

Leadership for the Fire Service

Course Design

2002-2003

Course Information

Organization:	EASTERN ARIZONA COLLEGE
Division:	ITE
Course Number:	FSC 220
Title:	Leadership for the Fire Service
Credits:	3
Developed by:	Dr. Barbara Ganz
Lecture/Lab Ratio:	3 Lec/0 Lab
Transfer Status:	Transferable to ASU East - BAS; nontransferable to UofA & NAU
Extended Registration	
Class:	No
CIP Code:	43.0203
Assessment Mode:	Portfolio
Semester Taught:	Offered upon request.
Gen. Ed. Area:	None
Separate Lab:	No
Awareness Course:	No
Intensive Writing	
Course:	No
Prerequisites:	1. None
Educational Value:	This course is designed for company fire officers and other fire department personnel.
Goals:	1. This course meets the national Fire Academy requirements for Leadership I, II, and III.
Description:	This course provides practical training for fire service leadership and supervision. Includes decision-making, problem solving, running a meeting, managing multiple roles, creativity, power, and ethics. Also includes situational leadership, delegation, coaching, and discipline.
Textbooks:	No Textbook Required
Supplies:	None

Competencies and Performance Standards

1. Discuss the leader's role in the decision-making process.			
<i>Domain--Cognitive</i>	<i>Level--Evaluation</i>	<i>Importance--Important</i>	<i>Difficulty--Medium</i>
<p>Criteria--Performance will be satisfactory when:</p> <ul style="list-style-type: none"> • learner can identify and describe the four basic decision-making styles. • learner can match appropriate decision-making styles to given situations. • learner can cite the advantages and potential disadvantages of group decision-making. 	<p>Conditions--Competence will be demonstrated:</p> <ul style="list-style-type: none"> • by essay. 	<p>Learning Objectives:</p> <ol style="list-style-type: none"> Identify and describe the four basic decision-making styles. Match appropriate decision-making styles to given situations. Cite the advantages and potential disadvantages of group decision-making. 	
2. Identify effective problem solving principles and techniques.			
<i>Domain--Affective</i>	<i>Level--Organizing</i>	<i>Importance--Important</i>	<i>Difficulty--Medium</i>
<p>Criteria--Performance will be satisfactory when:</p> <ul style="list-style-type: none"> • learner can describe the advantages and disadvantages of individual problem-solving. • learner can describe the advantages and disadvantages of group problem-solving. • learner can identify the two major techniques for maximizing individual participation in the group process, brainstorming and nominal group technique. • learner can demonstrate the ability to facilitate the nominal group technique and brainstorming process. • learner can outline the critical steps in a problem-solving model. 	<p>Conditions--Competence will be demonstrated:</p> <ul style="list-style-type: none"> • by essay. 	<p>Learning Objectives:</p> <ol style="list-style-type: none"> Describe the advantages and disadvantages of individual problem-solving. Describe the advantages and disadvantages of group problem-solving. Identify the two major techniques for maximizing individual participation in the group process, brainstorming and nominal group technique. Demonstrate the ability to facilitate the nominal group technique and brainstorming process. Outline the critical steps in a problem-solving model. 	
3. Demonstrate how to conduct a successful meeting.			
<i>Domain--Psychomotor</i>	<i>Level--Practice</i>	<i>Importance--Essential</i>	<i>Difficulty--Medium</i>
<p>Criteria--Performance will be satisfactory when:</p> <ul style="list-style-type: none"> • learner can discuss the necessity for having planned meetings. • learner can identify the three types of meetings. • learner can describe the requirements for running an effective meeting. • learner can describe the importance of a meeting agenda. 	<p>Conditions--Competence will be demonstrated:</p> <ul style="list-style-type: none"> • by essay. 	<p>Learning Objectives:</p> <ol style="list-style-type: none"> Discuss the necessity for having planned meetings. Identify the three types of meetings. Describe the requirements for running an effective meeting. Describe the importance of a meeting agenda. 	

4. Discuss the role expectations, conflict, and modeling skills of an effective leader.			
<i>Domain--Cognitive</i>	<i>Level--Evaluation</i>	<i>Importance--Important</i>	<i>Difficulty--Medium</i>
<p>Criteria--Performance will be satisfactory when:</p> <ul style="list-style-type: none"> • learner can identify typical multiple roles and responsibilities of a company officer. • learner can identify possible sources of role conflict for the company officer. • learner can develop and apply a strategy for resolving role conflicts. • learner can demonstrate an understanding of the importance of role modeling in the fire service. • learner can discuss the value of diversity in the fire service. 	<p>Conditions--Competence will be demonstrated:</p> <ul style="list-style-type: none"> • by essay. 	<p>Learning Objectives:</p> <ol style="list-style-type: none"> Identify typical multiple roles and responsibilities of a company officer. Identify possible sources of role conflict for the company officer. Develop and apply a strategy for resolving role conflicts. Demonstrate an understanding of the importance of role modeling in the fire service. Discuss the value of diversity in the fire service. 	
5. Identify the elements of creativity.			
<i>Domain--Cognitive</i>	<i>Level--Analysis</i>	<i>Importance--Important</i>	<i>Difficulty--Medium</i>
<p>Criteria--Performance will be satisfactory when:</p> <ul style="list-style-type: none"> • learner can define creativity and innovation • learner can identify the importance of creativity and innovation in fire service organizations. • learner can identify way of fostering creativity in subordinates. • learner can identify effective techniques for selling new ideas. 	<p>Conditions--Competence will be demonstrated:</p> <ul style="list-style-type: none"> • by essay. 	<p>Learning Objectives:</p> <ol style="list-style-type: none"> Define creativity and innovation. Identify the importance of creativity and innovation in fire service organizations. Identify way of fostering creativity in subordinates. Identify effective techniques for selling new ideas. 	
6. Discuss how to develop effective power skills.			
<i>Domain--Affective</i>	<i>Level--Valuing</i>	<i>Importance--Important</i>	<i>Difficulty--Medium</i>
<p>Criteria--Performance will be satisfactory when:</p> <ul style="list-style-type: none"> • learner can identify types of power. • learner can identify the sources and limits of different types of power. • learner can differentiate between the use and abuse of different types of power. • learner can identify the sources and limits of different types of power. 	<p>Conditions--Competence will be demonstrated:</p> <ul style="list-style-type: none"> • by essay. 	<p>Learning Objectives:</p> <ol style="list-style-type: none"> Identify types of power. Identify the sources and limits of different types of power. Differentiate between the use and abuse of different types of power. Identify the sources and limits of different types of power. 	

7. Discuss the principles of ethical behavior.			
<i>Domain--Cognitive</i>	<i>Level--Evaluation</i>	<i>Importance--Important</i>	<i>Difficulty--High</i>
<p>Criteria--Performance will be satisfactory when:</p> <ul style="list-style-type: none"> • learner can demonstrate an understanding of the importance and impact of ethics upon the fire department and its members. • learner can demonstrate an ability to make decisions involving ethical practices. • learner can describe the steps in handling an EEOC complaint. 	<p>Conditions--Competence will be demonstrated:</p> <ul style="list-style-type: none"> • by essay. 	<p>Learning Objectives:</p> <ol style="list-style-type: none"> Demonstrate an understanding of the importance and impact of ethics upon the fire department and its members. Demonstrate an ability to make decisions involving ethical practices. Describe the steps in handling an EEOC complaint. 	
8. Demonstrate how to employ situational leadership within the team.			
<i>Domain--Psychomotor</i>	<i>Level--Practice</i>	<i>Importance--Important</i>	<i>Difficulty--Medium</i>
<p>Criteria--Performance will be satisfactory when:</p> <ul style="list-style-type: none"> • learner can identify the basic leadership behaviors. • learner can identify the four basic leadership styles. • learner can identify the levels of employee developments. • learner can demonstrate the ability to match employee development with leadership styles. • learner can identify ways of matching leadership styles to diverse populations of employees. 	<p>Conditions--Competence will be demonstrated:</p> <ul style="list-style-type: none"> • by essay. 	<p>Learning Objectives:</p> <ol style="list-style-type: none"> Identify the basic leadership behaviors. Identify the four basic leadership styles. Identify the levels of employee developments. Demonstrate the ability to match employee development with leadership styles. Identify ways of matching leadership styles to diverse populations of employees. 	
9. Discuss how to effectively delegate tasks and responsibilities.			
<i>Domain--Psychomotor</i>	<i>Level--Practice</i>	<i>Importance--Important</i>	<i>Difficulty--Medium</i>
<p>Criteria--Performance will be satisfactory when:</p> <ul style="list-style-type: none"> • learner can define delegation. • learner can identify the benefits derived from and the barriers that prevent effective delegation. 	<p>Conditions--Competence will be demonstrated:</p> <ul style="list-style-type: none"> • by essay. 	<p>Learning Objectives:</p> <ol style="list-style-type: none"> Define delegation. Identify the benefits derived from and the barriers that prevent effective delegation. 	
10 Identify effective coaching strategies.			
<i>Domain--Affective</i>	<i>Level--Responding</i>	<i>Importance--Important</i>	<i>Difficulty--Medium</i>
<p>Criteria--Performance will be satisfactory when:</p> <ul style="list-style-type: none"> • learner can identify the four critical coaching techniques. • learner can demonstrate the ability to match coaching techniques with subordinate performance. 	<p>Conditions--Competence will be demonstrated:</p> <ul style="list-style-type: none"> • by essay. 	<p>Learning Objectives:</p> <ol style="list-style-type: none"> Identify the four critical coaching techniques. Demonstrate the ability to match coaching techniques with subordinate performance. 	

11 Discuss positive and negative discipline within the workgroup.		
<i>Domain--Affective</i>	<i>Level--Organizing</i>	<i>Importance--Important</i> <i>Difficulty--Medium</i>
Criteria-- Performance will be satisfactory when: <ul style="list-style-type: none"> • learner can demonstrate an understanding of the uses of discipline to correct improper employee behavior. • learner can identify methods for applying discipline consistently, fairly, and impartially. 	Conditions-- Competence will be demonstrated: <ul style="list-style-type: none"> • by essay. 	Learning Objectives: <ol style="list-style-type: none"> Demonstrate an understanding of the uses of discipline to correct improper employee behavior. Identify methods for applying discipline consistently, fairly, and impartially.

Types of Instruction

Classroom Presentation

Grading Policy

Evaluation Methods: The student will complete a number of essays on each topic area discussed. This essays will be kept in a student portfolio. The final essay will be on leadership and supervision and will count as 10% of the final grade.

Grading Scale:

Grade	Requirement
A	100-90%
B	89-80%
C	79-70%
D	69-60%
F	Below 60%

Learning Plans

Learning Plan 1-- Learning Plan 1

Overview: The student will discuss the leader's role in the decision-making process.

Competency: 1. **Discuss the leader's role in the decision-making process.**

Learning Activities:

- _____ 1. READ and study assignments.
- _____ 2. ASK/ANSWER questions about procedures and techniques.
- _____ 3. OBSERVE instructor demonstrations.
- _____ 4. DISCUSS concepts, ideas, and issues with classmates.

Performance Assessment Activities:

- _____ 1. Complete homework assignments.
- _____ 2. Complete essay.
- _____ 3. Participate in class.

Learning Plan 2-- Learning Plan 2

Overview: The student will to identify effective problem solving principles and techniques.

Competency: 2. **Identify effective problem solving principles and techniques.**

Learning Activities:

- _____ 1. READ and study assignments.
- _____ 2. ASK/ANSWER questions about procedures and techniques.
- _____ 3. OBSERVE instructor demonstrations.
- _____ 4. DISCUSS concepts, ideas, and issues with classmates.

Performance Assessment Activities:

- _____ 1. Complete homework assignments.
- _____ 2. Complete essay.
- _____ 3. Participate in class.

Learning Plan 3-- Learning Plan 3

Overview: The student will demonstrate how to conduct a successful meeting.

Competency: 3. **Demonstrate how to conduct a successful meeting.**

Learning Activities:

- _____1. READ and study assignments.
- _____2. ASK/ANSWER questions about procedures and techniques.
- _____3. OBSERVE instructor demonstrations.
- _____4. DISCUSS concepts, ideas, and issues with classmates.

Performance

Assessment Activities:

- _____1. Complete homework assignments.
- _____2. Complete essay.
- _____3. Participate in class.

Learning Plan 4-- Learning Plan 4

Overview: The student will discuss the role expectations, conflict, and modeling skills of an effective leader.

Competency: 4. **Discuss the role expectations, conflict, and modeling skills of an effective leader.**

Learning Activities:

- _____1. READ and study assignments.
- _____2. ASK/ANSWER questions about procedures and techniques.
- _____3. OBSERVE instructor demonstrations.
- _____4. DISCUSS concepts, ideas, and issues with classmates.

Performance

Assessment Activities:

- _____1. Complete homework assignments.
- _____2. Complete essay.
- _____3. Participate in class.

Learning Plan 5-- Learning Plan 5

Overview: The student will identify the elements of creativity.

Competency: 5. **Identify the elements of creativity.**

Learning Activities:

- _____ 1. READ and study assignments.
- _____ 2. ASK/ANSWER questions about procedures and techniques.
- _____ 3. OBSERVE instructor demonstrations.
- _____ 4. DISCUSS concepts, ideas, and issues with classmates.

Performance**Assessment Activities:**

- _____ 1. Complete homework assignments.
- _____ 2. Complete essay.
- _____ 3. Participate in class.

Learning Plan 6-- Learning Plan 6

Overview: The student will discuss how to develop effective power skills.

Competency: 6. **Discuss how to develop effective power skills.**

Learning Activities:

- _____ 1. READ and study assignments.
- _____ 2. ASK/ANSWER questions about procedures and techniques.
- _____ 3. OBSERVE instructor demonstrations.
- _____ 4. DISCUSS concepts, ideas, and issues with classmates.

Performance**Assessment Activities:**

- _____ 1. Complete homework assignments.
- _____ 2. Complete essay.
- _____ 3. Participate in class.

Learning Plan 7-- Learning Plan 7

Overview: The student will discuss the principles of ethical behavior.

Competency: 7. **Discuss the principles of ethical behavior.**

Learning Activities:

- _____ 1. READ and study assignments.
- _____ 2. ASK/ANSWER questions about procedures and techniques.

- _____ 3. OBSERVE instructor demonstrations.
- _____ 4. DISCUSS concepts, ideas, and issues with classmates.

**Performance
Assessment Activities:**

- _____ 1. Complete homework assignments.
- _____ 2. Complete essay.
- _____ 3. Participate in class.

Learning Plan 8-- Learning Plan 8

Overview: The student will demonstrate how to employ situational leadership within the team.

Competency: 8. **Demonstrate how to employ situational leadership within the team.**

Learning Activities:

- _____ 1. READ and study assignments.
- _____ 2. ASK/ANSWER questions about procedures and techniques.
- _____ 3. OBSERVE instructor demonstrations.
- _____ 4. DISCUSS concepts, ideas, and issues with classmates.

**Performance
Assessment Activities:**

- _____ 1. Complete homework assignments.
- _____ 2. Complete essay.
- _____ 3. Participate in class.

Learning Plan 9-- Learning Plan 9

Overview: The student will discuss how to effectively delegate tasks and responsibilities.

Competency: 9. **Discuss how to effectively delegate tasks and responsibilities.**

Learning Activities:

- _____ 1. READ and study assignments.
- _____ 2. ASK/ANSWER questions about procedures and techniques.
- _____ 3. OBSERVE instructor demonstrations.
- _____ 4. DISCUSS concepts, ideas, and issues with classmates.

- Performance Assessment Activities:**
- _____ 1. Complete homework assignments.
 - _____ 2. Complete essay.
 - _____ 3. Participate in class.

Learning Plan Learning Plan 10

Overview: The student will learn to use effective coaching strategies.

Competency: **10. Identify effective coaching strategies.**

Learning Activities:

- _____ 1. READ and study assignments.
- _____ 2. ASK/ANSWER questions about procedures and techniques.
- _____ 3. OBSERVE instructor demonstrations.
- _____ 4. DISCUSS concepts, ideas, and issues with classmates.

- Performance Assessment Activities:**
- _____ 1. Complete homework assignments.
 - _____ 2. Complete essay.
 - _____ 3. Participate in class.

Learning Plan Learning Plan 11

Overview: The student will discuss positive and negative discipline within the workgroup.

Competency: **11. Discuss positive and negative discipline within the workgroup.**

Learning Activities:

- _____ 1. READ and study assignments.
- _____ 2. ASK/ANSWER questions about procedures and techniques.
- _____ 3. OBSERVE instructor demonstrations.
- _____ 4. DISCUSS concepts, ideas, and issues with classmates.

- Performance Assessment Activities:**
- _____ 1. Complete homework assignments.
 - _____ 2. Complete essay.
 - _____ 3. Participate in class.