



Community Leadership and Strategic Planning (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 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.
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: <ul style="list-style-type: none">• 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 (31 lecture / 22 application (outside of class) / 1 testing)
Maximum Class Size:	25
Instructor Level:	SFT Fire Officer 4 Registered Instructor
Instructor/Student Ratio:	1:25
Restrictions:	None
SFT Designation:	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
- 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	Unit Total
Unit 1: Introduction			
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	
Unit 1 Totals	1.0	0.0	1.0
Unit 2: Administration			
Topic 2-1: Developing a Comprehensive Long-Range Plan	7.0	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	*	
Unit 2 Totals	29.0	22.0	52.0
Formative Assessments			
Determined by AHJ or educational institution	0.0	1.0	1.0
Summative Assessment			
Determined by AHJ or educational institution	0.0	1.0	0.0
Course Totals	30.0	24.0	54.0
* 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.

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 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

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

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

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

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).

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.

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 chiefⁱ 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 (Topic 2-4)

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 (Topic 2-1)

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)

Administering a Media Relations Program (Topic 2-2)

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)

Exercising Community Leadership (Topic 2-3)

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.

Evaluating and Forecasting Training Requirements (Topic 2-5)

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 (Topic 2-6)

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 (Topic 2-7)

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)

ⁱ 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.