

**CERTIFICATION CURRICULUM MANUAL – CHAPTER NINE**

# **FIRE OFFICER I**

## REFERENCE LIST FOR THE FIRE OFFICER I CURRICULUM

Certified Training Facilities approved to teach this curriculum, must have the following reference materials:

*Fire and Emergency Service Company Officer* (4<sup>th</sup> Ed) (2007) Stillwater, OK: International Fire Service Training Association

*Fire Officer Principles and Practice* (2<sup>nd</sup> Ed.) (2010) Sudbury, MA: Jones and Bartlett Publishers, Inc.

*NFPA 1021: Standard for Fire Officer Professional Qualifications* (2009 Ed.) Quincy, MA: National Fire Protection Association NFPA Publications

*Standards Manual for Fire Protection Personnel* Austin, TX: Texas Commission on Fire Protection.

**CHAPTER NINE**  
**FIRE OFFICER I**  
**CURRICULUM OUTLINE**

<b>SECTION</b>	<b>SUBJECT</b>	<b>RECOMMENDED HOURS</b>
901-4.1	General	4
901-4.2	Human Resources Management	6
901-4.3	Community and Government Relations	6
901-4.4	Administration	4
901-4.5	Inspection and Investigation	4
901-4.6	Emergency Service Delivery	10
901-4.7	Health and Safety	8
	Performance Skills*	18
	<b>TOTAL RECOMMENDED HOURS</b>	<b>60</b>

\*The recommended hours for skills evaluation is based on 12 students. Actual hours needed will depend on the number of students, the number of examiners, availability of equipment, and the student skill level.

## ***COURSE INSTRUCTOR INFORMATION***

### ***FIRE OFFICER I***

#### **Overview**

The Fire Officer curriculum is designed to provide clear guidance that ensures adequate presentation of the information required to meet the Job Performance Requirements (JPRs) of National Fire Protection Association (NFPA) 1021, Standard for Fire Officer Professional Qualifications, 2009 edition.

The Fire Officer curriculum is Chapter 9 of the Texas Commission on Fire Protection (TCFP) Curriculum Manual.

<b>Certification Level</b>	<b>TCFP Section Number</b>	<b>NFPA 1021 Chapter</b>
Fire Officer I	901	4
Fire Officer II	902	5

#### **Layout**

The NFPA numbering sequence is mirrored to allow easy correlation between this document and the NFPA Standard. For example, 901-4.2.1 identifies the section in the Fire Officer I Curriculum that corresponds to NFPA section 4.2.1.

When a section references information from “Annex A Explanatory Material” in the NFPA Standard, it is identified by adding an “A” to the section number. For example, 901-A.4.1 identifies the section in the Fire Officer I Curriculum that corresponds to NFPA Annex A information for NFPA section 4.1.

#### **TCFP Standards Manual**

It is critical that the Course Instructor review the chapters in the TCFP Standards Manual that apply to this curriculum. Of primary importance are the following chapters: Chapter 421, Standards for Certification; Chapter 435, Fire Fighter Safety; Chapter 437, Fees; and Chapter 451, Fire Officer Certification. These chapters do not address every issue that could impact this curriculum; therefore, the Course Instructor is encouraged to become familiar with the TCFP Standards Manual.

#### **Instructor Qualifications**

Fire Officer Courses must be taught by a person meeting the requirements described in Chapter 427.307 of the TCFP Standards Manual.

**Prerequisite Knowledge and Skills**

The General sections (4.1 and 5.1) include prerequisite knowledge and skills. Although this information is labeled as “prerequisite”, instructors should ensure that the material is covered as needed. This material is not optional and may be included in Texas Commission on Fire Protection certification written examinations.

**Supplemental Information**

Instructors are expected to provide supplemental information if the main reference text does not provide adequate information to ensure successful completion of the Job Performance Requirements as listed in the curriculum.

**Components of the Curriculum**

Each section of the curriculum identifies the NFPA Job Performance Requirement (JPR) and subdivides the requisite knowledge requirements into learning components. For example:

Curriculum	Explanation
901-4.2.6 Coordinate the completion of assigned tasks and projects by members, given a list of projects and tasks and the job requirements of subordinates, so that the assignments are prioritized, a plan for the completion of each assignment is developed, and members are assigned to specific tasks and supervised during the completion of the assignments.	<b>Section Number and NFPA JPR</b>
<b>Requisite Knowledge:</b> Principles of supervision and basic human resource management.	<b>Requisite Knowledge Statement</b>
1) Principles of supervision	<b>First part of Requisite Knowledge</b>
(a) Delegate responsibility (b) Consistent management (c) Motivate (d) Communicate (e) Train (f) Decision making (g) Resource management (h) Time management (i) Coach/counsel (j) Discipline (positive and negative) (k) Accountability (l) Employee performance appraisals (m) Conflict resolution	<b>Associated learning components</b>

<ul style="list-style-type: none"> <li>(n) Risk management</li> <li>(o) Leadership styles           <ul style="list-style-type: none"> <li>(i) Autocratic</li> <li>(ii) Democratic</li> <li>(iii) Laissez-faire</li> </ul> </li> </ul>	
<p>2) Basic human resource management</p>	<p><b>Second part of Requisite Knowledge</b></p>
<ul style="list-style-type: none"> <li>(a) Managerial theories</li> <li>(b) Human resource planning</li> <li>(c) Employee relations</li> <li>(d) Staffing</li> <li>(e) Performance management</li> <li>(f) Human resource development</li> <li>(g) Compensation and benefits</li> <li>(h) Employee health, safety and security</li> <li>(i) Risk benefit analysis</li> <li>(j) Agency requirements</li> <li>(k) Training or facility provider requirements</li> </ul>	<p><b>Associated learning components</b></p>

**Skills**

NFPA Requisite Skill requirements are addressed in the corresponding Skill Sheets.

**Descriptions of Certification Levels**

For additional information, see Chapter 421 of the Texas Commission on Fire Protection Standards Manual for Fire Protection Personnel.

**Fire Officer I:**

A Fire Officer I is a first-line supervisory officer who has met all the job performance and certification requirements of Fire Officer I as defined in NFPA 1021, *Standard for Fire Officer Professional Qualifications* and has previously met all the job performance and certification requirements of Fire Fighter II as defined in NFPA 1001, *Standard for Fire Fighter Professional Qualifications*, and Fire Instructor I as defined in NFPA 1041, *Standard for Fire Service Instructor Professional Qualifications*.

**Fire Officer II:**

A Fire Officer II is a midlevel supervisor who performs both supervisory and first-line managerial functions who has met the certification requirements for Fire Officer II, in addition to previously meeting all the job performance and certification requirements of Fire Officer I as defined in NFPA 1021, *Standard for Fire Officer Professional Qualifications*.

## ***FIRE OFFICER I***

A Fire Officer I is a first-line supervisory officer who has met all the job performance and certification requirements of Fire Fighter II as defined in NFPA 1001, *Standard for Fire Fighter Professional Qualifications*, and Fire Instructor I as defined in NFPA 1041, *Standard for Fire Service Instructor Professional Qualifications*. An individual at the Fire Officer I level, as part of his or her duties and responsibilities performs the following:

- Uses human resources to accomplish assignments in accordance with safety plans in an efficient manner, evaluates member task performance, supervises personnel during emergency, and non-emergency work periods
- Deals with inquiries from the community, projects the role of the department to the public, delivers safety, injury prevention and fire prevention education programs
- Performs general administrative functions and implements departmental policies and procedures at the unit/company level
- Performs a fire investigation to determine preliminary cause, secures the incident scene, and preserves evidence
- Supervises emergency operations, conducts pre-incident planning, and deploys assigned resources in accordance with the local emergency plan
- Integrates safety plans, policies, and procedures into the daily activities as well as on the emergency scene, including the donning of appropriate levels of personal protective equipment to ensure a safe work environment, in accordance with health and safety plans, for all assigned members

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**901-4.1      General**

For qualification at Fire Officer Level I, the candidate shall meet the requirements of Fire Fighter II as defined in NFPA 1001, Fire Instructor I as defined in NFPA 1041, and the job performance requirements defined in Sections 4.2 through 4.7 of this standard.

**901-4.1.1      General Prerequisite Knowledge**

- 1) The organizational structure of the department
- 2) Geographical configuration and characteristics of response districts
- 3) Departmental operating procedures for administration, emergency operations, incident management systems, and safety
- 4) Departmental budget process
- 5) Information management and recordkeeping
- 6) The fire prevention and building safety codes and ordinances applicable to the jurisdiction
- 7) Current trends, technologies, and socioeconomic and political factors that affect the fire service
- 8) Cultural diversity
- 9) Methods used by supervisors to obtain cooperation within a group of subordinates
- 10) The rights of management and members
- 11) Agreements in force between the organization and members
- 12) Generally accepted ethical practices, including a professional code of ethics
- 13) Policies and procedures regarding the operation of the department as they involve supervisors and members

**901-4.1.2      General Prerequisite Skills**

- 1) The ability to effectively communicate in writing utilizing technology provided by the AHJ

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- 2) Write reports, letters, and memos utilizing word processing and spreadsheet programs
- 3) Operate in an information management system
- 4) Effectively operate at all levels in the incident management system utilized by the AHJ

#### **901-4.2 Human Resource Management**

This duty involves utilizing human resources to accomplish assignments in accordance with safety plans and in an efficient manner. This duty also involves evaluating member performance and supervising personnel during emergency and nonemergency work periods, according to the following job performance requirements.

- 901-4.2.1** Assign tasks or responsibilities to unit members, given an assignment at an emergency incident, so that the instructions are complete, clear, and concise; safety considerations are addressed; and the desired outcomes are conveyed.

**Requisite Knowledge:** Verbal communications during emergency incidents, techniques used to make assignments under stressful situations, and methods of confirming understanding.

- 1) Verbal communications during emergency incidents
  - a) National Incident Management System (NIMS) standards including but not limited to the following:
    - i) Command presence
      - (1) Calm
      - (2) Clear
      - (3) Concise
      - (4) Accurate
    - ii) Clear text (no ten codes)
    - iii) Standard resource typing
    - iv) Standard terminology for facilities, equipment and resources
    - v) State the desired outcome
- 2) Techniques used to make assignments under stressful situations
  - a) Standard operating procedures/guidelines
  - b) Maintain span of control
  - c) Safety considerations
  - d) Accountability

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- e) Develop an incident action plan
- f) Establish tactical priorities
  - i) Life safety
  - ii) Incident stabilization
  - iii) Environmental conservation
  - iv) Property conversation
- 3) Methods of confirming understanding
  - a) Feedback (repeat message)
  - b) Ask for any questions/clarifications

**Requisite Skills:** The ability to condense instructions for frequently assigned unit tasks based on training and standard operating procedures.

#### 901-4.2.2

Assign tasks or responsibilities to unit members, given an assignment under nonemergency conditions at a station or other work location, so that the instructions are complete, clear, and concise; safety considerations are addressed; and the desired outcomes are conveyed.

**Requisite Knowledge:** Verbal communications under nonemergency situations, techniques used to make assignments under routine situations, and methods of confirming understanding.

- 1) Verbal communications under nonemergency situations
  - a) Calm
  - b) Clear
  - c) Concise
  - d) Accurate
  - e) State the desired outcome
- 2) Techniques used to make assignments under routine situations
  - a) Verbal
  - b) Written
- 3) Methods of confirming understanding
  - a) Feedback (repeat message)
  - b) Ask for any questions/clarifications

**Requisite Skills:** The ability to issue instructions for frequently assigned unit tasks based on department policy.

**901-4.2.3** Direct unit members during a training evolution, given a company training evolution and training policies and procedures, so that the evolution is performed in accordance with safety plans, efficiently, and as directed.

**Requisite Knowledge:** Verbal communication techniques to facilitate learning.

- 1) Communication model
  - a) Sender
  - b) Message
  - c) Instructional medium
  - d) Receiver
  - e) Feedback
  - f) Environment
  
- 2) Factors in effective delivery
  - a) Voice inflection
  - b) Eye contact
  - c) Common/appropriate terminology
  - d) Appropriate terminology
  - e) Body language
  - f) Facial expressions
  - g) Tone of voice
  - h) Appropriate appearance
  
- 3) Basic rules of effective spoken communication
  - a) Be adaptive to audience
  - b) Have a specific purpose
  - c) Be clear and concise
  - d) Be focused

**Requisite Skills:** The ability to distribute issue-guided directions to unit members during training evolutions.

**901-4.2.4** Recommend action for member-related problems, given a member with a situation requiring assistance and the member assistance policies and procedures, so that the situation is identified and the actions taken are within the established policies and procedures.

**Requisite Knowledge:** The signs and symptoms of member-related problems, causes of stress in emergency services personnel, adverse effects of stress on the performance of emergency service personnel, and awareness of AHJ member assistance policies and procedures.

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- 1) The signs and symptoms of member-related problems
  - a) Substance abuse
  - b) Health problems
    - i) Mental
    - ii) Physical
  - c) Financial problems
  - d) Personal/family problems
  - e) Behavioral problems
  
- 2) Causes of stress in emergency services personnel
  - a) Environmental
    - i) Weather
    - ii) Workplace conditions/expectations
    - iii) Emergency scenes
  - b) Physiological
    - i) Interrupted meals/sleep
    - ii) Shift work
    - iii) Constant heightened sense of awareness
  - c) Psychological
    - i) Multiple casualty incidents
    - ii) Gruesome injuries
    - iii) Co-worker injuries or deaths
    - iv) Injuries or deaths involving children
  - d) Cultural
    - i) Age
    - ii) Gender
    - iii) Ethnicity
    - iv) Religion
  - e) Personal
    - i) Financial
    - ii) Issues outside of work
  
- 3) Adverse effects of stress on the performance of emergency service personnel
  - a) Failure to meet job performance requirements
  - b) Injuries/illnesses
  - c) Death
  
- 4) Awareness of AHJ member assistance policies and procedures

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**Requisite Skills:** The ability to recommend a course of action for a member in need of assistance.

**901-4.2.5** Apply human resource policies and procedures, given an administrative situation requiring action, so that policies and procedures are followed.

**Requisite Knowledge:** Human resource policies and procedures.

- 1) Laws
  - a) Federal
  - b) State
- 2) Local AHJ (e.g. Employee Assistance Program)
- 3) Departmental (e.g. Wellness/fitness program)

**Requisite Skills:** The ability to communicate orally and in writing and to relate interpersonally.

**901-4.2.6** Coordinate the completion of assigned tasks and projects by members, given a list of projects and tasks and the job requirements of subordinates, so that the assignments are prioritized, a plan for the completion of each assignment is developed, and members are assigned to specific tasks and both supervised during and held accountable for the completion of the assignments.

**Requisite Knowledge:** Principles of supervision and basic human resource management.

- 1) Principles of supervision
  - a) Delegate responsibility
  - b) Consistent management
  - c) Motivate
  - d) Communicate
  - e) Train
  - f) Decision making
  - g) Resource management
  - h) Time management
  - i) Coach/counsel
  - j) Discipline (positive and negative)
  - k) Accountability
  - l) Employee performance appraisals
  - m) Conflict resolution

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- n) Risk management
- o) Leadership styles
  - i) Autocratic
  - ii) Democratic
  - iii) Laissez-faire
- 2) Basic human resource management
  - a) Managerial theories
  - b) Human resource planning
  - c) Employee relations
  - d) Staffing
  - e) Performance management
  - f) Human resource development
  - g) Compensation and benefits
  - h) Employee health, safety and security
  - i) Risk benefit analysis

**Requisite Skills:** The ability to plan and to set priorities.

**901-4.3 Community and Government Relations**

This duty involves dealing with inquiries of the community and communicating the role, image, and mission of the department to the public and delivering safety, injury, and fire prevention education programs, according to the following job performance requirements.

- 901-4.3.1** Initiate action on a community need, given policies and procedures, so that the need is addressed.

**Requisite Knowledge:** Community demographics and service organizations, as well as verbal and nonverbal communication, and an understanding of the role and mission of the department.

- 1) Community demographics and service organizations
  - a) Statistical analysis
    - i) Age
    - ii) Income
    - iii) Ethnicity
    - iv) Gender
    - v) Educational level
    - vi) Special needs
  - b) Service organizations
    - i) Civic (e.g. Lions, Rotary)
    - ii) Religious (e.g. Knights of Columbus, Salvation Army)

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- iii) Volunteer (e.g. Red Cross, Community Emergency Response Team (CERT), Fire Corps)
- 2) Verbal and nonverbal communication
  - a) Verbal communication
    - i) Voice inflection
    - ii) Appropriate/common terminology
    - iii) Tone of voice
    - iv) Have a specific purpose
    - v) Be clear and concise
    - vi) Be focused
  - b) Nonverbal communication
    - i) Eye contact
    - ii) Body language
    - iii) Facial expressions
    - iv) Appropriate appearance
- 3) An understanding of the role and mission of the department

**Requisite Skills:** Familiarity with public relations and the ability to communicate verbally.

**901-4.3.2** Initiate action to a citizen's concern, given policies and procedures, so that the concern is answered or referred to the correct individual for action and all policies and procedures are complied with.

**Requisite Knowledge:** Interpersonal relationships and verbal and nonverbal communication.

- 1) Interpersonal relationships
  - a) Blake and Mouton's Managerial Grid
  - b) Maslow's Hierarchy of Needs
- 2) Verbal and nonverbal communication
  - a) Verbal communication
    - i) Voice inflection
    - ii) Appropriate/common terminology
    - iii) Tone of voice
    - iv) Have a specific purpose
    - v) Be clear and concise
    - vi) Be focused
  - b) Nonverbal communication
    - i) Eye contact

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- ii) Body language
- iii) Facial expressions
- iv) Appropriate appearance

**Requisite Skills:** Familiarity with public relations and the ability to communicate verbally.

- 901-4.3.3** Respond to a public inquiry, given policies and procedures, so that the inquiry is answered accurately, courteously, and in accordance with applicable policies and procedures.

**Requisite Knowledge:** Written and oral communication techniques.

- 1) Written communication techniques
  - a) Consider the reader
  - b) Emphasis
  - c) Concise
  - d) Simplicity
  - e) Summarize
- 2) Oral communication techniques
  - a) Voice inflection
  - b) Appropriate/common terminology
  - c) Tone of voice
  - d) Have a specific purpose
  - e) Be clear and concise
  - f) Be focused

**Requisite Skills:** The ability to relate interpersonally and to respond to public inquiries.

**901-4.4 Administration**

This duty involves general administrative functions and the implementation of departmental policies and procedures at the unit level, according to the following job performance requirements.

- 901-4.4.1** Recommend changes to existing departmental policies and/or implement a new departmental policy at the unit level, given a new departmental policy, so that the policy is communicated to and understood by unit members.

**Requisite Knowledge:** Written and oral communication.

- 1) Written communication techniques

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- a) Consider the reader
  - b) Emphasis
  - c) Concise
  - d) Simplicity
  - e) Summarize
- 2) Oral communication techniques
    - a) Voice inflection
    - b) Appropriate/common terminology
    - c) Tone of voice
    - d) Have a specific purpose
    - e) Be clear and concise
    - f) Be focused

**Requisite Skills:** The ability to relate interpersonally and to communicate change in a positive manner.

- 901-4.4.2** Execute routine unit-level administrative functions, given forms and record-management systems, so that the reports and logs are complete and files are maintained in accordance with policies and procedures.

**Requisite Knowledge:** Administrative policies and procedures and records management.

- 1) Administrative policies and procedures - AHJ
- 2) Records management
  - a) Paper-based
  - b) Electronic
  - c) Record retention requirements
  - d) Storage and security

**Requisite Skills:** The ability to communicate orally and in writing.

- 901-4.4.3** Prepare a budget request, given a need and budget forms, so that the request is in the proper format and is supported with data.

**Requisite Knowledge:** Policies and procedures and the revenue sources and budget process.

- 1) Policies and procedures - AHJ
- 2) Revenue sources
  - a) Taxes

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- b) Trust funds
- c) Enterprise funds
- d) Grants/gifts
- e) Restricted funds

3) Budget process - AHJ

**Requisite Skill:** The ability to communicate in writing.

- 901-4.4.4 Explain the purpose of each management component of the organization, given an organization chart, so that the explanation is current and accurate and clearly identifies the purpose and mission of the organization.

**Requisite Knowledge:** Organizational structure of the department and functions of management.

- 1) Organizational structure of the department
  - a) Scalar structure
  - b) Line and staff personnel
  - c) Decision making authority
- 2) Functions of management
  - a) Planning
  - b) Organizing
  - c) Leading
  - d) Controlling
- 3) Principles of organization
  - a) Unity of command
  - b) Span of control
  - c) Division of labor
  - d) Discipline

**Requisite Skills:** The ability to communicate verbally in a clear and concise manner.

- 901-4.4.5 Explain the needs and benefits of collecting incident response data, given the goals and mission of the organization, so that incident response reports are timely and accurate.

**Requisite Knowledge:** The agency's records management system.

1) NFIRS

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- 2) TXFIRS
- 3) Report development
  - a) Completeness
  - b) Clarity
  - c) Objectivity
  - d) Factuality

**Requisite Skills:** The ability to communicate both orally and in writing.

**901-4.5 Inspection and Investigation**

This duty involves conducting inspections to identify hazards and address violations, performing a fire investigation to determine preliminary cause, securing the incident scene, and preserving evidence, according to the following job performance requirements.

901-4.5.1 Describe the procedures of the AHJ for conducting fire inspections, given any of the following occupancies, so that all hazards, including hazardous materials, are identified, approved forms are completed, and approved action is initiated:

- 1) Assembly
- 2) Educational
- 3) Health care
- 4) Detention and correctional
- 5) Residential
- 6) Mercantile
- 7) Business
- 8) Industrial
- 9) Storage
- 10) Unusual structures
- 11) Mixed occupancies

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**Requisite Knowledge:** Inspection procedures; fire detection, alarm, and protection systems; identification of fire and life safety hazards; and marking and identification systems for hazardous materials.

- 1) Inspection procedures
- 2) Fire detection, alarm and protection systems
- 3) Identification of fire and life safety hazards
- 4) Marking and identification systems for hazardous materials

**Requisite Skills:** The ability to communicate in writing and to apply the appropriate codes and standards.

901-4.5.2 Identify construction, alarm, detection, and suppression features that contribute to or prevent the spread of fire, heat, and smoke throughout the building or from one building to another, given an occupancy, and the policies and forms of the AHJ so that a pre-incident plan for any of the following occupancies is developed:

- 1) Public assembly
- 2) Educational
- 3) Institutional
- 4) Residential
- 5) Business
- 6) Industrial
- 7) Manufacturing
- 8) Storage
- 9) Mercantile
- 10) Special properties

**Requisite Knowledge:** Fire behavior; building construction; inspection and incident reports; detection, alarm, and suppression systems; and applicable codes, ordinances, and standards.

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- 1) Fire behavior
  - a) Fire load
  - b) Fire classifications (A, B, C, D, K)
- 2) Building construction
  - a) Type I – fire resistive
  - b) Type II – non-combustible
  - c) Type III – ordinary
  - d) Type IV – heavy timber (mill)
  - e) Type V – wood frame
- 3) Inspection and incident reports
  - a) Occupancy type
  - b) Required fire flow
  - c) Special hazards (i.e., hazardous materials or life safety)
- 4) Detection, alarm and suppression systems
  - a) Basic fire protection systems and features
  - b) Sprinkler systems
  - c) Standpipe systems
  - d) Alert/detection systems
  - e) Other special extinguishing systems
  - f) Fire Department Connections (FDC)
  - g) Water supplies
- 5) Applicable codes, ordinances and standards (AHJ)

**Requisite Skills:** The ability to use evaluative methods and to communicate orally and in writing.

- 901-4.5.3** Secure an incident scene, given rope or barrier tape, so that unauthorized persons can recognize the perimeters of the scene and are kept from restricted areas, and all evidence or potential evidence is protected from damage or destruction.

**Requisite Knowledge:** Types of evidence, the importance of fire scene security, and evidence preservation.

- 1) Types of evidence
  - a) Demonstrative
  - b) Documentary/circumstantial
  - c) Testimonial
- 2) The importance of fire scene security
  - a) Evidence protection

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- b) Public safety
- 3) Evidence preservation
  - a) Chain of custody
  - b) Contributes to prosecution
  - c) Use of caution during salvage and overhaul

**Requisite Skills:** The ability to establish perimeters at an incident scene.

#### **901-4.6 Emergency Service Delivery**

This duty involves supervising emergency operations, conducting pre-incident planning, and deploying assigned resources in accordance with the local emergency plan and according to the following job performance requirements.

- 901-4.6.1** Develop an initial action plan, given size-up information for an incident and assigned emergency response resources, so that resources are deployed to control the emergency.

**Requisite Knowledge:** Elements of a size-up, standard operating procedures for emergency operations, and fire behavior.

- 1) Elements of a size-up
  - a) Size-up includes the many variables that the officer observes from the time of the alarm, during response, and upon arrival, in order to develop an initial action plan to control an emergency incident.
    - i) Size up processes
      - (1) Layman's 5-step process
      - (2) National Fire Academy (NFA) size-up system
  - b) Size-up elements
    - i) Building type and occupancy
    - ii) Demographics
    - iii) Fire and smoke conditions
    - iv) Materials spilled or involved in fire
    - v) Modes of action
      - (1) Defensive
      - (2) Offensive
      - (3) Transition
    - vi) Number of occupants
    - vii) Time of day
    - viii) Water supply
    - ix) Weather
    - x) Other hazards

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- 2) Standard operating procedures for emergency operations - AHJ
- 3) Fire behavior
  - a) Fire load
  - b) Fire classifications (A, B, C, D, K)
  - c) Phase of fire
  - d) Percentage involvement

**Requisite Skills:** The ability to analyze emergency scene conditions; to activate the local emergency plan, including localized evacuation procedures; to allocate resources; and to communicate orally.

- 901-4.6.2** Implement an action plan at an emergency operation, given assigned resources, type of incident, and a preliminary plan, so that resources are deployed to mitigate the situation.

**Requisite Knowledge:** Standard operating procedures, resources available for the mitigation of fire and other emergency incidents, an incident management system, scene safety, and a personnel accountability system.

- 1) Standard operating procedures - AHJ
- 2) Resources available for the mitigation of fire and other emergency incidents
  - a) Single company
  - b) One alarm
  - c) Multiple alarm
  - d) Mutual aid
  - e) Automatic aid
- 3) An incident management system
  - a) National Incident Management System (NIMS)
  - b) Incident Command System
- 4) Scene safety
  - a) Rapid intervention/backup team
  - b) Two-in/two-out
  - c) Incident safety officer
- 5) Personnel accountability system

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**Requisite Skills:** The ability to implement an incident management system, to communicate orally, to manage scene safety, and to supervise and account for assigned personnel under emergency conditions.

**901-4.6.3** Develop and conduct a post-incident analysis, given a single unit incident and post-incident analysis policies, procedures, and forms, so that all required critical elements are identified and communicated, and the approved forms are completed and processed in accordance with policies and procedures.

**Requisite Knowledge:** Elements of a post-incident analysis, basic building construction, basic fire protection systems and features, basic water supply, basic fuel loading, fire growth and development, and departmental procedures relating to dispatch response tactics and operations and customer service.

- 1) Elements of a post-incident analysis
  - a) Reconstruct the incident to establish a clear picture of the events surrounding the incident
  - b) Non-punitive
  - c) Focus on improving emergency response
- 2) Basic building construction
  - a) Construction type
  - b) Occupancy type
- 3) Basic fire protection systems and features
  - a) Sprinkler systems
  - b) Standpipe systems
  - c) Alert/detection systems
  - d) Other special extinguishing systems
- 4) Basic water supply
  - a) Determine location(s) of water supplies
  - b) Fire Department Connections (FDC)
  - c) Determine required fire flow
- 5) Basic fuel loading
  - a) Hazard class of material
  - b) Quantity of material
  - c) Location/distribution of material
- 6) Fire growth and development

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- a) Phase of fire
  - b) External growth factors (e.g., weather, loss of water supply, incendiary, etc.)
- 7) Departmental procedures relating to dispatch response tactics and operations – AHJ
- 8) Customer service – AHJ

**Requisite Skills:** The ability to write reports, to communicate orally, and to evaluate skills.

#### 901-4.7 Health and Safety

This duty involves integrating health and safety plans, policies, and procedures into daily activities as well as the emergency scene, including the donning of appropriate levels of personal protective equipment to ensure a work environment that is in accordance with health and safety plans for all assigned members, according to the following job performance requirements.

- 901-4.7.1 Apply safety regulations at the unit level, given safety policies and procedures, so that required reports are completed, in-service training is conducted, and member responsibilities are conveyed.

**Requisite Knowledge:** The most common causes of personal injury and accident to members, safety policies and procedures, basic workplace safety, and the components of an infectious disease control program.

- 1) The most common causes of personal injury and accident to members
  - a) Improper lifting
  - b) Falls
  - c) Improper use of, or lack of Personal Protective Equipment (PPE)
  - d) Other causes
- 2) Safety policies and procedures
  - a) Federal (e.g. Occupational Safety and Health Administration (OSHA))
  - b) State (e.g. Texas Commission on Fire Protection (TCFP))
  - c) Local (e.g. standard operating policies)
  - d) National Consensus Standards (e.g. National Fire Protection Association (NFPA))
- 3) Basic workplace safety
  - a) Wear Personal Protective Equipment (PPE)

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- b) Good housekeeping
  - c) Good maintenance
  - d) Follow manufacturer's recommendations
  - e) Implement and provide ongoing safety training program
- 4) The components of an infectious disease control program
- a) Written goal
  - b) Written risk management plan
  - c) Annual training
  - d) Designated control officer
  - e) Immunizations for employees
  - f) Exposure procedures
  - g) Other state and public health authority requirements

**Requisite Skills:** The ability to identify safety hazards and to communicate orally and in writing.

**901-4.7.2** Conduct an initial accident investigation, given an incident and investigation forms, so that the incident is documented and reports are processed in accordance with policies and procedures of the AHJ.

**Requisite Knowledge:** Procedures for conducting an accident investigation and safety policies and procedures.

- 1) Procedures for conducting an accident investigation
  - a) Identify and collect physical evidence
  - b) Interview witnesses
  - c) Complete required written documents
- 2) Safety policies and procedures - AHJ

**Requisite Skills:** The ability to communicate orally and in writing and to conduct interviews.

**901-4.7.3** Explain the benefits of being physically and medically capable of performing assigned duties and effectively functioning during peak physical demand activities, given current fire service trends and agency policies, so that the need to participate in wellness and fitness programs is explained to members.

**Requisite Knowledge:** National death and injury statistics; fire service safety and wellness initiatives; agency policies.

- 1) National death and injury statistics
  - a) NIOSH reports
  - b) NFPA reports
  - c) US Fire Administration/National Fire Academy
  
- 2) Fire service safety and wellness initiatives
  - a) National Fallen Firefighters Foundation, Courage To Be Safe
  - b) International Association of Firefighters/International Association of Fire Chiefs Joint Wellness Initiative
  
- 3) Agency policies
  - a) Local
  - b) State
  - c) Federal

**Requisite Skills:** The ability to communicate orally.