NFPA 1021

Standard for Fire Officer Professional Qualifications

2003 Edition

NFPA, 1 Batterymarch Park, PO Box 9101, Quincy, MA 02269-9101
An International Codes and Standards Organization

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NFPA 1021

Standard for

Fire Officer Professional Qualifications

2003 Edition

This edition of NFPA 1021, *Standard for Fire Officer Professional Qualifications*, was prepared by the Technical Committee on Fire Officer Professional Qualifications, released by the Technical Correlating Committee on Professional Qualifications, and acted on by NFPA at its May Association Technical Meeting held May 18–21, 2003, in Dallas, TX. It was issued by the Standards Council on July 18, 2003, with an effective date of August 7, 2003, and supersedes all previous editions.

This edition of NFPA 1021 was approved as an American National Standard on July 18, 2003.

Origin and Development of NFPA 1021

In 1971, the Joint Council of National Fire Service Organizations (JCNFSO) created the National Professional Qualifications Board (NPQB) for the fire service to facilitate the development of nationally applicable performance standards for uniformed fire service personnel. On December 14, 1972, the Board established four technical committees to develop those standards using the National Fire Protection Association (NFPA) standards-making system. The initial committees addressed the following career areas: fire fighter, fire officer, fire service instructors, and fire inspector and investigator. In July 1976, the Association adopted the first edition of NFPA 1021.

The original concept of the professional qualification standards, as directed by the JCNFSO and the NPQB, was to develop an interrelated set of performance standards specifically for the fire service. The various levels of achievement in the standards were to build on each other within a strictly defined career ladder. In the late 1980s, revisions of the standards recognized that the documents should stand on their own merit in terms of job performance requirements for a given field. Accordingly, the strict career ladder concept was abandoned, except for the progression from fire fighter to fire officer. The later revisions, therefore, facilitated the use of the documents by other than the uniformed fire services.

In 1990, responsibility for the appointment of professional qualifications committees and the development of the professional qualifications standards were assumed by the NFPA. The NFPA Standards Council appointed the Correlating Committee on Professional Qualifications, which assumed responsibility for coordinating the requirements of all of the professional qualifications documents.

The 1992 edition of NFPA 1021 reduced the number of levels of progression in the standard to four. In the 1997 edition, NFPA 1021 was converted to the job performance requirement (JPR) format to be consistent with the other standards in the Professional Qualifications Project. Each JPR consists of the task to be performed; the tools, equipment, or materials that must be provided to successfully complete the task; evaluation parameters and/or performance outcomes; and lists of prerequisite knowledge and skills one must have to perform the task.

The intent of the technical committee was to develop clear and concise job performance requirements that can be used to determine that an individual, when measured to the standard, possesses the skills and knowledge to perform as a fire officer. The committee further contends that these job performance requirements can be used in any fire department in any city, town, or private organization throughout North America.

In preparing the 2003 edition of the document, the technical committee did a task analysis to validate the continued need for the use of four levels in the document. It was found that several tasks were actually being performed at a level lower than indicated in the previous edition. Changes were made to reflect that fact, as well as to bring the document into conformance with the new NFPA *Manual of Style*.

In Memoriam, September 11, 2001

We pay tribute to the 343 members of FDNY who gave their lives to save civilian victims on September 11, 2001, at the World Trade Center. They are true American heroes in death, but they were also American heroes in life. We will keep them in our memory and in our hearts. They are the embodiment of courage, bravery, and dedication. May they rest in peace.

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Douglas P. Forsman, *Chair*
Union Colony Fire & Rescue Authority, CO [E]

Fred G. Allinson, Seattle, WA [L]
Rep. National Volunteer Fire Council
Stephen P. Austin, State Farm Insurance Company, DE [I]
Rep. International Association of Arson Investigators Inc.
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Rep. TC on Fire Service Instructor Professional Qualifications
(Vote Limited to Professional Qualifications System Management)
Boyd F. Cole, SunnyCor Incorporated/SmartCoat Inc., CA [M]
Rep. TC on Emergency Vehicle Mechanic Technicians Professional Qualifications
(Vote Limited to Professional Qualifications System Management)
Yves Desjardins, Ecole nationale des pompiers du Quebec, Canada [U]
David T. Endicott, Stevensville, MD [U]
Rep. TC on Fire Fighter Professional Qualifications
(Vote Limited to Professional Qualifications System Management)
Gerald C. Evans, Salt Lake City Fire Department, UT [L]
Rep. TC on Public Safety Telecommunicator Professional Qualifications
(Vote Limited to Professional Qualifications System Management)
Kelly Fox, Washington State Council of Fire Fighters, WA [L]
Rep. International Association of Fire Fighters
Jon C. Jones, Jon Jones & Associates, MA [SE]
Rep. TC on Industrial Fire Brigades Professional Qualifications
(Vote Limited to Professional Qualifications System Management)
Alan E. Joos, Utah Fire and Rescue Academy, UT [E]
Rep. International Fire Service Accreditation Congress
Charles E. Kirtley, City of Guymon, Oklahoma, Fire Department, OK [U]
Rep. TC on Public Fire Educator Professional Qualifications
(Vote Limited to Professional Qualifications System Management)
Barbara L. Koffron, Phoenix Fire Department, AZ [U]
Rep. TC on Fire Inspector Professional Qualifications
(Vote Limited to Professional Qualifications System Management)
Michael J. McGovern, Lakewood Fire Department, WA [U]
Gerard J. Naylis, U.S. Consumer Product Safety Commission, NY [C]
Rep. TC on Fire Investigator Professional Qualifications
(Vote Limited to Professional Qualifications System Management)
Chris Neal, Fire Protection Publications, OK [M]
Rep. TC on Fire Officer Professional Qualifications
(Vote Limited to Professional Qualifications System Management)
David K. Nelson, David K. Nelson Consultants, CA [SE]
Rep. TC on Wildfire Suppression Professional Qualifications
(Vote Limited to Professional Qualifications System Management)
William E. Peterson, Plano Fire Department, TX [M]
Rep. International Fire Service Training Association
Hugh A. Pike, U.S. Air Force Fire Protection, FL [E]
Rep. TC on Rescue Technician Professional Qualifications
(Vote Limited to Professional Qualifications System Management)
Richard Powell, Saginaw Township Fire Department, MI [L]
Rep. TC on Accreditation and Certification
(Vote Limited to Professional Qualifications System Management)
Johnny G. Wilson, Georgia Firefighter Standards and Training Council, GA [E]
Rep. National Board on Fire Service Professional Qualification

Alternates

Jack R. Reed, Iowa Professional Fire Fighters, IA [L]
(Alt. to K. Fox)

Michael W. Robinson, Baltimore County Fire Department, MD [E]
(Alt. to J. G. Wilson)

Frank E. Florence, NFPA Staff Liaison

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Committee Scope: This Committee shall have primary responsibility for the management of the NFPA Professional Qualifications Project and documents related to professional qualifications for fire service, public safety, and related personnel.

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Chris Neal, *Chair*
Oklahoma State University, OK [M]
Rep. International Fire Service Training Association

Yves Desjardins, Ecole nationale des pompiers du Quebec, Canada [U]
Robert S. Fleming, Rowan University, PA [SE]
David B. Fulmer, Miami Township Fire Department, OH [E]
Kriss J. Garcia, Salt Lake City Fire Department, UT [L]
Daniel B. C. Gardiner, International Society of Fire Service Instructors, CT [U]
David H. Hoover, The University of Akron, OH [SE]
Sandra Kirkwood, Las Vegas Fire/Rescue, NV [U]
Franklin T. Livingston, Waynesville, MO [SE]
Steven D. Mossotti, Mehlville Fire Protection District, MO [L]
Lawrence L. Preston, Maryland Fire and Rescue Institute, MD [E]
Robert L. Ridgeway, Gastonia Fire Department, NC [E]
Philip Sayer, Galt Fire Department/Sayer Farms Inc., MO [L]
Rep. National Volunteer Fire Council
Charles C. Soros, Fire Department Safety Officers Association, WA [U]
Donald W. Teeple, Colorado Springs Fire Department, CO [L]

Alternates

James M. Broman, Lacey Fire District, WA [E]
(Alt. to R. L. Ridgeway)
Robert P. Cumberland, Jr., Washington County Volunteer Fire & Rescue Association, MD [L]
(Alt. to P. Sayer)
Steven T. Edwards, Maryland Fire and Rescue Institute, MD [E]
(Alt. to L. L. Preston)
Robert L. Finley, Collinsville, IL [U]
(Alt. to C. C. Soros)

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NFPA 1021

Standard for

Fire Officer Professional Qualifications

2003 Edition

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Information on referenced publications can be found in Chapter 2 and Annex D.

Chapter 1 Administration

1.1* Scope. This standard shall identify the performance requirements necessary to perform the duties of a fire officer and specifically identifies four levels of progression.

1.2 Purpose. The purpose of this standard shall be to specify the minimum job performance requirements for service as a fire officer.

1.2.1 The intent of the standard is to define progressive levels of performance required at the various levels of officer responsibility. The authority having jurisdiction has the option to combine or group the levels to meet its local needs and to use them in the development of job descriptions and specifying promotional standards.

1.2.2 It is not the intent of this standard to restrict any jurisdiction from exceeding these minimum requirements.

1.2.3 This standard shall cover the requirements for the four levels of progression — Fire Officer I, Fire Officer II, Fire Officer III, and Fire Officer IV.

1.3* General.

1.3.1 All of the standards for any level of fire officer shall be performed in accordance with recognized practices and procedures or as defined by an accepted authority.

1.3.2 It is not required for the objectives to be mastered in the order in which they appear. The local or state/provincial training program shall establish both the instructional priority and the program content to prepare individuals to meet the performance objectives of this standard.

1.3.3 The Fire Fighter II shall meet all the objectives for Fire Officer I before being certified at the Fire Officer I level, and the objectives for each succeeding level in the progression shall be met before being certified at the next higher level.

Chapter 2 Referenced Publications

2.1 General. The documents or portions thereof listed in this chapter are referenced within this standard and shall be considered part of the requirements of this document.

2.2 NFPA Publications. National Fire Protection Association, 1 Batterymarch Park, P.O. Box 9101, Quincy, MA 02269-9101.

NFPA 1001, *Standard for Fire Fighter Professional Qualifications,* 2002 edition.

NFPA 1041, *Standard for Fire Service Instructor Professional Qualifications,* 2002 edition.

2.3 Other Publications. (Reserved)

Chapter 3 Definitions

3.1* General. The definitions contained in this chapter shall apply to the terms used in this standard. Where terms are not included, common usage of the terms shall apply.

3.2 NFPA Official Definitions.

3.2.1* Approved. Acceptable to the authority having jurisdiction.

3.2.2* Authority Having Jurisdiction (AHJ). An organization, office, or individual responsible for enforcing the requirements of a code or standard, or for approving equipment, materials, an installation, or a procedure.

3.2.3 Labeled. Equipment or materials to which has been attached a label, symbol, or other identifying mark of an organization that is acceptable to the authority having jurisdiction and concerned with product evaluation, that maintains periodic inspection of production of labeled equipment or materials, and by whose labeling the manufacturer indicates compliance with appropriate standards or performance in a specified manner.

3.2.4* Listed. Equipment, materials, or services included in a list published by an organization that is acceptable to the authority having jurisdiction and concerned with evaluation of products or services, that maintains periodic inspection of production of listed equipment or materials or periodic evaluation of services, and whose listing states that either the equipment, material, or service meets appropriate designated standards or has been tested and found suitable for a specified purpose.

3.2.5 Shall. Indicates a mandatory requirement.

3.2.6 Should. Indicates a recommendation or that which is advised but not required.

3.2.7 Standard. A document, the main text of which contains only mandatory provisions using the word "shall" to indicate

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requirements and which is in a form generally suitable for mandatory reference by another standard or code or for adoption into law. Nonmandatory provisions shall be located in an appendix or annex, footnote, or fine-print note and are not to be considered a part of the requirements of a standard.

3.3 General Definitions.

3.3.1* Comprehensive Emergency Management Plan. Planning document that includes preplan information and resources for the management of catastrophic emergencies within the jurisdiction.

3.3.2 Fire Department. An organization providing rescue, fire suppression, and other related activities. For the purposes of this standard, the term "fire department" shall include any public, private, or military organization engaging in this type of activity. [**1002:**3.3]

3.3.3 Fire Officer I. The fire officer, at the supervisory level, who has met the job performance requirements specified in this standard for Level I.

3.3.4 Fire Officer II. The fire officer, at the supervisory/managerial level, who has met the job performance requirements specified in this standard for Level II.

3.3.5 Fire Officer III. The fire officer, at the managerial/administrative level, who has met the job performance requirements specified in this standard for Level III.

3.3.6 Fire Officer IV. The fire officer, at the administrative level, who has met the job performance requirements specified in this standard for Level IV.

3.3.7 Incident Management System (IMS). A system that defines the roles and responsibilities to be assumed by personnel and the operating procedures to be used in the management and direction of emergency operations; the system is also referred to as an incident command system (ICS).

3.3.8 Job Performance Requirement. A statement that describes a specific job task, lists the items necessary to complete the task, and defines measurable or observable outcomes and evaluation areas for the specific task. [**1000:**2.1]

3.3.9 Member. A person involved in performing the duties and responsibilities of a fire department under the auspices of the organization. A fire department member can be a full-time or part-time employee or a paid or unpaid volunteer, can occupy any position or rank within the fire department, and can engage in emergency operations. [**1500:**3.3]

3.3.10 Promotion. The advancement of a member from one rank to a higher rank by a method such as election, appointment, merit, or examination.

3.3.11 Qualification. Having satisfactorily completed the requirements of the objectives.

3.3.12 Supervisor. An individual responsible for overseeing the performance or activity of other members.

3.3.13 Unit. An engine company, truck company, or other functional or administrative group.

Chapter 4 Fire Officer I

4.1* General. For certification 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.

4.1.1 General Prerequisite Knowledge. The organizational structure of the department; geographical configuration and characteristics of response districts; departmental operating procedures for administration, emergency operations, incident management systems, and safety; departmental budget process; information management and recordkeeping; the fire prevention and building safety codes and ordinances applicable to the jurisdiction; current trends, technologies, and socioeconomic and political factors that impact the fire service; cultural diversity; methods used by supervisors to obtain cooperation within a group of subordinates; the rights of management and members; agreements in force between the organization and members; generally accepted ethical practices, including a professional code of ethics; and policies and procedures regarding the operation of the department as they involve supervisors and members.

4.1.2 General Prerequisite Skills. The ability to effectively communicate in writing utilizing technology provided by the AHJ; write reports, letters, and memos utilizing word processing and spreadsheet programs; operate in an information management system; and effectively operate at all levels in the incident management system utilized by the AHJ.

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.

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

(A) Requisite Knowledge. Verbal communications during emergency situations, techniques used to make assignments under stressful situations, and methods of confirming understanding.

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

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.

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

(B) Requisite Skills. The ability to issue instructions for frequently assigned unit tasks based on department policy.

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.

(A) Requisite Knowledge. Verbal communication techniques to facilitate learning.

(B) Requisite Skills. The ability to distribute issue-guided directions to unit members during training evolutions.

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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.

(A)* Requisite Knowledge. The signs and symptoms of member-related problems, causes of stress in emergency services personnel, and adverse effects of stress on the performance of emergency service personnel.

(B) Requisite Skills. The ability to recommend a course of action for a member in need of assistance.

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

(A) Requisite Knowledge. Human resource policies and procedures.

(B) Requisite Skills. The ability to communicate orally and in writing and to relate interpersonally.

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.

(A) Requisite Knowledge. Principles of supervision and basic human resource management.

(B) Requisite Skills. The ability to plan and to set priorities.

4.3 Community and Government Relations. This duty involves dealing with inquiries of the community and projecting the role of the department to the public and delivering safety, injury, and fire prevention education programs, according to the following job performance requirements.

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

(A) Requisite Knowledge. Community demographics and service organizations, as well as verbal and nonverbal communication.

(B) Requisite Skills. Familiarity with public relations and the ability to communicate verbally.

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.

(A) Requisite Knowledge. Interpersonal relationships and verbal and nonverbal communication.

(B) Requisite Skills. Familiarity with public relations and the ability to communicate verbally.

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.

(A) Requisite Knowledge. Written and oral communication techniques.

(B) Requisite Skills. The ability to relate interpersonally and to respond to public inquiries.

4.3.4 Deliver a public education program, given the target audience and topic, so that the intended message is conveyed clearly.

(A) Requisite Knowledge. Contents of the fire department's public education program as it relates to the target audience.

(B) Requisite Skills. The ability to communicate to the target audience.

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.

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.

(A) Requisite Knowledge. Written and oral communication.

(B) Requisite Skills. The ability to relate interpersonally.

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.

(A) Requisite Knowledge. Administrative policies and procedures and records management.

(B) Requisite Skills. The ability to communicate orally and in writing.

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.

(A) Requisite Knowledge. Policies and procedures and the revenue sources and budget process.

(B) Requisite Skill. The ability to communicate in writing.

4.5* Inspection and Investigation. This duty involves performing a fire investigation to determine preliminary cause, securing the incident scene, and preserving evidence, according to the following job performance requirements.

4.5.1 Evaluate available information, given a fire incident, observations, and interviews of first-arriving members and other individuals involved in the incident, so that a preliminary cause of the fire is determined, reports are completed, and, if required, the scene is secured and all pertinent information is turned over to an investigator.

(A) Requisite Knowledge. Common causes of fire, fire growth and development, and policies and procedures for calling for investigators.

(B) Requisite Skills. The ability to determine basic fire cause, conduct interviews, and write reports.

4.5.2 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.

(A) Requisite Knowledge. Types of evidence, the importance of fire scene security, and evidence preservation.

(B) Requisite Skills. The ability to establish perimeters at an incident scene.

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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.

4.6.1 Develop a pre-incident plan, given an assigned facility and preplanning policies, procedures, and forms, so that all required elements are identified and the approved forms are completed and processed in accordance with policies and procedures.

(A) Requisite Knowledge. Elements of the local emergency plan, a pre-incident plan, basic building construction, basic fire protection systems and features, basic water supply, basic fuel loading, and fire growth and development.

(B) Requisite Skills. The ability to write reports, to communicate orally, and to evaluate skills.

4.6.2 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.

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

(B) 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.

4.6.3* 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.

(A) 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.

(B) 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.

4.6.4 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.

(A) 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.

(B) Requisite Skills. The ability to write reports, to communicate orally, and to evaluate skills.

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

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.

(A) 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.

(B) Requisite Skills. The ability to identify safety hazards and to communicate orally and in writing.

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.

(A) Requisite Knowledge. Procedures for conducting an accident investigation and safety policies and procedures.

(B) Requisite Skills. The ability to communicate orally and in writing and to conduct interviews.

Chapter 5 Fire Officer II

5.1 General. For certification 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.

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.

5.1.2 General Prerequisite Skills. Intergovernmental and interagency cooperation.

5.2 Human Resource Management. This duty involves evaluating member performance, according to the following job performance requirements.

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.

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

(B) Requisite Skills. The ability to communicate orally and in writing, to solve problems, to increase team work, and to counsel members.

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.

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

(B) Requisite Skills. The ability to communicate orally and in writing and to plan and conduct evaluations.

5.3 Community and Government Relations. No additional requirements at this level.

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

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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.

(A) Requisite Knowledge. Policies and procedures and problem identification.

(B) Requisite Skills. The ability to communicate in writing and to solve problems.

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.

(A) 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.

(B) Requisite Skill. The ability to allocate finances, to relate interpersonally, and to communicate orally and in writing.

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

(A) Requisite Knowledge. Purchasing laws, policies, and procedures.

(B) Requisite Skills. The ability to use evaluative methods and to communicate orally and in writing.

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

(A) Requisite Knowledge. Policies and procedures and the format used for news releases.

(B) Requisite Skills. The ability to communicate orally and in writing.

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.

(A) Requisite Knowledge. The data processing system.

(B) Requisite Skills. The ability to communicate in writing and to interpret data.

5.5 Inspection and Investigation. This duty involves conducting inspections to identify hazards and address violations and conducting fire investigations to determine origin and preliminary cause, according to the following job performance requirements.

5.5.1 Describe the procedures 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

(A) 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.

(B) Requisite Skills. The ability to communicate in writing and to apply the appropriate codes.

5.5.2 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.

(A) 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.

(B) Requisite Skills. The ability to communicate orally and in writing and to apply knowledge using deductive skills.

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.

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

(A) 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.

(B) 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.

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.

(A) 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, strategy tactics and operations, and customer service.

(B) Requisite Skills. The ability to write reports, to communicate orally, and to evaluate skills.

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.

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.

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

(B) Requisite Skills. The ability to communicate in writing and to interpret accidents, injuries, occupational illnesses, or death reports.

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Chapter 6 Fire Officer III

6.1 General. For certification at Level III, the Fire Officer II shall meet the requirements of Fire Instructor II as defined in NFPA 1041 and the job performance requirements defined in Sections 6.2 through 6.7 of this standard.

6.1.1 General Prerequisite Knowledge. Current national and international trends and developments related to fire service organization, management, and administrative principles; public and private organizations that support the fire and emergency services and the functions of each.

6.1.2 General Prerequisite Skills. The ability to research, to use evaluative methods, to analyze data, to communicate orally and in writing, and to motivate members.

6.2 Human Resource Management. This duty involves establishing procedures for hiring, assigning, promoting, and encouraging professional development of members, according to the following job performance requirements.

6.2.1 Establish personnel assignments to maximize efficiency, given knowledge, training, and experience of the members available in accordance with policies and procedures.

(A) Requisite Knowledge. Minimum staffing requirements, available human resources, and policies and procedures.

(B) Requisite Skills. The ability to relate interpersonally and to communicate orally and in writing.

6.2.2 Develop procedures for hiring members, given policies of the AHJ and legal requirements, so that the process is valid and reliable.

(A) Requisite Knowledge. Applicable federal, state/provincial, and local laws; regulations and standards; and policies and procedures.

(B) Requisite Skills. The ability to communicate orally and in writing.

6.2.3 Develop procedures and programs for promoting members, given applicable policies and legal requirements, so that the process is valid and reliable, job-related, and nondiscriminatory.

(A) Requisite Knowledge. Applicable federal, state/provincial, and local laws; regulations and standards; and policies and procedures.

(B) Requisite Skills. The ability to communicate orally and in writing, to encourage professional development, and to mentor members.

6.2.4 Describe methods to facilitate and encourage members to participate in professional development to achieve their full potential.

(A) Requisite Knowledge. Interpersonal and motivational techniques.

(B) Requisite Skills. The ability to evaluate potential, to communicate orally, and to counsel members.

6.3 Community and Government Relations. This duty involves developing programs that improve and expand service and build partnerships with the public, according to the following job performance requirements.

6.3.1 Prepare community awareness programs to enhance the quality of life by developing nontraditional services that provide for increased safety, injury prevention, and convenient public services.

(A) Requisite Knowledge. Community demographics, resource availability, community needs, and customer service principles.

(B) Requisite Skills. The ability to relate interpersonally and to communicate orally and in writing.

6.4 Administration. This duty involves preparing a divisional or departmental budget, developing a budget management system, soliciting bids, planning for resource allocation, and working with information management systems, according to the following job performance requirements.

6.4.1 Develop a divisional or departmental budget, given schedules and guidelines concerning its preparation, so that capital, operating, and personnel costs are determined and justified.

(A) Requisite Knowledge. The supplies and equipment necessary for existing and new programs; repairs to existing facilities; new equipment, apparatus maintenance, and personnel costs; and approved budgeting system.

(B) Requisite Skills. The ability to allocate finances, to relate interpersonally, and to communicate orally and in writing.

6.4.2* Develop a budget management system, given fiscal and financial policies, so that the division or department stays within the budgetary authority.

(A) Requisite Knowledge. Revenue to date, anticipated revenue, expenditures to date, encumbered amounts, and anticipated expenditures.

(B) Requisite Skills. The ability to interpret financial data and to communicate orally and in writing.

6.4.3 Describe the process of soliciting and awarding bids, given established specifications, so that competitive bidding is ensured.

(A) Requisite Knowledge. Purchasing laws, policies, and procedures.

(B) Requisite Skills. The ability to use evaluative methods and to communicate orally and in writing.

6.4.4 Direct the development, maintenance, and evaluation of a department record-keeping system, given policies and procedures, so that completeness and accuracy are achieved.

(A) Requisite Knowledge. The principles involved in the acquisition, implementation, and retrieval of information by data processing as it applies to the record and budgetary processes, capabilities, and limitations of information management systems.

(B) Requisite Skills. The ability to use evaluative methods, to communicate orally and in writing, and to organize data.

6.4.5 Analyze and interpret records and data, given a fire department records system, so that validity is determined and improvements are recommended.

(A) Requisite Knowledge. The principles involved in the acquisition, implementation, and retrieval of information and data.

(B) Requisite Skills. The ability to use evaluative methods, to communicate orally and in writing, and to organize and analyze data.

6.4.6 Develop a model plan, given resources for an area to be protected, so that resource utilization is maximized.

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(A) Requisite Knowledge. Policies and procedures; physical and geographic characteristics and hazards; demographics; community plan; staffing requirements; response time benchmarks; contractual agreements; and local, state/provincial, and federal regulations.

(B) Requisite Skills. The ability to research, use evaluative methods, and analyze data, to communicate orally and in writing, and to organize.

6.4.7 Review current policies, then evaluate the need for and supervise the development of a new or revised policy or procedure, so that the recommended policy or procedure addresses the need.

(A) Requisite Knowledge. Policies and procedures and problem identification.

(B) Requisite Skills. The ability to communicate orally and in writing, to relate interpersonally, to delegate authority, to analyze data, and to solve problems.

6.4.8 Research, evaluate, and project training requirements, facilities, and buildings needs, given appropriate data that reflect community needs and resources, to meet departmental training goals.

(A) Requisite Knowledge. Policies and procedures, physical and geographic characteristics, building and fire codes, departmental plan, staffing requirements, training standards, needs assessment, contractual agreements, and local, state/provincial, and federal regulations.

(B) Requisite Skills. The ability to communicate orally and in writing, and familiarity with fiscal analysis, forecasting, and analyzing.

6.5 Inspection and Investigation. This duty involves evaluating inspection programs to determine effectiveness and developing public safety plans, according to the following job performance requirements.

6.5.1 Evaluate and 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, so that the development of a pre-incident plan for any of the following occupancies is evaluated:

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

(A) Requisite Knowledge. Fire behavior; program evaluation; building construction; inspection and incident reports; detection, alarm, and suppression systems; and applicable codes, ordinances, and standards.

(B) Requisite Skills. The ability to use evaluative methods, to communicate orally and in writing, and to organize projects or programs.

6.5.2 Develop a plan, given an identified fire safety problem, so that the approval for a new program, piece of legislation, form of public education, or fire safety code is facilitated.

(A) Requisite Knowledge. Policies and procedures and applicable codes, ordinances, and standards and their development process.

(B) Requisite Skills. The ability to use evaluative methods, to use consensus-building techniques, to communicate orally and in writing, and to organize plans.

6.6 Emergency Service Delivery. This duty involves managing multi-agency planning, deployment, and operations, according to the following job performance requirements.

6.6.1 Prepare an action plan, given an emergency incident requiring multiple agency operations, so that the required resources are determined and the resources are assigned and placed to mitigate the incident.

(A) Requisite Knowledge. Policies and procedures, resources, capabilities, roles, responsibilities, and authority of support agencies.

(B) Requisite Skills. The ability to use evaluative methods, to delegate authority, to communicate orally and in writing, and to organize plans.

6.6.2 Develop and conduct a post-incident analysis, given a multi-agency incident and post-incident analysis policies, procedures, and forms, so that all required critical elements are identified and communicated, and the appropriate forms are completed and processed in accordance with policies and procedures.

(A) Requisite Knowledge. Elements of a post-incident analysis, emergency management plan, critical issues, involved agencies' resources and responsibilities, procedures relating to dispatch response, strategy tactics and operations, and customer service.

(B) Requisite Skills. The ability to write reports, to communicate orally, and to evaluate skills.

6.7 Health and Safety. This duty involves developing, managing, and evaluating a departmental safety program, according to the following job performance requirements.

6.7.1 Develop a measurable accident and injury prevention program, given specific data, so that the results are evaluated to determine effectiveness.

(A) Requisite Knowledge. Policies and procedures, accepted safety practices, and applicable codes, standards, and laws.

(B) Requisite Skills. The ability to use evaluative methods, to analyze data, and to communicate orally and in writing.

Chapter 7 Fire Officer IV

7.1 General. For certification at Level IV, the Fire Officer III shall meet the job performance requirements defined in Sections 7.2 through 7.7 of this standard.

7.1.1 General Prerequisite Knowledge. Advanced administrative, financial, communications, political, legal, managerial, analytical, and information management.

7.1.2 General Prerequisite Skill. The ability to effectively apply prerequisite knowledge.

7.2 Human Resource Management. This duty involves administrating job performance requirements and evaluating and improving the department, according to the following job performance requirements.

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7.2.1 Appraise the department's human resource demographics, given appropriate community demographic data, to determine if the recruitment, selection, and placement of human resources is effective and consistent with law and current best practices.

(A) Requisite Knowledge. Policies and procedures; local, state/provincial, and federal regulations; community demographics; community issues; and formal and informal community leaders.

(B) Requisite Skills. The ability to communicate orally and in writing, to relate interpersonally, to delegate authority, to analyze issues, and to solve problems.

7.2.2 Evaluate current employee/management relations and initiate the development of a process that supports a positive and participative employee/management program.

(A) Requisite Knowledge. Policies and procedures, contractual agreements, and local, state/provincial, and federal regulations.

(B) Requisite Skills. The ability to communicate orally and in writing, to negotiate, to analyze current status of employee relations, to relate interpersonally, to analyze the current employee/management relations; and to conduct program implementation.

7.2.3 Establish and evaluate a list of education and in-service training goals, given a summary of the job requirements for all positions within the department, so that all members can achieve and maintain required proficiencies.

(A) Requisite Knowledge. Training resources, community needs, internal and external customers, policies and procedures, contractual agreements, and local, state/provincial, and federal regulations.

(B) Requisite Skills. The ability to communicate orally and in writing and to organize data and resources.

7.2.4 Appraise a member-assistance program, given data, to determine if the program, when used, produces the desired results and benefits.

(A) Requisite Knowledge. Policies and procedures, available assistance programs, contractual agreements, and local, state/provincial, and federal regulations.

(B) Requisite Skills. The ability to communicate orally and in writing, to relate interpersonally to members, and to analyze needs and results.

7.2.5 Evaluate an incentive program, given data, so that a determination is made regarding achievement of the desired results.

(A) Requisite Knowledge. Policies and procedures, available incentive programs, contractual agreements, and local, state/provincial, and federal regulations.

(B) Requisite Skills. The ability to communicate orally and in writing, to relate interpersonally, and to analyze programs.

7.3 Community and Government Relations. This duty involves projecting a positive image of the fire department to the community, according to the following job performance requirements.

7.3.1 Attend, participate in, and assume a leadership role in given community events in order to meet community needs and enhance the image of the fire department.

(A) Requisite Knowledge. Community demographics, community and civic issues, effective customer service methods, and formal and informal community leaders.

(B) Requisite Skills. The ability to communicate orally and familiarity with public relations.

7.3.2 Monitor, local, state and federal legislative activities, given fire service issues, in order to enhance the effectiveness of the fire department.

(A) Requisite Knowledge. Community demographics, issues, and needs; formal and informal community and legislative leaders; and familiarity with legislative processes.

(B) Requisite Skills. The ability to communicate orally and in writing.

7.4 Administration. This duty involves long-range planning and fiscal projections, according to the following job performance requirements.

7.4.1 Develop a comprehensive long-range plan, given community requirements, current department status, and resources, so that the projected needs of the community are met.

(A) Requisite Knowledge. Policies and procedures, physical and geographic characteristics, demographics, community plan, staffing requirements, response time benchmarks, contractual agreements, and local, state/provincial, and federal regulations.

(B) Requisite Skills. The ability to communicate orally and in writing and familiarity with fiscal analysis, public policy processes, forecasting resources, and analyzing current department status requirements.

7.4.2 Evaluate and project training requirements, facilities, and buildings needs, given data that reflect community needs and resources, to meet departmental training goals.

(A) Requisite Knowledge. Policies and procedures, physical and geographic characteristics, building and fire codes, departmental plan, staffing requirements, training standards, needs assessment, contractual agreements, and local, state/provincial, and federal regulations.

(B) Requisite Skills. The ability to communicate orally and in writing and familiarity with fiscal analysis, forecasting needs, and analyzing data.

7.5 Inspection and Investigation.

7.5.1 Definition of Duty. No additional job performance requirements at this level.

7.6 Emergency Services Delivery. This duty involves developing plans for major disasters, according to the following job performance requirements.

7.6.1 Develop a comprehensive disaster plan that integrates other agencies' resources, given data, in order to rapidly and effectively mitigate the impact on a community.

(A) Requisite Knowledge. Major incident policies and procedures, physical and geographic characteristics, demographics, target hazards, incident management systems, communications systems, contractual and mutual-aid agreements, and local, state/provincial, and federal regulations and resources.

(B) Requisite Skills. The ability to communicate orally and in writing and to organize a disaster plan; and familiarity with inter-agency planning and coordination.

7.6.2 Develop a comprehensive plan, given data (including agency data), so that the agency operates at a civil disturbance, integrates with other agencies' actions, and provides for the safety and protection of members.

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(A) Requisite Knowledge. Major incident policies and procedures, physical and geographic characteristics, demographics, incident management systems, communications systems, contractual and mutual-aid agreements, and local, state/provincial, and federal regulations and resources.

(B) Requisite Skills. The ability to communicate orally and in writing and to organize a plan; and familiarity with interagency planning and coordination.

7.7 Health and Safety. This duty involves administering a comprehensive risk management program, according to the following job performance requirements.

7.7.1 Maintain, develop, and provide leadership for a risk management program, given specific data, so that injuries and property damage accidents are reduced.

(A) Requisite Knowledge. Risk management concepts, retirement qualifications, occupational hazards analysis, and disability procedures, regulations, and laws.

(B) Requisite Skills. The ability to communicate orally and in writing, to analyze data, and to use evaluative methods.

Annex A Explanatory Material

Annex A is not a part of the requirements of this NFPA document but is included for informational purposes only. This annex contains explanatory material, numbered to correspond with the applicable text paragraphs.

A.1.1 It is envisioned that in addition to the requirements of NFPA 1021, the authority having jurisdiction may require additional credentials. These can include fire degree programs and general education in business, management, science, and associated degree curricula.

A.1.3 Fire officers are expected to be ethical in their conduct. Ethical conduct includes being honest, doing "what's right," and performing to the best of one's ability. For public safety personnel, ethical responsibility extends beyond one's individual performance. In serving the citizens, public safety personnel are charged with the responsibility of ensuring the provision of the best possible safety and service.

Ethical conduct requires honesty on the part of all public safety personnel. Choices must be made on the basis of maximum benefit to the citizens and the community. The process of making these decisions must also be open to the public. The means of providing service, as well as the quality of the service provided, must be above question and must maximize the principles of fairness and equity as well as those of efficiency and effectiveness.

The International Association of Fire Chiefs Code of Ethics is just one example of general and professional codes of conduct available for reference.

A.3.1 Definitions of action verbs used within this document are based on the first definition of the word found in *Webster's Dictionary*.

A.3.2.1 Approved. The National Fire Protection Association does not approve, inspect, or certify any installations, procedures, equipment, or materials; nor does it approve or evaluate testing laboratories. In determining the acceptability of installations, procedures, equipment, or materials, the authority having jurisdiction may base acceptance on compliance with NFPA or other appropriate standards. In the absence of such standards, said authority may require evidence of proper installation, procedure, or use. The authority having jurisdiction may also refer to the listings or labeling practices of an organization that is concerned with product evaluations and is thus in a position to determine compliance with appropriate standards for the current production of listed items.

A.3.2.2 Authority Having Jurisdiction (AHJ). The phrase "authority having jurisdiction," or its acronym AHJ, is used in NFPA documents in a broad manner, since jurisdictions and approval agencies vary, as do their responsibilities. Where public safety is primary, the authority having jurisdiction may be a federal, state, local, or other regional department or individual such as a fire chief; fire marshal; chief of a fire prevention bureau, labor department, or health department; building official; electrical inspector; or others having statutory authority. For insurance purposes, an insurance inspection department, rating bureau, or other insurance company representative may be the authority having jurisdiction. In many circumstances, the property owner or his or her designated agent assumes the role of the authority having jurisdiction; at government installations, the commanding officer or departmental official may be the authority having jurisdiction.

A.3.2.4 Listed. The means for identifying listed equipment may vary for each organization concerned with product evaluation; some organizations do not recognize equipment as listed unless it is also labeled. The authority having jurisdiction should utilize the system employed by the listing organization to identify a listed product.

A.3.3.1 Comprehensive Emergency Management Plan. In some jurisdictions, a comprehensive emergency management plan (CEMP) is also known as a disaster management plan or local emergency plan.

A.4.1 It is recognized that the job of Fire Officer may not be as physically demanding as that of a Fire Fighter. However, the physiological and emotional stress incurred by Fire Officers can still be significant. Therefore, it is recommended that physical fitness requirements for Fire Officer personnel be developed and validated by the AHJ.

A.4.2.4(A) Member-related problems could include substance abuse; acute, chronic, and delayed stress; and health, financial, personal, family, and other situations that adversely affect the member's job performance.

A.4.2.5 The Fire Officer I should be able to deal with administrative procedures that might include transfers, promotions, compensation/member benefits, sick leave, vacation, requests for pay or benefits while acting in a temporary position, change in member benefits, commendations, disciplinary actions, and grievances.

A.4.5 The committee's intent is to instill an awareness of those areas that officers might address in the performance of their duties. Organizations that desire higher levels of competency in these areas should refer to the applicable NFPA professional qualifications standards: NFPA 1031 and NFPA 1033.

A.4.6 Emergency service delivery is the component of fire department organization providing mitigation of responses to emergency incidents, such as those involving fires, emergency medical situations, mass casualties, hazardous materials, weapons of mass destruction, and terrorism, as well as other emergency events.

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A.4.6.2(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. These observations can include building type and occupancy, fire involvement, number of occupants, mechanism of injury, materials spilled or involved in fire, wind direction, topography, and demographics, among others.

A.4.6.3 This requirement takes into consideration the officer's ability to give orders, direct personnel, evaluate information, and allocate resources to respond to the wide variety of emergency situations the fire service encounters.

A.4.7 One of the fire officer's primary responsibilities is safety both on the fire ground and during normal operations. The fire officer must be cognizant that these operations can include risks and threats of intentional harm to personnel. This standard defines the minimum requirements for the fire officer. NFPA 1521 and applicable OSHA regulations define additional requirements for the officer who might be assigned those duties.

A.6.4.2 The following are some of the budgeting systems commonly used:

(1) Planning programming budgeting system (PPBS)
(2) Line item budgets
(3) Zero-based budgeting (ZBB)
(4) Program budgeting
(5) Performance budgeting
(6) Matrix budgets

Annex B Explanation of the Standard and Concepts of JPRs

This annex is not a part of the requirements of this NFPA document but is included for informational purposes only.

B.1 Explanation of the Standard and Concepts of Job Performance Requirements (JPRs). The primary benefit of establishing national professional qualifications standards is to provide both public and private sectors with a framework of the job requirements for the fire service. Other benefits include enhancement of the profession, individual as well as organizational growth and development, and standardization of practices.

NFPA professional qualifications standards identify the minimum JPRs for specific fire service positions. The standards can be used for training design and evaluation, certification, measuring and critiquing on-the-job performance, defining hiring practices, and setting organizational policies, procedures, and goals. (Other applications are encouraged.)

Professional qualifications standards for a specific job are organized by major areas of responsibility defined as duties. For example, the fire fighter's duties might include fire suppression, rescue, and water supply; and the public fire educator's duties might include education, planning and development, and administration. Duties are major functional areas of responsibility within a job.

The professional qualifications standards are written as JPRs. JPRs describe the performance required for a specific job. JPRs are grouped according to the duties of a job. The complete list of JPRs for each duty defines what an individual must be able to do in order to successfully perform that duty. Together, the duties and their JPRs define the job parameters; that is, the standard as a whole is a description of a job.

B.2 Breaking Down the Components of a JPR. The JPR is the assembly of three critical components. *(See Table B.2.)* These components are as follows:

(1) Task that is to be performed
(2) Tools, equipment, or materials that must be provided to successfully complete the task
(3) Evaluation parameters and/or performance outcomes

Table B.2 Example of a JPR

(1) Task	(1) Ventilate a pitched roof
(2) Tools, equipment, or materials	(2) Given an ax, a pike pole, an extension ladder, and a roof ladder
(3) Evaluation parameters and performance outcomes	(3) So that a 4-ft × 4-ft hole is created; all ventilation barriers are removed; ladders are properly positioned for ventilation; ventilation holes are correctly placed; and smoke, heat, and combustion by-products are released from the structure

B.2.1 The Task to be Performed. The first component is a concise, brief statement of what the person is supposed to do.

B.2.2 Tools, Equipment, or Materials that Must be Provided to Successfully Complete the Task. This component ensures that all individuals completing the task are given the same minimal tools, equipment, or materials when being evaluated. By listing these items, the performer and evaluator know what must be provided in order to complete the task.

B.2.3 Evaluation Parameters and/or Performance Outcomes. This component defines how well one must perform each task — for both the performer and the evaluator. The JPR guides performance toward successful completion by identifying evaluation parameters and/or performance outcomes. This portion of the JPR promotes consistency in evaluation by reducing the variables used to gauge performance.

In addition to these three components, the JPR contains requisite knowledge and skills. Just as the term *requisite* suggests, these are the necessary knowledge and skills one must have prior to being able to perform the task. Requisite knowledge and skills are the foundation for task performance.

Once the components and requisites are put together, the job performance requirements might read as follows.

B.2.3.1 Example 1. The Fire Fighter I shall ventilate a pitched roof, given an ax, a pike pole, an extension ladder, and a roof ladder, so that a 4-ft × 4-ft hole is created, all ventilation barriers are removed, ladders are properly positioned for ventilation, and ventilation holes are correctly placed.

(A) Requisite Knowledge. Pitched roof construction, safety considerations with roof ventilation, the dangers associated with improper ventilation, knowledge of ventilation tools, the effects of ventilation on fire growth, smoke movement in structures, signs of backdraft, and the knowledge of vertical and forced ventilation.

(B) Requisite Skills. The ability to remove roof covering; properly initiate roof cuts; use the pike pole to clear ventilation barriers; use ax properly for sounding, cutting, and stripping; position ladders; and climb and position self on ladder.

B.2.3.2 Example 2. The Fire Investigator shall interpret burn patterns, given standard equipment and tools and some structural/content remains, so that each individual pattern is evaluated with respect to the burning characteristics of the material involved.

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(A) Requisite Knowledge. Knowledge of fire development and the interrelationship of heat release rate, form, and ignitability of materials.

(B) Requisite Skills. The ability to interpret the effects of burning characteristics on different types of materials.

B.3 Examples of Potential Uses.

B.3.1 Certification. JPRs can be used to establish the evaluation criteria for certification at a specific job level. When used for certification, evaluation must be based on the successful completion of JPRs.

First, the evaluator would verify the attainment of requisite knowledge and skills prior to JPR evaluation. This might be through documentation review or testing.

Next, the candidate would be evaluated on completing the JPRs. The candidate would perform the task and be evaluated based on the evaluation parameters and/or performance outcomes. This performance-based evaluation can be either practical (for psychomotor skills such as "ventilate a roof") or written (for cognitive skills such as "interpret burn patterns").

Note that psychomotor skills are those physical skills that can be demonstrated or observed. Cognitive skills (or mental skills) cannot be observed, but are rather evaluated on how one completes the task (process-oriented) or the task outcome (product-oriented).

Using Example 1, a practical performance-based evaluation would measure one's ability to "ventilate a pitched roof." The candidate passes this particular evaluation if the standard was met — that is, a 4-ft × 4-ft hole was created; all ventilation barriers were removed; ladders were properly positioned for ventilation; ventilation holes were correctly placed; and smoke, heat, and combustion by-products were released from the structure.

For Example 2, when evaluating the task "interpret burn patterns," the candidate could be given a written assessment in the form of a scenario, photographs, and drawings and then be asked to respond to specific written questions related to the JPR's evaluation parameters.

Remember, when evaluating performance, you must give the person the tools, equipment, or materials listed in the job performance requirements — for example, an ax, a pike pole, an extension ladder, and a roof ladder — before he or she can be properly evaluated.

B.3.2 Curriculum Development/Training Design and Evaluation. The statements contained in this document that refer to job performance were designed and written as JPRs. While a resemblance to instructional objectives might be present, these statements should not be used in a teaching situation until after they have been modified for instructional use.

JPRs state the behaviors required to perform specific skill(s) on the job, as opposed to a learning situation. These statements should be converted into instructional objectives with behaviors, conditions, and standards that can be measured within the teaching/learning environment. A JPR that requires a fire fighter to "ventilate a pitched roof" should be converted into a measurable instructional objective for use when teaching the skill. *[See Figure B.3.2(a).]*

Using Example 1, a terminal instructional objective might read as follows:

The learner will ventilate a pitched roof, given a simulated roof, an ax, a pike pole, an extension ladder, and a roof ladder, so that 100 percent accuracy is attained on a skills checklist. (At a minimum, the skills checklist should include each of the measurement criteria from the JPR.)

Figure B.3.2(b) is a sample checklist for use in evaluating this objective.

While the differences between job performance requirements and instructional objectives are subtle in appearance, the purpose of each statement differs greatly. JPRs state what is necessary to perform the job in the "real world." Instructional objectives, however, are used to identify what students must do at the end of a training session and are stated in behavioral terms that are measurable in the training environment.

By converting JPRs into instructional objectives, instructors will be able to clarify performance expectations and avoid confusion related to using statements designed for purposes other than teaching. Additionally, instructors will be able to add local/state/regional elements of performance into the standards as intended by the developers.

Requisite skills and knowledge should be converted into enabling objectives. These help to define the course content. The course content would include each of the requisite knowledge and skills. Using the above example, the enabling objectives would be pitched roof construction, safety considerations with roof ventilation, removal of roof covering, properly initiated roof cuts, and so on. This ensures that the course content supports the terminal objective.

Note that it is assumed that the reader is familiar with curriculum development or training design and evaluation.

B.4 Other Uses. While the professional qualifications standards are principally used to guide the development of training and certification programs, there are a number of other potential uses for the documents. Because the documents are written in JPR terms, they lend themselves well to any area of the profession where a level of performance or expertise must be determined.

These areas might include the following.

(1) *Employee Evaluation/Performance Critiquing.* The JPRs can be used as a guide by both the supervisor and the employee during an evaluation. The JPRs for a specific job define tasks that are essential to perform on the job as well as the evaluation criteria to measure when those tasks are completed.

(2) *Establishing Hiring Criteria.* The professional qualifications standards can be used in a number of ways to further the establishment of hiring criteria. The AHJ could simply require certification at a specific job level — for example, Fire Fighter I. The JPRs could also be used as the basis for pre-employment screening by establishing essential minimal tasks and the related evaluation criteria. An added benefit is that individuals interested in employment can work toward the minimal hiring criteria at local colleges.

(3) *Employee Development.* The professional qualifications standards can be useful to both the employee and the employer in developing a plan for the individual's growth within the organization. The JPRs and the associated requisite knowledge and skills can be used as a guide to determine additional training and education required for the employee to master his or her job or profession.

(4) *Succession Planning.* Succession planning or career pathing addresses the efficient placement of people into jobs in response to current needs and anticipated future needs. A career development path can be established for targeted individuals to prepare them for growth within the organization. The JPRs and prerequisite knowledge and skills could then be used to develop an educational path to aid in the individual's advancement within the organization or profession.

(5) *Establishing Organizational Policies, Procedures, and Goals.* The JPRs can be incorporated into organizational policies, procedures, and goals where employee performance is addressed.

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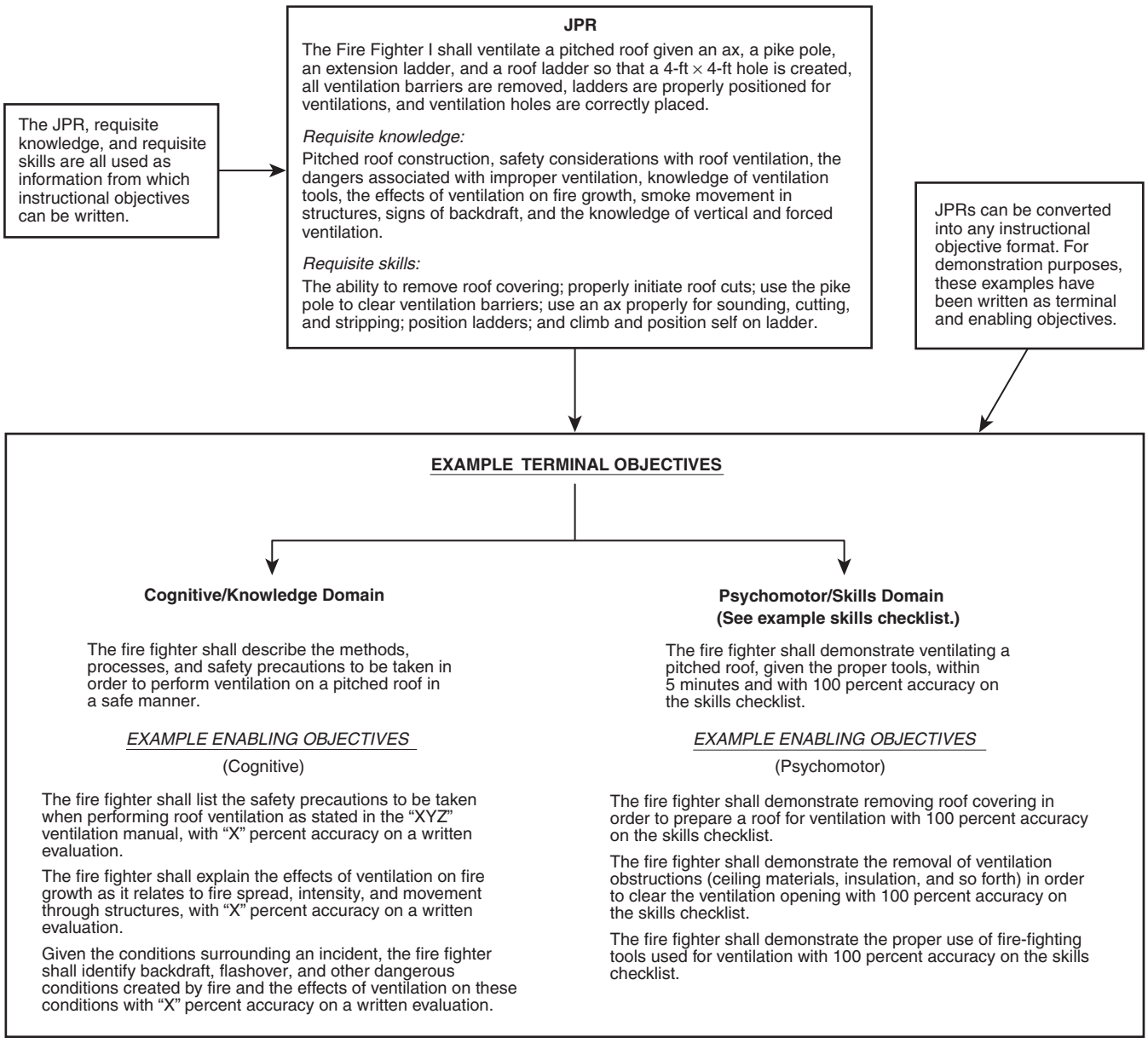

FIGURE B.3.2(a) Converting JPRs into Instructional Objectives.

OBJECTIVE: The fire fighter shall demonstrate ventilating a pitched roof, given the proper tools, within 5 min and with 100-percent accuracy on the skills checklist.

YES	NO	
❑	❑	1. 4-ft × 4-ft hole was created.
❑	❑	2. All ventilation barriers were removed.
❑	❑	3. Ladders were properly positioned.
❑	❑	4. Ventilation holes were correctly placed (directly over fire, at highest point, and so forth).
❑	❑	5. Task completed within 5 min. (Time to complete task: _____)

FIGURE B.3.2(b) Skills Checklist.

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Annex C Discussion of Methods of Evaluation

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C.1 Methods. It is evident that, given the complex nature of the fire officer standards, flexibility is needed when considering the qualifications of applicants for certification. In addition to exam-driven certification methods, accredited certifying organizations or AHJs can consider a variety of other methods of compliance with the job performance requirements. For example, when an applicant submits educational credentials, the actual course objectives should be matched to the JPRs. Furthermore, individuals might demonstrate proficiency through documented job-related experience . Finally, a "menu" approach through a combination of the above-referenced and other credible evaluations of proficiency (as outlined in steps 1 through 4) is encouraged. By adopting a flexible approach to certification, accredited agencies or AHJs will promote the Fire Officer Professional Qualifications Standard.

For purposes of clarification, an individual seeking Fire Officer II certification must meet the requirements of 5.4.2, in addition to the others.

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.

(A) 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.

(B) Requisite Skills. The ability to allocate finances, to relate interpersonally, and to communicate orally and in writing.

The candidate can demonstrate proficiency by any one or a combination of the following methods:

(1) Successful completion of an exam that is correlated to this section
(2) Passage of a higher education course that has objectives that are correlated to this section
(3) Passage of a continuing education course that has objectives that are correlated to this section
(4) Submission, independent review, and approval of job-related experience that includes the following:
  (a) Detailed schedule of the process
  (b) Any statutory guidelines, laws, and procedures
  (c) Detailed documentation of the applicant's involvement in the process
  (d) Final product

Annex D Informational References

D.1 Referenced Publications. The following documents or portions thereof are referenced within this standard for informational purposes only and are thus not part of the requirements of this document unless also listed in Chapter 2.

D.1.1 NFPA Publications. National Fire Protection Association, 1 Batterymarch Park, P.O. Box 9101, Quincy, MA 02269-9101.

NFPA 1031, *Standard for Professional Qualifications for Fire Inspector and Plan Examiner*, 2003 edition.

NFPA 1033, *Standard for Professional Qualifications for Fire Investigator*, 2003 edition.

NFPA 1500, *Standard on Fire Department Occupational Safety and Health Program*, 2002 edition.

NFPA 1521, *Standard for Fire Department Safety Officer*, 2002 edition.

D.1.2 Other Publication.

Webster's Third New International Dictionary of the English Language, Unabridged, G. & C. Merriam Company.

D.2 Informational References. The following documents or portions thereof are listed here as informational resources only. They are not a part of the requirements of this document.

Following are references for Annex B.

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Springer, J. *Job Performance Standards and Measures.* A Series of Research Presentation and Discussions for the ASTD Second Annual Invitational Research Seminar, Savannah, GA (November 5-8, 1979). Madison, WI: American Society for Training and Development, 1980.

Tracey, W. R. *Designing Training and Development Systems.* New York: AMACOM, 1984.

D.3 References for Extracts. The following documents are listed here to provide reference information, including title and edition, for extracts given throughout this standard as indicated by a reference in brackets [ ] following a section or paragraph. These documents are not a part of the requirements of this document unless also listed in Chapter 2 for other reasons.

NFPA 1000, *Standard for Fire Service Professional Qualifications Accreditation and Certification Systems*, 2000 edition.

NFPA 1002, *Standard for Fire Apparatus Driver/Operator Professional Qualifications*, 2003 edition.

NFPA 1500, *Standard on Fire Department Occupational Safety and Health Program*, 2002 edition.

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▼

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▼

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▼

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