Course Information
Division                        Allied Health
Course Number                   FSC 214
Title                           Human Resource Management for Fire Science
Credits                         3
Developed by                    Stephen Cullen, Ph.D./Revised by Pat Burke
Lecture/Lab Ratio               3 Lecture/0 Lab
Transfer Status                 
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<th>ASU</th>
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<td>FSM Dept. Elective</td>
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Activity Course            No
CIP Code                  43.0200
Assessment Mode           Pre/Post-Test (25 Questions/25 Points)
Semester Taught           Upon Request
GE Category               None
Separate Lab              No
Awareness Course          No
Intensive Writing Course  No

Prerequisites
FSC 202

Educational Value
This course is designed to offer an opportunity for adult learners to develop an understanding of how to effectively manage the human resources of the modern fire agency.

Description
This course examines relationships and issues in personnel administration and human resource development in the context of fire-related organizations. Topics include personnel management, organizational development, productivity, recruitment and selection, performance management systems, discipline, and collective bargaining.

Supplies
Competencies and Performance Standards

1. Develops an understanding of the functional responsibilities of personnel management, influences on personnel issues, and ethical issues raised in personnel decisions in the fire service.

Learning objectives
What you will learn as you master the competency:

a. Describe the various processes and elements of personnel administration that affect the fire service.
b. Discuss how values of individual and society impact personnel issues.
c. Describe the applicability of ethics codes of the fire service.
d. Describe the changes in the demographics to the modern fire service workforce.
e. Describe methods for creating a positive work environment in a public safety agency.

Performance Standards
Competence will be demonstrated:

- by class presentations.
- by written examinations.
- by assigned activities.

Criteria - Performance will be satisfactory when:

- learner can in writing, list and explain the key processes and elements of personnel administration that effect the fire service.
- learner can in writing, outline how values of society impact personnel issues.
- learner can recite why ethic codes are critical and how they impact the level of service of the fire service agency.
- learner can in writing, outline how the changing composition of today's workforce creates challenges for the fire service and importance of monitoring demographics trends both outside and inside the fire service.
- learner can in writing explain techniques and theories for managing diversity. List the benefits of embracing and encouraging diversity in the fire service.

2. Demonstrate understanding of federal and state law relative to fire service personnel.

Learning objectives
What you will learn as you master the competency:

a. Describe sexual harassment and describe behaviors for effective prevention.
b. Discuss the applicability of specific personnel laws to the fire service, i.e. EEO, ADA, and ADEA and others.
c. Define job analysis, job description, job classification, and job specification.
d. Define and discuss the methods of job analysis.
e. Discuss various methods of enriching jobs for individuals and team motivation.

Performance Standards
Competence will be demonstrated:

- by class presentation.
- by written examinations.
- by assigned activities.
Criteria - Performance will be satisfactory when:

- learner can in writing, defines sexual harassment and lists and explains the five behaviors for preventing and handling sexual harassment including understanding, observing, modeling, resolving and educating.
- learner can in writing, defines job analysis, job description, job classification, and job specification.
- learner can in writing, list and explain common data used for job analysis including task data, behavioral data, abilities data.
- learner can in writing list and define the methods used for job analysis including Position Analysis Questionnaire, Job Element Method, Critical Incident Technique, and Observation Method.
- learner can recite the five principles used for a job enrichment program including increasing job demands, increasing the worker's accountability, providing work scheduling freedom, providing feedback, and providing new learning experiences.
- learner can develop understanding of challenges of recruiting and training of fire service personnel.

3. Gain understanding of the challenges for fire service recruitment, selection and promotion.

Learning objectives

What you will learn as you master the competency:

a. Discuss the recruitment process with emphasis on the means of selecting future leaders.

b. Discuss executive recruitment and compare and contrast these methods to the more traditional civil service approach.

c. Describe the selection standards for internal promotion and the methods for the selection of qualified candidates.

d. Describe methods for assessing training needs.

e. Discuss methods of developing curricula to meet training needs and test employee's progress.

f. Discuss the need for and aspects of career and professional development programs.

Performance Standards

Competence will be demonstrated:

- by class presentations.
- by written examinations.
- by assigned activities.

Criteria - Performance will be satisfactory when:

- learner can accurately diagram six-step flow-chart used for the recruitment process.
- learner can in writing, list the sources for a pool of applicants.
- learner can in writing, list and explain the common standards used for selection process including knowledge, skills, and abilities (KSA).
- learner can in writing, list three general methods used to determine validity: criterion-related, predictive validity, and content validity.
- learner can recite the seven devices for the selection process including application form, written examination, physical ability test, interview, reference check, background check.
investigation, and medical.

- learner can in writing, list and explain the three levels of analyzing training needs including organizational, operations, and individual.
- learner can in writing, list and explains the three levels of analyzing training needs including organizational, operations, and individual.
- learner can in writing, list and explain Instructional System Design (ISD) commonly used the development of curriculum for the fire service.
- learner can recite the need for professional development.

4. **Demonstrates understanding of employee appraisal concepts, systems, incentives, and corrective actions including discipline.**

   **Learning objectives**
   
   *What you will learn as you master the competency:*
   
   a. Discuss the various approaches to safety and safety program.
   b. List and discuss the external government and regulatory agencies that influence fire organizations safety rules and administration.
   c. Discuss the need for an Employee Assistance Program.
   d. Examine the issue of violence in the workplace.

   **Performance Standards**

   *Competence will be demonstrated:*

   - by class presentation.
   - by written examinations.
   - by assigned activities.

   **Criteria - Performance will be satisfactory when:**

   - learner can in writing outline the purpose and importance of performance appraisal systems.
   - learner can in writing, list and defines the terms used for performance appraisal systems: job analysis, performance standards, performance appraisals.
   - learner can in writing, lists the benefits of performance appraisals.
   - learner can in writing, list the three categories of conditions that exist for violence or traumatic situations to develop including: Individual Characteristics, Precipitating Events or Conditions, and System Characteristics.
   - learner can recites the three basic signs that an employee may be prone to violent acts including behaviors, verbal threats and physical actions.

5. **Demonstrate an understanding of the basic issues and challenges of employee unionization in the U.S., the negotiation process, and collective bargaining agreement.**

   **Learning objectives**

   *What you will learn as you master the competency:*

   a. Identify the key historical events defining today’s labor relations environment.
   b. Discuss the differences between bargaining in the public and private sectors.
   c. Discuss approaches to improving the labor relations process.
   d. Identify the key questions of due process during a grievance hearing.
**Performance Standards**

*Competence will be demonstrated:*

- by class presentation.
- by written exams.
- by assigned activities.

*Criteria - Performance will be satisfactory when:*

- learner can in write, define the following: compares and contrast the differences between the public and private sector.
- learner can list and define the six basic types of union security clauses including: closed shop, union shop, maintenance of membership, agency shop, exclusive bargaining shop, and hiring hall.
- learner can recite the importance of “enlighten labor relations” and how it makes the fire service agency and union stronger.
- learner can participate in a “mock” grievance procedure.

**Types of Instruction**

Lecture, class presentation, guest speaker, and role playing.

**Grading Information**

**Grading Rationale**

Each instructor has the flexibility to develop evaluate procedures within the following parameters.

1. Written exams must represent at least 60% of the course.
2. Final exam must represent at least 20% of the course grade.
3. The Post Test is to be embedded in the final exam and must represent at least 10% of the course grade. Students who do not take the Post Test will have their grade dropped by one letter.
4. Other activities may represent at most 10% of the course grade.

**Grading Scale**

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<tr>
<td>A</td>
<td>90-100%</td>
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<tr>
<td>B</td>
<td>80-89%</td>
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<tr>
<td>C</td>
<td>70-79%</td>
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<tr>
<td>D</td>
<td>60-69%</td>
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