



FEMA



National Fire Academy

F0520 – Executive Skills Series: Exercising Leadership Within Communities

Version: 1st Edition, 3rd Printing, January 2014

Quarter:

ACE Credit: In the upper-division baccalaureate degree category, 1 semester hour in public administration, leadership, or management.

IACET Continuing Education Units: 1.6

Length of Course: 2 Days (16 contact hours)

Prerequisite: None

Curriculum: Leadership and Executive Development

Training Specialist: Kevin Brame

Instructor:

Instructor email/phone:

Classroom: J-

Meeting Time: 8 AM – 5 PM

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Course Description (Catalog)

F0520 – “Executive Skills Series: Exercising Leadership Within Communities.” The purpose of this course is to provide Fire Service authority figures with knowledge and skills, enabling them to exercise leadership when confronting adaptive challenges presented by increasingly diverse internal and external communities. The goal of the course is for participants to utilize the diversity of ideas, peoples and cultures as resources in exercising leadership to address adaptive challenges in their communities.

Student Qualifications (Primary and Secondary Audience)

The target audience for all of the Executive Skills Series (ESS) courses consists of fire and emergency service personnel in positions of authority who have an opportunity to exercise leadership. The students must, minimally, be assigned to a supervisory level position, e.g., Company Officer (CO).

Course Scope (Goal)

The goal of this course is for the student to use diversity of ideas, people, and cultures as resources in exercising leadership to address adaptive challenges in their communities.

Course Objectives (Course Learning Outcomes – TLOs)

After successfully completing this course, you will be able to accomplish the following:

- Prepare themselves for training after reviewing administrative matters and making introductions.
- Recognize the core processes and dimensions that characterize the adaptive leadership model.
- Describe the characteristics that distinguish adaptive challenges from technical issues.
- Explain how diversity and culture shape communities.
- Apply the components of the adaptive leadership model to situations within diverse communities.
- Explain information, perspectives, and tools used for taking actions that enable exercising leadership in work relations and stakeholder communities.
- Determine ways to mobilize support and resources that can make a difference in addressing challenges in diverse communities.
- Explain benchmarking best practices for conducting reality checks and self-assessments.

Course Delivery Method

The National Fire Academy (NFA) offers specialized training courses and advanced management programs of national impact in an academic classroom environment [on campus at the National Emergency Training Center \(NETC\) in Emmitsburg, Maryland](#) and through their State, local, and tribal training partners. This classroom course is designed for the national level fire service officer from State and local fire service organizations. All course materials are designed for interactive classroom environments, in either paper notebook or electronic formats.

Course Schedule

The purpose of the course schedule is to give you, at a glance, the required preparation, activities, and evaluation components of your course.

Day 1	
•	Unit 0: Welcome
•	Unit 1: The Adaptive Leadership Model
	- Break
•	Unit 2: Identifying Diverse Communities
	- Lunch
•	Unit 2: Identifying Diverse Communities (cont'd.)
	- Break
•	Unit 3: Analyzing Your Community and Your Role
•	Unit 4: Closing the Gap in Diverse Communities
Day 2	
•	Unit 4: Closing the Gap in Diverse Communities (cont'd.)
	- Break
•	Unit 5: Implementing Solutions and Exercising Leadership
	- Lunch
•	Unit 5: Implementing Solutions and Exercising Leadership (cont'd.)
	- Break
•	Unit 6: Measuring Success

Course Resources (Instructional Materials)

In order to be fully prepared, obtain a copy of the required textbooks and other instructional materials prior to the first day of class.

Required Readings

The student must complete required readings during the course to be able to thoughtfully participate in discussions and activities.

None.

Suggested Reading/Resources

Suggested readings and resources are not evaluated, but may enhance the student's understanding, serve as additional sources for citation and promote discussion of course material.

None.

Required Resources (Course Textbook)

Student Manual.

Supplemental Resources (Supplemental Course Textbook)

None.

Grading Methodology (Evaluation Procedures)

The required performance to successfully complete the course is attained by completing the class with a letter grade of a "C" or higher.

Letter Grade	Point Range
A	90-100
B	80-89
C	70-79
F	69 or lower

Required Reading Assignments

Student completion of reading assignments will be done via evaluation of their class participation and will not be a separately graded activity.

Suggested Readings

Suggested readings are not evaluated, but may enhance the student's understanding and promote discussion of course material.

Course Outline

Unit 0: Welcome (Day 1)

Objectives

Terminal Objective

The students will be able to prepare themselves for training after reviewing administrative matters and making introductions.

Enabling Objective

The students will introduce themselves and list personal expectations for the course.

Unit 1: The Adaptive Leadership Model (Day 1)

Objectives

Terminal Objectives

The students will be able to:

1. Recognize the core processes and dimensions that characterize the adaptive leadership model.
2. Describe the characteristics that distinguish adaptive challenges from technical issues.

Enabling Objectives

The students will:

1. Distinguish between adaptive and technical challenges.

2. Describe the characteristics of an adaptive challenge.
3. Define disequilibrium and its role in accomplishing change.
4. Explain the distinction between being in an authority role and exercising leadership.
5. Describe the dimensions of the adaptive leadership model.

Unit 2: Identifying Diverse Communities (Day 1)

Objectives

Terminal Objective

The students will be able to explain how diversity and culture shape communities.

Enabling Objectives

The students will:

1. Identify the characteristics that shape communities and contribute to diversity.
2. Define diversity.
3. Describe the "Getting on the Balcony" perspective.
4. Identify vast scope of individual differences and how these collectively shape and result in diverse communities.
5. Define culture.
6. Identify internal culture and various cultural practices.

Unit 3: Analyzing Your Community and Your Role (Day 1)

Objectives

Terminal Objective

The students will be able to apply the components of the adaptive leadership model to situations within diverse communities.

Enabling Objectives

The students will:

1. Analyze their community system.
2. Describe how to exercise leadership effectively.
3. Develop awareness and ability to control issues that influence them.
4. Identify best practices to apply individual empowerment successfully.
5. Identify an adaptive challenge within their own community that impacts the fire service and that requires the exercise of leadership to be addressed.

Unit 4: Closing the Gap in Diverse Communities (Day 1)

Objectives

Terminal Objective

The students will be able to explain information, perspectives, and tools used for taking actions that enable exercising leadership in work relations and stakeholder communities.

Enabling Objectives

The students will:

1. Define stakeholders, including allies, opponents, and people with other interests in the outcome.
2. Determine stakeholders' roles in an adaptive challenge.
3. Describe tools to assess the viability of an approach to address the challenge.
4. Apply tools and methods to assess the selected approach to addressing a challenge within a given community.

Unit 5: Implementing Solutions and Exercising Leadership (Day 2)

Objectives

Terminal Objective

The students will be able to determine ways to mobilize support and resources that can make a difference in addressing challenges in diverse communities.

Enabling Objectives

The students will:

1. Indicate specific solutions that can be implemented to resolve adaptive challenges.
2. Identify signs of disequilibrium and ways to manage it.
3. Identify strategies for dealing with disequilibrium and opposition.

Unit 6: Measuring Success (Day 2)

Objectives

Terminal Objective

The students will be able to explain benchmarking best practices for conducting reality checks and self-assessments.

Enabling Objectives

The students will:

1. Identify potential methods for evaluating outcomes based on the benchmarks identified.
2. Describe evaluation techniques to be applied.
3. Present their challenge, the results of analysis, the potential solutions, and assessment benchmarks.

Policies

Class Attendance and Cancellation Policy

Attendance

- You are required to attend all sessions of the course. If you do not, you may not receive a certificate, and your stipend may be denied.
- If you need to depart campus early and miss any portion of the course and/or graduation, you must make the request in writing to the NFA training specialist. The training specialist, in collaboration with the superintendent, may waive the attendance requirement in order to accommodate you with extraordinary circumstances as long as you complete all course requirements. If you receive approval for departing early, you must forward the approval to the Admissions Office so your stipend reimbursement is not limited.

Student Substitutions

Substitutions for NFA courses are made from waiting lists; your fire department can't send someone in your place.

Cancellations or No-Shows

NFA's mission for delivery of courses is impaired significantly by cancellations and no-shows. It is very difficult and costly to recruit students at the last minute. Currently there is a two-year ban on student attendance for students who are no-shows or cancel within 30 days of the course start date without a valid reason. If you receive such a restriction, your supervisor needs to send a letter to our Admissions Office explaining the cancellation/no-show.

Course Failure

If you fail an on-campus course, you will not be issued a stipend for that course. You can reapply for the failed course or any other NFA course and go through the random selection process. You don't have to successfully complete the failed course before attending another NFA course.

Student Code of Conduct Policy

Students, instructors and staff are expected to treat each other with respect at all times. Inappropriate behavior will not be tolerated and may result in removal from campus and denial of stipends.

Writing Expectations

Student writing will conform to the generally accepted academic standards for college papers. Papers will reflect the original work of the student and give appropriate credit through citations for ideas belonging to other authors, publications or organizations. Student written work should be free of grammatical and syntax errors, free of profanity or obscene language or ideas, and reflect critical thinking related to the course subject matter.

Citation and Reference Style

Attention Please: Students will follow the APA, Sixth Edition as the sole citation and reference style used in written work submitted as part of coursework to NFA. Assignments completed in a narrative essay, composition format, abstract, and discussion posts must follow the citation style cited in the APA, Sixth Edition.

Late Assignments

Students are expected to submit classroom assignments by the posted due date (11:59 p.m. EDT/EST) and to complete the course according to the published class schedule. As adults, students, and working professionals, you must manage competing demands on your time. Discussion board postings submitted within 3 days after the submission deadline will receive up to a 20% deduction. Those that do not submit their discussion board postings within this timeline will receive a “0” grade for the week. Final assignment papers will not be accepted after the deadline. Any paper submitted after the deadline will receive a “0” grade for that assignment.

Netiquette

Online learning promotes the advancement of knowledge through positive and constructive debate – both inside and outside the classroom. Forums on the Internet, however, can occasionally degenerate into needless insults and “flaming.” Such activity and the loss of good manners are not acceptable in a professional learning setting – basic academic rules of good behavior and proper “Netiquette” must persist. Remember that you are in a place for the rewards and excitement of learning which does not include descent to personal attacks or student attempts to stifle the forum of others.

- **Technology Limitations.** While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The NFA Online classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.
- **Humor Note.** Despite the best of intentions, jokes and especially satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add “emoticons” to help alert your readers: ;-), :), ☺ .

Disclaimer Statement

Course content may vary from the outline to meet the needs of this particular group.

Grading

Please review the above grading methodology that explains how grades will be awarded. Students who do not complete the entire course will be awarded an Incomplete (I) grade. In accordance with National Fire Academy academic policies, an Incomplete (I) grade must be removed by the end of the next semester following the course, or it automatically becomes a Failing (F) grade.

If you fail an on-campus course, you will not be issued a stipend for that course. You can reapply for the failed course or any other NFA course and go through the random selection process. You don't have to successfully complete the failed course before attending another NFA course.

http://www.usfa.fema.gov/training/nfa/admissions/student_policies_campus_information.html

Academic Honesty

Students are expected to exhibit exemplary ethical behavior and conduct as part of the NFA community and society as a whole. Acts of academic dishonesty including cheating, plagiarism, deliberate falsification, and other unethical behaviors will not be tolerated.

Students are expected to report academic misconduct when they witness a violation. All cases of academic misconduct shall be reported by the instructor to the Training Specialist.

If a student is found to have engaged in misconduct and the allegations are upheld, the penalties may include, but are not limited to one or a combination of the following:

- expulsion,
- withholding of stipend or forfeiture of stipend paid,
- exclusion from future classes for a specified period; depending on the severity it could range from 1-10 years, and/or
- forfeiture of certificate for course(s) enrolled in at NETC.

Refer to NFA-specific Standard Operating Procedure 700.1 – *Academic Code of Conduct and Ethics* for more information.