

# **CERTIFICATION CURRICULUM MANUAL**

## **CHAPTER NINE**

### **FIRE OFFICER**

**NFPA 1021, 2009 Edition**

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**CERTIFICATION CURRICULUM MANUAL – CHAPTER NINE**

# **FIRE OFFICER II**

## REFERENCE LIST FOR THE FIRE OFFICER II 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 II**  
**CURRICULUM OUTLINE**

<b>SECTION</b>	<b>SUBJECT</b>	<b>RECOMMENDED HOURS</b>
902-5.1	General	1
902-5.2	Human Resources Management	10
902-5.3	Community and Government Relations	3
902-5.4	Administration	10
902-5.5	Inspection and Investigation	10
902-5.6	Emergency Service Delivery	8
902-5.7	Health and Safety	6
	Performance Skills*	12
	<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 II***

#### **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, 2003 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, 902-5.2.1 identifies the section in the Fire Officer II Curriculum that corresponds to NFPA section 5.2.1.

#### **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. (e.g., section 901-5.2.1 6) *Types of power*)

### 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
902-5.4.1 Develop a policy or procedure, given an assignment, so that the recommended policy or procedure identifies the problem and proposes a solution.	<b>Section Number and NFPA JPR</b>
<b>Requisite Knowledge:</b> Policies and procedures and problem identification.	<b>Requisite Knowledge Statement</b>
1) Policies and procedures	<b>First part of Requisite Knowledge</b>
(a) Develop policies/procedures (b) Train members (c) Implement policies/procedures (d) Evaluate/revise policies/procedures	<b>Associated learning components</b>
2) Problem identification	<b>Second part of Requisite Knowledge</b>
(a) Be attentive (b) Ask questions (c) Encourage subordinates to report problems	<b>Associated learning components</b>

## **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 II***

A Fire Officer II is a midlevel supervisor who performs both supervisory and first-line managerial functions 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*. An individual at the Fire Officer II level as part of his or her duties and responsibilities:

- Evaluates member job performance
- Prepares a project or divisional budget, news releases, and/or new policy or changes in existing policies
- Conducts inspections to identify hazards and addresses violations and conducts fire investigations to determine origin and preliminary causes
- Supervises multi-unit emergency operations, deploys assigned resources, and develops and conducts post-incident analysis
- Reviews injury, accident, and health exposure reports, identifies unsafe work environments or behaviors, and takes approved action to prevent their reoccurrence

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**902-5.1 General**

For qualification at Level II, the Fire Officer I shall meet the requirements of Fire Instructor I as defined in NFPA 1041 and the job performance requirements defined in Sections 5.2 through 5.7 of this standard.

**902-5.1.1 General Prerequisite Knowledge**

The organization of local government; enabling and regulatory legislation and the law-making process at the local, state/provincial, and federal levels; and the functions of other bureaus, divisions, agencies, and organizations and their roles and responsibilities that relate to the fire service.

**902-5.1.2 General Prerequisite Skills:**

Intergovernmental and interagency cooperation.

**902-5.2 Human Resource Management**

This duty involves evaluating member performance, according to the following job performance requirements.

- 902-5.2.1** Initiate actions to maximize member performance and/or to correct unacceptable performance, given human resource policies and procedures, so that member and/or unit performance improves or the issue is referred to the next level of supervision.

**Requisite Knowledge:** Human resource policies and procedures, problem identification, organizational behavior, group dynamics, leadership styles, types of power, and interpersonal dynamics.

- 1) Human resource policies and procedures
  - a) Federal (e.g. Americans with Disabilities Act)
  - b) State (e.g. Local Government Code)
  - c) Local/Authority Having Jurisdiction (AHJ) (e.g. city policies)
  - d) Departmental (e.g. departmental policies)
- 2) Problem identification
  - a) Performance
  - b) Behavior
- 3) Organizational behavior
  - a) Acceptable/unacceptable job performance
  - b) Acceptable/unacceptable behavior
  - c) Culture
  - d) Change/status quo

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- 4) Group dynamics
  - a) Common binding interest
  - b) Vital group image
  - c) Sense of continuity
  - d) Shared set of values
  - e) Different roles within the group
  
- 5) Leadership styles
  - a) Autocratic
  - b) Democratic
  - c) Laissez-faire
  
- 6) Types of power
  - a) Reward
  - b) Coercive
  - c) Identification
  - d) Expert
  - e) Legitimate
  - f) Informal
  
- 7) Interpersonal dynamics
  - a) Blake and Mouton's Managerial Grid
  - b) Maslow's Hierarchy of Needs
  - c) Others

**Requisite Skills:** The ability to communicate orally and in writing, to solve problems, to increase team work, and to counsel members.

- 902-5.2.2** Evaluate the job performance of assigned members, given personnel records and evaluation forms, so each member's performance is evaluated accurately and reported according to human resource policies and procedures.

**Requisite Knowledge:** Human resource policies and procedures, job descriptions, objectives of a member evaluation program, and common errors in evaluating.

- 1) Human resource policies and procedures
  - a) Federal (e.g. Fair Labor Standards Act)
  - b) State (e.g. Local Government Code)
  - c) Local/Authority having jurisdiction (e.g. city policies)
  - d) Departmental (e.g. departmental policies)

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- 2) Job descriptions
  - a) General description of work
  - b) Typical tasks
  - c) Knowledge, skills and abilities
  - d) Education and experience
  - e) Special requirements
  - f) Future requirements
  
- 3) Objectives of a member evaluation program
  - a) Accuracy
  - b) Fairness
  - c) Consistency
  - d) Thoroughness
  - e) Identify areas of excellence or improvement
  - f) Document member's work history
  
- 4) Common errors in evaluating
  - a) Halo/Horn effect
  - b) Central tendency
  - c) Contrast effect
  - d) Leniency or severity
  - e) Personal bias
  - f) Recency
  - g) Frame of reference

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

- 902-5.2.3 Create a professional development plan for a member of the organization, given the requirements for promotion, so that the individual acquires the necessary knowledge, skills, and abilities to be eligible for the examination for the position.

**Requisite Knowledge:** Development of a professional development guide and job shadowing.

- 1) Development of a professional development guide (AHJ)
  - a) Education
  - b) Experience
  - c) Certifications
  - d) Personal development

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- 2) Job shadowing
  - a) Mentoring
  - b) Peer assistance

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

### 902-5.3 Community and Government Relations

This duty involves dealing with inquiries of allied organizations in the community and projecting the role, mission, and image of the department to other organizations with similar goals and missions for the purpose of establishing strategic partnerships and delivering safety, injury, and fire prevention education programs, according to the following job performance requirements.

- 902-5.3.1 Explain the benefits to the organization of cooperating with allied organizations, given a specific problem or issue in the community, so that the purpose for establishing external agency relationships is clearly explained.

**Requisite Knowledge:** Agency mission and goals and the types and functions of external agencies in the community.

- 1) Agency (fire department) mission and goals
  - a) Mission statement
  - b) Strategic plan
- 2) Types and functions of external agencies in the community
  - a) Law enforcement
  - b) EMS/hospitals/clinics
  - c) Municipal/county/state departments
  - d) Local business and industry
  - e) Private non-profit organizations
  - f) Local/state/federal agencies

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

### 902-5.4 Administration

This duty involves preparing a project or divisional budget, news releases, and policy changes, according to the following job performance requirements.

**902-5.4.1** Develop a policy or procedure, given an assignment, so that the recommended policy or procedure identifies the problem and proposes a solution.

**Requisite Knowledge:** Policies and procedures and problem identification.

- 1) Policies and procedures
  - a) Develop policies/procedures
  - b) Train members
  - c) Implement policies/procedures
  - d) Evaluate/revise policies/procedures
- 2) Problem identification
  - a) Be attentive
  - b) Ask questions
  - c) Encourage subordinates to report problems

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

**902-5.4.2** Develop a project or divisional budget, given schedules and guidelines concerning its preparation, so that capital, operating, and personnel costs are determined and justified.

**Requisite Knowledge:** The supplies and equipment necessary for ongoing or new projects; repairs to existing facilities; new equipment, apparatus maintenance, and personnel costs; and appropriate budgeting system.

- 1) The supplies and equipment necessary for ongoing or new projects (AHJ)
- 2) Repairs to existing facilities
  - a) Structural
  - b) Remodel
  - c) Additions
- 3) New equipment
  - a) Repair
  - b) Replace
  - c) Upgrade

- 4) Apparatus maintenance
  - a) Preventative
  - b) Repair
  - c) Replace
  - d) Upgrade
  
- 5) Personnel costs
  - a) Salary
    - i. Straight time
    - ii. Compensatory time
    - iii. Overtime
  - b) Benefits (AHJ)
  
- 6) Appropriate budgeting system (AHJ)

**Requisite Skill:** The ability to allocate finances, to relate interpersonally, and to communicate orally and in writing.

- 902-5.4.3** Describe the process of purchasing, including soliciting and awarding bids, given established specifications, in order to ensure competitive bidding.

**Requisite Knowledge:** Purchasing laws, policies, and procedures.

- 1) Purchasing laws
  - a) Local
  - b) State
  - c) Federal
  
- 2) Policies and procedures (AHJ)

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

- 902-5.4.4** Prepare a news release, given an event or topic, so that the information is accurate and formatted correctly.

**Requisite Knowledge:** Policies and procedures and the format used for news releases.

- 1) Policies and procedures (AHJ)
  
- 2) Format used for news releases
  - a) Oral interview

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- i. Be prepared
- ii. Stay in control
- iii. Look and act the part
- iv. It is not over until it is over

b) Written

- i. Formulate a plan
- ii. Develop a concept and write the release
- iii. Make it unique
- iv. Well organized
- v. Department letterhead
- vi. Release news to the media

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

- 902-5.4.5** Prepare a concise report for transmittal to a supervisor, given fire department record(s) and a specific request for details such as trends, variances, or other related topics.

**Requisite Knowledge:** The data processing system.

- 1) Word processing software
- 2) Spreadsheet software
- 3) Presentation software
- 4) Database software

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

- 902-5.4.6** Develop a plan to accomplish change in the organization, given an agency's change of policy or procedures, so that effective change is implemented in a positive manner.

**Requisite Knowledge:** Planning and implementing change.

- 1) Planning change
  - a) Analyze
  - b) Resistance
- 2) Implementing change
  - a) Involvement
  - b) Support
- 3) Evaluating change

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- a) Review
- b) Monitor
- c) Analyze

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

**902-5.5 Investigation**

This duty involves conducting fire investigations to determine origin and preliminary cause, according to the following job performance requirements.

- 902-5.5.1** Determine the point of origin and preliminary cause of a fire, given a fire scene, photographs, diagrams, pertinent data, and/or sketches, to determine if arson is suspected.

**Requisite Knowledge:** Methods used by arsonists, common causes of fire, basic cause and origin determination, fire growth and development, and documentation of preliminary fire investigative procedures.

- 1) Methods used by arsonists
  - a) Disabling built-in fire protection
  - b) Delaying notification/making access difficult
  - c) Using accelerants and trailers
  - d) Setting multiple points of origin
  - e) Tampering or altering equipment
- 2) Common causes of fire
  - a) Accidental
  - b) Natural
  - c) Incendiary/Suspicious
  - d) Undetermined
- 3) Basic cause and origin determination
  - a) Basic fire chemistry/sciences
  - b) Area of origin
  - c) Fire patterns
  - d) Legal considerations
- 4) Fire growth and development
- 5) Documentation of preliminary fire investigative procedures
  - a) AHJ
  - b) National Fire Incident Reporting System (NFIRS)

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c) NFPA 921 Guide for Fire and Explosion Investigations

**Requisite Skills:** The ability to communicate orally and in writing and to apply knowledge using deductive skills.

**902-5.6 Emergency Service Delivery**

This duty involves supervising multi-unit emergency operations, conducting pre-incident planning, and deploying assigned resources, according to the following job requirements.

**902-5.6.1** Produce operational plans, given an emergency incident requiring multi-unit operations, the current edition of NFPA 1600, and AHJ-approved safety procedures, so that required resources and their assignments are obtained and plans are carried out in compliance with NFPA 1600 and approved safety procedures resulting in the mitigation of the incident.

**Requisite Knowledge:** Standard operating procedures; national, state/provincial, and local information resources available for the mitigation of emergency incidents; an incident management system; and a personnel accountability system.

- 1) Standard operating procedures (AHJ)
- 2) National, state/provincial, and local information resources available for the mitigation of emergency incidents
- 3) An incident management system
  - a) National Incident Management System (NIMS)
  - b) Incident Command System
- 4) A personnel accountability system (AHJ)

**Requisite Skills:** The ability to implement an incident management system, to communicate orally, to supervise and account for assigned personnel under emergency conditions, and to serve in command staff and unit supervision positions within the Incident Management System.

**902-5.6.2** Develop and conduct a post-incident analysis, given multi-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.

**Requisite Knowledge:** Elements of a post-incident analysis, basic building construction, basic fire protection systems and features, basic

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water supply, basic fuel loading, fire growth and development, and departmental procedures relating to dispatch response, strategy 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) Pressurized sources
  - b) Drafting points
  - c) Fire department connections (FDC)
- 5) Basic fuel loading
  - a) Based on hazard class
  - b) Occupancy type
- 6) Fire growth and development
  - a) Basic fire chemistry/science
  - b) Fire spread
- 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.

902-5.6.3 Prepare a written report, given incident reporting data from the jurisdiction, so that the major causes for service demands are identified for various planning areas within the service area of the organization.

**Requisite Knowledge:** Analyzing data.

- 1) Analyze and interpret incident data
- 2) Needs analysis
- 3) Intended audience
- 4) Report format

**Requisite Skills:** The ability to write clearly and to interpret response data correctly to identify the reasons for service demands.

**902-5.7 Health and Safety**

This duty involves reviewing injury, accident, and health exposure reports, identifying unsafe work environments or behaviors, and taking approved action to prevent reoccurrence, according to the following job requirements.

**902-5.7.1** Analyze a member's accident, injury, or health exposure history, given a case study, so that a report including action taken and recommendations made is prepared for a supervisor.

**Requisite Knowledge:** The causes of unsafe acts, health exposures, or conditions that result in accidents, injuries, occupational illnesses, or deaths.

- 1) The causes of unsafe acts
  - a) Human factors
    - i. Improper attitude
    - ii. Lack of knowledge or skill
    - iii. Physically/mentally unsuited
  - b) Environmental factors
    - i. Weather
    - ii. Hazardous
    - iii. Lighting
  - c) Equipment factors
    - i. Malfunction
    - ii. Improper usage
  - d) Review member's accident history

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- 2) Health exposures
  - a) Human factors
    - i. Improper attitude
    - ii. Lack of knowledge or skill
    - iii. Physically/mentally unsuited
  - b) Environmental factors
    - i. Weather
    - ii. Hazardous
    - iii. Lighting
  - c) Equipment factors
    - i. Malfunction
    - ii. Improper usage
  - d) Review member's health exposure history
  
- 3) Conditions that result in accidents, injuries, occupational illness, or deaths
  - a) Unsafe acts
    - i. Skill based errors
    - ii. Memory failure
    - iii. Technique failure
  - b) Preconditions to unsafe acts
    - i. Adverse mental states
    - ii. Psychological states
    - iii. Physical limitations
  - c) Unsafe supervision
    - i. Inadequate supervision
    - ii. Inappropriate operations
    - iii. Failure to correct known problems
    - iv. Supervisory violations

**Requisite Skills:** The ability to communicate in writing and to interpret accidents, injuries, occupational illnesses, or death reports.

## ***INSTRUCTION SHEET***

### ***FIRE OFFICER II PERFORMANCE SKILLS***

#### **Format**

Each skill contains its own skill sheet and is evaluated independently.

For skill sheets that do not contain time constraints, the Course Instructor should specify time constraints as necessary.

#### **Scoring Method**

The scoring method is satisfactory (S) or unsatisfactory (U) for each step of the skill objective, and a Pass or Fail for each individual skill section. In order to successfully pass an individual skill section, the Fire Officer II candidate must receive satisfactory scores in all the steps of the skill objective. In order to receive an overall Pass on the skill sheet, the Fire Officer II candidate must receive a passing score for all individual skill sections.

Any unsatisfactory or individual skill failure shall require the examiner to explain the reason for the failure in written form in the comments section of the skill sheet.

#### **Preparation and Equipment**

Activity sheets are provided for some performance skills. Course Instructors are encouraged to use these activity sheets to meet the minimum requirements, or may modify the activity sheets to meet or exceed the standard to fit their department or agency needs.

Many of the skill sheets require the use of department policies. It is suggested that you use the policies and procedures of your department. If you are teaching this course at a non-departmental institution, acquire a fire department's policies and procedures, or modification thereof, to complete these skills.

For optimal learning, scenario-based training and role-playing is recommended; however, based on departmental needs certain activities may be simulated by other means.