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
- Currently in the position of, or acting as, a Chief Fire Officer or higher

Standard: Complete all required activities and formative tests.

Complete all summative tests with a minimum score of 80%.

Hours (Total):   54 hours

(22 lecture / 16 application and testing (in class) /16 application (CTB time, outside of class)

Maximum Class Size: 25

Instructor Level: SFT Fire Officer 4 Registered Instructor

Instructor/Student Ratio: 1:25

Restrictions: None

SFT Designation: CFSTES

Table of Contents

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
- A printed copy of the Fire Officer 4 Certification Task Book (2020)
- 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	Task Book	Unit Total
Unit 1: Introduction				
Topic 1-1: Orientation and Administration	0.5	0.0	0.0	
Topic 1-2: Fire Officer 4 Certification Process	0.25	0.0	0.0	
Topic 1-3: Definition of Duty for a Fire Officer 4	0.25	0.0	0.0	
Unit 1 Totals	**1.0**	**0.0**	**0.0**	**1.0**
Unit 2: Human Resource Management				
Topic 2-1: Appraising Human Resource Demographics	5.0	3.0	3.0	
Topic 2-2: Developing an Employee/Management Program	4.0	3.0	4.0	
Topic 2-3: Evaluating an Education and Training Program	2.5	2.0	2.0	
Topic 2-4: Evaluating an Incentive Program	1.5	1.0	2.0	
Topic 2-5: Appraising an Employee Assistance Program	2.0	2.0	3.0	
Topic 2-6: Managing a Risk Program	6.0	3.0	2.0	
Unit 2 Totals	**21.0**	**14.0**	**16.0**	**51.0**
Formative Assessments				
Determined by AHJ or educational institution	**0.0**	**1.0**	**0.0**	**1.0**
Summative Assessment				
Determined by AHJ or educational institution	**0.0**	**1.0**	**0.0**	**1.0**
Course Totals	**22.0**	**16.0**	**16.0**	**54.0**

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.

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
10. Describe how to develop a course assignment portfolio
    - Course assignments are designed to meet Task Book requirements
    - Meet with Fire Chief to determine assignment parameters and discuss expectations for JPR sign off
      - Task book activities should fulfill the JPRs while meeting AHJ needs and advancing the participant's agency
      - Activities should ideally be completed within the work environment
    - Describe how to develop effective portfolio documentation:
      - Spreadsheets
      - Memos
      - Staff reports
      - Incident-related documents (IAP, ICS-225 Evaluation Form, etc.)

Discussion Questions
1. Which SFT Fire Officer 4 Task Book (2020) job performance requirements are associated with this course?
2. When would you use a memo versus a staff report?

Application
1. Determined by instructor

Instructor Notes
1. Make sure participants understand expectations for task book sign offs and course assignment submissions.
2. Be prepared to provide quality feedback on all submitted assignments.

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

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

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.

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[1] to discuss their expectations for JPR sign off.
- The time needed to complete activities is built into the course time allotment but activates 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 (Topic 2-1)

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 (Topic 2-2)

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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[1] 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 (Topic 2-3)

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 (Topic 2-4)

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 (Topic 2-5)

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 (Topic 2-6)

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.