



General Administration Functions for Chief Fire Officers

Course Plan

Course Details

Certification:	Chief Fire Officer
CTS Guide:	Chief Fire Officer Certification Training Standard (September 2017)
Description:	This course provides students with a basic knowledge of the administration requirements related to the roles and responsibilities of a Chief Fire Officer including directing a department record management system, analyzing and interpreting records and data, developing a model plan for continuous organizational improvement, developing a plan to facilitate approval, preparing community awareness programs, and evaluating the inspection program of the AHJ.
Designed For:	The certified Company Officer advancing to the Chief Fire Officer classification
Prerequisites:	Meet the educational requirements for Company Officer or five (5) years as a career officer (Lieutenant or higher), or seven (7) years as a volunteer officer (Lieutenant or higher) or five (5) years CAL FIRE Fire Apparatus Engineer
Standard:	Complete all activities and formative tests. Complete all summative tests with a minimum score of 80%.
Hours:	Lecture: 11:00 Activities: 10:00 Testing: 3:00
Hours (Total):	24:00
Maximum Class Size:	25
Instructor Level:	Primary Instructor
Instructor/Student Ratio:	1:25
Restrictions:	None
SFT Designation:	CFSTES

Required Resources

Instructor Resources

- *Chief Officer: Principles and Practice*
(International Association of Fire Chiefs, 1st edition, Jones & Bartlett Learning, ISBN: 9780763779290)
- *Chief Officer: Principles and Practice Instructor's ToolKit* CD-ROM
(International Association of Fire Chiefs, Cdr edition, Jones & Bartlett Learning, ISBN: 9780763798390)
- *Chief Officer: Principles and Practice Instructor's Test Bank* CD-ROM
(International Association of Fire Chiefs, Cdr edition, Jones & Bartlett Learning, ISBN: 9780763798406)

Online Instructor Resources

The following instructor resources are available online at <http://osfm.fire.ca.gov/training/resources>

- Course plan
- Website

Student Resources

To participate in this course, students need:

- *Chief Officer: Principles and Practice*
(International Association of Fire Chiefs, 1st edition, ISBN: 9780763779290)

Unit 1: Introduction

Topic 1-1: Orientation and Administration

Terminal Learning Objective

At the end of this topic, a student will be able to identify facility and classroom requirements and identify course objectives, events, requirements, assignments, activities, resources, evaluation methods, and participation requirements in the course syllabus.

Enabling Learning Objectives

1. Identify facility requirements
 - Restroom locations
 - Food locations
 - Smoking locations
 - Emergency procedures
2. Identify classroom requirements
 - Start and end times
 - Breaks
 - Electronic device policies
 - Special needs and accommodations
 - Other requirements as applicable
3. Review course syllabus
 - Course objectives
 - Calendar of events
 - Course requirements
 - Student evaluation process
 - Assignments
 - Activities
 - Required student resources
 - Class participation requirements

Discussion Questions

1. What is a formative test? What is a summative test?

Activities

1. Student introductions

Topic 1-2: Executive Chief Officer Certification Process

Terminal Learning Objective

At the end of this topic, a student will be able to identify different levels in the Executive Chief Officer certification track, the courses and requirements for Chief Fire Officer certification, and be able to describe the certification task book and testing process.

Enabling Learning Objectives

1. Identify the different levels of certification in the Executive Chief Officer certification track

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- Company Officer
 - Chief Fire Officer
 - Executive Chief Officer
2. Identify the courses required for Chief Fire Officer
 - Chief Fire Officer 3A: Human Resources Management for Chief Fire Officers
 - Chief Fire Officer 3B: Budget and Fiscal Responsibilities for Chief Fire Officers
 - Chief Fire Officer 3C: General Administration Functions for Chief Fire Officers
 - Chief Fire Officer 3D: Emergency Service Delivery Responsibilities for Chief Fire Officers
 3. Identify any other requirements for Chief Fire Officer
 4. Describe the certification task book process
 - Complete all prerequisites and course work
 - Submit application and fees to request certification task book
 - Must be employed by a California Fire Agency as a Chief Fire Officer
 - Complete all job performance requirements included in the task book
 - Must have identified evaluator verify individual task completion via signature
 - Must have Fire Chief or authorized representative verify task book completion via signature
 5. Describe the certification testing process
 - Complete coursework
 - Schedule online certification test
 - Schedule skills evaluation test

Discussion Questions

1. How many levels are there in the Executive Chief Officer certification track? What are they?

Activities

1. To be determined by the instructor.

Unit 2: Records and Data

Topic 2-1: Directing a Department Record Management System

Terminal Learning Objective

At the end of this topic, a student, given policies and procedures, will be able to direct the development, maintenance, and evaluation of a department record management system, ensuring the achievement of completeness and accuracy.

Enabling Learning Objectives

1. Determine agency needs for development of record management system:
 - Legal
 - Financial
 - Personnel
 - Administrative

- Emergency and nonemergency activities
2. Development of record management system should address:
 - Compliance with legal requirements and best practices
 - Provision of data to assist with well-informed decision-making
 - Justification for resource allocation to fulfill the agency's fiduciary responsibility
 3. Identify the principles involved in the acquisition, implementation and retrieval of information by data processing as it applies to the record and budgetary processes
 - Development of policy to ensure proper documentation and production of meaningful reports
 - Complete and accurate data entry
 - User-friendly hardware and software
 - Frequent user training to ensure compliance with procedural guidelines
 4. Describe the capabilities and limitations of information management systems
 - User entry determines accuracy of data
 - Computer system operation
 - Data retrieval
 5. Organize data and use evaluative methods to ensure the completeness and accuracy of a department record management system
 - Routine inspection of system to verify and validate data
 6. Communicate orally and in writing as needed to direct a department record management system

Discussion Questions

1. How do you utilize your agency's record management system to produce meaningful reports?
2. How does your record management system provide the data to improve customer service?
3. What improvements could you make to your record management system?
4. How do you identify gaps in the interoperability of your record management system?

Activities

1. Have students identify which stakeholders might be involved in developing a record management system.
2. Assemble a mock stakeholders' group, and have students develop a list of elements necessary for a complete and accurate record management system.

CTS Guide Reference: CTS 4-4

Topic 2-2: Analyzing and Interpreting Records and Data

Terminal Learning Objective

At the end of this topic, a student, given a fire department records system, will be able to analyze and interpret records and data to determine validity and recommend improvements.

Enabling Learning Objectives

1. Describe the principles involved in the acquisition, implementation, and retrieval of information and data (see Instructor Notes)
2. Describe the processes required for the analysis and interpretation of records and data
 - Acquisition
 - Implementation
 - Retrieval
3. Organize and analyze data. Use evaluative methods to determine validity:
 - Gather quality information
 - Put the information in a usable format
 - Complete an evaluation
 - Identify what is working well and what needs to be improved, deleted, or added (consider pitfalls of misinterpreted statistics)
 - Explore alternatives
4. Communicate recommended improvements orally and in writing
 - Implement the best alternative given current and future circumstances

Discussion Questions

1. What are some possible repercussions of misinterpreted data?
2. How can data justify a proposal or build a framework for a message? Consider both the advantages and disadvantages of applying interpreted data.
3. Given that reports are value-neutral, where is the balance between the sensitivity and transparency of data interpretation?

Activities

1. Divide class into groups, and have each group analyze and interpret a given set of data to defend and justify opposing viewpoints.

Instructor Notes

1. Enabling Learning Objective #1, above, was covered in Topic 2-1 Directing a Department Record Management System. Instructor can choose to build upon this enabling learning objective or remove from this topic.

CTS Guide Reference: CTS 4-5

Unit 3: Standards of Cover

Topic 3-1: Developing a Model Plan for Continuous Organizational Improvement

Terminal Learning Objective

At the end of this topic, a student, given resources for an area to be protected, will be able to develop a model plan for continuous organizational improvement, maximizing resource utilization.

Enabling Learning Objectives

1. Identify applicable policies and procedures; and local, state/provincial, and federal regulations
 - NFPA 1710 or 1720

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- Locally established performance standards
2. Identify physical and geographic characteristics and hazards
 - Community risk matrix (hazard inventory)
 - Service/response zones
 - Urban
 - Suburban
 - Rural
 - Wilderness/hard-to-serve
3. Analyze demographics
4. Review community plans
 - Local hazard mitigation plan, if applicable
 - General Plan
5. Identify response time benchmarks
6. Determine staffing requirements
 - Critical task analysis
 - Resources
 - Distribution
 - Concentration
 - Reliability
7. Review contractual agreements
 - Auto aid
 - Mutual aid
 - Special agreements
8. Evaluate recognized best practice assessment programs
 - Commission on Fire Accreditation International (CFAI) Self-Assessment Model
 - Insurance Service Organization (ISO) Fire Suppression Rating Schedule
9. Research potential improvements, organize and analyze data, and communicate findings orally and in writing
10. Use evaluative methods to determine effectiveness of model plan

Discussion Questions

1. What is your community's performance standard for emergency service delivery?
2. How does one determine whether an agency's response capabilities are appropriate?
3. How would you improve emergency service delivery incrementally?
4. How do the CFAI Self-Assessment Model and the ISO Fire Suppression Rating Schedule affect your agency's model plan?

Activities

1. Given a Standards of Cover study, develop a five (5) minute presentation articulating the effectiveness of emergency service delivery.

Instructor Notes

1. An internet search for "Standards of Cover" should yield an assortment of studies to use for the recommended activity.

CTS Guide Reference: CTS 4-6

Unit 4: Community Risk Reduction

Topic 4-1: Developing a Plan to Facilitate Approval

Terminal Learning Objective

At the end of this topic, a student, given an identified fire safety problem, will be able to develop a plan to facilitate approval for a new program, piece of legislation, form of public education, or fire safety code.

Enabling Learning Objectives

1. Identify applicable policies, procedures, codes, ordinances, and standards
2. Describe development process for applicable codes, ordinances, and standards
3. Discuss various consensus-building techniques
 - Enabling community involvement and outreach
 - Obtaining stakeholder input
 - Facilitating discussion to obtain support
4. Use evaluative methods to determine effectiveness of approval facilitation plan
 - Stakeholder survey
 - Improvement of relationships
 - Achievement of desired outcome
5. Communicate plan for approval facilitation orally and in writing
 - Marketing
 - Consensus building
 - Message mapping

Discussion Questions

1. Which is more important - outcome or process? Why?
2. How do you address the concerns of dissatisfied stakeholders when developing your plan to facilitate approval?

Activities

1. Given an identified fire safety problem and a proposed plan to address it, have students use consensus-building techniques to gain plan approval.

CTS Guide Reference: CTS 5-2

Topic 4-2: Preparing Community Awareness Programs

Terminal Learning Objective

At the end of this topic, a student, given risk assessment data, will be able to develop a community risk reduction program to meet desired program outcomes.

Enabling Learning Objectives

1. Identify community demographics
2. Determine community needs

- Assess risks for targeted demographic
 - Community priorities
 - Identified issues
3. Determine resource availability
 - Personnel
 - Funding
 - Existing programs/materials
 4. Describe customer service principles
 - Timeliness
 - Quality
 - Customer satisfaction
 5. Discuss program development
 6. Relate interpersonally, both orally and in writing, when preparing community awareness programs

Discussion Questions

1. How do you receive customer feedback after implementing a community awareness program?
2. What are some nontraditional services that could be addressed by your agency?

Activities

1. Have students prepare a ten (10) minute presentation geared towards a mock community stakeholder panel in order to generate support for a given community awareness program.

Instructor Notes

1. Consider using responses from Discussion Question #2 as a starting point for the suggested activity.

CTS Guide Reference: CTS 3-1

Topic 4-3: Evaluating the Inspection Program of the AHJ

Terminal Learning Objective

At the end of this topic, a student, given current program goals, objectives, performance data, and resources, will be able to evaluate the inspection program of the AHJ, assessing results to determine effectiveness.

Enabling Learning Objectives

1. Identify applicable policies, procedures, codes, standards, and laws
2. Describe accepted inspection practices
 - Meet mandated/advisory requirements
 - Provide public education/information
3. Use evaluative methods to analyze data
 - Track average inspection time
 - Quantify number of initial inspections & reinspections
 - Consider resources allocated for inspection program
 - Evaluate complexity of occupancies

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- Measure effectiveness of inspection program
4. Communicate program evaluation findings orally and in writing

Discussion Questions

1. Is your inspection program enforcement-driven or education-driven? Which do you think is more effective and why?
2. How does your agency determine inspection program effectiveness?
3. How do you address dissatisfied customers?

Activities

1. To be determined by the instructor.

CTS Guide Reference: CTS 5-1

Time Table

Segment	Lecture Time	Activity Time	Total Unit Time
Unit 1: Introduction			
Topic 1-1: Orientation and Administration			
Lecture	00:30		
Activity 1-1: See suggested activity		1:30	
Topic 1-2: Executive Chief Officer Certification Process			
Lecture	00:30		
Activity 1-2: To be determined by instructor		00:00	
Unit 1 Totals	1:00	1:30	2:30
Unit 2: Records and Data			
Topic 2-1: Directing a Department Record Management System			
Lecture	1:30		
Activity 2-1: To be determined by instructor		1:00	
Topic 2-2: Analyzing and Interpreting Records and Data			
Lecture	1:30		
Activity 2-2: See suggested activity		1:00	
Unit 2 Totals	3:00	2:00	5:00
Unit 3: Standards of Cover			
Topic 3-1: Developing a Model Plan for Continuous Organizational Improvement			
Lecture	3:00		
Activity 3-1: See suggested activity		1:30	
Unit 3 Totals	3:00	1:30	4:30
Unit 4: Community Risk Reduction			
Topic 4-1: Developing a Plan to Facilitate Approval			
Lecture	1:00		
Activity 4-1: See suggested activity		1:00	
Topic 4-2: Preparing Community Awareness Programs			
Lecture	1:30		
Activity 4-2: See suggested activity		2:00	

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Segment	Lecture Time	Activity Time	Total Unit Time
Topic 4-3: Evaluating the Inspection Program of the AHJ			
Lecture	1:30		
Activity 4-3: To be determined by instructor		2:00	
Unit 4 Totals	4:00	5:00	9:00
Lecture, Activity, and Unit Totals:	11:00	10:00	21:00

Course Totals

Segment Type	Time
Total Lecture Time (LT)	11:00
Total Activity Time (AT)	10:00
Total Testing Time (TT)	3:00
Total Course Time	24:00