



# Human Resource Management for the Executive Chief Fire Officer

## Course Plan

### Course Details

<b>Certification:</b>	Executive Chief Fire Officer
<b>CTS Guide:</b>	Executive Chief Fire Officer CTS Guide
<b>Description:</b>	This course provides the skills and knowledge needed for the Executive Chief Fire Officer to perform his/her duties safely, effectively, and competently. The overarching themes of this curriculum are recruitment, selection, and placement of human resources; the development of a positive and participative member/management program; the establishment and evaluation of a list of education and in-service training goals; appraisal of a member assistance program; and the evaluation of an incentive program to determine if the desired results are achieved.
<b>Designed For:</b>	Executive Chief Fire Officer Candidate
<b>Prerequisites:</b>	Meet educational requirements for Chief Fire Officer or five (5) years as career chief officer, or seven (7) years as a volunteer officer
<b>Standard:</b>	Complete all activities and formative tests. Complete all summative tests with a minimum score of 80%.
<b>Hours:</b>	Lecture: 17:00 Activities: 9:00 Testing: 2:00
<b>Hours (Total):</b>	28:00
<b>Maximum Class Size:</b>	24
<b>Instructor Level:</b>	Instructor Level II
<b>Instructor/Student Ratio:</b>	1:24
<b>Restrictions:</b>	None

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SFT Designation: CFSTES

### Required Resources

#### Instructor Resources

To teach this course, instructors may use:

- *Chief Officer Principles and Practice*, Jones & Bartlett Learning, ISBN: 9780763779290
- *Chief Fire Officer's Desk Reference*, Jones & Bartlett Publishers, ISBN: 9780763729356
- *Managing Fire and Emergency Services*, ICMA Publications, ISBN: 9780873267632
- ~~\**Human Resource Management for the Fire Service*, IAFC, ISBN: 9780763749385~~  
\*No longer available.

Reference manual options:

- *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>:

- Activity 2-2: Assess a Member/Management Program
- Activity 2-3: Professional Development Program Needs Analysis

#### 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

The following facilities, equipment, or personnel are required to deliver this course:

- None

### 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. To be determined by the instructor.

#### Topic 1-2: Executive Chief Fire Officer Certification Process

##### Terminal Learning Objective

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

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### Enabling Learning Objectives

1. Identify the different levels of certification in the Executive Chief Fire Officer certification track
  - Company Officer
  - Chief Fire Officer
  - Executive Chief Fire Officer
2. Identify the courses required for Executive Chief Fire Officer
  - Human Resource Management for the Executive Chief Fire Officer
  - Community and Government Relations for the Executive Chief Fire Officer
  - Administration for the Executive Chief Fire Officer
  - Emergency Services Delivery for the Executive Chief Fire Officer
  - Health and Safety for the Executive Chief Fire Officer
3. Identify any other requirements for Executive Chief Fire Officer
  - Certified Company Officer
  - Certified Chief Fire Officer
4. Describe the capstone task book process
  - Complete all prerequisites and course work
  - Submit application and fees to request capstone task book
  - 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
  - Must be employed by a California Fire Organization in the position prior to submitting completed task book to State Fire Training
5. Describe the capstone testing process
  - Complete course work
  - Schedule online capstone test
  - Schedule skills evaluation test

### Discussion Questions

1. How many levels are there in the Company Officer Certification track? What are they?

### Activities

1. To be determined by the instructor.

## Topic 1-3: Definition of Duty for Executive Chief Fire Officer

### Terminal Learning Objective

At the end of this topic, a student will be able to discuss the topic below.

### Enabling Learning Objectives

1. Administrate job performance requirements and evaluate and improve the department, according to the specified job performance requirements

### Discussion Questions

1. None

### Activities

1. To be determined by the instructor.

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

## Unit 2: Human Resource Management

### Topic 2-1: Determining Human Resource Requirements

#### Terminal Learning Objective

At the end of this topic, a student, given relevant community and organizational demographic data, will be able to determine effective recruitment, selection, and placement of human resources according to the law and consistent with current best practices.

#### Enabling Learning Objectives

1. Apply local, state/provincial, and federal laws, statutes, regulations, and ordinances
2. Interpret policies, procedures, and contractual agreements
3. Review current best practices for recruitment, selection, promotion, and placement of human resources
4. Analyze relevant community demographics in relation to organization demographics
  - Current data
  - Projected data (i.e. projected population growth, city and community master plans, projected demographic shifts, etc.)
5. Identify formal and informal community leaders
6. Identify community issues
  - Demographics
  - Culture
  - Underrepresented groups
7. Analyze recruitment issues
  - Demographic gaps
  - Cultural barriers
  - Underrepresented groups
8. Solve problems that may arise from recruitment, selection, and placement of human resources
9. Delegate authority
10. Apply evaluation process

#### Discussion Questions

1. What cultural issues may create challenges and/or opportunities for recruitment?
2. What socio-economic issues may create challenges and/or opportunities for recruitment?
3. What type of 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. What is the importance of having diversity in your organization?

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### Activities

1. Based on demographic data, such as census data, the student shall determine and document that their organization's recruitment/hiring practices comply with the law and adhere to best practices.
2. Create a recruitment plan that implements best practices to reflect the diversity in your community's current population.

### Instructor Notes

1. Use a guest speaker to discuss current best practices in recruitment, selection, placement, and promotion.

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

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

### Terminal Learning Objective

At the end of this topic, a student will be able to initiate the development of a positive and participative member/management program.

### Enabling Learning Objectives

1. Apply local, state/provincial, and federal laws, statutes, regulations, and ordinances
2. Interpret policies, procedures, and contractual agreements
3. Analyze current status of employee relations
  - Various employee stakeholder groups
4. Analyze the current employee/management relations
5. Demonstrate a collaborative communications style
6. Negotiate in a member/management setting, i.e.:
  - Interest-based
  - Best Alternative to a Negotiated Agreement (BATNA)
7. Conduct program implementation
  - Address ongoing program needs

### Discussion Questions

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

### Activities

1. Activity 2-2: Assess a Member/Management Program

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

## Topic 2-3: Establishing a Professional Development Program

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### Terminal Learning Objective

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

### Enabling Learning Objectives

1. Identify internal and external customers
2. Assess education status of members
3. Assess certification and training status of members
4. Assess community needs, i.e.:
  - Demographic
  - Geographic
  - Infrastructure
  - Target hazards
  - Projected city or community master plans
5. Identify training and education resources
6. Apply local, state/provincial, and federal laws, statutes, regulations, and ordinances
7. Interpret internal and external policies, procedures, and contractual agreements
8. Organize data and resources to establish a list of education and in-service training goals

### Discussion Questions

1. What is the status of any succession planning program within your organization?
2. What are the outside training and education resources used by your organization?
3. What is the importance of a professional development program within your organization and within emergency services as a whole?

### Activities

1. Activity 2-3: Professional Development Needs Analysis

### Instructor Notes

1. An emphasis within this topic is the development, implementation, and maintenance of a professional development program, to include succession planning.

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

## Topic 2-4: Evaluating Member Assistance Programs

### Terminal Learning Objective

At the end of this topic, a student, given member assistance program data, will be able to appraise a member assistance program to determine if the program produces the desired results and benefits.

### Enabling Learning Objectives

1. Assess available member assistance programs
2. Analyze member and organization needs
3. Apply local, state/ provincial, and federal laws, statutes, regulations, and ordinances
4. Interpret policies, procedures, and contractual agreements
5. Interpret results to determine if the program produces the desired outcomes

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### Discussion Questions

1. What member assistance programs are available within your organization?
2. What are the pros and cons of member assistance programs?

### Activities

1. The student shall either examine their organization's member assistance programs and document how they produce desired results, or design a member assistance program that addresses specific organization needs.

### Instructor Notes

1. Use a guest speaker from a member assistance program.

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

## Topic 2-5: Evaluating Incentive Programs

### 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.

### Enabling Learning Objectives

1. Assess available incentive programs, i.e.:
  - Education
  - Fitness
  - Attendance
2. Analyze incentive program as it relates to desired outcomes
3. Apply local, state/provincial, and federal laws, statutes, regulations, and ordinances
4. Interpret policies, procedures, and contractual agreements
5. Interpret results to determine if the desired outcomes are achieved

### Discussion Questions

1. What are the types of incentive programs available within your organization?
2. What are the pros and cons of incentive programs?

### Activities

1. The student shall either examine their organization's incentive programs and document how they produce the desired results, or design a program that addresses specific organization needs.

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



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### Time Table

The hours listed in the timetable are the minimum required to complete the lectures and activities included. These hours do not include any additional activities added by the instructor. Please keep in mind that this timetable is a guideline and does not allot any time for breaks or lunches. Please plan accordingly.

Segment	Lecture Time	Activity Time	Total Unit Time
<b>Unit 1: Introduction</b>			
Topic 1-1: Orientation and Administration			
Lecture	1:00		
Activity 1-1: To be determined by instructor		00:00	
Topic 1-2: Executive Chief Fire Officer Certification Process			
Lecture	0:20		
Activity 1-2: To be determined by the instructor		00:00	
Topic 1-3: Definition of Duty for Executive Chief Fire Officer			
Lecture	0:10		
Activity 1-3: To be determined by the instructor		00:00	
<b>Unit 1 Totals</b>	<b>1:30</b>	<b>00:00</b>	<b>1:30</b>
<b>Unit 2: Human Resource Management</b>			
Topic 2-1: Determining Human Resource Requirements			
Lecture	6:00		
Activity 2-1: Recommended by SFT		1:00	
Topic 2-2: Developing a Member/Management Program			
Lecture	3:00		
Activity 2-2: Assess a Member/Management Program		3:00	
Topic 2-3: Establishing a Professional Development Program			
Lecture	3:00		
Activity 2-3: Professional Development Needs Analysis		3:00	

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Segment	Lecture Time	Activity Time	Total Unit Time
Topic 2-4: Evaluating Member Assistance Programs			
Lecture	2:00		
Activity 2-4: Recommended by SFT		1:00	
Topic 2-5: Evaluating Incentive Programs			
Lecture	1:30		
Activity 2-5: Recommended by SFT		1:00	
<b>Unit 2 Totals</b>	<b>15:30</b>	<b>9:00</b>	<b>24:30</b>
<b>Lecture, Activity, and Unit Totals:</b>	<b>17:00</b>	<b>9:00</b>	<b>26:00</b>

### Course Totals

Segment Type	Time
Total Lecture Time (LT)	17:00
Total Activity Time (AT)	9:00
Total Testing Time (TT)	2:00
<b>Total Course Time</b>	<b>28:00</b>