

NFPA®

1021

Standard for
Fire Officer
Professional Qualifications

2020



IMPORTANT NOTICES AND DISCLAIMERS CONCERNING NFPA® STANDARDS

NFPA® codes, standards, recommended practices, and guides (“NFPA Standards”), of which the document contained herein is one, are developed through a consensus standards development process approved by the American National Standards Institute. This process brings together volunteers representing varied viewpoints and interests to achieve consensus on fire and other safety issues. While the NFPA administers the process and establishes rules to promote fairness in the development of consensus, it does not independently test, evaluate, or verify the accuracy of any information or the soundness of any judgments contained in NFPA Standards.

The NFPA disclaims liability for any personal injury, property, or other damages of any nature whatsoever, whether special, indirect, consequential or compensatory, directly or indirectly resulting from the publication, use of, or reliance on NFPA Standards. The NFPA also makes no guaranty or warranty as to the accuracy or completeness of any information published herein.

In issuing and making NFPA Standards available, the NFPA is not undertaking to render professional or other services for or on behalf of any person or entity. Nor is the NFPA undertaking to perform any duty owed by any person or entity to someone else. Anyone using this document should rely on his or her own independent judgment or, as appropriate, seek the advice of a competent professional in determining the exercise of reasonable care in any given circumstances.

The NFPA has no power, nor does it undertake, to police or enforce compliance with the contents of NFPA Standards. Nor does the NFPA list, certify, test, or inspect products, designs, or installations for compliance with this document. Any certification or other statement of compliance with the requirements of this document shall not be attributable to the NFPA and is solely the responsibility of the certifier or maker of the statement.

REVISION SYMBOLS IDENTIFYING CHANGES FROM THE PREVIOUS EDITION

Text revisions are shaded. A **Δ** before a section number indicates that words within that section were deleted and a **Δ** to the left of a table or figure number indicates a revision to an existing table or figure. When a chapter was heavily revised, the entire chapter is marked throughout with the **Δ** symbol. Where one or more sections were deleted, a **•** is placed between the remaining sections. Chapters, annexes, sections, figures, and tables that are new are indicated with an **N**.

Note that these indicators are a guide. Rearrangement of sections may not be captured in the markup, but users can view complete revision details in the First and Second Draft Reports located in the archived revision information section of each code at www.nfpa.org/docinfo. Any subsequent changes from the NFPA Technical Meeting, Tentative Interim Amendments, and Errata are also located there.

REMINDER: UPDATING OF NFPA STANDARDS

Users of NFPA codes, standards, recommended practices, and guides (“NFPA Standards”) should be aware that these documents may be superseded at any time by the issuance of a new edition, may be amended with the issuance of Tentative Interim Amendments (TIAs), or be corrected by Errata. It is intended that through regular revisions and amendments, participants in the NFPA standards development process consider the then-current and available information on incidents, materials, technologies, innovations, and methods as these develop over time and that NFPA Standards reflect this consideration. Therefore, any previous edition of this document no longer represents the current NFPA Standard on the subject matter addressed. NFPA encourages the use of the most current edition of any NFPA Standard [as it may be amended by TIA(s) or Errata] to take advantage of current experience and understanding. An official NFPA Standard at any point in time consists of the current edition of the document, including any issued TIAs and Errata then in effect.

To determine whether an NFPA Standard has been amended through the issuance of TIAs or corrected by Errata, visit the “Codes & Standards” section at www.nfpa.org.

ADDITIONAL IMPORTANT NOTICES AND DISCLAIMERS CONCERNING NFPA® STANDARDS

Updating of NFPA Standards

Users of NFPA codes, standards, recommended practices, and guides (“NFPA Standards”) should be aware that these documents may be superseded at any time by the issuance of a new edition, may be amended with the issuance of Tentative Interim Amendments (TIAs), or be corrected by Errata. It is intended that through regular revisions and amendments, participants in the NFPA standards development process consider the then-current and available information on incidents, materials, technologies, innovations, and methods as these develop over time and that NFPA Standards reflect this consideration. Therefore, any previous edition of this document no longer represents the current NFPA Standard on the subject matter addressed. NFPA encourages the use of the most current edition of any NFPA Standard [as it may be amended by TIA(s) or Errata] to take advantage of current experience and understanding. An official NFPA Standard at any point in time consists of the current edition of the document, including any issued TIAs and Errata then in effect.

To determine whether an NFPA Standard has been amended through the issuance of TIAs or corrected by Errata, visit the “Codes & Standards” section at www.nfpa.org.

Interpretations of NFPA Standards

A statement, written or oral, that is not processed in accordance with Section 6 of the Regulations Governing the Development of NFPA Standards shall not be considered the official position of NFPA or any of its Committees and shall not be considered to be, nor be relied upon as, a Formal Interpretation.

Patents

The NFPA does not take any position with respect to the validity of any patent rights referenced in, related to, or asserted in connection with an NFPA Standard. The users of NFPA Standards bear the sole responsibility for determining the validity of any such patent rights, as well as the risk of infringement of such rights, and the NFPA disclaims liability for the infringement of any patent resulting from the use of or reliance on NFPA Standards.

NFPA adheres to the policy of the American National Standards Institute (ANSI) regarding the inclusion of patents in American National Standards (“the ANSI Patent Policy”), and hereby gives the following notice pursuant to that policy:

NOTICE: The user’s attention is called to the possibility that compliance with an NFPA Standard may require use of an invention covered by patent rights. NFPA takes no position as to the validity of any such patent rights or as to whether such patent rights constitute or include essential patent claims under the ANSI Patent Policy. If, in connection with the ANSI Patent Policy, a patent holder has filed a statement of willingness to grant licenses under these rights on reasonable and nondiscriminatory terms and conditions to applicants desiring to obtain such a license, copies of such filed statements can be obtained, on request, from NFPA. For further information, contact the NFPA at the address listed below.

Law and Regulations

Users of NFPA Standards should consult applicable federal, state, and local laws and regulations. NFPA does not, by the publication of its codes, standards, recommended practices, and guides, intend to urge action that is not in compliance with applicable laws, and these documents may not be construed as doing so.

Copyrights

NFPA Standards are copyrighted. They are made available for a wide variety of both public and private uses. These include both use, by reference, in laws and regulations, and use in private self-regulation, standardization, and the promotion of safe practices and methods. By making these documents available for use and adoption by public authorities and private users, the NFPA does not waive any rights in copyright to these documents.

Use of NFPA Standards for regulatory purposes should be accomplished through adoption by reference. The term “adoption by reference” means the citing of title, edition, and publishing information only. Any deletions, additions, and changes desired by the adopting authority should be noted separately in the adopting instrument. In order to assist NFPA in following the uses made of its documents, adopting authorities are requested to notify the NFPA (Attention: Secretary, Standards Council) in writing of such use. For technical assistance and questions concerning adoption of NFPA Standards, contact NFPA at the address below.

For Further Information

All questions or other communications relating to NFPA Standards and all requests for information on NFPA procedures governing its codes and standards development process, including information on the procedures for requesting Formal Interpretations, for proposing Tentative Interim Amendments, and for proposing revisions to NFPA standards during regular revision cycles, should be sent to NFPA headquarters, addressed to the attention of the Secretary, Standards Council, NFPA, 1 Batterymarch Park, P.O. Box 9101, Quincy, MA 02269-9101; email: stds_admin@nfpa.org.

For more information about NFPA, visit the NFPA website at www.nfpa.org. All NFPA codes and standards can be viewed at no cost at www.nfpa.org/docinfo.

Copyright © 2019 National Fire Protection Association®. All Rights Reserved.

NFPA® 1021

Standard for

Fire Officer Professional Qualifications

2020 Edition

This edition of NFPA 1021, *Standard for Fire Officer Professional Qualifications*, was prepared by the Technical Committee on Fire Officer Professional Qualifications and released by the Correlating Committee on Professional Qualifications. It was issued by the Standards Council on November 4, 2019, with an effective date of November 24, 2019, and supersedes all previous editions.

This edition of NFPA 1021 was approved as an American National Standard on November 24, 2019.

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 *Manual of Style for NFPA Technical Committee Documents*.

In the 2009 edition of the document, the technical committee revised the Scope statement, added a skill maintenance requirement, and changed the term *certification* to *qualification* as directed by the Technical Correlating Committee to establish conformity across the Professional Qualifications project. The committee revised the duty statements for inspection and investigation in Chapters 4, 5, and 6. They also added new JPRs to clarify the committee intent.

In the 2014 edition, the technical committee further clarified the scope of the document to comply with professional qualifications project documents. The technical committee revised the text of the document as it relates to qualifications for Fire Officer III. The committee removed the requisite for Fire Service Instructor II for Fire Officer III, indicating that it exceeds the scope for that level. Fire Officer III is considered a managerial/administrative level. A Fire Instructor II has to have the knowledge, skills, and ability to develop individual lesson plans.

The technical committee also made several adjustments to the job performance requirements under Human Resource Management for Fire Officer II and III and Administration and Emergency Services Delivery for Fire Officer IV. The most significant change to the 2014 edition was to acknowledge and encourage prospective fire officers to consider formal higher education as part of their educational and professional growth while maintaining current knowledge.

For the 2020 edition, the technical committee has reviewed all job performance requirements for relevancy and accuracy. Emergency medical services delivery has been acknowledged and allotted to the fire officer's role. The concept of continuous quality improvement has been introduced to support service delivery of the AHJ. The fire officer's role has been refined at each level relative to community risk reduction (CRR) initiatives. Also, two new annexes have been added: Annex C provides an overview of the JPRs, and new Annex D recognizes the National Fallen Firefighters Foundation (NFFF) firefighter life safety initiatives.

Correlating Committee on Professional Qualifications

William E. Peterson, *Chair*

Kissimmee, FL [M]

Rep. International Fire Service Training Association

Brian R. Brauer, University of Illinois Fire Service Institute, IL [E]
Rep. National Board on Fire Service Professional Qualifications

Derrick S. Clouston, North Carolina Department of Insurance, NC [U]

Gregory S. Cross, Texas A & M Engineer Extension Service, TX [SE]

Gordon Descutner, Alaska DPS Fire Standards Council, AK [E]
Rep. Alaska Fire Standards Council

Jason Dolf, Aerial Services Inc, IA [U]

Angus Maclean Duff, Consolidated Fire District 2, KS [U]

Richard A. Dunn, SC State Firefighters' Association, SC [E]

Richard T. Dunton, Unified/ Rochester/Milton Fire Departments, NH [E]

Alec Feldman, Fulcrum Consultants, Ireland [SE]

Rep. JOIFF-International Organisation for Industrial Hazard Management

Douglas P. Forsman, Fairfield Bay Fire Department, AR [L]

Richard Galtieri, Port Of Seattle Fire Department, WA [E]

Douglas R. Goodings, St. Clair Community College, Canada [SE]

R. Kirk Hankins, Fire Consulting & Case Review International, Inc., MO [U]

Rep. International Association of Arson Investigators, Inc.

Bill Slosson, Washington State Patrol, WA [E]

Philip C. Stittleburg, La Farge Fire Department, WI [L]

Rep. National Volunteer Fire Council

Matthew Brian Thorpe, North Carolina Office of State Fire Marshal, NC [E]

Rep. International Fire Service Accreditation Congress

Christopher A. Toten, US Marine Corps, TX [E]

Charles "Randy" Watson, S-E-A, Ltd., GA [SE]

Michael J. Yurgec, Global Emergency Products, IL [M]

Dalan Lee Zartman, Rescue Methods, OH [U]

Alex Zielinski, Safety Training Services, IN [SE]

Alternates

Wayne Bailey, North Carolina Fire & Rescue Commission, NC [E]
(Alt. to Matthew Brian Thorpe)

Adam J. Goodman, S-E-A Limited, MD [SE]
(Alt. to Charles "Randy" Watson)

David W. Lewis, Odenton, MD [L]
(Alt. to Philip C. Stittleburg)

Frederick W. Piechota, Jr., National Board on Fire Service Professional Qualifications, MA [E]
(Alt. to Brian R. Brauer)

Nonvoting

Stephen P. Austin, Cumberland Valley Volunteer Firemen's Association, DE [L]
Rep. TC on Traffic Control Incident Management Professional Qualifications

Alan W. Conkle, Ohio Association of Emergency Vehicle Technicians (OAEVT), OH [M]

Rep. TC on Emergency Vehicle Mechanic Technicians Professional Qualifications

John S. Cunningham, Nova Scotia Firefighters School, Canada [U]
Rep. TC on Fire Fighter Professional Qualifications

Jay Dornseif, III, Priority Dispatch Corporation, UT [M]
Rep. TC on Public Safety Telecommunicator Professional Qualifications

Richard C. Edinger, Chester, VA [SE]

Ronald R. Farr, Plainwell Fire Department, MI [C]
Rep. TC on Electrical Inspection Practices

Dave E. Hanneman, Idaho Falls Fire Department, ID [U]
Rep. TC on Incident Management Professional Qualifications

Orlando P. Hernandez, Texas Division of Emergency Management, TX [E]

Rep. TC on Rescue Technician Professional Qualifications

Ronald L. Hopkins, TRACE Fire Protection & Safety Consultant, Ltd., KY [SE]

Rep. TC on Fire Service Instructor Professional Qualifications

Robert J. James, UL LLC, IL

Rep. TC on Building Fire and Life Safety Director Professional Qualifications

Randy J. Krause, Port of Seattle Fire Department, WA [E]
Rep. TC on Fire Service Occupational Safety and Health

Peter J. Mulvihill, Reno, NV [SE]
Rep. TC on Fire Inspector Professional Qualifications

Randal E. Novak, Ames, IA [SE]
Rep. TC on Accreditation & Certification Professional Qualifications

Lawrence L. Preston, Maryland Fire and Rescue Institute, MD [E]
Rep. TC on Fire Officer Professional Qualifications

Jim Stumpf, Organizational Quality Associates, ID [SE]
Rep. TC on Wildfire Suppression Professional Qualifications

Nancy J. Trench, Fire Protection Publications, OK [M]
Rep. TC on Public Fire Education Professional Qualifications

Paul Valentine, TUV SUD America Inc./Global Risk Consultants, IL [M]

Rep. TC on Fire Marshal Professional Qualifications

George A. Wendt, Travelers Insurance Company, NJ [I]
Rep. TC on Fire Investigator Professional Qualifications

Robert Fash, NFPA Staff Liaison

This list represents the membership at the time the Committee was balloted on the final text of this edition. Since that time, changes in the membership may have occurred. A key to classifications is found at the back of the document.

NOTE: Membership on a committee shall not in and of itself constitute an endorsement of the Association or any document developed by the committee on which the member serves.

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.

Technical Committee on Fire Officer Professional Qualifications

Lawrence L. Preston, *Chair*
Maryland Fire and Rescue Institute, MD [E]

Michael M. Athey, Shepherdstown Fire Department, WV [L]
Frederick M. Bachner, New York State Office of Fire Prevention & Control, NY [E]
Robert Michael Barron, Texas A & M University System, TX [U]
Brian C. Bonner, City of Homewood Fire & Rescue Service, AL [L]
Matthew A. Brown, Lakeland Fire Department, FL [SE]
Jeffery C. Cash, City of Cherryville Fire Department, NC [L]
Rep. National Volunteer Fire Council
Richard A. Dunn, SC State Firefighters' Association, SC [M]
Rep. International Fire Service Training Association
Robert S. Fleming, Rowan University, PA [SE]
Manuel A. Fonseca, Nashville Fire Department, TN [U]
David B. Fulmer, West Licking Joint Fire District, OH [U]
Steven K. Gallagher, Chillicothe Fire Department, OH [U]
Randall W. Hanifen, University of Cincinnati, OH [SE]
Richard Hart, City of Waterbury Fire Department, CT [U]
Hector Hernandez, Los Angeles Fire Department, CA [E]

Jason M. Hoevelmann, Florissant Valley Fire Protection District, MO [U]
Scott G. Kettelle, North Kingstown Fire Department, RI [SE]
Rep. Rhode Island Fire Education & Training Board
Michael Lessar, Reading Fire Department, PA [E]
Franklin T. Livingston, Top Assistant, NC [SE]
Steven D. Mossotti, Mehlville Fire Protection District, MO [L]
Marc E. Nason, Artesia Fire Department, NM [L]
Michael L. Petroff, St. Louis, MO [U]
Rep. Fire Department Safety Officers Association
Timothy Robinson, State of New Hampshire, Department of Safety, NH [SE]
James Marcus Rudder, Kentucky Fire Commission, KY [E]
Nicholas Swope, US Department of The Air Force, TX [E]
Nathan J. Trauernicht, UC Davis Fire Departments, CA [SE]
Donald M. Waldron, Londonderry Fire Department, NH [L]
Michael Joseph Ward, Jones & Bartlett Learning LLC, VA [M]

Alternates

Jason Busby, Lakeland Fire Department, FL [SE]
(Alt. to Matthew A. Brown)
Kenn Fontenot, LSU Fire & Emergency Training, LA [L]
(Alt. to Jeffery C. Cash)
Ronald G. Hassan, Maryland Fire and Rescue Institute, MD [E]
(Alt. to Lawrence L. Preston)

Byron K. Kennedy, Atlanta Fire Rescue Department, GA [E]
(Voting Alt.)
Michael J. Sturzenbecker, Fire Protection Publications, OK [M]
(Alt. to Richard A. Dunn)
Eric S. Uitts, Hooksett Fire Rescue, NH [L]
(Alt. to Donald M. Waldron)

Robert Fash, NFPA Staff Liaison

This list represents the membership at the time the Committee was balloted on the final text of this edition. Since that time, changes in the membership may have occurred. A key to classifications is found at the back of the document.

NOTE: Membership on a committee shall not in and of itself constitute an endorsement of the Association or any document developed by the committee on which the member serves.

Committee Scope: This Committee shall have primary responsibility for documents on professional qualifications required of fire officers.

Contents

Chapter 1 Administration	1021– 7	Chapter 6 Fire Officer III	1021– 13
1.1 Scope.	1021– 7	6.1 General.	1021– 13
1.2 Purpose.	1021– 7	6.2 Human Resource Management.	1021– 13
1.3 General.	1021– 7	6.3 Community and Government Relations.	1021– 14
Chapter 2 Referenced Publications	1021– 7	6.4 Administration.	1021– 14
2.1 General.	1021– 7	6.5 Inspection and Investigation.	1021– 14
2.2 NFPA Publications.	1021– 7	6.6 Emergency Service Delivery.	1021– 14
2.3 Other Publications.	1021– 7	6.7 Health and Safety.	1021– 15
2.4 References for Extracts in Mandatory Sections.	1021– 7	6.8 Emergency Management.	1021– 15
Chapter 3 Definitions	1021– 8	Chapter 7 Fire Officer IV	1021– 15
3.1 General.	1021– 8	7.1 General.	1021– 15
3.2 NFPA Official Definitions.	1021– 8	7.2 Human Resource Management.	1021– 15
3.3 General Definitions.	1021– 8	7.3 Community and Government Relations.	1021– 16
Chapter 4 Fire Officer I	1021– 8	7.4 Administration.	1021– 16
4.1 General.	1021– 8	7.5 Inspection and Investigation.	1021– 16
4.2 Human Resource Management.	1021– 9	7.6 Emergency Services Delivery.	1021– 16
4.3 Community and Government Relations.	1021– 9	7.7 Health and Safety.	1021– 17
4.4 Administration.	1021– 9	Annex A Explanatory Material	1021– 17
4.5 Inspection and Investigation.	1021– 10	Annex B Explanation of the Professional Qualifications Standards and Concepts of JPRs	1021– 19
4.6 Emergency Service Delivery.	1021– 10	Annex C An Overview of JPRs for Fire Officer ...	1021– 21
4.7 Health and Safety.	1021– 11	Annex D National Fallen Firefighters Foundation (NFFF)	1021– 30
Chapter 5 Fire Officer II	1021– 11	Annex E Discussion of Methods of Evaluation	1021– 30
5.1 General.	1021– 11	Annex F Informational References	1021– 31
5.2 Human Resource Management.	1021– 11	Index	1021– 33
5.3 Community and Government Relations.	1021– 11		
5.4 Administration.	1021– 12		
5.5 Inspection and Investigation.	1021– 12		
5.6 Emergency Service Delivery.	1021– 12		
5.7 Health and Safety.	1021– 13		

NFPA 1021

Standard for

Fire Officer Professional Qualifications

2020 Edition

IMPORTANT NOTE: This NFPA document is made available for use subject to important notices and legal disclaimers. These notices and disclaimers appear in all publications containing this document and may be found under the heading “Important Notices and Disclaimers Concerning NFPA Standards.” They can also be viewed at www.nfpa.org/disclaimers or obtained on request from NFPA.

UPDATES, ALERTS, AND FUTURE EDITIONS: New editions of NFPA codes, standards, recommended practices, and guides (i.e., NFPA Standards) are released on scheduled revision cycles. This edition may be superseded by a later one, or it may be amended outside of its scheduled revision cycle through the issuance of Tentative Interim Amendments (TIAs). An official NFPA Standard at any point in time consists of the current edition of the document, together with all TIAs and Errata in effect. To verify that this document is the current edition or to determine if it has been amended by TIAs or Errata, please consult the National Fire Codes® Subscription Service or the “List of NFPA Codes & Standards” at www.nfpa.org/docinfo. In addition to TIAs and Errata, the document information pages also include the option to sign up for alerts for individual documents and to be involved in the development of the next edition.

NOTICE: An asterisk (*) following the number or letter designating a paragraph indicates that explanatory material on the paragraph can be found in Annex A.

A reference in brackets [] following a section or paragraph indicates material that has been extracted from another NFPA document. Extracted text may be edited for consistency and style and may include the revision of internal paragraph references and other references as appropriate. Requests for interpretations or revisions of extracted text shall be sent to the technical committee responsible for the source document.

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

Chapter 1 Administration

1.1* Scope. This standard identifies the minimum job performance requirements (JPRs) for fire officer.

1.2 Purpose. The purpose of this standard shall be to specify the minimum job performance requirements for serving 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 qualified at the Fire Officer I level, and the objectives for each succeeding level in the progression shall be met before being qualified at the next higher level.

1.3.4* The fire officer at all levels of progression shall remain current with the general requirements for fire officers, human resource management, community and government relations, administration, inspections and investigations, emergency service delivery, and health and safety.

1.3.5* The fire officer at all levels of progression shall remain current with the general knowledge and skills and job performance requirements addressed in the level of qualification.

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, Quincy, MA 02169-7471.

NFPA 1001, *Standard for Fire Fighter Professional Qualifications*, 2019 edition.

NFPA 1041, *Standard for Fire and Emergency Services Instructor Professional Qualifications*, 2019 edition.

NFPA 1600®, *Standard on Continuity, Emergency, and Crisis Management*, 2019 edition.

NFPA 1700, *Guide for Structural Fire Fighting*, 2020 edition.

NFPA 1710, *Standard for the Organization and Deployment of Fire Suppression Operations, Emergency Medical Operations, and Special Operations to the Public by Career Fire Departments*, 2019 edition.

NFPA 1720, *Standard for the Organization and Deployment of Fire Suppression Operations, Emergency Medical Operations, and Special Operations to the Public by Volunteer Fire Departments*, 2020 edition.

NFPA 1851, *Standard on Selection, Care, and Maintenance of Protective Ensembles for Structural Fire Fighting and Proximity Fire Fighting*, 2019 edition.

NFPA 3000™ (PS), *Standard for an Active Shooter/Hostile Event Response (ASHER) Program*, 2018 edition.

2.3 Other Publications.

Merriam-Webster's Collegiate Dictionary, 11th edition, Merriam-Webster, Inc., Springfield, MA, 2003.

2.4 References for Extracts in Mandatory Sections.

NFPA 1000, *Standard for Fire Service Professional Qualifications Accreditation and Certification Systems*, 2017 edition.

NFPA 1002, *Standard for Fire Apparatus Driver/Operator Professional Qualifications*, 2017 edition.

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 defined in this chapter or within another chapter, they shall be defined using their ordinarily accepted meanings within the context in which they are used. *Merriam-Webster's Collegiate Dictionary*, 11th edition, shall be the source for the ordinarily accepted meaning.

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. An NFPA Standard, the main text of which contains only mandatory provisions using the word "shall" to indicate requirements and that is in a form generally suitable for mandatory reference by another standard or code or for adoption into law. Nonmandatory provisions are not to be considered a part of the requirements of a standard and shall be located in an appendix, annex, footnote, informational note, or other means as permitted in the NFPA Manuals of Style. When used in a generic sense, such as in the phrase "standards development process" or "standards development activities," the term "standards" includes all NFPA Standards, including Codes, Standards, Recommended Practices, and Guides.

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.

N 3.3.2 Continuous Quality Improvement (CQI). An ongoing, systematic process of review and analysis of department operations designed to identify opportunities for improving operational policies, treatment protocols, and processes.

3.3.3 Fire Department. An organization providing rescue, fire suppression, and related activities, including any public, governmental, private, industrial, or military organization engaging in this type of activity. [1002, 2017]

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

3.3.5 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.

3.3.6 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.

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

3.3.8 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).

3.3.9 Job Performance Requirement (JPR). A written 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, 2017]

3.3.10* Job Shadowing. Witnessing firsthand the work environment, employability, and occupational skills in practice, the value of professional training, and potential career options.

3.3.11* Member. A person involved in performing the duties and responsibilities of a fire department under the auspices of the organization.

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

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

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

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

Chapter 4 Fire Officer I

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

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 system and safety; fundamentals of leadership; 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 affect 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.

Δ 4.1.2 General Prerequisite Skills. The ability to effectively communicate in writing utilizing technology provided by the AHJ; write reports, letters, and memos; 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 incident, 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 incidents, characteristics of leadership, 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, characteristics of leadership, 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.

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 (such as behavioral health issues),

causes of stress in emergency services personnel, adverse effects of stress on the performance of emergency service personnel, and awareness of AHJ member assistance policies and procedures.

(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, procedures, applicable laws, and legal concepts.

(B)* Requisite Skills. The ability to communicate 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 both supervised during and held accountable for the completion of the assignments.

(A) Requisite Knowledge. Principles of supervision, leadership, 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 communicating the role, image, and mission of the department to the public and delivering safety, injury prevention, and fire prevention education programs, according to the following job performance requirements.

4.3.1 Implement a community risk reduction (CRR) plan at the unit level, given an AHJ CRR plan, and policies and procedures, so that a community need is addressed.

Δ (A) Requisite Knowledge. Community demographics and service organizations, verbal and nonverbal communication, and the role and mission of the department and its CRR plan.

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

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.

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

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.

4.4 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 and to communicate change in a positive manner.

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.

Δ (B) Requisite Skills. The ability to communicate.

4.4.3 Prepare a budget request, given a unit level need, 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.

Δ (B) Requisite Skill. The ability to communicate.

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

(A) Requisite Knowledge. Organizational structure of the department and functions of management.

(B) Requisite Skills. The ability to communicate verbally in a clear and concise manner.

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

(A) Requisite Knowledge. The agency's records management system.

Δ (B) Requisite Skills. The ability to communicate.

4.5* Inspection and Investigation. This duty involves conducting inspections to identify hazards and address violations, conducting pre-incident plans, performing a fire investigation to determine area of origin and preliminary cause, securing the incident scene, and preserving evidence, according to the following job performance requirements.

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

- (1) Assembly
- (2) Educational
- (3) Health care
- (4) Detention and correctional
- (5) Residential
- (6) Mercantile
- (7) Business
- (8) Industrial

- (9) Storage
- (10) Unusual structures
- (11) Mixed occupancies

(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.

Δ (B) Requisite Skills. The ability to communicate and to apply the appropriate codes and standards.

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

- (1) Assembly
- (2) Educational
- (3) Institutional
- (4) Residential
- (5) Business
- (6) Industrial
- (7) Manufacturing
- (8) Storage
- (9) Mercantile
- (10) Special properties
- (11) Mixed occupancies

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

Δ (B) Requisite Skills. The ability to use evaluative methods and to communicate.

4.5.3 Direct unit level personnel to 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 issue instruction for securing an incident scene.

Δ 4.6* Emergency Service Delivery. This duty involves supervising emergency operations and deploying assigned resources in accordance with the local emergency plan and according to the following job performance requirements.

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

(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.

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

(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.

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

(A)* Requisite Knowledge. Elements of a fire or rescue-related 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, the source of any emergency operations controlling authority, including EMS protocols, if applicable, and customer service.

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

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

4.7.1 Apply safety regulations at the unit level, given safety policies, procedures, and standards, 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; the components of an infectious disease control program; and the selection, care, and maintenance of personal protective equipment in accordance with Chapter 7 of NFPA 1851.

(B) Requisite Skills. The ability to identify safety hazards and exposures, communicate, and complete documentation necessary for exposure reporting and tracking.

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

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

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

4.7.3 Explain the benefits of being physically and medically capable of performing assigned duties and effectively function-

ing during peak physical demand activities, given current fire service trends and agency policies, so that the need to participate in wellness and fitness programs is explained to members.

(A) Requisite Knowledge. National death and injury statistics, suicide prevention initiatives, fire service safety and wellness initiatives, and agency policies.

Δ (B) Requisite Skills. The ability to communicate.

Chapter 5 Fire Officer II

5.1 General. For qualification at Level II, the Fire Officer I shall meet 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.

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

Δ (B) Requisite Skills. The ability to communicate, to solve problems, to increase teamwork, and to counsel members.

5.2.2 Evaluate the job performance of assigned members, given personnel records and evaluation forms, so that 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 and to plan and conduct evaluations.

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.

(A) Requisite Knowledge. Development of a professional development guide and job shadowing.

Δ (B) Requisite Skills. The ability to communicate.

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 prevention, and fire prevention education programs, according to the following job performance requirements.

N 5.3.1 Supervise multi-unit implementation of a community risk reduction (CRR) program, given an AHJ CRR plan, policies, and procedures, so that community needs are addressed.

N (A) Requisite Knowledge. Community demographics and service organizations, verbal and nonverbal communication, and the role and mission of the department and its CRR plan.

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

5.3.2 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.

(A) Requisite Knowledge. Agency mission and goals and the types and functions of external agencies in the community.

Δ (B) Requisite Skills. The ability to develop interpersonal relationships and to communicate.

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

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.

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

5.4.3 Describe the process of purchasing, including soliciting and awarding bids, given established specifications, in order to ensure competitive bidding so that the needs of the organization are met within the applicable federal, state/provincial, and local laws and regulations.

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

Δ (B) Requisite Skills. The ability to use evaluative methods and to communicate.

5.4.4 Prepare a media 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 media releases by various media outlets, including the use of social media in accordance with AHJ policies and procedures.

Δ (B) Requisite Skills. The ability to communicate.

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, so that the information required for the AHJ is accurate and documented.

(A) Requisite Knowledge. The data processing system.

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

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 supportive manner.

(A) Requisite Knowledge. Planning and implementing change.

Δ (B) Requisite Skills. The ability to clearly communicate.

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

5.5.1 Determine the area 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 so that law enforcement action is taken.

(A) Requisite Knowledge. Indications of arson, common causes of fire, methods to preserve and protect the general area of origin, basic origin and cause determination, fire growth and development, and documentation of preliminary fire investigative procedures.

(B) Requisite Skills. The ability to investigate a fire scene and identify the general area of origin, implement procedures to preserve and protect potential sources of ignition within that general area of origin, and communicate.

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; the current editions of *NFPA 1600*, *NFPA 1700*, *NFPA 1710*, and *NFPA 1720*; and AHJ-approved safety procedures, so that required resources and their assignments are obtained and plans are carried out in compliance with *NFPA 1600*, *NFPA 1700*, *NFPA 1710*, and *NFPA 1720* and 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.

Δ (B) Requisite Skills. The ability to implement an incident management system, to communicate, 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.

tified and communicated and the approved forms are completed and processed.

(A)* Requisite Knowledge. Elements of a fire- or rescue-related 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, sources of any emergency operations controlling authority, including EMS protocols, if applicable, and customer service.

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

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.

(A) Requisite Knowledge. Analyzing data.

(B) Requisite Skills. The ability to write clearly and to interpret response data correctly to identify the reasons for service demands.

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.

Δ (A) Requisite Knowledge. The causes of unsafe acts; health exposures or conditions that result in accidents, injuries, occupational illnesses, or deaths; and requirements for reporting and receiving information related to health exposures.

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

Chapter 6 Fire Officer III

6.1 General. For qualification at Fire Officer Level III, the Fire Officer II shall meet the job performance requirements defined in Sections 6.2 through 6.8 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, as well as 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, maintaining AHJ-approved continuing education requirements, promoting, and encouraging professional development of members, according to the following job performance requirements.

6.2.1 Establish minimum staffing requirements, given available human resources; policies and procedures; federal, state,

and provincial laws; and rules and regulations, so that AHJ job-related credentials are maintained.

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

Δ (B) Requisite Skills. The ability to relate interpersonally and to communicate.

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.

Δ (B) Requisite Skills. The ability to communicate.

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.

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

6.2.4 Describe methods to facilitate and encourage members to participate in professional development, given a professional development model, so that members achieve their personal and professional goals.

(A) Requisite Knowledge. Interpersonal and motivational techniques, professional development model, goal setting, and personal and organizational goals.

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

6.2.5 Develop a proposal for improving a member benefit or for a new member benefit, given a need in the organization, so that adequate information is included to justify the requested benefit improvement.

(A) Requisite Knowledge. Organization's benefit program.

Δ (B) Requisite Skills. The ability to conduct research and to communicate.

6.2.6 Develop a plan for providing a member accommodation, given a member need, the requirements, and applicable law, so that adequate information is included to justify the requested change(s).

(A) Requisite Knowledge. Organization's policies and procedures, and legal requirements or reasonable accommodations.

Δ (B) Requisite Skills. The ability to conduct research and to communicate.

6.2.7 Develop an ongoing continuing education and training program, given organizational training requirements, so that members of the organization are given appropriate training to meet the mission of the organization.

(A) Requisite Knowledge. Organizational mission and goals, training program development, and needs assessment.

△ (B) **Requisite Skills.** Ability to perform a needs assessment and to communicate.

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* Develop a community risk reduction (CRR) program, given risk assessment data, so that program outcomes are met.

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

△ (B) **Requisite Skills.** The ability to relate interpersonally, to communicate, and to analyze and interpret data.

6.4 Administration. This duty involves preparing a divisional or departmental budget, developing a budget management system, developing grant applications, soliciting bids, planning for resource allocation, and working with records 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.

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.

6.4.3 Describe the organization's process for developing requests for proposal (RFPs) and soliciting and awarding bids, given established specifications and the organization's policies and procedures, 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.

6.4.4 Direct the development, maintenance, and evaluation of a department record and management 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 and the capabilities and limitations of information management systems.

△ (B) **Requisite Skills.** The ability to use evaluative methods, to communicate, 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 for continuous organizational improvement, given resources for an area to be protected, so that resource utilization is maximized.

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

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

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

6.5.1 Evaluate the inspection program of the AHJ, given current program goals, objectives, performance data, and resources so that the results are evaluated to determine effectiveness.

(A) **Requisite Knowledge.** Policies and procedures, accepted inspection practices, program evaluation, and applicable codes, standards, and laws.

△ (B) **Requisite Skills.** The ability to use evaluative methods, to analyze data, and to communicate.

6.5.2 Develop a plan, given an identified fire safety, emergency medical, and/or public health problem, so that the approval for a new program, piece of legislation, form of public education, intervention, and/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 multiagency 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, procedures, standards, including the current editions of NFPA 1600, NFPA 1700,

NFPA 1710, and NFPA 1720; the sources of emergency operations controlling authority, including EMS protocols if applicable; and 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 multiagency 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.

6.6.3 Develop a plan for the organization, given an unmet need for resources that exceed what is available in the organization, so that the mission of the organization is capable of being performed in times of extraordinary need.

(A) Requisite Knowledge. Needs assessment and planning.

(B) Requisite Skills. The ability to conduct a needs assessment, evaluate external resources, and develop a plan.

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

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

(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.

6.8 Emergency Management. This duty involves policies, procedures, and programs for the role of the fire service in the community's emergency management plan and the roles of local, state/provincial, and national emergency management agencies.

6.8.1 Develop a plan for the integration of fire services resources in the community's emergency management plan, given the requirements of the community and the resources available in the fire department, so that the role of the fire service is in compliance with local, state/provincial, and national requirements.

(A) Requisite Knowledge. Role of the fire service; integrated emergency management system; preparedness-emergency management planning; emergency operations centers; and roles of local, state/provincial, and national emergency management agencies.

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

Chapter 7 Fire Officer IV

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

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

7.2.1 Appraise the department's human resource demographics, given appropriate community demographic data, so that 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.

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

7.2.2 Initiate the development of a program, given current member/management relations, so that a positive and participative member/management program exists.

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

Δ (B) Requisite Skills. The ability to communicate, to negotiate, to analyze current status of member relations, to relate interpersonally, to analyze the current member/management relations, and to conduct program implementation.

7.2.3 Evaluate the organization's education and in-service training program, 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 and to analyze and organize data and resources.

7.2.4 Appraise the member-assistance program, given data, so that the program, when used, produces stated program outcomes.

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

Δ (B) Requisite Skills. The ability to communicate, 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, and modify as necessary.

(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, 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 community functions, given community needs, so that the image of the organization is enhanced.

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

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

N **7.3.2** Develop and administer a media relations program, given AHJ policies and procedures, so that the dissemination of information is accurate and accessible.

N (A) **Requisite Knowledge.** AHJ policies and procedures for information dissemination; applicable laws, rules, and regulations governing information release; fundamentals of media relations; and social media platforms.

N (B) **Requisite Skills.** The techniques of public relations and the ability to communicate, and crisis management.

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, make public presentations, interpret fiscal analysis, comply with public policy processes, forecast resources, and analyze current department status requirements.

7.4.2 Evaluate and forecast training requirements, facilities, and buildings' needs, given data that reflect community needs and resources, so that departmental training goals are met.

(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, make public presentations, interpret fiscal analysis, forecast needs, and analyze data.

△ **7.4.3** Complete a written, comprehensive, all-hazard risk and value analysis of the community, given the appropriate features of the service area of the organization, so that an accurate evaluation is made for service delivery decision making.

(A) **Requisite Knowledge.** Risk, hazard, and value analysis methods and process, as well as community development features, community demographics, and assessed valuation of properties in the community.

(B) **Requisite Skills.** The ability to conduct a needs assessment plan, to effectively communicate in writing, and to problem solve.

7.4.4 Develop a plan for a capital improvement project or program, given an unmet need in the community, so that there is adequate information to educate citizens about the needs of the department.

(A) **Requisite Knowledge.** Strategic planning, capital improvement planning and budgeting, and facility planning.

(B) **Requisite Skills.** The ability to conduct a needs assessment plan, to effectively communicate in writing, and to problem solve.

N **7.4.5** Develop a succession plan, given department resources, policies, and procedures, so that the future needs of the department are met.

N (A) **Requisite Knowledge.** Strategic planning, member demographics, recruitment, and retention.

N (B) **Requisite Skills.** The ability to forecast budgets, to conduct a personnel needs assessment, to effectively communicate, and to solve problems.

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 risk, vulnerability, and capability data, so that the organization can mitigate the impact to the community.

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

△ (B) **Requisite Skills.** The ability to analyze data, to communicate, to develop a disaster plan, and to coordinate interagency activity.

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

(A) **Requisite Knowledge.** Major incident plans; policies and procedures; physical and geographic characteristics; demographics; incident management systems; communications systems; contractual and mutual-aid agreements; local, state/provincial, and federal regulations and resources; and NFPA 3000.

(B) Requisite Skills. The ability to communicate and to organize a plan; 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 incidents are reduced.

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

Δ (B) Requisite Skills. The ability to communicate, 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 might require additional credentials for any position. These can include fire and/or other 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.1.3.4 Remaining current can be demonstrated by attending workshops, classes, and seminars; post-secondary education; certification; or accessing professional publications, journals, and web sites.

A.1.3.5 The committee recognizes the importance of formal and continuing education and training programs to ensure the fire officer has maintained and updated the necessary skills and knowledge for the level of qualification. Continuing education and training programs can be developed or administered by local, state/provincial, or federal agencies as well as professional associations and accredited institutions of higher education. The methods of learning can include areas of technology, refresher training, skills practices, and knowledge application to standards. The subject matter should directly relate to the requirements of this standard.

The Fire Officer I should be matriculated into an accredited institution of higher education as accepted by the AHJ.

The Fire Officer II should attain an associate degree or equivalent hours toward a baccalaureate at an accredited institution of higher education as accepted by the AHJ.

The Fire Officer III should attain a baccalaureate degree at an accredited institution of higher education as accepted by the AHJ.

The Fire Officer IV should attain a graduate level degree at an accredited institution of higher education as accepted by the AHJ.

It is recognized that higher education provides the knowledge, skills, and abilities that can help develop competent leaders and managers. The technical committee acknowledges that the Fire and Emergency Services Higher Education (FESHE) model serves as a professional development and career path template for aspiring fire officers. Further, these educational milestones are included only as recommendations for the development of fire officers and should not be viewed as requirements.

A.3.1 Definitions of action verbs used within this document are based on the first definition of the word found in *Merriam-Webster’s Collegiate 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.3.3.10 Job Shadowing. Job shadowing is designed to increase career awareness, help model expected work behavior through competent examples, and reinforce the link between training, education, and work requirements.

A.3.3.11 Member. 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.

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.4.1.1 Other prerequisite knowledge can include an understanding of negligence, duty to act, standard of care, tort immunity, types of laws (statutes, regulations, etc.), role of OSHA, impact of NFPA standards on OSHA and standard of care, and sexual harassment.

A.4.2.4(A) Member-related problems could include substance abuse; acute, chronic, and delayed stress; and behavioral and physical health, financial, personal, family, and other situations that adversely affect the member. The following are some organizations that provide training in recognizing behavioral health issues specific to fire and emergency services personnel:

- (1) International Association of Firefighters (IAFF)
- (2) Firefighter Behavioral Health Alliance
- (3) National Fallen Firefighters Foundation (NFFF)
- (4) National Volunteer Fire Council (NVFC)
- (5) State or locally sponsored peer support programs

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.4.2.5(B) The term *communicate* means to share information either verbally and/or through writing as applicable.

A.4.4.1 The policy is to include departmental policies, procedures, and guidelines.

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, hostile events, and terrorism, as well as other emergency events.

A.4.6.1(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, atmospheric and environmental monitoring, mechanism of injury, materials spilled or involved in fire, damage to buildings and infrastructure, wind direction, topography, and demographics, among others.

A.4.6.1(B) The Fire Officer I should be able to perform an all-hazards assessment at incidents in accordance with policies and procedures of the AHJ.

A.4.6.2 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.4.6.3 Elements of an EMS-related post-incident analysis: basic anatomy and physiology, scope of practice of assigned EMS providers, mechanism of injury, signs and symptoms, and treatment modalities per protocol.

A.4.6.3(A) The Fire Officer I should be aware of all legal authority, parameters, and constraints of operations on the emergency scene.

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.5.1.1 Other prerequisite knowledge can include an understanding of negligent hiring, negligent supervision, negligent retention; respondeat superior; understanding of tort claims acts, sovereign immunity, statutory immunity, special duty, public duty; and knowledge of OSHA standards and citations and strategies for compliance with OSHA documentation requirements.

A.5.6.2 Elements of an EMS-related post-incident analysis for continuous quality improvement include basic anatomy and physiology, scope of practice of assigned EMS providers, mechanism of injury, signs and symptoms, treatment modalities per protocol, and patient satisfaction.

A.5.6.2(A) The Fire Officer II should be aware of all legal authority, parameters, and constraints of operations on the emergency scene.

A.6.1.1 Other prerequisite knowledge can include an understanding of workers' compensation, civil service system, role of courts (civil suits, criminal proceedings, appeals, review of administrative decisions); criminal liability for offenses such as manslaughter and negligent homicide; EEO laws and civil rights; open records and open meetings laws; and conflicts of interests and ethics.

A.6.3.1 Community needs are viewed to include, but not be limited to, fire, large-scale disasters, emergency medical, and public health problems.

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

A.6.4.6 The following are some examples of organizational evaluation systems:

- (1) Commission on Fire Accreditation International Self-Assessment Model
- (2) Insurance Service Organization Fire Service Rating Schedule
- (3) NHTSA *A Leadership Guide to Quality Improvement for Emergency Medical Services (EMS) Systems*

A.6.6.1(A) The Fire Officer III should be aware of all legal authority, parameters, and constraints of operations on the emergency scene.

A.7.1 Other prerequisite knowledge can include an understanding of Fair Labor Standards, collective bargaining, and employment discrimination, including the 80% rule, BFOQ, limitations on physical abilities testing, and issues associated with age, gender, ADA, race, and religion.

Annex B Explanation of the Professional Qualifications Standards 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 Professional Qualifications Standards 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 emergency services personnel. 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 job performance requirements (JPRs) for specific emergency services levels and positions. The standards can be used for training design and evaluation; certification; measuring and critiquing on-the-job performance; defining hiring practices; job descriptions; and setting organizational policies, procedures, and goals.

Professional qualifications standards for specific jobs are organized by major areas of responsibility defined as “duties.” For example, the fire fighter’s duties might include fire department communications, fireground operations, and preparedness and maintenance, whereas the fire and life safety educator’s duties might include education and implementation, planning and development, and evaluation. Duties are major functional areas of responsibility within a specific job.

The professional qualifications standards are written as JPRs. JPRs describe the performance required for a specific job and are grouped according to the duties of the job. The complete list of JPRs for each duty defines what an individual must be able to do in order to perform and achieve that duty.

B.2 The Parts of a JPR.

B.2.1 Critical Components. The JPR comprises the following three critical components:

- (1) Task to be performed (i.e., a partial description of the task using an action verb)

- (2) Tools, equipment, or materials that are to be provided to complete the task
 - (3) Evaluation parameters and performance outcomes
- Table B.2.1 shows an example of a JPR broken down into its three critical components.

B.2.1.1 The Task to Be Performed. The first component is a concise statement of what the person is required to do. A significant aspect of that phrase is the use of an action verb, which sets the expectation for what is to be accomplished.

B.2.1.2 Tools, Equipment, or Materials That Must Be Provided for Successful Completion of the Task. This component ensures that all individuals completing the task are given the same tools, equipment, or materials when they are being evaluated. Both the individual and the evaluator will know what will be provided in order for the individual to complete the task.

B.2.1.3 Evaluation Parameters and Performance Outcomes. This component defines — for both the performer and the evaluator — how well the individual should perform each task. The JPR guides performance toward successful completion by identifying evaluation parameters and performance outcomes. This portion of the JPR promotes consistency in evaluation by reducing the variables used to gauge performance.

B.2.2 Requisite Knowledge and Skills. In addition to these three components, the JPR describes requisite knowledge and skills. As the term requisite suggests, these are the necessary knowledge and skills the individual should have prior to being able to perform the task. Requisite knowledge and skills are the foundation for task performance.

B.2.3 Examples. With the components and requisites combined, a JPR might read similar to the following two examples.

B.2.3.1 Example: Fire Fighter I. Perform overhaul at a fire scene, given approved PPE, attack line, hand tools, flashlight, and an assignment, so that structural integrity is not compromised, all hidden fires are discovered, fire cause evidence is preserved, and the fire is extinguished.

(A) Requisite Knowledge. Knowledge of types of fire attack lines and water application devices for overhaul, water application methods for extinguishment that limit water damage, types of tools and methods used to expose hidden fire, dangers associated with overhaul, signs of area of origin or signs of arson, and reasons for protection of fire scene.

Table B.2.1 Example of a JPR

Component	JPR
(1) Task to be performed	(1) Perform overhaul at a fire scene
(2) Tools, equipment, or materials	(2) Given approved PPE, attack line, hand tools, flashlight, and an assignment
(3) Evaluation parameters and performance outcomes	(3) So that structural integrity is not compromised, all hidden fires are discovered, fire cause evidence is preserved, and the fire is extinguished

(B) Requisite Skills. The ability to deploy and operate an attack line; remove flooring, ceiling, and wall components to expose void spaces without compromising structural integrity; apply water for maximum effectiveness; expose and extinguish hidden fires in walls, ceilings, and subfloor spaces; recognize and preserve signs of area of origin and arson; and evaluate for complete extinguishment.

B.2.3.2 Example: Fire and Life Safety Educator II. Prepare a written budget proposal for a specific program or activity, given budgetary guidelines, program needs, and delivery expense projections, so that all guidelines are followed and the budget identifies all program needs.

(A) Requisite Knowledge. Knowledge of budgetary process; governmental accounting procedures; federal, tribal, state, and local laws; organizational bidding process; and organization purchase requests.

(B) Requisite Skills. The ability to estimate project costs; complete budget forms; requisition/purchase orders; collect, organize, and format budgetary information; complete program budget proposal; and complete purchase requests.

B.3 Potential Uses for JPRs.

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 should be based on the successful completion of the JPRs.

The evaluator would verify the attainment of requisite knowledge and skills prior to JPRs evaluation. Verification could be through documentation review or testing.

The individual seeking certification would be evaluated on completion of the JPRs. The individual would perform the task and be evaluated based on the evaluation parameters and performance outcomes. This performance-based evaluation is based on practical exercises for psychomotor skills and written examinations for cognitive skills.

Psychomotor skills are those physical skills that can be demonstrated or observed. Cognitive skills cannot be observed but rather are evaluated on how an individual completes the task (process-oriented) or on the task outcome (product-oriented).

Performance evaluation requires that individuals be given the tools, equipment, or materials listed in the JPR in order to complete the task.

B.3.2 Curriculum Development and Training Design and Evaluation. The statements contained in this document that refer to job performance were designed and written as JPRs. Although 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 skills on the job, as opposed to a learning situation. These statements should be converted into instructional objectives with behaviors, conditions, and degree to be measured within the educational environment.

While the differences between JPRs and instructional objectives are subtle in appearance, their purposes differ. JPRs state what is necessary to perform the job in practical and actual

experience. Instructional objectives, on the other hand, 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 would be able to clarify performance expectations and avoid confusion caused by the use of statements designed for purposes other than teaching. Instructors would be able to add jurisdictional elements of performance into the learning objectives as intended by the developers.

Requisite skills and knowledge could be converted into enabling objectives, which would help to define the course content. The course content would include each item of the requisite knowledge and skills ensuring that the course content supports the terminal objective.

B.3.2.1 Example: Converting a Fire Fighter I JPR into an Instructional Objective. The instructional objectives are just two of several instructional objectives that would be written to support the terminal objective based on the JPR.

JPR: Perform overhaul at a fire scene, given approved PPE, attack line, hand tools, flashlight, and an assignment, so that structural integrity is not compromised, all hidden fires are discovered, fire cause evidence is preserved, and the fire is extinguished.

Instructional Objective (Cognitive): The Fire Fighter I will identify and describe five safety considerations associated with structural integrity compromise during overhaul as part of a written examination.

Instructional Objective (Psychomotor): The Fire Fighter I will demonstrate the designed use of tools and equipment during overhaul to locate and extinguish hidden fires without compromising structural integrity.

B.3.2.2 Example: Converting a Fire and Life Safety Educator II JPR into an Instructional Objective. The instructional objectives are just two of several instructional objectives that would be written to support the terminal objective based on the JPR.

JPR: Prepare a written budget proposal for a specific program or activity, given budgetary guidelines, program needs, and delivery expense projections, so that all guidelines are followed and the budget identifies all program needs.

Instructional Objective (Cognitive): The Fire and Life Safety Educator II will list and describe the bidding process for the purchase of a published program using budgetary guidelines, program needs, and the guidelines established by local organizational procedures as part of a written examination.

Instructional Objective (Psychomotor): The Fire and Life Safety Educator II will lead in the purchase of a specific fire and life safety educational program by following the bidding process to completion, using local organizational guidelines, including budgetary procedures, program needs, and delivery expense projections.

B.4 Other Uses for JPRs. While the professional qualifications standards are used to establish minimum JPRs for qualification, they have been recognized as guides for the development of training and certification programs, as well as a number of other potential uses.

These areas might include the following:

(1) *Employee Evaluation/Performance Critiquing*. The professional qualifications standards 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 completion of the tasks.

(2) *Establishing Hiring Criteria*. The professional qualifications standards can be helpful in a number of ways to further the establishment of hiring criteria. The authority having jurisdiction (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 to establish 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 practical for both the employee and the employer in developing a plan for the employee'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 the job or profession.

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

(5) *Establishing Organizational Policies, Procedures, and Goals*. The professional qualifications standards can be functional for incorporating policies, procedures, and goals into the organization or agency.

B.5 Bibliography. Annett, J., and N. E. Stanton, *Task Analysis*. London and New York: Taylor and Francis, 2000.

Brannick, M. T., and E. L. Levine, *Job Analysis: Methods, Research, and Applications for Human Resource Management in the New Millennium*. Thousand Oaks, CA: Sage Publications, 2002.

Dubois, D. D., *Competency-Based Performance Improvement: A Strategy for Organizational Change*. Amherst, MA: HRD Press, 1999.

Fine, S. A., and S. F. Cronshaw, *Functional Job Analysis: A Foundation for Human Resources Management (Applied Psychology Series)*. Mahwah, NJ: Lawrence Erlbaum Associates, 1999.

Gupta, K., C. M. Sleezer (editor), and D. F. Russ-Eft (editor), *A Practical Guide to Needs Assessment*. San Francisco: Jossey-Bass/Pfeiffer, 2007.

Hartley, D. E., *Job Analysis at the Speed of Reality*. Amherst, MA: HRD Press, 1999.

Hodell, C., *ISD from the Ground Up: A No-Nonsense Approach to Instructional Design*, 3rd edition. Alexandria, VA: American Society for Training & Development, 2011.

Jonassen, D. H., M. Tessmer, and W. H. Hannum, *Task Analysis Methods for Instructional Design*. Mahwah, NJ: Lawrence Erlbaum Associates, 1999.

McArdle, G., *Conducting a Needs Analysis (Fifty-Minute Book)*. Boston: Crisp Learning, 1998.

McCain, D. V., *Creating Training Courses (When You're Not a Trainer)*. Alexandria, VA: American Society for Training & Development, 1999.

NFPA 1001, *Standard for Fire Fighter Professional Qualifications*, 2019 edition.

NFPA 1035, *Standard on Fire and Life Safety Educator, Public Information Officer, Youth Firesetter Intervention Specialist, and Youth Firesetter Program Manager Professional Qualifications*, 2015 edition.

Phillips, J. J., *In Action: Performance Analysis and Consulting*. Alexandria, VA: American Society for Training & Development, 2000.

Phillips, J. J., and E. F. Holton III, *In Action: Conducting Needs Assessment*. Alexandria, VA: American Society for Training & Development, 1995.

Robinson, D. G., and J. C. Robinson (Eds.), *Moving from Training to Performance: A Practical Guidebook*. Alexandria, VA: American Society for Training & Development; San Francisco: Berrett-Koehler, 1998.

Schippmann, J. S., *Strategic Job Modeling: Working at the Core of Integrated Human Resources*. Mahwah, NJ: Lawrence Erlbaum Associates, 1999.

Shepherd, A., *Hierarchical Task Analysis*. London and New York: Taylor and Francis, 2000.

Zemke, R., and T. Kramlinger, *Figuring Things Out: A Trainer's Guide to Needs and Task Analysis*. New York: Perseus Books, 1993.

Annex C An Overview of JPRs for Fire Officer

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

C.1 Overview of JPRs for Fire Officer. Table C.1 provides the user of the standard with an overview of the JPRs and shows the progression of the four Fire Officer levels found in the document. It is intended to assist the user of the document with the implementation of the requirements and the development of training programs using the JPRs.

Table C.1 Overview of JPRs for Fire Officer

Fire Officer I	Fire Officer II	Fire Officer III	Fire Officer IV
General			
4.1 General. For qualification at Fire Officer Level I, the candidate shall meet the requirements of Fire Fighter II as defined in NFPA 1001, Fire Instructor I as defined in NFPA 1041, and the job performance requirements defined in Sections 4.2 through 4.7 of this standard.	5.1 General. For qualification at Level II, the Fire Officer I shall meet the job performance requirements defined in Sections 5.2 through 5.7 of this standard.	6.1 General. For qualification at Fire Officer Level III, the Fire Officer II shall meet the job performance requirements defined in Sections 6.2 through 6.8 of this standard.	7.1 General. For qualification at Fire Officer Level IV, the Fire Officer III shall meet the job performance requirements defined in Sections 7.2 through 7.7 of this standard.
Human Resource Management			
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.	5.2 Human Resource Management. This duty involves evaluating member performance, according to the following job performance requirements.	6.2 Human Resource Management. This duty involves establishing procedures for hiring, assigning, maintaining AHJ-approved continuing education requirements, promoting, and encouraging professional development of members, according to the following job performance requirements.	7.2 Human Resource Management. This duty involves administering job performance requirements and evaluating and improving the department, according to the following job performance requirements.
4.2.1 Assign tasks or responsibilities to unit members, given an assignment at an emergency incident, so that the instructions are complete, clear, and concise; safety considerations are addressed; and the desired outcomes are conveyed.	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.	6.2.1 Establish minimum staffing requirements, given available human resources; policies and procedures; federal, state, and provincial laws; and rules and regulations, so that AHJ job-related credentials are maintained.	7.2.1 Appraise the department's human resource demographics, given appropriate community demographic data, so that the recruitment, selection, and placement of human resources is effective and consistent with law and current best practices.
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.	5.2.2 Evaluate the job performance of assigned members, given personnel records and evaluation forms, so that each member's performance is evaluated accurately and reported according to human resource policies and procedures.	6.2.2 Develop procedures for hiring members, given policies of the AHJ and legal requirements, so that the process is valid and reliable.	7.2.2 Initiate the development of a program, given current member/management relations, so that a positive and participative member/management program exists.

(continues)

Table C.1 *Continued*

Fire Officer I	Fire Officer II	Fire Officer III	Fire Officer IV
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.	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.	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.	7.2.3 Evaluate the organization's education and in-service training program, given a summary of the job requirements for all positions within the department, so that all members can achieve and maintain required proficiencies.
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.		6.2.4 Describe methods to facilitate and encourage members to participate in professional development, given a professional development model, so that members achieve their personal and professional goals.	7.2.4 Appraise the member-assistance program, given data, so that the program, when used, produces stated program outcomes.
4.2.5 Apply human resource policies and procedures, given an administrative situation requiring action, so that policies and procedures are followed.		6.2.5 Develop a proposal for improving a member benefit or for a new member benefit, given a need in the organization, so that adequate information is included to justify the requested benefit improvement.	7.2.5 Evaluate an incentive program, given data, so that a determination is made regarding achievement of the desired results, and modify as necessary.
4.2.6 Coordinate the completion of assigned tasks and projects by members, given a list of projects and tasks and the job requirements of subordinates, so that the assignments are prioritized, a plan for the completion of each assignment is developed, and members are assigned to specific tasks and both supervised during and held accountable for the completion of the assignments.		6.2.6 Develop a plan for providing a member accommodation, given a member need, the requirements, and applicable law, so that adequate information is included to justify the requested change(s).	
		6.2.7 Develop an ongoing continuing education and training program, given organizational training requirements, so that members of the organization are given appropriate training to meet the mission of the organization.	

(continues)

Table C.1 *Continued*

Fire Officer I	Fire Officer II	Fire Officer III	Fire Officer IV
Community and Government Relations			
4.3 Community and Government Relations. This duty involves dealing with inquiries of the community and communicating the role, image, and mission of the department to the public and delivering safety, injury prevention, and fire prevention education programs, according to the following job performance requirements.	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 prevention, and fire prevention education programs, according to the following job performance requirements.	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.	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.
4.3.1 Implement a community risk reduction (CRR) plan at the unit level, given an AHJ CRR plan, and policies and procedures, so that a community need is addressed.	5.3.1 Supervise multi-unit implementation of a CRR program, given an AHJ CRR plan, policies, and procedures, so that community needs are addressed.	6.3.1 Develop a community risk reduction (CRR) program, given risk assessment data, so that program outcomes are met.	7.3.1 Attend, participate in, and assume a leadership role in community functions, given community needs, so that the image of the organization is enhanced.
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.	5.3.2 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.		7.3.2 Develop and administer a media relations program, given AHJ policies and procedures, so that the dissemination of information is accurate and accessible.
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.			

(continues)

Table C.1 *Continued*

Fire Officer I	Fire Officer II	Fire Officer III	Fire Officer IV
Administration			
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.	5.4 Administration. This duty involves preparing a project or divisional budget, news releases, and policy changes, according to the following job performance requirements.	6.4 Administration. This duty involves preparing a divisional or departmental budget, developing a budget management system, developing grant applications, soliciting bids, planning for resource allocation, and working with records management systems, according to the following job performance requirements.	7.4 Administration. This duty involves long-range planning and fiscal projections, 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.	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.	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.	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.
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.	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.	6.4.2 Develop a budget management system, given fiscal and financial policies, so that the division or department stays within the budgetary authority.	7.4.2 Evaluate and forecast training requirements, facilities, and buildings' needs, given data that reflect community needs and resources, so that departmental training goals are met.
4.4.3 Prepare a budget request, given a unit level need, so that the request is in the proper format and is supported with data.	5.4.3 Describe the process of purchasing, including soliciting and awarding bids, given established specifications, in order to ensure competitive bidding so that the needs of the organization are met within the applicable federal, state/provincial, and local laws and regulations.	6.4.3 Describe the organization's process for developing requests for proposal (RFPs) and soliciting and awarding bids, given established specifications and the organization's policies and procedures, so that competitive bidding is ensured.	7.4.3 Complete a written, comprehensive, all-hazard risk and value analysis of the community, given the appropriate features of the service area of the organization, so that an accurate evaluation is made for service delivery decision making.
4.4.4 Explain the purpose of each management component of the organization, given an organization chart, so that the explanation is current and accurate and clearly identifies the purpose and mission of the organization.	5.4.4 Prepare a media release, given an event or topic, so that the information is accurate and formatted correctly.	6.4.4 Direct the development, maintenance, and evaluation of a department record and management system, given policies and procedures, so that completeness and accuracy are achieved.	7.4.4 Develop a plan for a capital improvement project or program, given an unmet need in the community, so that there is adequate information to educate citizens about the needs of the department.

(continues)

Table C.1 *Continued*

Fire Officer I	Fire Officer II	Fire Officer III	Fire Officer IV
4.4.5 Explain the needs and benefits of collecting incident response data, given the goals and mission of the organization, so that incident response reports are timely and accurate.	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, so that the information required for the AHJ is accurate and documented.	6.4.5 Analyze and interpret records and data, given a fire department records system, so that validity is determined and improvements are recommended.	7.4.5 Develop a succession plan, given department resources, policies, and procedures, so that the future needs of the department are met.
	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 supportive manner.	6.4.6 Develop a model plan for continuous organizational improvement, given resources for an area to be protected, so that resource utilization is maximized.	
Inspection and Investigation			
4.5 Inspection and Investigation. This duty involves conducting inspections to identify hazards and address violations, conducting pre-incident plans, performing a fire investigation to determine area of origin and preliminary cause, securing the incident scene, and preserving evidence, according to the following job performance requirements.	5.5 Inspection and Investigation. This duty involves conducting fire investigations to determine origin and preliminary cause, according to the following job performance requirements.	6.5 Inspection and Investigation. This duty involves evaluating inspection programs of the AHJ to determine effectiveness and developing public safety plans, according to the following job performance requirements.	7.5 Inspection and Investigation.
4.5.1 Describe the procedures of the AHJ for conducting fire inspections, given any of the following occupancies, so that all hazards, including hazardous materials, are identified, approved forms are completed, and approved action is initiated: (1) Assembly (2) Educational (3) Health care (4) Detention and correctional (5) Residential (6) Mercantile (7) Business (8) Industrial (9) Storage (10) Unusual structures (11) Mixed occupancies	5.5.1 Determine the area 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 so that law enforcement action is taken.	6.5.1 Evaluate the inspection program of the AHJ, given current program goals, objectives, performance data, and resources so that the results are evaluated to determine effectiveness.	7.5.1 Definition of Duty. No additional job performance requirements at this level.

(continues)

Table C.1 *Continued*

Fire Officer I	Fire Officer II	Fire Officer III	Fire Officer IV
<p>4.5.2 Identify construction, alarm, detection, and suppression features that contribute to or prevent the spread of fire, heat, and smoke throughout the building or from one building to another, given an occupancy, and the policies and forms of the AHJ so that a pre-incident plan for any of the following occupancies is developed:</p> <ul style="list-style-type: none"> (1) Assembly (2) Educational (3) Institutional (4) Residential (5) Business (6) Industrial (7) Manufacturing (8) Storage (9) Mercantile (10) Special properties (11) Mixed occupancies 		<p>6.5.2 Develop a plan, given an identified fire safety, emergency medical, and/or public health problem, so that the approval for a new program, piece of legislation, form of public education, intervention, and/or fire safety code is facilitated.</p>	
<p>4.5.3 Direct unit level personnel to 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.</p>			
Emergency Service Delivery			
<p>4.6 Emergency Service Delivery. This duty involves supervising emergency operations and deploying assigned resources in accordance with the local emergency plan and according to the following job performance requirements.</p>	<p>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.</p>	<p>6.6 Emergency Service Delivery. This duty involves managing multiagency planning, deployment, and operations, according to the following job performance requirements.</p>	<p>7.6 Emergency Services Delivery. This duty involves developing plans for major disasters, according to the following job performance requirements.</p>

(continues)

Table C.1 *Continued*

Fire Officer I	Fire Officer II	Fire Officer III	Fire Officer IV
4.6.1 Develop an initial action plan, given size-up information for an incident and assigned emergency response resources, so that resources are deployed to control the emergency.	5.6.1 Produce operational plans, given an emergency incident requiring multi-unit operations; the current editions of <i>NFPA 1600</i> , <i>NFPA 1700</i> , <i>NFPA 1710</i> , and <i>NFPA 1720</i> ; and AHJ-approved safety procedures, so that required resources and their assignments are obtained and plans are carried out in compliance with <i>NFPA 1600</i> and approved safety procedures resulting in the mitigation of the incident.	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.	7.6.1 Develop a comprehensive disaster plan that integrates other agencies' resources, given risk, vulnerability, and capability data, so that the organization can mitigate the impact to the community.
4.6.2 Implement an action plan at an emergency operation, given assigned resources, type of incident, and a preliminary plan, so that resources are deployed to mitigate the situation.	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.	6.6.2 Develop and conduct a post-incident analysis, given a multiagency 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.	7.6.2 Develop a comprehensive plan, given data (including agency data), so that the agency operates at a hostile event, integrates with other agencies' actions, and provides for the safety and protection of members.
4.6.3 Develop and conduct a post-incident analysis, given a single unit incident and post-incident analysis policies, procedures, and forms, so that all required critical elements are identified and communicated, and the approved forms are completed and processed in accordance with policies and procedures.	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.	6.6.3 Develop a plan for the organization, given an unmet need for resources that exceed what is available in the organization, so that the mission of the organization is capable of being performed in times of extraordinary need.	
Health and Safety			
4.7 Health and Safety. This duty involves integrating health and safety plans, policies, procedures, and standards into daily activities as well as the emergency scene, including determining appropriate levels of personal protective equipment to ensure a work environment that is in accordance with health and safety plans for all assigned members, according to the following job performance requirements.	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.	6.7 Health and Safety. This duty involves developing, managing, and evaluating a departmental health and safety program, according to the following job performance requirements.	7.7 Health and Safety. This duty involves administering a comprehensive risk management program, according to the following job performance requirements.

(continues)

Table C.1 *Continued*

Fire Officer I	Fire Officer II	Fire Officer III	Fire Officer IV
4.7.1 Apply safety regulations at the unit level, given safety policies, procedures, and standards, so that required reports are completed, in-service training is conducted, and member responsibilities are conveyed.	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.	6.7.1 Develop a measurable accident and injury prevention program, given relevant local and national data, so that the results are evaluated to determine effectiveness of the program.	7.7.1 Maintain, develop, and provide leadership for a risk management program, given specific data, so that injuries and property damage incidents are reduced.
4.7.2 Conduct an initial accident investigation, given an incident and investigation process, so that the incident is documented and reports are processed in accordance with policies and procedures of the AHJ.			
4.7.3 Explain the benefits of being physically and medically capable of performing assigned duties and effectively functioning during peak physical demand activities, given current fire service trends and agency policies, so that the need to participate in wellness and fitness programs is explained to members.			
Emergency Management			
		6.8 Emergency Management. This duty involves policies, procedures, and programs for the role of the fire service in the community's emergency management plan and the roles of local, state/provincial, and national emergency management agencies.	
		6.8.1 Develop a plan for the integration of fire services resources in the community's emergency management plan, given the requirements of the community and the resources available in the fire department, so that the role of the fire service is in compliance with local, state/provincial, and national requirements.	