistance program so that the program produces the desired results and benefits.

### Enabling Learning Objectives

1. Interpret
  - Local, state, and federal laws, statutes, regulations, and ordinances
  - Policies and procedures
  - Contractual agreements
2. Analyze employee and organization needs and outcomes
  - Stakeholder teams
  - Employee surveys
  - Data analysis
  - Confer with subject matter experts
3. Analyze available agency assistance programs
4. Interpret results to determine if the program produces the desired outcomes
5. Communicate
6. Relate interpersonally to employees

### Discussion Questions

1. What member assistance programs are available within your organization?
2. How would you evaluate the effectiveness of an employee assistance program?

### Application

1. Examine your agency's employee assistance programs so that the program, when used, produces stated program outcomes. Create a staff report that documents current results (participation levels, outcomes, etc.) and proposes changes to improve results or recommends a new/different program that addresses a specific organizational need.  
(Fire Officer 4 Task Book JPR 4.)

### Instructor Notes

1. Consider inviting a guest speaker from an employee assistance program.

**CTS Guide Reference:** CTS 2-4

## Topic 2-6: Managing a Risk Program

### Terminal Learning Objective

At the end of this topic a student, given data, will be able to maintain, develop, and provide leadership for a risk management program to reduce injuries and property damage incidents.

### Enabling Learning Objectives

1. Interpret laws, regulations, policies, and procedures
  - Reasonable accommodation
  - Disability
  - Industry standards
2. Analyze occupational requirements and hazards
  - Review accident and injury data reports
  - Compare with similar agencies
3. Evaluate risk management components
  - Wellness program
  - “Fit for duty” assessment
  - Cancer awareness
  - Behavioral health
  - Targeted training
  - Retirement factors
    - Mandatory age requirement
    - Disability retirement
    - Deferred Retirement Option Program (DROP)
4. Analyze data
5. Use evaluative methods to measure outcomes
6. Communicate

### Discussion Questions

1. What are the components of a comprehensive risk management program?
2. How do you measure the effectiveness of a risk management program?
3. What challenges come with implementing a comprehensive risk management program?
4. How are effective risk management programs sustained?

### Application

1. Examine your agency’s risk management programs so that injuries and property damage incidents are reduced and programs can be maintained, developed, and led. Create a staff report that analyzes current accidents and injuries, identifies if and how the programs produce the desired results, and makes at least one recommendation for improvement. (Fire Officer 4 Task Book JPR 15.)

### Instructor Notes

1. Consider inviting a guest speaker with risk management program experience.
2. Use *Fire Service Joint Labor-Management Wellness-Fitness Initiative (IAFF)* and/or the *United States Fire Administration’s Health and Wellness Guide for the Volunteer Fire and Emergency Services* as a reference.

**CTS Guide Reference:** CTS 6-1

## How to Read a Course Plan

A course plan identifies the details, logistics, resources, and training and education content for an individual course. Whenever possible, course content is directly tied to a national or state standard. SFT uses the course plan as the training and education standard for an individual course. Individuals at fire agencies, academies, and community colleges use course plans to obtain their institution's consent to offer courses and provide credit for their completion. Instructors use course plans to develop syllabi and lesson plans for course delivery.

### Course Details

The Course Details segment identifies the logistical information required for planning, scheduling, and delivering a course.

### Required Resources

The Required Resources segment identifies the resources, equipment, facilities, and personnel required to deliver the course.

### Unit

Each Unit represents a collection of aligned topics. Unit 1 is the same for all SFT courses. An instructor is not required to repeat Unit 1 when teaching multiple courses within a single instructional period or academy.

### Topics

Each Topic documents a single Terminal Learning Objective and the instructional activities that support it.

### Terminal Learning Objective

A Terminal Learning Objective (TLO) states the instructor's expectations of student performance at the end of a specific lesson or unit. Each TLO includes a task (what the student must be able to do), a condition (the setting and supplies needed), and a standard (how well or to whose specifications the task must be performed). TLOs target the performance required when students are evaluated, not what they will do as part of the course.

### Enabling Learning Objectives

The Enabling Learning Objectives (ELO) specify a detailed sequence of student activities that make up the instructional content of a lesson plan. ELOs cover the cognitive, affective, and psychomotor skills students must master to complete the TLO.

### Discussion Questions

The Discussion Questions are designed to guide students into a topic or to enhance their understanding of a topic. Instructors may add to or adjust the questions to suit their students.

**Application**

The Application segment documents experiences that enable students to apply lecture content through cognitive and psychomotor activities, skills exercises, and formative testing. Application experiences included in the course plan are required. Instructors may add additional application experiences to suit their student population if time permits.

**Instructor Notes**

The Instructor Notes segment documents suggestions and resources to enhance an instructor’s ability to teach a specific topic.

**CTS Guide Reference**

The CTS Guide Reference segment documents the standard(s) from the corresponding Certification Training Standard Guide upon which each topic within the course is based. This segment is eliminated if the course is not based on a standard.

**Skill Sheet**

The Skill Sheet segment documents the skill sheet that tests the content contained within the topic. This segment is eliminated if the course does not have skill sheets.

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## Human Resource Management Activities

### Instructions

- These activities are designed to help you complete your Fire Officer 4 Certification Task Book.
- To determine the assignment parameters, meet with your fire chief<sup>1</sup> to discuss their expectations for JPR sign off.
- The time needed to complete activities is built into the course time allotment but activities may be completed independently outside of the classroom.
- All participants must complete: Appraising Human Resource Demographics.
- All participants must choose and complete at least three additional activities to pass the course.

### Activities

#### All Participants

#### Appraising Human Resource Demographics

**Task:** Appraise your agency's human resource practices in relation to community demographics, current laws, AHJ policies and procedures, and industry best practices so that human resource recruitment, selection, and placement is effective and consistent with law and current best practices. (Fire Officer 4 Task Book JPR 1.)

**Deliverable:** Create a staff report or formal hiring report that identifies strengths and weaknesses and proposes solutions to address gaps and improve practices.

#### Participant's Choice (select three)

#### Developing an Employee/Management Program

**Task:** Initiate or further develop an employee/management program so that the program mutually benefits both employees and management and cultivates a positive and participative work environment. (Fire Officer 4 Task Book JPR 2.)

**Deliverable:** Document the proposal in a staff report that includes the current state of employee/management relations, proposed program, cost, scope, schedule, stakeholders, and an implementation plan.

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<sup>1</sup> If you are already the fire chief, any task book role or responsibility assigned to a fire chief should be fulfilled by a higher authority – i.e., city manager, board chair, etc.

### **Evaluating an Education and Training Program**

**Task:** Evaluate your agency's education and in-service training program so that all employees can achieve and maintain required proficiencies for current and anticipated education and training needs. (Fire Officer 4 Task Book JPR 3.)

**Deliverable:** Draft a staff report that reviews agency job descriptions for minimum training and education requirements, correlates determined requirements to existing organization training and education programs, documents a written needs analysis based on the assessment of the job descriptions and existing training and education programs, and includes specific recommendations to minimize identified gaps.

### **Evaluating an Incentive Program**

**Task:** Examine your agency's incentive programs and modify as necessary so that a determination is made regarding achievement of the desired results. (Fire Officer 4 Task Book JPR 5.)

**Deliverable:** Create a staff report that documents whether the programs produce their desired results and makes at least one recommendation for improvement.

### **Appraising an Employee Assistance Program**

**Task:** Examine your agency's employee assistance programs so that the program, when used, produces stated program outcomes. (Fire Officer 4 Task Book JPR 4.)

**Deliverable:** Create a staff report that documents current results (participation levels, outcomes, etc.) and proposes changes to improve results or recommends a new/different program that addresses a specific organizational need.

### **Managing a Risk Program**

**Task:** Examine your agency's risk management programs so that injuries and property damage incidents are reduced, and programs can be maintained, developed, and led. (Fire Officer 4 Task Book JPR 15.)

**Deliverable:** Create a staff report that analyzes current accidents and injuries, identifies if and how the programs produce the desired results, and makes at least one recommendation for improvement.



# Community Leadership and Strategic Planning (2020)

## Course Plan

### Course Details

<b>Certification:</b>	Fire Officer 4
<b>CTS Guide:</b>	Fire Officer 4 CTS Guide (2020)
<b>Description:</b>	This course provides the skills and knowledge needed for the Fire Officer 4 to safely, effectively, and competently develop a comprehensive long-range plan, exercise community leadership, administer a media relations program, complete an all-hazard risk and value analysis, evaluate and forecast training requirements, develop a succession plan, and develop a capital improvement project or program.
<b>Designed For:</b>	Personnel preparing to pursue Fire Officer 4 certification or anyone who performs the duties of a Fire Officer 4 within their agency.
<b>Prerequisites:</b>	Meet one of the following requirements: <ul style="list-style-type: none"><li>• Meet the education requirements of OSFM Chief Fire Officer or Fire Officer 3 certification</li><li>• Five (5) years' experience as a career Chief Officer</li><li>• Seven (7) years' experience as a volunteer Chief Officer</li></ul>
<b>Standard:</b>	Complete all required activities and formative tests. Complete all summative tests with a minimum score of 80%.
<b>Hours (Total):</b>	54 hours (31 lecture / 22 application (outside of class) / 1 testing)
<b>Maximum Class Size:</b>	24
<b>Instructor Level:</b>	SFT Fire Officer 4 Registered Instructor
<b>Instructor/Student Ratio:</b>	1:24
<b>Restrictions:</b>	None
<b>SFT Designation:</b>	CFSTES

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## Required Resources

### Instructor Resources

To teach this course, instructors may use:

- One of the following textbooks with accompanying tool kit and test bank:
  - *Chief Officer: Principles and Practice* (Jones & Bartlett Learning, 3rd edition, 2019)
  - *Chief Officer* (IFSTA, 4th edition, 2019)

Reference manual options:

- *Chief Fire Officer's Desk Reference* (Jones & Bartlett Publishers, current edition)
- *Chief Fire Officer's Desk Reference* (IAFC, current edition)
- *Managing Fire and Emergency Services* (ICMA Publications, current edition)

### Online Instructor Resources

The following instructor resources are available online at <https://osfm.fire.ca.gov/what-we-do/state-fire-training/professional-certifications>

- None

### Student Resources

To participate in this course, students need:

- Required textbook chosen by the instructor
- Access to a computer and printer

### Facilities, Equipment, and Personnel

#### Facilities

The following facilities are required to deliver this course:

- Standard learning environment or facility, which may include:
  - Writing board or paper easel chart
  - Markers, erasers
  - Amplification devices
  - Projector and screen
  - Laptop or tablet with presentation or other viewing software
  - Internet access with appropriate broadband capabilities

## Time Table

Segment	Lecture	Application	Unit Total
<b>Unit 1: Introduction</b>			
Topic 1-1: Orientation and Administration	0.50	0.0	
Topic 1-2: Fire Officer 4 Certification Process	0.25	0.0	
Topic 1-3: Definition of Duty for a Fire Officer 4	0.25	0.0	
<b>Unit 1 Totals</b>	<b>1.0</b>	<b>0.0</b>	<b>1.0</b>
<b>Unit 2: Administration</b>			
Topic 2-1: Developing a Comprehensive Long-Range Plan	8.0	0.0	
Topic 2-2: Administering a Media Relations Program	4.0	*	
Topic 2-3: Exercising Community Leadership	4.0	*	
Topic 2-4: Completing a Community Risk Assessment	4.0	8.0	
Topic 2-5: Evaluating and Forecasting Training Requirements	4.0	*	
Topic 2-6: Developing a Succession Plan	3.0	*	
Topic 2-7: Developing a Capital Improvement Project or Program	3.0	*	
<b>Unit 2 Totals</b>	<b>30.0</b>	<b>22.0</b>	<b>52.0</b>
<b>Formative Assessments</b>			
Determined by AHJ or educational institution	1.0	0.0	1.0
<b>Summative Assessment</b>			
Determined by AHJ or educational institution	0.0	0.0	0.0
<b>Course Totals</b>	<b>32.0</b>	<b>22.0</b>	<b>54.0</b>
* Participants have 14 hours to complete two tasks in addition to Topic 2-4.			

Fire Officer 4 is a graduate-level program. For every hour of teaching time, students should anticipate two hours of outside work (reading, research, assignments, etc.).

The courses are designed to align with an academic calendar, spread across a semester or delivered in a hybrid model with onsite or synchronous classes and periods of independent or asynchronous work in between.

Time in class can include discussing, preparing for, and reviewing or presenting activities, but the time to complete activities will take place outside of the classroom.

Activities may take longer to complete than the 1:2-hour time ratio documented in the course plan as the activities are intended to meet task book level sign off requirements.

### Time Table Key

1. The Time Table documents the amount of time estimated to deliver the content included in the course plan.
2. Time is documented using the quarter system: 15 min. = .25 / 30 min. = .50 / 45 min. = .75 / 60 min. = 1.0.
3. The Course Totals do not reflect time for lunch (1 hour) or breaks (10 minutes per each 50 minutes of instruction or assessment). It is the instructor's responsibility to add this time based on the course delivery schedule.
4. Application (activities, skills exercises, and formative testing) time will vary depending on the number of students enrolled. The Application time documented is based on the maximum class size identified in the Course Details section.
5. Summative Assessments are determined and scheduled by the authority having jurisdiction. These are not the written or psychomotor State Fire Training certification exams. These are in-class assessments to evaluate student progress and calculate course grades.

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## Unit 1: Introduction

### Topic 1-1: Orientation and Administration

#### Terminal Learning Objective

At the end of this topic, a student will be able to identify facility and classroom requirements and identify course objectives, events, requirements, assignments, activities, skills exercises, resources, evaluation methods, and participation requirements in the course syllabus.

#### Enabling Learning Objectives

1. Identify facility requirements
  - Restroom locations
  - Food locations
  - Smoking locations
  - Emergency procedures
2. Identify classroom requirements
  - Start and end times
  - Breaks
  - Electronic device policies
  - Special needs and accommodations
  - Other requirements as applicable
3. Review course syllabus
  - Course objectives
  - Calendar of events
  - Course requirements
  - Student evaluation process
  - Assignments
  - Activities
  - Required student resources
  - Class participation requirements

#### Discussion Questions

1. Determined by instructor

#### Application

1. Determined by instructor

## Topic 1-2: Fire Officer 4 Certification Process

### Terminal Learning Objective

At the end of this topic a student will be able to identify the requirements for Fire Officer 4 certification and describe the certification task book and examination process.

### Enabling Learning Objectives

1. Identify the levels of certification in the Fire Officer 4 certification track
  - Fire Officer 2 (formerly Company Officer)
  - Fire Officer 3 (formerly Chief Fire Officer)
  - Fire Officer 4 (formerly Executive Chief Fire Officer)
2. Identify the prerequisites for Fire Officer 4 certification
  - OSFM Fire Officer 3 or Chief Fire Officer certification
3. Identify the course work required for Fire Officer 4 certification
  - Fire Officer 4A: Human Resource Management
  - Fire Officer 4B: Community Leadership and Strategic Planning
  - Fire Officer 4C: Emergency Services Management
  - Fire Service Labor/Management Relations (SFT)
  - I-400 – Advanced ICS (SFT or FEMA)
4. Identify the exams requirements for Fire Officer 4 certification
  - Not applicable
5. Identify the task book requirements for Fire Officer 4 certification
  - Fire Officer 4 Certification Task Book (2020)
6. Identify the experience requirements for Fire Officer 4 certification
  - A minimum of one year full-time paid or two years' volunteer or part-time paid experience working at the Fire Officer 3 level in a recognized fire agency
7. Identify the position requirements for Fire Officer 4 certification
  - None
8. Describe the certification task book process
9. Describe the certification testing process
  - Not applicable
  - All formative and summative testing is completed in individual courses

### Discussion Questions

1. Which SFT Fire Officer 4 Task Book (2020) job performance requirements are associated with this course?

### Application

1. Determined by instructor

### **Topic 1-3: Definition of Duty for a Fire Officer 4**

#### **Terminal Learning Objective**

At the end of this topic, a student, given NFPA 1021 standards, will be able to describe the administrative, community, and government relations roles and responsibilities of a Fire Officer 4 in accordance with national standards.

#### **Enabling Learning Objectives**

1. Describe how to perform long-range planning and fiscal projections
2. Describe how to effectively engage with the community

#### **Discussion Questions**

1. Determined by instructor

#### **Application**

1. Determined by instructor

#### **Instructor Notes**

1. None

**CTS Guide:** CTS 1-1

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## Unit 2: Community Leadership and Strategic Planning

### Topic 2-1: Developing a Comprehensive Long-Range Plan

#### Terminal Learning Objective

At the end of this topic a student, given current and projected community requirements and current agency status and resources, will be able to develop a comprehensive long-range plan to meet current and projected community needs.

#### Enabling Learning Objectives

1. Interpret
  - Local, state, and federal laws, statutes, regulations, and ordinances
  - Policies and procedures
  - Contractual agreements
2. Identify the components of a comprehensive plan
  - Environmental scan of current conditions and level of service
    - Organizational vision, values, mission
    - Physical and geographic characteristics
    - Community demographics
    - Community socioeconomics
    - Community plans
    - Staffing requirements
    - Actual response times
  - Goals, objectives, strategies, tactics, and tasks
3. Conduct a comprehensive needs assessment
  - NFPA 1710 and 1720
  - Standards of coverage
  - Forecasting future growth patterns and resource needs
  - Funding mechanisms
4. Analyze current agency status and requirements in relation to the needs assessment
  - Gap analysis (current vs. desired levels of service)
  - Cost/benefit analysis
5. Plan processes and implementation
  - Comply with public policy processes
  - Interpret fiscal analysis
  - Make public presentations
6. Communicate orally and in writing

#### Discussion Questions

1. What is the relationship between funding, level of service, and public expectations?
2. What are the elements of your organization's comprehensive long-range plan?
  - How often is it updated?
3. How do you determine projected community needs to develop a comprehensive long-range plan?
4. How is a comprehensive long-range plan validated and implemented in the community?

**Application**

1. Develop a comprehensive long-range plan (if your agency doesn't have one) or update a comprehensive long-range plan (if it does) so that current and projected needs of the community are met. (Fire Officer 4 Task Book JPR 8)

**Instructor Notes**

1. This application assignment will carry throughout the course. The application assignment for other topics are subsets of this comprehensive report. Students will submit the completed project at the end of the course.

**CTS Guide:** CTS 4-1

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## Topic 2-2: Exercising Community Leadership

### Terminal Learning Objective

At the end of this topic a student, given community needs, will be able to attend, participate in, and assume a leadership role in community functions to understand and respond to community needs and enhance the organization's image.

### Enabling Learning Objectives

1. Understand formal and informal community and civic leadership roles and responsibilities
  - Grassroots community organizations
  - Government entities
  - Civic and service organizations
  - Nonprofits and nongovernment organizations
  - Community leaders and organizers
  - Business community / chambers of commerce
  - Faith community
  - Other issue- or demographic-focused community groups
2. Analyze community, civic, and socioeconomic issues
  - Land use patterns
  - Areas of conflict
  - Issues of value to the population
    - Health and wellness
    - Education
    - Employment
  - Fire or emergency services issues
3. Evaluate customer service methods
  - Proactive vs. reactive
  - Responsiveness
  - Being present/visible
  - Community relationships
  - Organizational image and reputation
  - Problem solving
4. Implement public relations strategies
  - Strategic messaging
5. Implement conflict resolution strategies
6. Communicate
  - Public
  - Community leaders
  - Elected officials
  - Inter- and intra-agency

### Discussion Questions

1. Who are the key formal and informal leaders in your community?
2. What specific actions do you take to engage your community and civic leaders?

3. How does your agency “show up” in the community?
4. What strategies can you use to respond to negative public perceptions?
5. How do you use conflict resolution strategies to achieve desired community relations outcomes?
6. What community outreach programs would benefit your community?

**Application**

1. Identify a community or civic issue where the fire agency could be negatively perceived or could make a positive impact so that the image of the organization is enhanced. Develop a public engagement strategy that describes the issue, identifies stakeholders, and develops a plan to attend, participate in, and assume a leadership role in building community relations. (Fire Officer 4 Task Book JPR 6)

**Instructor Notes**

1. None

**CTS Guide:** CTS 3-1

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## Topic 2-3: Administering a Media Relations Program

### Terminal Learning Objective

At the end of this topic a student, given AHJ policies and procedures, will be able to develop and administer a media relations program that disseminates accurate and accessible information.

### Enabling Learning Objectives

1. Interpret
  - AHJ policies and procedures for information dissemination
  - Applicable laws, rules, and regulations governing information release
2. Describe fundamentals of media relations
  - On-going relationship building
  - Statutory rights for media personnel
    - First Amendment
    - Freedom of Information Act (federal)
    - Public Records Act (California)
  - Media/press messaging and management
    - Exclusive vs. group interviews
    - Rumor control
    - Timing and ground rules of a press event
  - Schedules, deadlines, calendars
  - Privacy, confidentiality, HIPPA
3. Evaluate media presence
  - Broadcast
  - Print
  - Digital
  - Social
4. Apply public relations techniques
5. Communicate
6. Demonstrate crisis management techniques
  - Crisis communications
    - 27 words
    - Acknowledge situation
    - Explain what you're doing about it
    - State how audience can help

### Discussion Questions

1. How does having a pre-existing relationship with media outlets help during a crisis?
2. What are the primary media channels your agency uses to communicate with the public?
3. What is the role of the media and how does that impact your organization?
4. What information restrictions apply when dealing with the media?

### Application

1. Develop and administer a media relations program so that the dissemination of information is accurate and accessible. (Fire Officer 4 Task Book JPR 7)

**Instructor Notes**

1. Consider inviting a media panel to talk about working effectively with media personnel.

**CTS Guide:** CTS 3-2

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## Topic 2-4: Completing an All-Hazard Risk and Value Analysis

### Terminal Learning Objective

At the end of this topic a student, given the features of the service area of the organization, will be able to complete a written, comprehensive, all-hazard risk and value analysis of the community so that an accurate evaluation is made for service delivery decision making.

### Enabling Learning Objectives

1. Evaluate risk, hazard, and value analysis methods and processes
2. Conduct a needs assessment plan that evaluates
  - RHAVE (risk, hazards, and value evaluation) model
  - Community demographics
  - Community development features
  - Community economic development
    - Assessed property values
    - Insurance rates (ISO)
    - Economic, business development, and employment impacts
3. Evaluate risk mitigation strategies
  - Community engagement
  - Emergency response plans and resources
    - Auto/mutual aid
    - Operational agreements
    - Joint powers authorities
  - Bridge identified gaps
4. Effectively communicate in writing
5. Solve problems

### Discussion Questions

1. What are the components of a comprehensive all-risk assessment?
2. Who are the stakeholders that should be involved in developing of a comprehensive all-risk assessment?
3. How do the results of an all-risk assessment integrate into a community risk reduction plan?

### Application

1. Complete a comprehensive community all-hazard risk and value analysis so that an accurate evaluation is made for service delivery decision making. (Fire Officer 4 Task Book JPR 10)

### Instructor Notes

1. Consider using a guest speaker from an organization that has completed a community risk assessment to share about the process.
2. Review and reference the Center for Public Safety Excellence process for fire organization accreditation ([www.cpse.org/accreditation](http://www.cpse.org/accreditation)).

**CTS Guide:** CTS 4-3

## Topic 2-5: Evaluating and Forecasting Training Requirements

### Terminal Learning Objective

At the end of this topic a student, given data that reflects community needs and resources, will be able to evaluate and forecast training requirements so that agency training goals are met.

### Enabling Learning Objectives

1. Interpret
  - Local, state, and federal laws, statutes, regulations, and ordinances
  - Policies and procedures
  - Contractual agreements
2. Conduct a needs assessment to evaluate
  - Physical and geographic characteristics
  - Building and fire codes to determine impact on training needs
  - Agency plans
  - Staffing requirements
  - Training standards
    - NFPA 1400 series
    - Federal, state, and local standards
3. Analyze and evaluate data
4. Forecast needs and costs
  - Interpret fiscal analysis
5. Communicate
6. Make public presentations

### Discussion Questions

1. How does training integrate into your comprehensive long-range plan?
2. What internal and external training resources are available to your organization?
3. What challenges are associated with building a training facility?
4. How would you forecast future training needs?
5. What opportunities with other organizations are available to support your training goals?
6. How do training and professional development programs support succession planning efforts?

### Application

1. Evaluate and forecast training requirements so that agency training goals meet job requirements, community hazards, and risks. Develop a training plan that addresses the needs identified in the all-hazard risk and value analysis. (Fire Officer 4 Task Book JPR 9)

### Instructor Notes

1. None

**CTS Guide:** CTS 4-2

## Topic 2-6: Developing a Succession Plan

### Terminal Learning Objective

At the end of this topic a student, given agency resources, policies, and procedures, will be able to develop a succession plan to meet the agency's future needs.

### Enabling Learning Objectives

1. Evaluate applicable strategic planning methods
2. Conduct a personnel needs assessment
  - Evaluate member demographics
  - Analyze recruitment strategies
  - Analyze retention strategies
  - Forecast budgets
3. Create a succession plan that addresses future needs
  - Routine turnover
  - Service expansion
  - Retirement waves
  - Consolidations and collaborations
  - Diversity, equity, and inclusion (DEI) strategies
4. Communicate effectively
5. Solve problems

### Discussion Questions

1. What types of member demographics are used to forecast future needs?
2. What are the pros and cons of promoting from within versus hiring an external candidate?
3. What specific programs can you use to enhance succession planning efforts?

### Application

1. Develop a succession plan so that the future needs of the agency are met. Include considerations for: routine turnover, service expansion, retirement waves, consolidations and collaborations, and strategies for diversity, equity, and inclusion (DEI). (Fire Officer 4 Task Book JPR 12)

### Instructor Notes

1. None

**CTS Guide:** CTS 4-5

## Topic 2-7: Developing a Capital Improvement Project or Program

### Terminal Learning Objective

At the end of this topic a student, given an unmet or anticipated organizational need within the community, will be able to develop a plan for a capital improvement project or program so that there is adequate information to educate citizens about organization needs.

### Enabling Learning Objectives

1. Interpret
  - Local, state, and federal laws, statutes, regulations, and ordinances
  - Policies and procedures
2. Conduct a needs assessment
  - Evaluate capital improvement planning and budgeting processes
  - Determine budget
  - Employ strategic planning
  - Employ facility planning
3. Develop a capital improvement project or program
  - Stakeholder engagement
  - Community outreach
  - Implementation process and timeline
4. Communicate effectively in writing

### Discussion Questions

1. What are some potential funding sources for capital improvement projects or programs?
2. What are some ways to obtain stakeholder and community support for capital improvement projects or programs?
3. How does a capital improvement project or program integrate into a comprehensive long-range plan?

### Application

1. Develop a capital improvement plan for an unmet or anticipated organizational need so that there is adequate information to educate the community and achieve financial support. (Fire Officer 4 Task Book JPR 11)

### Instructor Notes

1. Consider inviting a guest speaker with experience in funding a capital improvement plan (i.e., municipal funds director, city manager, college administrators, etc.).

**CTS Guide:** CTS 4-4

## How to Read a Course Plan

A course plan identifies the details, logistics, resources, and training and education content for an individual course. Whenever possible, course content is directly tied to a national or state standard. SFT uses the course plan as the training and education standard for an individual course. Individuals at fire agencies, academies, and community colleges use course plans to obtain their institution's consent to offer courses and provide credit for their completion. Instructors use course plans to develop syllabi and lesson plans for course delivery.

### Course Details

The Course Details segment identifies the logistical information required for planning, scheduling, and delivering a course.

### Required Resources

The Required Resources segment identifies the resources, equipment, facilities, and personnel required to deliver the course.

### Unit

Each Unit represents a collection of aligned topics. Unit 1 is the same for all SFT courses. An instructor is not required to repeat Unit 1 when teaching multiple courses within a single instructional period or academy.

### Topics

Each Topic documents a single Terminal Learning Objective and the instructional activities that support it.

### Terminal Learning Objective

A Terminal Learning Objective (TLO) states the instructor's expectations of student performance at the end of a specific lesson or unit. Each TLO includes a task (what the student must be able to do), a condition (the setting and supplies needed), and a standard (how well or to whose specifications the task must be performed). TLOs target the performance required when students are evaluated, not what they will do as part of the course.

### Enabling Learning Objectives

The Enabling Learning Objectives (ELO) specify a detailed sequence of student activities that make up the instructional content of a lesson plan. ELOs cover the cognitive, affective, and psychomotor skills students must master to complete the TLO.

### Discussion Questions

The Discussion Questions are designed to guide students into a topic or to enhance their understanding of a topic. Instructors may add to or adjust the questions to suit their students.

**Application**

The Application segment documents experiences that enable students to apply lecture content through cognitive and psychomotor activities, skills exercises, and formative testing. Application experiences included in the course plan are required. Instructors may add additional application experiences to suit their student population if time permits.

**Instructor Notes**

The Instructor Notes segment documents suggestions and resources to enhance an instructor’s ability to teach a specific topic.

**CTS Guide Reference**

The CTS Guide Reference segment documents the standard(s) from the corresponding Certification Training Standard Guide upon which each topic within the course is based. This segment is eliminated if the course is not based on a standard.

**Skill Sheet**

The Skill Sheet segment documents the skill sheet that tests the content contained within the topic. This segment is eliminated if the course does not have skill sheets.

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## Community Leadership and Strategic Planning Activities

### Instructions

- These activities are designed to help you complete your Fire Officer 4 Certification Task Book.
- To determine the assignment parameters, meet with your fire chief<sup>i</sup> to discuss their expectations for JPR sign off.
- The time needed to complete activities is built into the course time allotment but activities may be completed independently outside of the classroom.
- All participants must complete: Completing an All-Hazard Risk and Value Analysis.
- All participants must choose and complete at least two additional activities to pass the course.

### Activities

#### All Participants

#### Completing an All-Hazard Risk and Value Analysis

**Task:** Complete a comprehensive community all-hazard risk and value analysis so that an accurate evaluation is made for service delivery decision making. (Fire Officer 4 Task Book JPR 10)

#### Participant's Choice (select two)

#### Developing a Comprehensive Long-Range Plan

**Task:** Develop a comprehensive long-range plan (if your agency doesn't have one) or update a comprehensive long-range plan (if it does) so that current and projected needs of the community are met. (Fire Officer 4 Task Book JPR 8)

#### Exercising Community Leadership

**Task:** Identify a community or civic issue where the fire agency could be negatively perceived or could make a positive impact so that the image of the organization is enhanced. (Fire Officer 4 Task Book JPR 6)

**Deliverable:** Develop a public engagement strategy that describes the issue, identifies stakeholders, and develops a plan to attend, participate in, and assume a leadership role in building community relations.

### **Administering a Media Relations Program**

**Task:** Develop and administer a media relations program so that the dissemination of information is accurate and accessible. (Fire Officer 4 Task Book JPR 7)

### **Evaluating and Forecasting Training Requirements**

**Task:** Evaluate and forecast training requirements so that agency training goals meet job requirements, community hazards, and risks. (Fire Officer 4 Task Book JPR 9)

**Deliverable:** Develop a training plan that addresses the needs identified in the all-hazard risk and value analysis.

### **Developing a Succession Plan**

**Task:** Develop a succession plan so that the future needs of the agency are met. Include considerations for: routine turnover, service expansion, retirement waves, consolidations and collaborations, and strategies for diversity, equity, and inclusion (DEI). (Fire Officer 4 Task Book JPR 12)

### **Developing a Capital Improvement Project or Program**

**Task:** Develop a capital improvement plan for an unmet or anticipated organizational need so that there is adequate information to educate the community and achieve financial support. (Fire Officer 4 Task Book JPR 11)

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<sup>i</sup> If you are already the fire chief, any task book role or responsibility assigned to a fire chief should be fulfilled by a higher authority – i.e., city manager, board chair, etc.



# Emergency Services Management (2020)

## Course Plan

### Course Details

<b>Certification:</b>	Fire Officer 4
<b>CTS Guide:</b>	Fire Officer 4 CTS Guide (2020)
<b>Description:</b>	This course provides the skills and knowledge needed for the Fire Officer 4 to safely, effectively, and competently develop a comprehensive emergency operations plan (EOP).
<b>Designed For:</b>	Personnel preparing to pursue Fire Officer 4 certification or anyone who performs the duties of a Fire Officer 4 within their agency.
<b>Prerequisites:</b>	Meet one of the following requirements: <ul style="list-style-type: none"><li>• Meet the education requirements of OSFM Chief Fire Officer or Fire Officer 3 certification</li><li>• Five (5) years' experience as a career Chief Officer</li><li>• Seven (7) years' experience as a volunteer Chief Officer</li></ul> FO4B: Community Leadership and Strategic Planning (SFT) I-400: Advanced Incident Command System for Command and General Staff-Complex Incidents (SFT or FEMA)
<b>Standard:</b>	Complete all required activities and formative tests. Complete all summative tests with a minimum score of 80%.
<b>Hours (Total):</b>	54 hours (31 lecture / 22 application (outside of class) / 1 testing)
<b>Maximum Class Size:</b>	24
<b>Instructor Level:</b>	SFT Fire Officer 4 Registered Instructor
<b>Instructor/Student Ratio:</b>	1:24
<b>Restrictions:</b>	None
<b>SFT Designation:</b>	CFSTES

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## Required Resources

### Instructor Resources

To teach this course, instructors may use:

- One of the following textbooks with accompanying tool kit and test bank:
  - *Chief Officer: Principles and Practice* (Jones & Bartlett Learning, 3rd edition, 2019)
  - *Chief Officer* (IFSTA, 4th edition, 2019)

Reference manual options:

- *Chief Fire Officer's Desk Reference* (Jones & Bartlett Publishers, current edition)
- *Chief Fire Officer's Desk Reference* (IAFC, current edition)
- *Managing Fire and Emergency Services* (ICMA Publications, current edition)

### Online Instructor Resources

The following instructor resources are available online at <https://osfm.fire.ca.gov/what-we-do/state-fire-training/professional-certifications>

- None

### Student Resources

To participate in this course, students need:

- Required textbook chosen by the instructor
- Access to a computer and printer

### Facilities, Equipment, and Personnel

#### Facilities

The following facilities are required to deliver this course:

- Standard learning environment or facility, which may include:
  - Writing board or paper easel chart
  - Markers, erasers
  - Amplification devices
  - Projector and screen
  - Laptop or tablet with presentation or other viewing software
  - Internet access with appropriate broadband capabilities

## Time Table

Segment	Lecture	Application	Unit Total
<b>Unit 1: Introduction</b>			
Topic 1-1: Orientation and Administration	0.50	0.0	
Topic 1-2: Fire Officer 4 Certification Process	0.25	0.0	
Topic 1-3: Definition of Duty for a Fire Officer 4	0.25	0.0	
<b>Unit 1 Totals</b>	<b>1.0</b>	<b>0.0</b>	<b>1.0</b>
<b>Unit 2: Emergency Services Management</b>			
Topic 2-1: Developing a Comprehensive Emergency Operations Plan	30.0	22.0	
<b>Unit 2 Totals</b>	<b>30.0</b>	<b>22.0</b>	<b>52.0</b>
<b>Formative Assessments</b>			
Determined by AHJ or educational institution	1.0	0.0	1.0
<b>Summative Assessment</b>			
Determined by AHJ or educational institution	0.0	0.0	0.0
<b>Course Totals</b>	<b>32.0</b>	<b>22.0</b>	<b>54.0</b>

Fire Officer 4 is a graduate-level program. For every hour of teaching time, students should anticipate two hours of outside work (reading, research, assignments, etc.).

The courses are designed to align with an academic calendar, spread across a semester or delivered in a hybrid model with onsite or synchronous classes and periods of independent or asynchronous work in between.

Time in class can include discussing, preparing for, and reviewing or presenting activities, but the time to complete activities will take place outside of the classroom.

Activities may take longer to complete than the 1:2-hour time ratio documented in the course plan as the activities are intended to meet task book level sign off requirements.

### Time Table Key

1. The Time Table documents the amount of time estimated to deliver the content included in the course plan.
2. Time is documented using the quarter system: 15 min. = .25 / 30 min. = .50 / 45 min. = .75 / 60 min. = 1.0.

3. The Course Totals do not reflect time for lunch (1 hour) or breaks (10 minutes per each 50 minutes of instruction or assessment). It is the instructor's responsibility to add this time based on the course delivery schedule.
4. Application (activities, skills exercises, and formative testing) time will vary depending on the number of students enrolled. The Application time documented is based on the maximum class size identified in the Course Details section.
5. Summative Assessments are determined and scheduled by the authority having jurisdiction. These are not the written or psychomotor State Fire Training certification exams. These are in-class assessments to evaluate student progress and calculate course grades.

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## Unit 1: Introduction

### Topic 1-1: Orientation and Administration

#### Terminal Learning Objective

At the end of this topic, a student will be able to identify facility and classroom requirements and identify course objectives, events, requirements, assignments, activities, skills exercises, resources, evaluation methods, and participation requirements in the course syllabus.

#### Enabling Learning Objectives

1. Identify facility requirements
  - Restroom locations
  - Food locations
  - Smoking locations
  - Emergency procedures
2. Identify classroom requirements
  - Start and end times
  - Breaks
  - Electronic device policies
  - Special needs and accommodations
  - Other requirements as applicable
3. Review course syllabus
  - Course objectives
  - Calendar of events
  - Course requirements
  - Student evaluation process
  - Assignments
  - Activities
  - Required student resources
  - Class participation requirements

#### Discussion Questions

1. Determined by instructor

#### Application

1. Determined by instructor

## Topic 1-2: Fire Officer 4 Certification Process

### Terminal Learning Objective

At the end of this topic a student will be able to identify the requirements for Fire Officer 4 certification and describe the certification task book and examination process.

### Enabling Learning Objectives

1. Identify the levels of certification in the Fire Officer 4 certification track
  - Fire Officer 2 (formerly Company Officer)
  - Fire Officer 3 (formerly Chief Fire Officer)
  - Fire Officer 4 (formerly Executive Chief Fire Officer)
2. Identify the prerequisites for Fire Officer 4 certification
  - OSFM Fire Officer 3 certification
3. Identify the course work required for Fire Officer 4 certification
  - Fire Officer 4A: Human Resource Management
  - Fire Officer 4B: Community Leadership and Strategic Planning
  - Fire Officer 4C: Emergency Services Management
  - Fire Service Labor/Management Relations (SFT)
  - I-400 – Advanced ICS (SFT or FEMA)
4. Identify the exams requirements for Fire Officer 4 certification
  - Not applicable
5. Identify the task book requirements for Fire Officer 4 certification
  - Fire Officer 4 Certification Task Book (2020)
6. Identify the experience requirements for Fire Officer 4 certification
  - A minimum of one year full-time paid or two years' volunteer or part-time paid experience working at the Fire Officer 3 level in a recognized fire agency
7. Identify the position requirements for Fire Officer 4 certification
  - None
8. Describe the certification task book process
9. Describe the certification testing process
  - Not applicable
  - All formative and summative testing is completed in individual courses

### Discussion Questions

1. Which SFT Fire Officer 4 Task Book (2020) job performance requirements are associated with this course?

### Application

1. Determined by instructor

### **Topic 1-3: Definition of Duty for a Fire Officer 4**

#### **Terminal Learning Objective**

At the end of this topic, a student, given NFPA 1021 standards, will be able to describe the emergency service delivery roles and responsibilities of a Fire Officer 4 in accordance with national standards.

#### **Enabling Learning Objectives**

1. Describe how to develop plans for major disasters

#### **Discussion Questions**

1. Determined by instructor

#### **Activities**

1. Determined by instructor

**CTS Guide Reference:** CTS 1-1

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## Unit 2: Emergency Services Management

### Topic 2-1: Developing a Comprehensive Emergency Operations Plan

#### Terminal Learning Objective

At the end of this topic a student, given agency and community risk, vulnerability, and capability data, will be able to further develop a comprehensive emergency operations plan (EOP) plan and operate at a major incident to integrate with other agencies' actions, provide for the safety and protection of members, and effectively mitigate the incident's impact on a community.

#### Enabling Learning Objectives

1. Interpret
  - Local, state, and federal laws, statutes, regulations, resources, and ordinances
  - AHJ policies and procedures
  - Contractual and mutual-aid agreements
  - Jurisdictional responsibilities
    - City and county EOP responsibilities
    - Department operations center
    - District operations center
  - Community risk analyses
    - Fire
    - Natural hazards (floods, earthquakes, etc.)
    - Hostile events (active shooter, civil disturbance, etc.)
    - HazMat
    - Other
2. Evaluate major incident plans
  - Physical and geographic characteristics
  - Demographics
  - Target hazards
  - Specific hazard/risk frequency and severity matrix
    - Low frequency / high risk
    - High frequency / high risk
    - High frequency / low risk
    - Low frequency / low risk
  - Emergency resource directory (ERD)
3. Implement an EOP
  - Emergency Operation Center (EOC) activation
  - Interagency planning and coordination
4. Access and evaluate intelligence/data to forecast incident potential
  - Incident situation status
  - Incident progression
  - Incident management levels
    - National

- State
- Regional
- Local
- Current resource availability and capacity
- Next operational period needs
- 5. Request resources
  - Incident Management Teams (IMT)
    - Delegation of authority
    - Appoint Line Officer
  - Other specialized resources
- 6. Coordinate and manage incident efforts
  - Use incident management systems
  - Agency administrator role
    - Interface with IMT
    - Coordinate MACS (Multi-agency Coordination System) and GACCs (Geographic Area Coordination Center) efforts
  - Coordinate with adjoining EOCs and OES
  - Evaluate communications systems
    - Interpersonal
    - Interagency
    - Infrastructure
  - Continuously monitor incident progress and mitigation through termination and recovery period

### Discussion Questions

1. What are the risk-specific annexes in your organization's comprehensive emergency operations plan?
2. How would you obtain non-fire resources for incident support?
3. How is a comprehensive EOP integrated into the community?
4. How do you coordinate with city, county, state, and federal organizations?
5. On what types of major incidents is your agency the lead and when does it support another lead agency?

### Application

1. Evaluate and update or revise your agency EOP using agency and community risk, vulnerability, and capability data so that the organization integrates with other agencies' actions, provides for the safety and protection of members, and mitigates the impact to the community. (Fire Office 4 Task Book JPRs 13 and 14)
2. Operate at a simulated major incident so that actions are integrated with other agencies' actions, the safety and protection of members is provided for, and the incident's impact on a community is effectively mitigated. Write a brief report documenting your actions during the drill and include any other incident-related documents to show completion.

### Instructor Notes

1. You may need to provide an example of a comprehensive disaster plan.

2. You may develop or adopt several additional activities based on the ELOs to support the JPR.

**CTS Guide Reference:** CTS 5-1, CTS 5-2

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## How to Read a Course Plan

A course plan identifies the details, logistics, resources, and training and education content for an individual course. Whenever possible, course content is directly tied to a national or state standard. SFT uses the course plan as the training and education standard for an individual course. Individuals at fire agencies, academies, and community colleges use course plans to obtain their institution's consent to offer courses and provide credit for their completion. Instructors use course plans to develop syllabi and lesson plans for course delivery.

### Course Details

The Course Details segment identifies the logistical information required for planning, scheduling, and delivering a course.

### Required Resources

The Required Resources segment identifies the resources, equipment, facilities, and personnel required to deliver the course.

### Unit

Each Unit represents a collection of aligned topics. Unit 1 is the same for all SFT courses. An instructor is not required to repeat Unit 1 when teaching multiple courses within a single instructional period or academy.

### Topics

Each Topic documents a single Terminal Learning Objective and the instructional activities that support it.

### Terminal Learning Objective

A Terminal Learning Objective (TLO) states the instructor's expectations of student performance at the end of a specific lesson or unit. Each TLO includes a task (what the student must be able to do), a condition (the setting and supplies needed), and a standard (how well or to whose specifications the task must be performed). TLOs target the performance required when students are evaluated, not what they will do as part of the course.

### Enabling Learning Objectives

The Enabling Learning Objectives (ELO) specify a detailed sequence of student activities that make up the instructional content of a lesson plan. ELOs cover the cognitive, affective, and psychomotor skills students must master to complete the TLO.

### Discussion Questions

The Discussion Questions are designed to guide students into a topic or to enhance their understanding of a topic. Instructors may add to or adjust the questions to suit their students.

**Application**

The Application segment documents experiences that enable students to apply lecture content through cognitive and psychomotor activities, skills exercises, and formative testing. Application experiences included in the course plan are required. Instructors may add additional application experiences to suit their student population if time permits.

**Instructor Notes**

The Instructor Notes segment documents suggestions and resources to enhance an instructor's ability to teach a specific topic.

**CTS Guide Reference**

The CTS Guide Reference segment documents the standard(s) from the corresponding Certification Training Standard Guide upon which each topic within the course is based. This segment is eliminated if the course is not based on a standard.

**Skill Sheet**

The Skill Sheet segment documents the skill sheet that tests the content contained within the topic. This segment is eliminated if the course does not have skill sheets.

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## Emergency Services Management Activities

### Instructions

- These activities are designed to help you complete your Fire Officer 4 Certification Task Book.
- To determine the assignment parameters, meet with your fire chief<sup>i</sup> to discuss their expectations for JPR sign off.
- The time needed to complete activities is built into the course time allotment but activities may be completed independently outside of the classroom.

### Activities

#### Developing a Comprehensive Emergency Operations Plan

**Task and Deliverable:** Evaluate and update or revise your agency EOP using agency and community risk, vulnerability, and capability data so that the organization integrates with other agencies' actions, provides for the safety and protection of members, and mitigates the impact to the community. (Fire Officer 4 Task Book JPRs 13 and 14.)

**Task:** Operate at a simulated major incident so that actions are integrated with other agencies' actions, the safety and protection of members is provided for, and the incident's impact on a community is effectively mitigated.

**Deliverable:** Write a brief report documenting your actions during the drill and include any other incident-related documents to show completion.

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<sup>i</sup> If you are already the fire chief, any task book role or responsibility assigned to a fire chief should be fulfilled by a higher authority – i.e., city manager, board chair, etc.

# Fire Officer 4

(NFPA 1021: Fire Officer IV)

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## Certification Task Book (2020)



California Department of Forestry and Fire Protection  
Office of the State Fire Marshal  
State Fire Training

## Overview

### Authority

This certification task book includes the certification training standards set forth in the Fire Officer 4 Certification Training Standards Guide (2020) which is based on:

- NFPA 1021: Standard for Fire Officer Professional Qualifications (2020)

Published: **Month Year**

Published by: State Fire Training, PO Box 944246, Sacramento, CA 94244-2460

Cover photo courtesy of Bruce Brown.

### Purpose

The State Fire Training certification task book is a performance-based document that identifies the minimum requirements necessary to perform the duties of that certification. Completion of a certification task book verifies that the candidate has the required experience, holds the required position, and has demonstrated the job performance requirements to obtain that certification.

### Assumptions

A candidate may initiate a Fire Officer 4 Certification Task Book upon enrollment in their first Fire Officer 4 course.

Each job performance requirement (JPR) shall be evaluated after the candidate's fire chief<sup>1</sup> initiates the task book.

An evaluator may verify satisfactory execution of a job performance requirement (JPR) through the following methods:

- First-hand observation
- Review of documentation that verifies prior satisfactory execution

State Fire Training task books do not count towards the NWCG task book limit. There is no limit to the number of State Fire Training task books a candidate may pursue at one time if the candidate meets the initiation requirements of each.

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<sup>1</sup> If the candidate is already the fire chief, any task book role or responsibility assigned to a fire chief should be fulfilled by a higher authority – i.e., city manager, board chair, etc.

It is the candidate's responsibility to routinely check the State Fire Training website for updates to an initiated task book. All State Fire Training issued updates to an initiated task book are required for task book completion.

A candidate must complete a task book within five years its initiation date. Otherwise, a candidate must initiate a new task book using the certification's current published version.

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## Roles and Responsibilities

### Candidate

The candidate is the individual pursuing certification.

### Initiation

The candidate shall:

1. Complete all Initiation Requirements.
  - Please print or type.
2. Obtain their fire chief's<sup>2</sup> signature as approval to open the task book.
  - A candidate may not obtain evaluation signatures prior to the fire chief's initiation approval date.

### Completion

The candidate shall:

1. Complete all Job Performance Requirements.
  - Ensure that an evaluator initials, signs, and dates each task to verify completion.
2. Complete all Completion Requirements.
3. Sign and date the candidate verification statement under Review and Approval with a handwritten signature.
4. Obtain their fire chief's handwritten (not stamped) signature on the fire chief verification section.
5. Create and retain a physical or high-resolution digital copy of the completed task book

### Submission

The candidate shall:

1. Submit a copy (physical or digital) of the completed task book and any supporting documentation to State Fire Training.
  - See Submission and Review below.

A candidate should not submit a task book until they have completed all requirements and obtained all signatures. State Fire Training will reject and return an incomplete task book.

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<sup>2</sup> If the candidate is already the fire chief, any task book role or responsibility assigned to a fire chief should be fulfilled by a higher authority – i.e., city manager, board chair, etc.

## Evaluator

An evaluator is any individual who verifies that the candidate can satisfactorily execute a job performance requirement (JPR).

An evaluator may verify satisfactory execution through the following methods:

- First-hand observation
- Review of documentation that verifies prior satisfactory execution

A qualified evaluator is designated by the candidate's fire chief<sup>3</sup> and holds an equivalent or higher-level certification. If no such evaluator is present, the fire chief shall designate an individual with more experience than the candidate and a demonstrated ability to execute the job performance requirements.

A certification task book may have more than one evaluator.

All evaluators shall:

1. Complete a block on the Signature Verification page with a handwritten signature.
2. Review and understand the candidate's certification task book requirements and responsibilities.
3. Verify the candidate's successful completion of one or more job performance requirements through observation or review.
  - Do not evaluate any job performance requirement (JPR) until after the candidate's fire chief initiates the task book.
  - Sign all appropriate lines in the certification task book with a handwritten signature or approved digital signature (e.g., DocuSign or Adobe Sign) to record demonstrated performance of tasks.

## Fire Chief

The fire chief is the individual who initiates (when applicable) and then reviews and confirms the completion of a candidate's certification task book.

A fire chief may identify an authorized designee already on file with State Fire Training to fulfill any task book responsibilities assigned to the fire chief. (See *State Fire Training Procedures Manual*, 4.2.2: Authorized Signatories.)

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<sup>3</sup> If the candidate is already the fire chief, any task book role or responsibility assigned to a fire chief should be fulfilled by a higher authority – i.e., city manager, board chair, etc.

## Initiation

The fire chief<sup>4</sup> shall:

1. Review and understand the candidate's certification task book requirements and responsibilities.
2. Verify that the candidate has met all Initiation Requirements prior to initiating the candidate's task book.
3. Open the candidate's task book by signing the Fire Chief Approval verification statement with a handwritten (not stamped) signature.
4. Designate qualified evaluators.

## Completion

The fire chief shall:

1. Confirm that the candidate has obtained the appropriate signatures to verify successful completion of each job performance requirement.
  - Ensure that all Job Performance Requirements were evaluated after the initiation date.
2. Confirm that the candidate meets the Completion Requirements.
3. Sign and date the Fire Chief verification statement under Review and Approval with a handwritten signature.
  - If signing as an authorized designee, verify that your signature is on file with State Fire Training.

## Submission and Review

A candidate should not submit a task book until they have completed all requirements and obtained all signatures. State Fire Training will reject and return an incomplete task book.

To submit a completed task book, please send the following items to the address below:

- A copy of the completed task book (candidate may retain the original)
- All supporting documentation
- Payment

State Fire Training  
Attn: Certification  
PO Box 944246  
Sacramento, CA 94244-2460

State Fire Training reviews all submitted task books.

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<sup>4</sup> If the candidate is already the fire chief, any task book role or responsibility assigned to a fire chief should be fulfilled by a higher authority – i.e., city manager, board chair, etc.

- If the task book is complete, State Fire Training will authorize the task book and retain a digital copy of the authorized task book in the candidate's State Fire Training file.
- If the task book is incomplete, State Fire Training will return the task book with a notification indicating what needs to be completed prior to resubmission.

Completion of this certification task book is one step in the certification process. Please refer to the *State Fire Training Procedures Manual* for the complete list of qualifications required for certification.

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## Initiation Requirements

The following requirements must be completed prior to initiating this task book.

### Candidate Information

Name: \_\_\_\_\_

SFT ID Number: \_\_\_\_\_

Fire Agency: \_\_\_\_\_

### Prerequisites

The candidate has completed one of the following prerequisites.

- OSFM Fire Officer 3 certification
- OSFM Chief Fire Officer certification
- OSFM Chief Officer certification
- Appointment to the rank of Division Chief, Assistant Chief, Deputy Chief, or Fire Chief
  - Performing in an “acting” capacity does not fulfill this requirement

*Include documentation to verify prerequisite requirements when you submit your instructor task book unless verification is already documented in your SFT User Portal.*

### Education

The candidate has completed the following course(s).

- I-400: Advanced Incident Command System for Command and General Staff-Complex Incidents (SFT or FEMA)

*Include documentation to verify education requirements unless verification is already documented in your SFT User Portal.*

## Fire Chief Approval

Candidate's Fire Chief<sup>5</sup> (please print):

---

I, the undersigned, am the person authorized to verify the candidate's task book initiation requirements and to initiate State Fire Training task books. I hereby certify under penalty of perjury under the laws of the State of California, that the completion of all requirements to open the task book documented herein are true in every respect. I understand that misstatements, omissions of material facts, or falsification of information or documentation may be cause for rejection.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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<sup>5</sup> If the candidate is already the fire chief, any task book role or responsibility assigned to a fire chief should be fulfilled by a higher authority – i.e., city manager, board chair, etc.

## Signature Verification

The following individuals have the authority to verify portions of this certification task book using the signature recorded below.

Please print except for the Signature line where a handwritten signature is required.  
Add additional signature pages as needed.

**Name:** \_\_\_\_\_  
Job Title: \_\_\_\_\_  
Organization: \_\_\_\_\_  
Signature: \_\_\_\_\_

**Name:** \_\_\_\_\_  
Job Title: \_\_\_\_\_  
Organization: \_\_\_\_\_  
Signature: \_\_\_\_\_

**Name:** \_\_\_\_\_  
Job Title: \_\_\_\_\_  
Organization: \_\_\_\_\_  
Signature: \_\_\_\_\_

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Organization: \_\_\_\_\_  
Signature: \_\_\_\_\_

**Name:** \_\_\_\_\_  
Job Title: \_\_\_\_\_  
Organization: \_\_\_\_\_  
Signature: \_\_\_\_\_

## Job Performance Requirements

The candidate must complete each job performance requirement (JPR) in accordance with the standards of the authority having jurisdiction (AHJ) or the National Fire Protection Association (NFPA), whichever is more restrictive.

When California requirements exceed or require revision to the NFPA standard, the corresponding Office of the State Fire Marshal-approved (OSFM) additions or revisions appear shaded in gray.

All JPRs must be completed within a California fire agency or State Fire Training Accredited Regional Training Program (ARTP).

For JPRs that are not part of a candidate's regular work assignment or are a rare event, the evaluator may develop a scenario or interview that supports the required task and evaluate the candidate to the stated standard.

Each JPR shall be evaluated after the candidate's fire chief<sup>6</sup> initiates the task book.

### Fire Officer IV

#### Human Resource Management

1. Appraise the agency'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.

(NFPA 1021: 7.2.1) (CTS 2-1)

Evaluator Signature: \_\_\_\_\_ Date Verified: \_\_\_\_\_

2. Initiate or further develop a program, given current employee/management relations, so that a positive and participative employee/management program exists.

(NFPA 1021: 7.2.2) (CTS 2-2)

Evaluator Signature: \_\_\_\_\_ Date Verified: \_\_\_\_\_

3. Evaluate the organization's education and in-service training program, given a summary of the job requirements for all positions within the agency, so that all employees can achieve and maintain required proficiencies. (NFPA 1021: 7.2.3) (CTS 2-3)

Evaluator Signature: \_\_\_\_\_ Date Verified: \_\_\_\_\_

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<sup>6</sup> If the candidate is already the fire chief, any task book role or responsibility assigned to a fire chief should be fulfilled by a higher authority – i.e., city manager, board chair, etc.

4. Appraise the **employee** assistance program, given data, so that the program, when used, produces stated program outcomes. (NFPA 1021: 7.2.4) (CTS 2-4)

Evaluator Signature: \_\_\_\_\_ Date Verified: \_\_\_\_\_

5. Evaluate an incentive program, given data, so that a determination is made regarding achievement of the desired results, and modify as necessary. (NFPA 1021: 7.2.5) (CTS 2-5)

Evaluator Signature: \_\_\_\_\_ Date Verified: \_\_\_\_\_

### **Community and Government Relations**

6. Attend, participate in, and assume a leadership role in community functions, given community needs, so that the image of the organization is enhanced. (NFPA 1021: 7.3.1) (CTS 3-1)

Evaluator Signature: \_\_\_\_\_ Date Verified: \_\_\_\_\_

7. Develop and administer a media relations program, given AHJ policies and procedures, so that the dissemination of information is accurate and accessible. (NFPA 1021: 7.3.2) (CTS 3-2)

Evaluator Signature: \_\_\_\_\_ Date Verified: \_\_\_\_\_

### **Administration**

8. Develop a comprehensive long-range plan, given community requirements, current **agency** status, and resources, so that the **current and projected** needs of the community are met. (NFPA 1021: 7.4.1) (CTS 4-1)

Evaluator Signature: \_\_\_\_\_ Date Verified: \_\_\_\_\_

9. Evaluate and forecast training requirements, facilities, and buildings' needs, given data that reflects community needs and resources, so that **agency** training goals are met. (NFPA 1021: 7.4.2) (CTS 4-2)

Evaluator Signature: \_\_\_\_\_ Date Verified: \_\_\_\_\_

10. Complete a written, comprehensive, all-hazard risk and value analysis of the community, given the appropriate features of the service area of the organization, so that an accurate evaluation is made for service delivery decision making. (NFPA 1021: 7.4.3). (CTS 4-3)

Evaluator Signature: \_\_\_\_\_ Date Verified: \_\_\_\_\_

11. 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 agency. (NFPA 1021: 7.4.4) (CTS 4-4)

Evaluator Signature: \_\_\_\_\_ Date Verified: \_\_\_\_\_

12. Develop a succession plan, given agency resources, policies, and procedures, so that the future needs of the agency are met. (NFPA 1021: 7.4.5) (CTS 4-5)

Evaluator Signature: \_\_\_\_\_ Date Verified: \_\_\_\_\_

### Emergency Service Delivery

13. Further develop a comprehensive disaster plan that integrates other agencies' resources, given risk, vulnerable, and capability data, so that the organization can mitigate the impact to the community. (NFPA 1021: 7.6.1) (CTS 5-1)

Evaluator Signature: \_\_\_\_\_ Date Verified: \_\_\_\_\_

14. Further develop a comprehensive plan, given data (including agency and community data), so that the agency operates at a hostile event, integrates with other agencies' actions, and provides for the safety and protection of members. (NFPA 1021: 7.6.2) (CTS 5-2)

Evaluator Signature: \_\_\_\_\_ Date Verified: \_\_\_\_\_

### Health and Safety

15. Maintain, develop, and provide leadership for a risk management program, given data, so that injuries and property damage incidents are reduced. (NFPA 1021: 7.7.1) (CTS 6-1)

Evaluator Signature: \_\_\_\_\_ Date Verified: \_\_\_\_\_

## Completion Requirements

The following requirements must be completed prior to submitting this task book.

### Education

The candidate has completed the following course(s).

- Fire Officer 4A: Human Resource Management (2020) **or** ECFO 4A: Human Resource Management for the Executive Chief Fire Officer (2014) **and** ECFO 4E: Health and Safety for the Executive Chief Fire Officer (2014)
- Fire Officer 4B: Community Leadership and Strategic Planning (2020) **or** ECFO 4B: Community and Government Relations for the Executive Chief Fire Officer (2014) **and** ECFO 4C: Administration for the Executive Chief Fire Officer (2014)
- Fire Officer 4C: Emergency Services Management **or** ECFO 4D: Emergency Services Delivery for the Executive Chief Fire Officer
- Fire Service Labor/Management Relations (SFT)

*Include documentation to verify education requirements when you submit your instructor task book unless verification is already documented in your SFT User Portal.*

### Experience

The candidate meets one of the following experience requirements.

- A minimum of one year full-time paid experience working at the Fire Officer 3 level in a recognized California fire agency.\*
- A minimum of two years' volunteer or part-time paid experience working at the Fire Officer 3 level in a recognized California fire agency.\*
- A combination of full-time paid and part-time paid or volunteer experience equal to one year's full-time paid experience working at the Fire Officer 3 level in a recognized California fire agency in California\*
- Part-time paid or volunteer to full-time paid ratio is 2:1 (for example, two months' part-time paid or volunteer = one month full-time paid)

Agency	Experience	Start Date	End Date

\* Time spent in an “acting” or “interim” role does not count towards meeting the Experience requirement.

*Include documentation to verify experience requirements when you submit your instructor task book unless verification is already documented in your SFT User Portal.*

## Position

The candidate meets the qualifications for this level of certification. The position requirement is met when the applicant fulfills the role of the specific duties as defined by the Fire Chief<sup>7</sup>.

## Supporting Documentation

The candidate meets the following supporting documentation requirements.

- Associate degree (any major) or higher from a post-secondary institution accredited by an organization recognized by the US Department of Education.

Institution	Date on Diploma

*Include documentation to degree completion when you submit your instructor task book unless verification is already documented in your SFT User Portal.*

## Updates

The candidate has completed and enclosed all updates to this certification task book released by State Fire Training since its initial publication.

Number of enclosed updates: \_\_\_\_\_

## Completion Timeframe

The candidate has completed all requirements documented in this certification task book within five years of its initiation date.

Initiation Date (see Fire Chief signature under **Initiation Requirements**): \_\_\_\_\_

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<sup>7</sup> If the candidate is already the fire chief, any task book role or responsibility assigned to a fire chief should be fulfilled by a higher authority – i.e., city manager, board chair, etc.

## Review and Approval

### Candidate

Candidate (please print): \_\_\_\_\_

I, the undersigned, am the person applying for certification. I hereby certify under penalty of perjury under the laws of the State of California, that the completion of all requirements documented herein is true in every respect. I understand that misstatements, omissions of material facts, or falsification of information or documentation may be cause for rejection or revocation.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### Fire Chief

Candidate's Fire Chief<sup>8</sup> (please print):  
\_\_\_\_\_

I, the undersigned, am the person authorized to verify the candidate's qualifications for certification. I hereby certify under penalty of perjury under the laws of the State of California, that the completion of all requirements documented herein are true in every respect. I understand that misstatements, omissions of material facts, or falsification of information or documentation may be cause for rejection.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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<sup>8</sup> If the candidate is already the fire chief, any task book role or responsibility assigned to a fire chief should be fulfilled by a higher authority – i.e., city manager, board chair, etc.



# Fire Officer 4 (2020) Interim Procedures

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Issued: **Month** 2024

## Procedure Changes

**Edition:** May 2020 edition of the State Fire Training Procedures Manual

**Effective Date:** January 1, 2025 (anticipated)

**Section Changes:** Modify and update the following sections:

- 6.7.14: MANAGEMENT INSTRUCTOR
- 7.10.3: EXECUTIVE CHIEF FIRE OFFICER
- 9.1.2: APPROVED COURSES

**Justification:** Following approval by the State Board of Fire Services (SBFS), the new Fire Officer 4 (2020) curriculum will go into effect on January 1, 2025. The new curriculum provides directive for instructor qualifications, OSFM certification, and course equivalency.

**SFT Contact:** SFT Staff assigned to instructor registration, certification, and course equivalency.

**Note:** All new text appears in underline. All deleted text appears in ~~strikeout~~.

## 6.7.14: MANAGEMENT INSTRUCTOR

### 6.7.14.1: Eligible Courses

**Table 6.7.14.1(A): Management Instructor Eligible CFSTES Courses**

<b>CFSTES Courses</b>
<ul style="list-style-type: none"> <li>• Company Officer 2A: Human Resource Management</li> <li>• Company Officer 2B: General Administrative Functions</li> <li>• Chief Fire Officer 3A: Human Resource Management</li> <li>• Chief Fire Officer 3B: Budget &amp; Fiscal Responsibilities</li> <li>• Chief Fire Officer 3C: General Administrative Functions</li> <li>• Executive Chief Fire Officer 4A: Human Resource Management (2020)</li> <li>• Executive Chief Fire Officer 4B: Community Leadership and Government Relations Strategic Planning (2020)</li> <li>• Executive Chief Fire Officer 4C: Administration Emergency Services Management (2020)</li> <li>• Executive Chief Fire Officer 4D: Emergency Services Delivery</li> <li>• Executive Chief Fire Officer 4E: Health and Safety</li> </ul>

**Table 6.7.14.1(B): Management Instructor Eligible FSTEP Courses**

<b>FSTEP Courses</b>
<ul style="list-style-type: none"> <li>• Fire Service Supervision: Increasing Personal Effectiveness</li> <li>• Fire Service Supervision: Increasing Team Effectiveness</li> <li>• Volunteer Fire Service Management</li> </ul>

### 6.7.9.2: General Qualifications

- A. A Registered Primary Instructor for a California Fire Service Training and Education System (CFSTES) Management course shall meet the qualifications required of all State Fire Training (SFT) Registered Primary Instructors.
1. See **6.2.1: Qualifications**.
- B. An Instructor registered to teach one of the courses in Retired Courses column is authorized to deliver the corresponding course in the Corresponding Courses column.

**Table 6.7.14.2: Management Instructor Legacy Matrix**

<b>Retired Courses</b>	<b>Corresponding Courses</b>
<ul style="list-style-type: none"> <li>• Fire Management 1</li> </ul>	<ul style="list-style-type: none"> <li>• Company Officer 2A</li> <li>• Company Officer 2b</li> </ul>
<ul style="list-style-type: none"> <li>• Fire Management 2A or 2C</li> </ul>	<ul style="list-style-type: none"> <li>• Chief Fire Officer 3A</li> </ul>
<ul style="list-style-type: none"> <li>• Fire Management 2B</li> </ul>	<ul style="list-style-type: none"> <li>• Chief Fire Officer 3B</li> </ul>

• Fire Management 2A or 2D	• Chief Fire Officer 3C
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**6.7.9.3: Professional Experience**

A. A Registered **Primary** Instructor for a CFSTES or FSTEP Management course shall meet the professional experience qualifications listed below.

1. Performing in an “acting” capacity does not qualify.

**Table 6.7.9.3(A): Management Instructor Professional Experience CFSTES Courses**

CFSTES Courses	Experience
<ul style="list-style-type: none"> <li>• Company Officer 2A</li> <li>• Company Officer 2B</li> </ul>	<ul style="list-style-type: none"> <li>• Held the rank of Company Officer within a recognized fire agency in California for a minimum of three years</li> </ul>
<ul style="list-style-type: none"> <li>• Company Officer 3A</li> </ul>	Both required: <ul style="list-style-type: none"> <li>• Held the rank of Chief Officer or higher within a recognized fire agency in California for a minimum of three years</li> <li>• Specific expertise in human resource management</li> </ul>
<ul style="list-style-type: none"> <li>• Company Officer 3B</li> </ul>	Both required: <ul style="list-style-type: none"> <li>• Held the rank of Chief Officer or higher within a recognized fire agency in California for a minimum of three years</li> <li>• Specific expertise in budgets and fiscal responsibilities</li> </ul>
<ul style="list-style-type: none"> <li>• Chief Fire Officer 3D</li> </ul>	Both required: <ul style="list-style-type: none"> <li>• Held the rank of Chief Officer or higher within a recognized fire agency in California for a minimum of three years</li> <li>• Specific expertise in general administrative functions</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Executive Chief Fire Officer 4A (2020)</b></li> </ul>	Both required: <ul style="list-style-type: none"> <li>• <b>Held the rank of Executive Chief Fire Officer* or higher within a recognized fire agency in California for a minimum of three years</b></li> <li>• <b>A minimum of three years’ full-time paid or six years’ volunteer or part-time paid experience working as a Fire Officer 4* in a recognized California fire agency</b></li> <li>• Specific expertise in human resource management <b>and health and safety</b></li> </ul>
<ul style="list-style-type: none"> <li>• <b>Executive Chief Fire Officer 4B (2020)</b></li> </ul>	Both required: <ul style="list-style-type: none"> <li>• <b>Held the rank of Executive Chief Fire Officer* or higher within a recognized fire agency in California for a minimum of three years</b></li> <li>• <b>A minimum of three years’ full-time paid or six years’ volunteer or part-time paid experience working as a Fire Officer 4* in a recognized California fire agency</b></li> <li>• Specific expertise in community and government relations <b>and administration</b></li> </ul>

CFSTES Courses	Experience
<ul style="list-style-type: none"> <li>Executive Chief Fire Officer 4C (2020)</li> </ul>	<p>Both required:</p> <ul style="list-style-type: none"> <li>Held the rank of Executive Chief Fire Officer* or higher within a recognized fire agency in California for a minimum of three years</li> <li>A minimum of three years' full-time paid or six years' volunteer or part-time paid experience working as a Fire Officer 4* in a recognized California fire agency</li> <li>Specific expertise in administration emergency services management</li> </ul>
<ul style="list-style-type: none"> <li>Executive Chief Fire Officer 4E</li> </ul>	<p>Both required:</p> <ul style="list-style-type: none"> <li>Held the rank of Executive Chief Fire Officer* or higher within a recognized fire agency in California for a minimum of three years</li> <li>Specific expertise in health and safety</li> </ul>

\* An Executive Chief Officer is defined as SFT defines a Fire Officer 4 as a Division Chief, Assistant Chief, or Deputy Chief, or Fire Chief assigned to a staff position within an organization or any Chief Officer with staff position responsibilities.

**Table 6.7.9.3(B): Management Instructor Professional Experience CFSTES FSTEP Courses**

FSTEP Courses	Experience
<ul style="list-style-type: none"> <li>Fire Service Supervision: Increasing Personal Effectiveness</li> <li>Fire Service Supervision: Increasing Team Effectiveness</li> <li>Volunteer Fire Service Management</li> </ul>	<ul style="list-style-type: none"> <li>Held the rank of Company Officer within a recognized fire agency in California for a minimum of two years</li> </ul>

### 7.10.3: EXECUTIVE CHIEF FIRE OFFICER 4

#### 7.10.3.1: Overview

- A. The Executive Chief Fire Officer 4 certification provides the knowledge and skills needed to organize and direct one or more fire agencies under the general direction of the Fire Chief. An Executive Chief Fire Officer 4 performs administrative, technical, and managerial duties; serves as a key member of the agency's administrative/executive management team; and acts on behalf of the Fire Chief, as required, in support of the overall goals and objectives of the agency. Skills include human resource management, community and government relations, administrative activities, long-range planning and fiscal projections, fire prevention activities, emergency services delivery, planning for major disasters, and health and safety regulations including comprehensive risk management.
- B. As of October 1, 2015, January 1, 2025, candidates pursuing Executive Chief Fire Officer 4 certification should utilize the requirements listed below.

#### 7.10.3.2: History

- A. Established
- November 20, 2014
- B. Revised
- July 1, 2015
    - Education requirements updated
  - September 1, 2024
    - Updated to align with NFPA 1021 (2020)
    - Restructured application activities to align with task book job performance requirements enabling participants to begin working on task book assignments during their education (rather than after)

#### 7.10.3.3: Prerequisites

- A. Office of the State Fire Marshal (OSFM) certified Chief Fire Officer or OSFM certified Chief Officer
- The candidate has completed one of the following prerequisites.
- OSFM Fire Officer 3 certification
  - OSFM Chief Fire Officer certification
  - OSFM Chief Officer certification
  - Appointed to the rank of Division Chief, Assistant Chief, Deputy Chief, or Fire Chief waives this prerequisite.
    1. Performing in an "acting" capacity does not qualify for this waiver fulfill this requirement.

#### 7.10.3.4: Education

- A. ~~Executive Chief~~ Fire Officer 4A: Human Resource Management (2020)
- B. ~~Executive Chief~~ Fire Officer 4B: Community Leadership and Government Relations Strategic Planning (2020)
- C. ~~Executive Chief~~ Fire Officer 4C: Administration Emergency Services Management (2020)
- D. ~~Executive Chief~~ Fire Officer 4D: Emergency Services Delivery I-400: Advanced Incident Command System for Command and General Staff-Complex Incidents (SFT or FEMA)
- E. ~~Executive Chief~~ Fire Officer 4E: Health and Safety Fire Service Labor/Management Relations (SFT)

#### 7.10.3.5: Certification Exam

- A. Not applicable

#### 7.10.3.6: Certification Task Book

- A. ~~Executive Chief~~ Fire Officer 4 Certification Task Book (2020)

#### 7.10.3.7: Experience

- A. Fire Service (one of the following)
  - 1. Have a minimum of one year full-time paid experience working at the Fire Officer 3 level in a recognized fire agency in California\* ~~working at the Executive Chief Fire Officer level~~
  - 2. Have a minimum of two years' full-time paid experience working at the Fire Officer 3 level in a recognized fire agency in California\* ~~working at the Executive Chief Fire Officer level~~
  - 3. Have a combination of full-time paid and part-time paid or volunteer experience equal to one year's full-time paid experience working at the Fire Officer 3 level in a recognized fire agency in California\* ~~working at the Executive Chief Fire Officer level~~
    - i. Part-time paid or volunteer to full-time paid ratio is 2:1 (for example, two months' part-time paid or volunteer = one month full-time paid)

\* Time spent in an "acting" or "interim" role does not count towards meeting the Experience requirement.

#### 7.10.3.8: Position

- A. Appointed to the rank of Executive Chief Fire Officer
  - 1. ~~An Executive Chief Fire Officer is defined as a Division Chief, Assistant Chief, or Deputy Chief assigned to a staff position within an organization, or any Chief Officer with staff position responsibilities.~~

The position requirement is met when the applicant fulfills the role of the specific duties as defined by the Fire Chief.

1. If the candidate is already the fire chief, any task book role or responsibility assigned to a fire chief should be fulfilled by a higher authority – i.e., city manager, board chair, etc.

#### 7.10.3.9: Application

A. See 7.2.4: Application Process – With a Certification Task Book.

#### B. Supporting Documentation

1. A copy of OSFM Fire Officer or Company Officer certificate
  - i. If waiving this requirement, submit a verification letter signed by the Fire Chief, or his or her authorized designee, verifying the candidate's Chief Officer Rank. (See 4.1.1: Letters of Verification.)
2. Copies of course completion certificates from State Fire Training (SFT) for each educational requirement
3. A copy of diploma verifying degree completion

#### 7.10.3.10: Maintenance

A. Not applicable

**9.1.2: APPROVED COURSES**

- A. In Table 9.1.2: SFT Approved Courses (following), SFT has identified the following SFT courses as either equivalent (E) or reciprocal (R).
- B. See **Acronym Glossary** for a complete list of provider acronyms.

**Table 9.1.2: SFT Approved Courses**

SFT Course	E/R	Approved Equivalent	Provider	Effective Dates
Executive Chief Fire Officer 4D <u>Fire Officer 4C (2020)</u>	E	Executive Analysis of Fire Service Operations in Emergency Management (R0306); <b>or</b> Command and Control of Fire Department Operations at Natural and Manmade Disasters (R0308)	NFA (10-day course)	