



Human Resource Management for Chief Fire Officers

Course Plan

Course Details

Certification:	Chief Fire Officer
CTS Guide:	Chief Fire Officer Certification Training Standard (September 2017)
Description:	This course provides students with a basic knowledge of the human resources requirements related to the roles and responsibilities of a Chief Fire Officer including developing plans for providing employee accommodation, developing hiring procedures, establishing personnel assignments, describing methods of facilitating and encouraging professional development, developing an ongoing education training program, developing promotion procedures, developing proposals for improving employee benefits, and developing a measurable accident and injury prevention program.
Designed For:	The certified Company Officer advancing to the Chief Fire Officer classification
Prerequisites:	Meet the educational requirements for Company Officer, or five (5) years as a career officer (Lieutenant or higher), or seven (7) years as a volunteer officer (Lieutenant or higher), or five (5) years CAL FIRE Fire Apparatus Engineer, or seeking Fire Marshal Certification
Standard:	Complete all activities and formative tests. Complete all summative tests with a minimum score of 80%.
Hours:	Lecture: 12:45 Activities: 9:45 Testing: 3:30
Hours (Total):	26:00
Maximum Class Size:	25
Instructor Level:	Primary Instructor
Instructor/Student Ratio:	1:25

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Restrictions: None

SFT Designation: CFSTES

Required Resources

Instructor Resources

To teach this course, instructors need:

- *Manager's Guide to the California Firefighters Bill of Rights Act* (Martin J. Mayer and Kevin Johnson, 1st edition, Morris Publishing, ISBN: 9780981767222)
- *Pocket Guide to the Firefighters Procedural Bill of Rights Act* (J. Scott Tiedemann, current edition, California Public Employee Relations Program, University of California, Berkeley, Institute of Industrial Relations, <https://cper.berkeley.edu/shop/pocket-guide-to-the-firefighters-procedural-bill-of-rights-act/>)
- *Chief Officer: Principles and Practice* (International Association of Fire Chiefs, 1st edition, Jones & Bartlett Learning, ISBN: 9780763779290)
- *Chief Officer: Principles and Practice Instructor's ToolKit* CD-ROM (International Association of Fire Chiefs, Cdr edition, Jones & Bartlett Learning, ISBN: 9780763798390)
- *Chief Officer: Principles and Practice Instructor's Test Bank* CD-ROM (International Association of Fire Chiefs, Cdr edition, Jones & Bartlett Learning, ISBN: 9780763798406)

Online Instructor Resources

The following instructor resources are available online at

<http://osfm.fire.ca.gov/training/resources>:

- Course plan
- Website

Student Resources

To participate in this course, students need:

- *Chief Officer: Principles and Practice* (International Association of Fire Chiefs, 1st edition, Jones & Bartlett Learning, ISBN: 9780763779290)

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, 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. What is a formative test? What is a summative test?

Activities

1. Student introductions

Topic 1-2: Executive Chief Officer Certification Process

Terminal Learning Objective

At the end of this topic, a student will be able to identify different levels in the Executive Chief Officer certification track, the courses and requirements for Chief Fire Officer certification, and be able to describe the certification task book and testing process.

Enabling Learning Objectives

1. Identify the different levels of certification in the Executive Chief Officer certification track

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- Company Officer
 - Chief Fire Officer
 - Executive Chief Officer
2. Identify the courses required for Chief Fire Officer
 - Chief Fire Officer 3A: Human Resource Management for Chief Fire Officers
 - Chief Fire Officer 3B: Budget and Fiscal Responsibilities for Chief Fire Officers
 - Chief Fire Officer 3C: General Administration Functions for Chief Fire Officers
 - Chief Fire Officer 3D: Emergency Service Delivery Responsibilities for Chief Fire Officers
 3. Identify any other requirements for Chief Fire Officer
 4. Describe the certification task book process
 - Complete all prerequisites and course work
 - Submit application and fees to request certification task book
 - Must be employed by a California Fire Agency as a Chief Fire Officer
 - Complete all job performance requirements included in the task book
 - Must have identified evaluator verify individual task completion via signature
 - Must have Fire Chief or authorized representative verify task book completion via signature
 5. Describe the certification testing process
 - Complete coursework
 - Schedule online certification test
 - Schedule skills evaluation test

Discussion Questions

1. How many levels are there in the Executive Chief Officer certification track? What are they?

Activities

1. To be determined by the instructor.

Topic 1-3: Definition of Chief Fire Officer

Terminal Learning Objective

At the end of this topic, a student will be able to identify the California-specific requirements for a Chief Fire Officer on a summative exam.

Enabling Learning Objectives

1. Identify the requirements for Chief Fire Officer certification in California
2. Describe the need for Wildland Fire Officer II certification as a corequisite for Chief Fire Officer certification in California

Discussion Questions

1. What are the skills and abilities required of a Chief Fire Officer in California?

Activities

1. To be determined by the instructor.

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Instructor Notes

1. California Health and Safety Code 13157 gives the State Fire Marshal authority to determine certification requirements.

CTS Guide Reference: CTS 1-1

Topic 1-4: Definition of Duties for Fire Officer III

Terminal Learning Objective

At the end of this topic, a student given Sections 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, and 6.8 of NFPA 1021 (2014) will be able to identify the prerequisite qualifications, and the human resource management, community and government relations, administrative, inspection and investigation, emergency service delivery, health and safety, and emergency management duties of a Chief Fire Officer on a summative exam.

Enabling Learning Objectives

1. Identify the prerequisite qualifications of a Fire Officer III
 - Certification at Fire Officer Level II as defined in NFPA 1021
2. Identify the general prerequisite knowledge of a Fire Officer III
 - Current national and international trends and developments related to fire service organization, management, and administrative principles
 - Understanding of workers' compensation, civil service system, and role of courts (civil suits, criminal proceedings, appeals, review of administrative decisions)
 - Criminal liability for offenses such as manslaughter and negligent homicide
 - EEO laws and civil rights
 - Open records and open meetings laws
 - Conflicts of interests and ethics
3. Identify the general prerequisite skills of a Fire Officer III
 - Research
 - Use evaluative methods
 - Analyze data
 - Communicate orally and in writing
 - Motivate members
4. Identify the human resource management duties of a Fire Officer III
 - Establishing procedures for hiring, assigning, promoting, and encouraging professional development of members
5. Identify the community and government relations duties of a Fire Officer III
 - Developing programs that improve and expand service and build partnerships with the public
6. Identify the administrative duties of a Fire Officer III
 - Preparing a divisional or departmental budget
 - Developing a budget management system
 - Soliciting bids
 - Planning for resource allocation
 - Working with records management systems

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7. Identify the inspection and investigation duties of a Fire Officer III
 - Evaluating inspection programs of the AHJ to determine effectiveness
 - Developing public safety plans
8. Identify the emergency service delivery duties of a Fire Officer III
 - Managing multi-agency planning, deployment, and operations
9. Identify the health and safety duties of a Fire Officer III
 - Developing, managing, and evaluating a departmental health and safety program
10. Identify the emergency management duties of a Fire Officer III
 - Developing policies, procedures, and programs for the role of the fire service in the community's emergency management plan
 - Identifying the roles of local, state/provincial, and national emergency management agencies

Discussion Questions

1. Do Chief Fire Officers interact as leaders, collaborators, or followers?
2. How does a Chief Fire Officer in a new position assess the needs of the organization and keeping pace with emerging trends?

Activities

1. To be determined by the instructor.

CTS Guide Reference: CTS 1-2

Topic 1-5: Definition of Duties for Wildland Fire Officer II

Terminal Learning Objective

At the end of this topic, a student, given Sections 7.1.1, 7.4.1 and 7.5.1 of NFPA 1051 (2016) will be able to identify the prerequisite knowledge and mobilization and suppression duties of a Wildland Fire Officer II.

Enabling Learning Objectives

1. Identify the prerequisite knowledge required for a Wildland Fire Officer II:
 - Authority and responsibility for implementing formal and informal agreements between jurisdictional agencies
 - Incident management system used by the jurisdiction
 - Wildland Fire Officer II's role within the incident management system
2. Identify the mobilization duties of a Wildland Fire Officer II
 - Supervising multiple resources so that they are deployed in accordance with the incident action plan and agency policies and procedures
3. Identify the suppression duties of a Wildland Fire Officer II
 - Commanding resources in the suppression of a wildland fire that exceeds the capability of the Wildland Fire Officer I

Discussion Questions

1. What are the typical duties of a Chief Fire Officer on a wildland incident?

Activities

1. To be determined by instructor.

Instructor Notes

1. California Incident Command Certification System (CICCS)
2. *FIRESCOPE 420-1 Field Operations Guide (FOG)*

CTS Guide Reference: CTS 1-3

Unit 2: Managing Personnel

Topic 2-1: Developing Plans for Providing Employee Accommodation

Terminal Learning Objective

At the end of this topic, a student, given an employee need and applicable law and requirements, will be able to develop a plan for providing an employee accommodation, including adequate information to justify the requested change(s).

Enabling Learning Objectives

1. Determine agency's policies and procedures
 - Agency-specific
 - Departmental/internal
 - Collective bargaining agreements
2. Identify legal requirements for reasonable accommodations
3. Conduct research as needed to develop plans for providing employee accommodation and communicate results orally and in writing

Discussion Questions

1. What are some typical reasonable accommodation requests faced by Chief Fire Officers?
2. What different entities would you be required to interact with during the course of developing a plan for reasonable accommodation?

Activities

1. Given a scenario requiring reasonable accommodation, have students list considerations a Chief Fire Officer may be asked to provide on behalf of their agency.
2. Given a sample collective bargaining agreement, have students identify provisions for reasonable accommodation.

CTS Guide Reference: CTS 2-6

Topic 2-2: Developing Hiring Procedures

Terminal Learning Objective

At the end of this topic, a student, given policies of the AHJ and legal requirements, will be able to develop procedures for hiring members, ensuring a valid and reliable process.

Enabling Learning Objectives

1. Identify applicable regulations and standards; policies and procedures; and federal, state/provincial, and local laws
2. Describe hiring procedure components:
 - Job description/minimum qualifications
 - Recruitment

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- Background checks
 - Psychological exams
 - Medical exams
 - Physical abilities testing
 - Written test
 - Oral interview
 - Administrative interview
3. Evaluate hiring procedures to ensure validity:
 - Thorough job task analysis
 - Test only essential functions
 - Job-related
 - Consistent with business necessity
 - No disparate impact on a protected classification
 4. Communicate hiring procedures to appointing authority orally and in writing

Discussion Questions

1. How would a Chief Fire Officer determine whether the developed hiring procedures have a disparate impact on any particular classification?
2. How might a department market itself in the community to attract potential candidates and achieve workforce parity?

Activities

1. Given a sample job description, have students develop a job announcement that is compliant with industry best practices.
2. Given a sample job description, have students develop questions for the oral interview process.

Instructor Notes

1. See NFPA 1582, Standard on Comprehensive Occupational Medical Program for Fire Departments (2013)
2. Title VII, Civil Rights Act of 1964 (<http://www.eeoc.gov/laws/statutes/titlevii.cfm>)

CTS Guide Reference: CTS 2-2

Topic 2-3: Establishing Personnel Assignments

Terminal Learning Objective

At the end of this topic, a student, given knowledge, training, and experience of the members available, will be able to establish personnel assignments, maximizing efficiency in accordance with policies and procedures.

Enabling Learning Objectives

1. Determine minimum staffing requirements of the AHJ
2. Identify available human resources
3. Identify factors to consider when assigning personnel:
 - Work environment
 - Duty assignments
 - Levels of staffing

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- Emergency response
- Administrative staff
- Special projects
- Professional development
- Needs of the department
- 4. Determine how available human resources can best meet operational needs:
 - Qualifications/training
 - Experience
 - Specialized skills
- 5. Apply policies and procedures
 - To maximize efficiency
 - To ensure a fair and impartial process
- 6. Relate interpersonally, both orally and in writing, when assigning personnel

Discussion Questions

1. How does a Chief Fire Officer work to integrate civilian and sworn staff?
2. How does a Chief Fire Officer ensure a fair and equitable process when making personnel assignments?
3. What are the benefits and/or fallbacks to bidding versus rotation?

Activities

1. Given a list of organizational vacancies and a list of appropriate personnel and their qualifications, have students fill the vacancies.

CTS Guide Reference: CTS 2-1

Topic 2-4: Defining the Requirements of the California Firefighters Procedural Bill of Rights Act

Terminal Learning Objective

At the end of this topic, a student will be able to define the requirements of the California Firefighters Procedural Bill of Rights Act as they apply to the roles and responsibilities of the Chief Fire Officer.

Enabling Learning Objectives

1. Describe the disciplinary process as it relates to the California Firefighters Procedural Bill of Rights Act.
2. Describe the components of the notification and interrogation process required by the California Firefighters Procedural Bill of Rights Act.
3. Describe the protection of basic rights offered by the California Firefighters Procedural Bill of Rights Act.
4. Describe how the California Firefighters Procedural Bill of Rights Act reduces risk and civil and criminal liability

Discussion Questions

1. How has your agency implemented the requirements of the California Firefighters Procedural Bill of Rights Act?

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2. How does a Chief Fire Officer ensure their subordinates are complying with the California Firefighters Procedural Bill of Rights Act?
3. How does the California Firefighters Procedural Bill of Rights Act affect the Chief Fire Officer's supervisory duties?

Activities

1. Instructor shall determine an appropriate activity given the case studies in the Pocket Guide to the Firefighters Procedural Bill of Rights Act.

CTS Guide Reference: CTS 2-8

Unit 3: Professional Development

Topic 3-1: Describing Methods of Facilitating and Encouraging Professional Development

Terminal Learning Objective

At the end of this topic, a student, given a professional development model, will be able to describe methods of facilitating and encouraging members to participate in professional development to achieve their personal and professional goals.

Enabling Learning Objectives

1. Discuss interpersonal and motivational techniques
2. Apply a professional development model
3. Implement goal setting techniques
4. Evaluate personal and professional goals
5. Evaluate member potential
 - Performance reviews
 - Qualifications
 - Areas of skills or interests
6. Counsel members on professional development
 - Goals for individual development
 - Organizational needs and succession planning
 - Opportunities for continuing education/career growth
 - Involvement with professional and community organizations

Discussion Questions

1. How can you best align an employee's professional development with organizational needs?
2. Does your current performance evaluation process create pathways for encouraging professional development?

Activities

1. Given a description of an employee's qualifications and areas of skills or interest, have students conduct a mock professional development counseling session.

CTS Guide Reference: CTS 2-4

Topic 3-2: Developing an Ongoing Education Training Program

Terminal Learning Objective

At the end of this topic, a student, given organizational training requirements, will be able to develop an ongoing education training program, giving members of the organization appropriate training to meet the mission of the organization.

Enabling Learning Objectives

1. Identify agency mission and goals
2. Define needs assessment components
 - Evaluation of requirements
 - Outcome evaluation
 - Reoccurring proficiency training
 - One-time certification training
 - Mandated training
 - Skills assessment
3. Describe the training program development process
 - Identify the current training program elements
 - Perform an education training program needs assessment
 - Perform a gap analysis between current training program and needs assessment results
 - Identify resources required to close recognized gap
 - Human
 - Technological
 - Educational
 - Make recommendations for improvement
4. Communicate ongoing education training program results orally and in writing

Discussion Questions

1. What technology does your department have available to assist in creating an ongoing education training program?
2. What external entities could you collaborate with to enhance your education training program?

Activities

1. Perform an education training program needs assessment by developing a survey to distribute to members.

Instructor Notes

1. Consider reviewing the *Training Mandates Study for the California Fire Service* (www.cafsti.org/imageuploads/media-60.pdf)

CTS Guide Reference: CTS 2-7

Topic 3-3: Developing Promotion Procedures

Terminal Learning Objective

At the end of this topic, a student, given applicable policies and legal requirements, will be able to develop procedures and programs for promoting members, ensuring a valid, reliable, job-related, and nondiscriminatory process.

Enabling Learning Objectives

1. Identify applicable regulations and standards; policies and procedures; and federal, state/provincial, and local laws
2. Describe promotion procedure components:
 - Job description/minimum qualifications
 - Written test
 - Performance assessment/practical exam
 - Oral interview
 - Administrative interview
3. Evaluate promotion procedures to ensure validity:
 - Thorough job task analysis
 - Test only essential functions
 - Job-related
 - Consistent with business necessity
 - No disparate impact on a protected classification
4. Coordinate with stakeholders:
 - Labor groups
 - Employee organizations
 - Hiring authority
5. Communicate promotion procedures orally and in writing
6. Encourage professional development and mentor members

Discussion Questions

1. How does a Chief Fire Officer encourage participation in the promotion process?
2. What methods might be used to ensure the validity and reliability of promotion procedures?
3. What are current industry best practices for promotion procedures?

Activities

1. Facilitate a mock focus group of stakeholders in order to blueprint promotion procedures.

Instructor Notes

1. Title VII, Civil Rights Act of 1964 (<http://www.eeoc.gov/laws/statutes/titlevii.cfm>)

CTS Guide Reference: CTS 2-3

Unit 4: Employee Benefits

Topic 4-1: Developing Proposals for Improving Employee Benefits

Terminal Learning Objective

At the end of this topic, a student, given a need in the organization, will be able to develop a proposal for improving an employee benefit, including adequate information to justify the requested benefit improvement.

Enabling Learning Objectives

1. Describe the agency's benefit program
 - Types of benefits available (monetary and non-monetary)
2. Conduct research as needed to develop a benefit improvement proposal
 - Review/analyze current benefits
 - Gather information regarding proposed benefits
3. Communicate orally and in writing as needed to develop a benefit improvement proposal
 - Collaborate with Human Resources department and affected employee groups
 - Create new benefit proposal including justification and cost/benefit analysis

Discussion Questions

1. Discuss your agency's current benefit program.
2. Is your organization recruiting and retaining the desired employees? Why or why not?
3. Are you getting the desired job performance from your employees? Why or why not?

Activities

1. Create a mock presentation to stakeholders, proposing and justifying a benefit improvement.

CTS Guide Reference: CTS 2-5

Unit 5: Employee Safety

Topic 5-1: Developing a Measurable Accident and Injury Prevention Program

Terminal Learning Objective

At the end of this topic, a student, given relevant local and national data, will be able to develop a measurable accident and injury prevention program, evaluating results to determine program effectiveness.

Enabling Learning Objectives

1. Identify applicable policies, procedures, codes, standards, and laws
2. Use evaluative methods to determine accident and injury prevention program effectiveness
 - Analyze injuries/illnesses to look for patterns or trends
3. Analyze data and accepted safety practices
 - Compare agency data with local/national statistics
 - Establish acceptable thresholds

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4. Communicate accident and injury prevention program orally and in writing
 - Identify gaps and provide recommendations for improvement

Discussion Questions

1. Describe your agency's accident and injury/illness prevention program.
2. How does one determine whether an accident and injury prevention program is effective and compliant with applicable law?
3. Do you think that incentive or punitive accident and injury prevention programs are more effective in improving program effectiveness? Why?

Activities

1. Given an accident or injury/illness scenario, have students set an agenda for a mock peer review board.

Instructor Notes

1. Consider reviewing the *Training Mandates Study for the California Fire Service* (www.cafsti.org/imageuploads/media-60.pdf)

CTS Guide Reference: CTS 7-1

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Time Table

Segment	Lecture Time	Activity Time	Total Unit Time
Unit 1: Introduction			
Topic 1-1: Orientation and Administration			
Lecture	00:30		
Activity 1-1: See suggested activity		1:30	
Topic 1-2: Executive Chief Officer Certification Process			
Lecture	00:30		
Activity 1-2: To be determined by instructor		00:00	
Topic 1-3: Definition of Chief Fire Officer			
Lecture	00:30		
Activity 1-3: To be determined by instructor		00:00	
Topic 1-4: Definition of Duties for Fire Officer III			
Lecture	00:30		
Activity 1-4: To be determined by instructor		00:00	
Topic 1-5: Definition of Duties for Wildland Fire Officer II			
Lecture	00:30		
Activity 1-5: To be determined by instructor		00:00	
Unit 1 Totals	2:30	1:30	4:00
Unit 2: Managing Personnel			
Topic 2-1: Developing Plans for Improving Employee Accommodation			
Lecture	00:45		
Activity 2-1: See suggested activity		00:45	
Topic 2-2: Developing Hiring Procedures			
Lecture	1:30		
Activity 2-2: See suggested activity		1:00	
Topic 2-3: Establishing Personnel Assignments			
Lecture	1:00		
Activity 2-3: See suggested activity		00:30	

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Segment	Lecture Time	Activity Time	Total Unit Time
Topic 2-4: Defining the Requirements of the California Firefighters Procedural Bill of Rights Act			
Lecture	1:00		
Activity 2-4: See suggested activity		1:00	
Unit 2 Totals	4:15	3:15	7:30
Unit 3: Professional Development			
Topic 3-1: Describing Methods of Facilitating and Encouraging Professional Development			
Lecture	1:30		
Activity 3-1: See suggested activity		1:00	
Topic 3-2: Developing an Ongoing Education Training Program			
Lecture	1:00		
Activity 3-2: See suggested activity		1:30	
Topic 3-3: Developing Promotion Procedures			
Lecture	1:30		
Activity 3-3: See suggested activity		1:00	
Unit 3 Totals	4:00	3:30	7:30
Unit 4: Employee Benefits			
Topic 4-1: Developing Proposals for Improving Employee Benefits			
Lecture	00:30		
Activity 4-1: See suggested activity		00:30	
Unit 4 Totals	00:30	00:30	1:00
Unit 5: Employee Safety			
Topic 5-1: Developing a Measurable Accident and Injury Prevention Program			
Lecture	1:30		
Activity 5-1: See suggested activity		1:00	
Unit 5 Totals	1:30	1:00	2:30
Lecture, Activity, and Unit Totals:	12:45	9:45	22:30

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Course Totals

Segment Type	Time
Total Lecture Time (LT)	12:45
Total Activity Time (AT)	9:45
Total Testing Time (TT)	3:30
Total Course Time	26:00