

**IDHS DIVISION OF TRAINING**  
**FIRE OFFICER 4**  
**PRACTICAL SKILLS AND EXAMINATION HANDBOOK**



**EVALUATOR HANDBOOK FOR THE  
FIRE OFFICER 4 PRACTICAL SKILLS**

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**Skill Sheet #1, HUMAN RESOURCE**

**Task:** Given the appropriate community demographics data, appraise the department's human resource demographics, to determine if the recruitment, selection, and placement of human resources is effective and consistent with law and current best practices. (*NFPA<sup>®</sup> 1021, 7.2.1*)

**Required knowledge:** Policies and procedures, local, state and federal regulations, community demographics, community issue, and formal and informal community leaders.

**Required skills:** the ability to communicate orally and in writing to relate interpersonally, to delegate authority, to analyze issues, and to solve problems.

**Explanation:** Based on demographic data, such as is found in a census study, determine- and document- that your department's recruitment/hiring practices comply with the laws and adhere to best practices.

**Skills Evaluation Checklist**

Task Steps	
1.	Did they appraise the department's human resource demographics?
2.	Determine if the recruitment, selection, and placement of human resources is effective.
3.	Is it consistent with local, state, and federal laws and current best practices?

Prevent or prohibit any unsafe acts.

Contact the Lead Evaluator at any time with any questions

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**Skill Sheet #2, HUMAN RESOURCE**

**Task** Evaluate current employee/management relations and initiate the development of a process that supports a positive and participative employee/management program. (NFPA® 1021, 7.2.2)

Required Knowledge: Policies and procedures, contractual agreements, and local, state and federal regulations.

Required skills: The ability to communicate orally and in writing, to negotiate, to analyze current status of employee relations, to relate interpersonally, to analyze the current employee/management relations, and to conduct program implementation.

**Explanation:** Examine your department's labor/management relationship and provide a summary. Document the policies/procedures that are in place that help to foster a positive environment, or if none are present, write one that meets this skill. Examples of policies/procedures that develop or maintain a positive environment could include written 'open door policy', grievance procedures, fire department charter, articles of incorporation, merit laws, etc, and explain how these support a participative employee/management program.

**Skills Evaluation Checklist**

Task Steps	
1.	Did they evaluate current employee/management relationships?
2.	Did the department initiate the development of a process the supports a positive and participative employee/management program.

Prevent or prohibit any unsafe acts.

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**Skill Sheet #3, HUMAN RESOURCE**

**Task** Given a summary of the job requirements for all positions within the departments, establish and evaluate a list of education and in-service training goals, so that all members can achieve and maintain required performance. (NFPA 1021, 7.2.3)

**Required knowledge** Training recourses, community needs, internal and external customers, policies and procedures, local, state, and federal regulations

**Required skills:** the ability to communicate orally and in writing and to organize data and resources.

**Explanation:** Evaluate your department's position descriptions and develop a needs analysis. The needs analysis needs to include what is currently required, and how that meets the department's and community's needs, as well as stating what improvements are needed to the program in order to require continuous professional development. Be sure to address the logistical needs required.

**Skills Evaluation Checklist**

Task Steps	
1.	Establish a list of education and in-service training goals, so that all members can achieve and maintain required performance.
2.	Evaluates and enumerates steps to implement training program

Prevent or prohibit any unsafe acts.

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**Skill Sheet #4, HUMAN RESOURCE**

**Task** Given data, appraise a member-assistance program, to determine if the program, when used, produces the desired results and benefits. (*NFPA® 1021, 7.2.4*)

**Required knowledge** Policies and procedures, amiable assistance program, local, state, and federal regulations.

**Required skills** The ability to communicate orally and in writing to relate interpersonally to members, and to analyze needs and results.

**Explanation:** Most employee assistance programs have strict confidentiality policies. Rarely, if ever, will they not provide a summary of benefits and usage if requested. This skill requires that one either examine their department's program and document how it produces the desired results, or design a program that addresses specific departmental needs.

**Skills Evaluation Checklist**

Task Steps	
1.	Did they appraise a member-assistance program, given data, to determine if the program, when used, produces the desired results and benefits?

Prevent or prohibit any unsafe acts.

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**Skill Sheet #5, HUMAN RESOURCE**

**Task** Given data, evaluate an incentive program, so that a determination is made regarding achievement of the desired results. (NFPA® 1021, 7.2.5)

**Required knowledge** Policies and procedures, amiable incentive programs, contractual agreements and local, state, and federal regulations.

**Required skills** The ability to communicate orally and in writing, to relate interpersonally and to analyze programs.

**Explanation:** This skill requires that one either examine their department's program and document how it produces the desired results, or design a program that addresses specific departmental needs. Examples might include educational incentive programs, physical fitness programs, safe driving programs, etc.

**Skills Evaluation Checklist**

Task Steps	
1.	Provides a description of the department's incentive program
2.	Did they Evaluate an incentive program, given data, so that a determination is made regarding achievement of the desired results?

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**Skill Sheet #6, COMMUNITY AND GOVERNMENT**  
**RELATIONS**

**Task** Given your community's events, attend, participate in, and assume a leadership role, in order to understand and respond to community needs and enhance the image of the fire department. (*NFPA<sup>®</sup> 1021, 7.3.1*)

**Required knowledge** Community demographics, community and civic issues, effective customer service methods, and formal and informal community leaders.

**Required skills** The ability to communicate orally and familiarity with public relations.

**Explanation:** This skill requires that the candidate participate, and take a leadership role, in a community event. Examples might include speaking at Rotary, Chamber of Commerce, Boy Scouts, local education facility, Kiwanis, or other civic meeting. Another example might be the starting of a cadet or mentoring program.

**Skills Evaluation Checklist**

Task Steps	
1.	Did they attend, participate in, and assume leadership role in given community events in order to understand and respond to community needs and enhance the image of the fire department.

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**Skill Sheet #7, ADMINISTRATION**

**Task** Given your community requirements and current departmental status, develop a comprehensive long-range plan, and identify the resources required, so that the projected needs of the community are met. (*NFPA® 1021, 7.4.1*)

**Required knowledge** Policies and procedures, physical and geographic characteristics, demographics, community plans, staffing requirements, response time benchmarks, contractual agreements, and local, state, and federal regulations.

**Required skills** The ability to communicate orally and in writing and familiarity with fiscal analysis, public policy processes, forecasting resources, and analyzing current department status requirements.

**Explanation:** This skill requires a candidate to look at the community's future needs, and how the department plans to meet those needs including identifying personnel needs, fiscal resources, capital expenditures, equipment, maintenance needs, etc.

**Skills Evaluation Checklist**

Task Steps	
1.	Did they develop a comprehensive long-range plan, given community requirements, current department status, and resources, so that the projected needs of the community are met.

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**Skill Sheet #8, ADMINISTRATION**

**Task** Given data that reflects your community needs and resources, evaluate and project training requirements, facilities, and building needs, to meet departmental training goals. (NFPA® 1021, 7.4.2)

**Required knowledge** Policies and procedures, physical and geographic characteristics, building and fire codes, departmental plans, staffing requirements, training standards, needs assessment, contractual agreements, and local, state, and federal regulations.

**Required skills** The ability to communicate orally and in writing and familiarity with fiscal analysis, forecasting needs, and analyzing data.

**Explanation:** This skill requires a candidate to evaluate the departmental training goals and project the resources identified above that are required to meet the needs.

**Skills Evaluation Checklist**

Task Steps	
1.	Did they evaluate and project training requirements, facilities, and building needs, given data that reflect community needs and resources, to meet departmental training goals

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**Skill Sheet #9, ADMINISTRATION**

**Task** Complete a written comprehensive risk, hazard, and value analysis of your community, given the appropriate feature of your service delivery area, so that an accurate evaluation is made for service delivery decision-making. (NFPA® 1021, 7.4.3)

**Required knowledge** Risk, hazard, and value analysis methods and processes, as well as community development features, community demographics, and assessed valuation of properties in the community.

**Required skills** The ability to conduct a needs assessment plan, to effectively communicate in writing, problem solving.

**Explanation:** This skill requires the candidate to look at their community's risks and hazards. This requires written analysis of the unique or specific features of your service delivery area.

**Skills Evaluation Checklist**

Task Steps	
1.	Complete a written comprehensive risk, hazard, and value analysis of the community

Prevent or prohibit any unsafe acts.

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**Skill Sheet #10, ADMINISTRATION**

**Task** Given an unmet need in the community, develop a plan for a capital improvement project or program so that there is adequate information to educate your citizens about the needs of your department. (*NFPA<sup>®</sup> 1021, 7.4.4*)

**Required knowledge** Strategic planning, capital improvement planning and budgeting, and facility planning.

**Required skills** The ability to conduct a needs assessment plan, to effectively communicate in writing, and problem solving

**Explanation:** Examples that could be used here, could include the purchase of new apparatus, fire station, long term capital funding, training tower etc. The candidate will need to develop a written plan that addresses both the need to educate the community and achieve the financial goal.

**Skills Evaluation Checklist**

Task Steps	
1.	Develop a plan for a capital improvement project or program

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**Skill Sheet #11, EMERGENCY SERVICE DELIVERY**

**Task** Develop a comprehensive disaster plan that integrates other agencies resources in order to rapidly and effectively mitigate the impact on your community. (NFPA® 1021, 7.6.1)

**Required knowledge** Major incidents policies and procedures, physical and geographic characteristics, demographics, target hazards, incident management systems, communication systems, contractual and mutual-aid agreements, and local, state, and federal regulations and resources.

**Required skills** The ability to communicate orally and in writing and to organize a disaster plan, familiarity with interagency planning and coordination.

**Explanation:** Key parts of a comprehensive plan should, at a minimum, include identification of mutual aid resources, recovery agencies, elements of the Command Structure used, communications plans, etc.

**Skills Evaluation Checklist**

Task Steps	
1.	Was a comprehensive disaster plan developed that integrates other agencies resources, given data, in order to rapidly and effectively mitigate the impact on a community?

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**Skill Sheet #12, EMERGENCY SERVICE DELIVERY**

**Task** Develop a comprehensive plan so that your agency can operate at a civil disturbance and integrate with other agencies' actions, while providing for the safety and protection of members. (*NFPA® 1021, 7.6.2*)

**Required knowledge** Major incident policies and procedures, physical and geographic characteristics, demographics, incident management system, communication systems, contractual and mutual-aid agreements, and local, state, and federal regulations and resources.

**Required skills** The ability to communicate orally and in writing, and to organize a plan familiarity with inter-agency planning and coordination.

**Explanation:** Key parts of a comprehensive plan should, at a minimum, include identification of mutual aid resources, recovery agencies, elements of the Command Structure used, communications plans, etc.

**Skills Evaluation Checklist**

Task Steps	
1.	Was a comprehensive plan developed, given data, (including agency data) so that the agency operates at a civil disturbance, integrates with other agencies actions, and provide for the safety and protection of members.

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**Skill Sheet #13, HEALTH AND SAFETY**

**Task** Maintain or develop, and provide leadership for a risk management program, so that injuries and property damage accidents are reduced.  
(*NFPA® 1021, 7.7.1*)

**Required knowledge** Risk management concepts, retirement qualifications, occupational hazards analysis, and disability procedures, regulations, and laws.

**Required skills** The ability to communicate orally and in writing, to analyze data, and to use evaluative methods.

**Explanation:** This skill requires the candidate to summarize the injury/accident data from your department over a set amount of time. Given this data, develop a program that will reduce the number of injury/accidents on your department. If such a plan already exists on your department, evaluate the plan and describe the changes needed to make improvements.

**Skills Evaluation Checklist**

Task Steps	
1.	Have they shown that they have maintain, develop, and provide leadership for a risk management program, given specific data, so that injuries and property damage accidents are reduced.

Prevent or prohibit any unsafe acts.

Contact the Lead Evaluator at any time with any questions

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