

# Delaware State Fire School National Certification Candidate Handbook

Fire Officer III  
NFPA 1021-2020



Delaware State Fire School

Providing Fire, Rescue, Emergency Medical Training and Public Fire Safety Education



1461 Chestnut Grove Road, Dover, Delaware 19904 – 302-739-4773

Website: <http://www.statefireschool.delaware.gov>

The Delaware State Fire School is accredited by IFSAC, the International Firefighter Service Accreditation Congress, and the Proboard, the National Board on Fire Service Professional Qualifications.

The Fire School is accredited in the following disciplines, noted by the emblem of the accrediting entity:

**Firefighter NFPA 1001 - 2019**

Firefighter I

Firefighter II



**Fire Instructor NFPA 1041 - 2018**

Fire Instructor I

Fire Instructor II



**Fire Officer NFPA 1021 - 2020**

Fire Officer I

Fire Officer II

Fire Officer III

Fire Officer IV (In development)



**Driver Operator NFPA 1002 - 2017**

Driver Operator Apparatus with Pumper

Driver Operator Apparatus with Aerial

Driver Operator Apparatus with Tiller

Driver Operator Mobile Water Supply



**Hazardous Materials NFPA 1072 - 2018**

Hazardous Materials Awareness

Hazardous Materials Operations

Hazardous Materials Technician



**Hazardous Materials NFPA 472 - 2018**

Hazardous Materials Branch Officer

Hazardous Materials Safety Officer



**Rescue Technician NFPA 1006 - 2013**

Rope Rescue, Level I & II

Vehicle Rescue, Level I & II

Confined Space Rescue, Level I & II



**Health & Incident Safety 1521 - 2020**

Incident Safety Officer



**Industrial/Brigade NFPA 1081 - 2017**

Advanced Exterior Brigade

Incipient Brigade



**Small Unmanned Aircraft System**

**NFPA 2400 - 2020**

Visual Observer



## Skill Sheet 2 Assessment

**Objective**     Develop SOPs for recruiting and hiring. *[NFPA 1021, 6.2.2]*

**NOTE:** The chief officer should work with human resources professionals (where applicable) throughout this process. Some steps may not apply to all organizations.

Task Steps		Yes	No
1.	Research existing AHJ SOPs for recruiting and hiring, as well as any applicable laws.		
2.	Evaluate the job/duty descriptions for the organization.		
3.	Outline the job posting and recruitment material requirements. a. Materials should be accurate and positively represent the organization. b. Policies should require recruitment to focus on capability, diversity, and inclusion.		
4.	Summarize the background check process and legal requirements.		
5.	Outline the process for candidate testing. a. Cognitive tests b. Medical tests c. Physical and mental aptitude tests d. Job performance tests e. Any other testing required by the AHJ		
6.	Describe the candidate interview process. a. Specify the number of interviews and timing of each interview. b. Describe the content and type of each interview. c. Specify the number of interviewers and their roles.		
7.	Develop criteria for ranking in selecting candidates.		
8.	Describe the process of notifying prospective hires and candidates who were not selected.		
9.	Have all recruitment and hiring SOPs and documents reviewed by an employment law attorney and/or human resources personnel before implementation.		

# Skill Sheet 2

**Objective**     Develop SOPs for recruiting and hiring. *[NFPA 1021, 6.2.2]*

**Student Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

## Directions

For this skill sheet, students will develop SOPs for recruiting and hiring. Instructors will need to provide students with information about a model organization or allow students to use their own organizations as a model. Always follow local standard operating procedures (SOPs) when performing all skills.

## Resources

- AHJ policies and procedures
- Applicable laws, standards, and regulations

## Skill Sheet 3 Assessment

**Objective**      Develop SOPs for promoting members. *[NFPA 1021, 6.2.3]*

**NOTE:** The chief officer should work with human resources professionals (where applicable) throughout this process. Some steps may not apply to all organizations.

Task Steps		Yes	No
1.	Specify the eligibility requirements for promotion. a. Education, training, or certification b. Experience level c. Other requirements set forth by the AHJ and NFPA		
2.	Determine the method of identifying eligible candidates.		
3.	Outline the requirements of oral and written candidate exams.		
4.	Describe the candidate interview process. a. Specify the number of interviews and the timing of each interview. b. Describe the content and type of each interview. c. Specify the number of interviewers and their roles.		
5.	Develop criteria for ranking in selecting candidates.		
6.	Describe the procedure for notifying candidates who will be promoted and candidates who were not selected.		
7.	Establish a mentoring and coaching program for newly promoted employees.		
8.	Have all recruitment, hiring SOPs, and documents reviewed by an employment law attorney and/or the human resources personnel before implementation.		
9.	Evaluate the program and revise as necessary.		

# Skill Sheet 3

**Objective** Develop SOPs for promoting members. *[NFPA 1021, 6.2.3]*

**Student Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

## Directions

For this skill sheet, students will develop SOPs for promoting members. Instructors will need to provide students with a scenario featuring a model organization, or the instructor may allow the student to use his or her own organization as the model.

Always follow local standard operating procedures (SOPs) when performing all skills.

## Resources

- AHJ policies
- Applicable laws and standards
- MOA or MOU agreements per AHJ

## Skill Sheet 4 Evaluation Checklist

**Objective**      Develop a plan for providing a member accommodation. *[NFPA 1021, 6.2.6]*

**NOTE:** The chief officer should work with human resources professionals (where applicable) throughout this process. Some steps may not apply to all organizations.

Task Steps		Yes	No
1.	Review the employee's request for accommodation or the situation that prompted the need for accommodation.		
2.	Collaborate with the employee to understand the situation or need. Gather enough information to determine whether or not a reasonable accommodation is justified.		
3.	Provide the employee with a reasonable accommodation that will allow him or her to complete job functions as assigned, or provide the employee with an alternate and equitable job assignment. <ul style="list-style-type: none"> <li>a. Refer to local policies and applicable laws.</li> <li>b. Work together with the employee, supervisor, and Human Resources personnel, if appropriate.</li> <li>c. Analyze the employee's current job requirements and compare them to the planned accommodation.</li> </ul> <p><b>NOTE:</b> Accommodations may be temporary or permanent, depending on the need of the employee and the policies of the jurisdiction.</p>		
4.	Document the accommodation per local SOPs. <ul style="list-style-type: none"> <li>a. Ensure that the documentation is confidential.</li> <li>b. Include adequate information to justify the accommodation.</li> </ul>		
5.	Communicate with the employee, the employee's supervisor, human resources personnel, and any other personnel that legally need to be aware of the accommodation.		
6.	Reassess the accommodation and employee performance periodically to determine whether adjustments need to be made.		
7.	Adjust the accommodation as necessary based on employee need and performance.		

# Skill Sheet 4

**Objective** Develop a plan for providing a member accommodation. *[NFPA 1021, 6.2.6]*

**Student Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## Directions

For this skill sheet, students will develop a member accommodation plan. Instructors will need to provide students with a scenario which involves an employee who requires an accommodation. Instructors may elect to pair students up to role play the part of the chief officer and employee so that students can have the opportunity to verbally communicate about accommodation needs. Always follow local standard operating procedures (SOPs) when performing all skills.

## Resources

- Employee accommodation request
- Local SOPs, the Americans with Disabilities Act, and any other applicable laws or regulations



## Skill Sheet 6 Assessment

**Objective** Create a professional development plan. *[NFPA 1021, 6.2.4]*

**NOTE:** The chief officer should work with human resources professionals (where applicable) throughout this process. Some steps may not apply to all organizations.

Task Steps		Yes	No
1.	Create a recommended professional development resources list for each position. a. Courses, trainings, or certifications b. Development opportunities within the department (mentoring, observation, rotation)		
2.	Create an assessment for personnel to analyze past performance.		
3.	Provide a method for personnel to set professional goals.		
4.	Provide personnel with a method to track individual professional development.		
5.	Provide professional development opportunities within the organization and through external sources. a. Mentoring partnerships and communication opportunities b. Outside professional development and networking		
6.	Identify budgetary concerns related to professional development.		
7.	Plan for employee incentives and recognition.		
8.	Evaluate and revise the plan as necessary.		

# Skill Sheet 6

**Objective** Create a professional development plan. *[NFPA 1021, 6.2.4]*

**Student Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

## Directions

For this skill sheet, students will create a professional development plan. Instructors will need to provide students with the scenario featuring a model organization, or the instructor may allow the student to use his or her own organization as a model.

Always follow local standard operating procedures (SOPs) when performing all skills.

## Resources

- AHJ policies
- Professional development model
- Applicable laws and standards

## Skill Sheet 7 Assessment

**Objective**     Develop an ongoing education and training program. [*NFPA 1021, 6.2.7*]

**NOTE:** The chief officer should work with human resources professionals (where applicable) throughout this process. Some steps may apply to all organizations.

Task Steps		Yes	No
1.	Conduct a needs assessment. a. Research training and performance requirements for each position. b. Determine training needs to meet the organization's mission and goals and community needs.		
2.	Plan organization-wide and individual trainings based on the needs assessment.		
3.	Identify outside continuing education opportunities for members.		
4.	Validate the training plan so that it meets the goals of the organization and each individual's career development plan.		
5.	Provide a standardized method of training documentation.		
6.	Evaluate the plan and revise as necessary.		

# Skill Sheet 7

**Objective** Develop an ongoing education and training program. *[NFPA 1021, 6.2.7]*

**Student Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## Directions

For this skill sheet, students will develop an ongoing education and training program. Instructors will need to provide students with the scenario featuring a model organization, or the instructor may allow the student to use his or her own organization as a model.

Always follow local standard operating procedures (SOPs) when performing all skills.

## Resources

- AHJ policies and training requirements
- Organizational training records
- Applicable laws and standards

## Skill Sheet 8 Assessment

**Objective**     Develop an accident, injury, and illness prevention program. *[NFPA 1021, 6.7.1]*

**NOTE:** The chief officer should work with human resources professionals (where applicable) throughout this process. Some steps may not apply to all organizations.

Task Steps		Yes	No
1.	Conduct a hazard assessment. a. In the organization's facilities b. During emergency and nonemergency operations		
2.	Research national and local data on job-related accidents and injuries.		
3.	Determine appropriate actions, or protective measures to prevent accidents or injury.		
4.	Institute department health and safety policies to enforce new protocols.		
5.	Communicate policies to department members.		
6.	Provide safety training or hazard mitigation training, if necessary.		
7.	Confirm that personnel know the proper reporting procedures if an accident or injury occurs.		

# Skill Sheet 8

**Objective** Develop an accident, injury, and illness prevention program. [*NFPA 1021, 6.7.1*]

**Student Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

## Directions

For this skill sheet, students will develop an accident, injury, and illness prevention program for an organization. Instructors will need to provide students with a scenario featuring a model organization, or the instructor may allow the student to use his or her own organization as a model. Always follow and local standard operating procedures (SOPs) when performing all skills.

## Resources

- AHJ policies
- Incident and exposure records
- Applicable laws and standards

## Skill Sheet 9 Assessment

**Objective**      Develop a community risk reduction program. *[NFPA 1021, 6.3.1]*

Task Steps		Yes	No
1.	Analyze community risk assessment data.		
2.	Evaluate the effectiveness of current community risk reduction efforts.		
3.	Identify specific areas of risk to address within the risk reduction program.		
4.	Identify program goals or outcomes based on identified target risks.		
5.	Create a list of mitigation strategies and community education programs to address the target hazards.		
6.	Propose a budget for the community risk reduction program.		
7.	Draft a policy for public inquiries and media relations relating to the risk reduction program.		
8.	Create an evaluation instrument to determine if program goals were met.		

# Skill Sheet 9

**Objective**      Develop a community risk reduction program. *[NFPA 1021, 6.3.1]*

**Student Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

## Directions

For this skill sheet, students will develop a community risk reduction program. Instructors will need to provide students with information about a model organization or allow students to use their own organizations as a model. Always follow local standard operating procedures (SOPs) when performing all skills.

## Resources

- Community risk assessment data



## Skill Sheet 10 Assessment

**Objective**      Develop a budget for the organization using a recognized budget management system. *[NFPA 1021, 6.4.1, 6.4.2]*

Task Steps		Yes	No
1.	Evaluate the current budget for effectiveness.		
2.	Determine projected capital, operating, and personnel costs. <ul style="list-style-type: none"> <li>a. Supplies and equipment for existing and new programs</li> <li>b. Facilities</li> <li>c. Equipment</li> <li>d. Apparatus</li> <li>e. Maintenance</li> <li>f. Personnel</li> </ul>		
3.	Provide justification for individual expenditures.		
4.	Determine projected revenue. <ul style="list-style-type: none"> <li>a. Taxes</li> <li>b. Fees</li> <li>c. Memberships/subscriptions</li> <li>d. Trust funds</li> <li>e. Enterprise funds</li> <li>f. Bonds</li> <li>g. Grants/gifts</li> <li>h. Fundraisers</li> </ul>		
5.	Solicit input and feedback about the budget from company officers, other staff members, and citizen representatives, if appropriate.		
6.	Submit the budget for internal and external review.		

# Skill Sheet 10

**Objective**      Develop a budget for the organization using a recognized budget management system. *[NFPA 1021, 6.4.1, 6.4.2]*

**Student Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

## Directions

For this skill sheet, students will develop a budget. Instructors will need to provide students with information about a model organization or allow students to use their own organization as a model. Always follow local standard operating procedures (SOPs) when performing all skills.

## Resources

- Current budget for the organization
- Budgetary deadlines
- Budgetary guidelines or regulations
- Approved budgeting system

## Skill Sheet 11 Assessment

**Objective** Analyze and describe AHJ policies for requests for proposal (RFPs) and the bidding process. *[NFPA 1021, 6.4.3]*

Task Steps		Yes	No
1.	Research the AHJ policies on requests for proposal (RFPs) and the bidding process.		
2.	Evaluate the policies to determine if any changes should be made.		
3.	Compile a list of proposed changes, if necessary.		
4.	Describe the RFP and bidding process to company officers or other stakeholders.		

# Skill Sheet 11

**Objective** Analyze and describe AHJ policies for requests for proposal (RFPs) and the bidding process. *[NFPA 1021, 6.4.3]*

**Student Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

## Directions

For this skill sheet, students will analyze AHJ SOPs for RFPs and the bidding process. Instructors will need to provide students with SOPs from a model organization or allow students to use their own organization's SOPs as a model. Instructors may elect to have students work in groups and rotate positions as the chief officer. Always follow local standard operating procedures (SOPs) when performing all skills.

## Resources

- Local SOPs for RFPs and the bidding process

## Skill Sheet 13 Assessment

**Objective**      Develop a continuous organizational improvement plan. *[NFPA 1021, 6.4.6]*

**NOTE:** These analyses may be completed with the chief officer leading a project team of organization members, community leaders, citizen representatives, and stakeholders.

Task Steps		Yes	No
<b>Needs Analysis</b>			
1.	Use historical data and growth patterns to develop a list of actual and potential hazards to which the organization would respond.		
2.	List expectations of the various community groups.		
3.	Prioritize the list based on accepted criteria.		
4.	Analyze the capabilities of the organization.		
5.	Compare the community needs to the organization's capabilities to determine what is lacking.		
6.	Develop a plan to increase the organization's ability to meet community needs.		

Task Steps		Yes	No
<b>Gap Analysis</b>			
1.	Identify the existing process for an area that needs to be improved.		
2.	Identify the existing outcome.		
3.	Identify the desired outcome.		
4.	Identify the change needed to achieve the desired outcome.		
5.	Identify and document the gap between the current and desired outcomes.		
6.	Develop the process or method to fill the gap.		
7.	Define the resources needed to fill the gap.		

<b>Task Steps</b>		<b>Yes</b>	<b>No</b>
<b>SWOT Analysis</b>			
1.	List internal strengths of the organization.		
2.	List the organization's weaknesses or limitations.		
3.	List external opportunities that will help the organization improve its services.		
4.	List external threats that may cause the organization difficulties in meeting the mission statement.		
5.	Use the SWOT analysis to create a strategic plan to improve the organization.		

# Skill Sheet 13

**Objective**      Develop a continuous organizational improvement plan. *[NFPA 1021, 6.4.6]*

**Student Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## Directions

For this skill sheet, students will develop a continuous organizational improvement plan. Instructors will need to provide students with information about a model organization or allow students to use their own organization as a model. Students should complete at least one of the three analysis models. Always follow local standard operating procedures (SOPs) when performing all skills.

## Resources

- Agency SOPs
- Records and historic data
- Applicable laws, standards, and regulations
- AHJ strategic plan
- Previous organizational improvement plans

## Skill Sheet 14 Assessment

**Objective**      Develop a plan to address an identified fire or life safety problem.  
                           *[NFPA 1021, 6.5.2]*

Task Steps		Yes	No
1.	Identify a specific fire or life safety hazard to address. a. Collect data about local hazards. b. Identify frequency and severity of each hazard. c. Rank hazards in order of priority.		
2.	Determine the most appropriate type of program to address the hazard.		
3.	Research legal requirements that might affect the program.		
4.	Collect data to justify the program.		
5.	Identify an objective (desired outcome) of the program.		
6.	List the resources needed to complete the program and plan for how those resources will be acquired. a. Budget b. Resource acquisition process		
7.	Describe how the program will be organized and implemented.		
8.	Create a contingency plan in case the program cannot be approved.		
9.	Submit the plan to the appropriate authority for approval.		



# Skill Sheet 14

**Objective**      Develop a plan to address an identified fire or life safety problem.  
*[NFPA 1021, 6.5.2]*

**Student Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## Directions

For this skill sheet, students will develop a plan to address an identified fire and life safety problem. Instructors will need to provide students with model data about hazards or allow students to use their own organization's data. Always follow local standard operating procedures (SOPs) when performing all skills.

## Resources

- Data about local hazards
- Applicable codes, laws, or standards

## Skill Sheet 15 Assessment

**Objective** Evaluate the AHJ's inspection program and propose an amendment to the program. *[NFPA 1021, 6.5.1]*

Task Steps		Yes	No
1.	Analyze the organization's inspection program.		
2.	Verify that the program meets current adopted standards.		
3.	Identify areas that need revision in order to match actual outcomes to desired outcomes or to address any deficiencies.		
4.	Collect data necessary to make any amendments.		
5.	Write amendments with input from citizens and other stakeholders.		
6.	Present the amendments for review to the organization's legal department.		
7.	Present the amendments for formal review and adoption.		

# Skill Sheet 15

**Objective** Evaluate the AHJ's inspection program and propose an amendment to the program. *[NFPA 1021, 6.5.1]*

**Student Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## Directions

For this skill sheet, students will evaluate the AHJ's inspection program. Instructors will need to provide students with a model inspection program or allow students to use the inspection program from their own organization. Always follow local standard operating procedures (SOPs) when performing all skills.

## Resources

- AHJ inspection program goals, policies, and procedures
- Current inspection records
- Any applicable codes, laws, ordinances, or regulations

## Skill Sheet 16 Assessment

**Objective** Develop a resource plan for a situation that exceeds available resources. *[NFPA 1021, 6.6.3]*

Task Steps		Yes	No
1.	Determine the resources needed for the situation.		
2.	Identify the organization's capabilities and limitations.		
3.	Identify resources that can be made available.		
4.	Determine what resource needs are still unmet.		
5.	Determine how to meet the unmet resource needs.		
6.	Revise the plan as necessary.		

# Skill Sheet 16

**Objective**      Develop a resource plan for a situation that exceeds available resources. *[NFPA 1021, 6.6.3]*

**Student Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

## Directions

For this skill sheet, students will develop organizational SOPs and plan for a situation that exceeds available resources. Instructors should provide students with a scenario for an incident where the need exceeds the available resources. Always follow local standard operating procedures (SOPs) when performing all skills.

## Resources

- Scenario with a resource shortage
- Staffing plan
- Standards of Cover or local response plan
- Mutual and automatic aid agreements for the organization
- Continuity of operations plan
- Collective bargaining agreement, if applicable

## Skill Sheet 19 Assessment

**Objective**      Develop and implement a plan to integrate fire services into the community emergency management plan. *[NFPA 1021, 6.8.1]*

Task Steps		Yes	No
1.	Refer to any applicable preincident plans.		
2.	Assess specific needs and vulnerabilities.		
3.	Determine if the organization's resources are sufficient. Request outside resources if needed.		
4.	Direct fire service personnel to report to the preplanned location for assignment.		
5.	Continually monitor the fire service personnel to ensure that all operations are conducted within the scope of the IAP.		
6.	Continually monitor personnel and emergency management plan effectiveness.		
7.	Work with appropriate designated individuals to revise the community emergency management plan as needed to include fire service personnel.		

# Skill Sheet 19

**Objective** Develop and implement a plan to integrate fire services into the community emergency management plan. *[NFPA 1021, 6.8.1]*

**Student Name:** \_\_\_\_\_

**Date:** \_\_\_\_\_

## Directions

For this skill sheet, students will develop a plan to integrate fire services into the community emergency management plan. Instructors should provide students with a model community emergency management plan or allow them to use the plan from their own community. Always follow local standard operating procedures (SOPs) when performing all skills.

## Resources

- Community emergency management plan
- List of available department resources
- Applicable local, state/provincial, and national requirements

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