R0388

Dear National Fire Academy Student:

By now you should have received an email notification from the National Emergency Training Center (NETC) Admissions Office. This notification indicates your acceptance into the U.S. Fire Administration (USFA), National Fire Academy (NFA) "Applications of Leadership in the Culture of Safety" (ALCS) course.

Congratulations on being selected into the USFA's/NFA's ALCS course. This 6-day course will challenge you to review your own safety leadership style within the context of a constantly changing operational risk environment. As a student, you will analyze and adapt tactics to implement the identification, mitigation, control, and protection measures from risks.

The course focuses on using the risk-management model in the health and safety aspects of emergency services operations. You will utilize current regulations, standards, and policies in order to demonstrate leadership, instilling a culture of personnel safety in both day-to-day and emergency response operations.

You will have opportunities to discover such topics as leading by example and current issues. You will also review case studies in order to develop individual and organizational strategies to demonstrate leadership in the reduction of responder injuries and deaths

This class is a six day class which starts on Sunday at 8 a.m. Subsequent classes will meet daily from 8 a.m. to 5 p.m., with evening classes possible. The class graduation ceremony is an important part of the course. You are expected to attend this event. All departing travel arrangements should be made so that you do not leave campus prior to the class graduation.

The course materials for this course are now available in a Bring Your Own Device (BYOD) format which will function on any electronic device. If you own an electronic device (laptop computer, tablet, etc.) and are familiar with its document reader functions, we are asking you to download the Student Manual (SM) **before you travel to Emmitsburg** and bring the preloaded device with you. Please see the page following this letter for complete instructions on successfully downloading your course materials. Please note: If you plan to bring/use an iPad, you may experience issues saving/storing/printing course assignments since there is no USB/thumb drive capacity for these devices.

The NFA classroom environment is computer based. Increased numbers of students and instructors are bringing laptop computers or other electronic devices to campus; you are responsible for the security and maintenance of your equipment. The NFA cannot provide computer software, hardware (which includes disks, printers, scanners, monitors, etc.), or technical support for your device. For your convenience, we do provide surge protector power strips at each classroom table.

Your course may require you to bring reports or projects that may be shared with the class. It is advised that you bring this information in an electronic format. Please discuss this with your course's training specialist before attending class; contact information is located in the last paragraph of this letter.

Should you need to access the Student Computer Lab, it is located in Building D and is available for all students to use. The lab is open daily with a technician available Monday through Thursday from 1700 to 2100 (5 p.m. to 9 p.m.) and on Saturdays from 0800 to 1200 (8 a.m. to noon). The lab uses Windows 7 and Office 2013 as the software standard.

If you need additional information related to your course's content or requirements, please contact Mr. George Morgan, Training Specialist, at (301) 447-1407, or by email at george.morgan@fema.dhs.gov. Good luck, and I hope to see you on campus.

Sincerely,

Tonya L. Hoover, Superintendent
National Fire Academy
U.S. Fire Administration

Enclosures

National Fire Academy Bring Your Own Device (BYOD)
Course Materials/Download Instructions

The **first step** is to download ADOBE Reader to your device. This will enable you to read and manipulate the course materials. ADOBE Reader can be used to comment and highlight text in Portable Document Format (PDF) documents. It is an excellent tool for note-taking purposes.

For Laptops and Computers

ADOBE Reader can be downloaded from www.adobe.com/downloads/. It is a free download. Please note that depending on your settings, you may have to temporarily disable your antivirus software.

For Tablets and Other Similar Hand-Held Devices

ADOBE Reader can be downloaded onto devices such as iPads, android tablets, and other hand-held devices. ADOBE Reader for these types of devices can be found in the device's Application Store using the search function and typing in "ADOBE Reader." Follow the instructions given. **It is a free application.** Note: In order to have the editing capabilities/toolbar, the document needs to be "opened with ADOBE Reader." There should be a function on your device to do this.

After you have successfully downloaded the ADOBE Reader, please use the following Web link to download your R0388, "Applications of Leadership in the Culture of Safety" (ALCS) Student Manual (SM). (You may copy/paste this link into your Web browser.)

https://nfa.usfa.fema.gov/ax/sm/sm_r0388.pdf

Note: Please make sure you download the ADOBE Reader first. To open the SM, you will need to open the ADOBE Reader and then open the SM through the ADOBE Reader in order for the note-taking tools to work properly.

If you need assistance, please contact nfaonlinetier2@fema.dhs.gov.

MANAGING FIRE OFFICER PROGRAM DESCRIPTION

The National Fire Academy's (NFA's) Managing Officer Program is a multiyear curriculum that introduces emerging emergency services leaders to personal and professional skills in change management, risk reduction and adaptive leadership. Acceptance into the program is the first step in the student's professional development as a career or volunteer fire/Emergency Medical Services (EMS) manager, and includes all four elements of professional development: education, training, experience and continuing education.

The Managing Officer Program can help the potential students, as a first- or mid-level officer/supervisor, jump-start professional development early on in their career or volunteer service. The potential students will build on foundational management and technical competencies, learning to address issues of interpersonal and cultural sensitivity, professional ethics, and outcome-based performance.

On completion of the program, the potential students will:

- Be better prepared to grow professionally, improve their skills, and meet emerging professional challenges.
- Be able to embrace professional growth and development in their career.
- Enjoy a national perspective on professional development.
- Understand and appreciate the importance of professional development.
- Have a network of fire service/EMS professionals who support career development.

The Managing Officer Program will consist of:

- Five prerequisite courses (online and classroom deliveries in your state).
- Four courses at the NFA in Emmitsburg, Maryland.
- A community-based capstone project.

A certificate of completion for the Managing Officer Program is awarded after the successful completion of all courses and the capstone project.

COURSE OVERVIEW

This six day course will bring together the role of first line supervisor with the responsibility of safety. Through opportunities to apply knowledge, skills, and abilities of leadership as they are applied to the culture of safety, students will critique the current culture of safety, evaluate the impacts of human dynamics, and apply a risk management plan. Using an identified safety issue for their agency, each student will develop a safety culture improvement plan to implement in their agency.

COURSE GOAL, OBJECTIVES AND LEARNING OUTCOMES

The course will facilitate the reduction in fire and emergency medical service responder, patient, and bystander injuries and deaths through leadership analysis and practices of risk reduction and process improvement.

The information and experiences provided in this course will enable you to meet specific objectives. As a result, you will:

- Critique the culture of safety in relationship to issues identified for students' agencies.
- Correlate risk behaviors associated with common causes of responder injuries and deaths.
- Evaluate the aspects of the fire and EMS culture that impact the culture of safety at the unit, organization and community level.
- Survey the current state of fire and EMS culture of safety.
- Analyze organizational behaviors and values associated with a culture of safety in high-risk organizations.
- Compare and rank identified safety issues in the fire and EMS, using analysis of organizational behaviors and values.
- Develop a force field analysis on the safety environment in fire and EMS.
- Assess the effects of human dynamics on the exercise of leadership and sustaining a culture of safety in fire and EMS organizations.
- Evaluate human dynamics as related to leadership and the culture of safety.
- Assess 'human traits' associated with challenges in organizations creating and sustaining a culture of safety.
- Assess 'human traits' that impact on effective communication techniques.
- Select/Critique communications techniques for effectiveness during given scenarios.
- Distinguish between the role of supervisors and managers in creating and sustaining a culture of safety in Fire and EMS.
- Compare the roles of supervisors and managers and other personnel in creating and sustaining a culture of safety.
- Recommend effective delegation techniques applicable to the improvement of an organizational culture of safety.
- Assess opportunities for supervisors and managers to influence improved safety actions in fire/EMS organizational activities.
- Role-play ethical decision-making and corrective communications during identified negative safety scenarios.
- Analyze safety scenarios for presence of ethical dilemmas.
- Justify implementation of process improvement to address a safety issue rather than use of a disciplinary process.
- Integrate the concepts of Crew Resource Management (CRM) into the culture of safety in fire and EMS activities.
- Formulate a risk management plan for an identified safety issue.
- Demonstrate the steps of the risk management process.
- Survey policies, standards, rules, and regulations impacting the culture of safety.

- Evaluate causes of a given LODD or near miss to justify a risk management model as a preventive tool.
- Anticipate the organizational impediments to implementation of an active risk management plan for all risk.
- Develop and write a plan for safety culture improvement applicable to the identified agency issue.
- Weigh and justify evidence-based health and wellness programs improvement recommendations.
- Assemble resources to provide preparedness, mitigation, response, and recovery for responder mental health issues.
- Facilitate a change in the culture of safety.
- Distinguish the role of the first line supervisor in effecting change in the agency's culture of safety.
- Intervene in the five dysfunctions of a team to facilitate a collaborative team change.
- Develop a Safety Culture Improvement Plan to address one identified area of issue.
- Prepare evidence-based plan for implementation of a health/wellness/safety issue using the risk management process.

PRE-COURSE

1.   Syllabus.

2.   Safety Culture Final Project and Sample Template.

3.   Grading Methodology and Rubrics.

4.   Online:

    a.   View contents of the Firefighters Helping Firefighters Pocket Peer website (Supervisors), National Fallen Firefighters Foundation (NFFF) at http://fhf.pocketpeer.org.

    b.   Complete Stress First Aid Program, NFFF at https://www.fireherolearningnetwork.com/Training_Programs/Curbside_Manner_ _Stress_First_Aid_for_the_Street.aspx

5.   Readings:

    a.   Clark, Burton A. (2011). Your behavior comes from Ben Franklin's DNA: Fast, close, wet, risk, injury, death. *Firehouse*. Retrieved from http://www.firehouse.com/article/10460367/your-behavior-comes-from-ben-franklins-dna-fast-close-wet-risk-injury-death

    b,   Schein, E.H. (2004). *Organizational culture and leadership*. San Francisco, CA: Jossey Bass.

    c.   IAFC, USFA & FEMA. (2015). *National safety culture change initiative.* Retrieved from https://www.usfa.fema.gov/downloads/pdf/publications/ fa_342.pdf

    d.   NHTSA. (2013). Strategy for a national EMS culture of safety. *EMS.gov.* Retrieved from https://www.ems.gov/pdf/Strategy-for-a-National-EMS-Culture-of-Safety-10-03-13.pdf

6.   Readings:

    a.   Academic integrity statement.

    b.   Human dignity statement.

Pre-course Homework Assignment 1

- Safety Culture Improvement Plan — Problem Statement.

- Due Day 1 of class (Sunday) at 8 a.m.

Pre-course Homework Assignment 2

- Reflect on an event that involved either your mental health or a colleague's mental health (e.g., critical incident stress, post-traumatic stress, suicide or attempt, substance abuse). Write a brief journal entry on this event. Consider what the causes were, what reactions and actions were taken, and what the outcome was. This writing will not be shared with others unless you choose to do so, but the concepts of your reflection will be used for discussion in a Unit 4 activity.

- Due as preparation for Activity 4.6: Responder Mental Health.

Final Project

Safety Culture Improvement Plan

1.   Overview.

        Each student will work on a research problem/concern/issue that he or she has identified to be within the realm of his or her responsibility. The student should be able to complete the project within six months to one year.

2.   Divisions.

        The work is divided into sections that are completed each evening from Days 1 to 5. Taken collectively, this evening work becomes the major portion of the final project.

3.   Presentation.

        On Day 6, each student will present their completed project to the class. Presentations will be 10 minutes (between eight to 10 minutes is acceptable). Classmates will provide peer-review feedback, and instructors will provide feedback and grading in accordance with the provided rubric.

4.   Format.

        The format should be followed while completing each day's assignment by using the
        provided assignment sheets found in the Student Manual (SM) appendix. Format for the
        Safety Culture Improvement Plan is included as a template with specific formatting
        guidelines. Be sure to include your name on the forms.

5.   Methodology.

        Each student works independently on his or her project. Collaboration between students,
        their "home" agencies, other students on campus, NETC Library staff, etc. can be useful
        and is encouraged. Students turn their completed work assignments in each morning on
        Days 1 through 5. There will be an inbox in the back of the classroom for that purpose.

The instructors will review students' assignments, making any constructive comments they feel
are needed. Often instructors will request clarification and/or further information. This additional
information must be returned to the instructor no later than the end of that same class day.

Students will give a 10 minute presentation on Day 6. The briefing will describe the student's
completed Safety Culture Improvement Plan project. In essence, each of the evening
assignments, some activities, and other work will result in the final project and presentation;
there is a direct connection between what is done in the evening assignments and the final
presentation. The format should be followed using the provided assignment sheets found in the
SM appendix. Be sure to include your name on each item handed in.

Instructors will share grade sheets and peer review sheets with the student, including any
comments/recommendations, after completion of the briefing and grading. A "sign-up sheet"
will be posted at the end of Day 4 so that students can determine who will present first, second
and so on.

Final Project

Safety Culture Improvement Plan

Safety Related Culture Problem

State the safety problem as it relates to the culture of your organization. Cite artifacts, espoused values and assumptions to support your position **(Pre-course and Assignment 1)**.

Behaviors Contributing to the Problem

Describe the behaviors, including factors that influence the risk tolerance, contributing to the problem **(Assignment 1)**.

Impacts of the Problem and Risk Level

Describe each impact and the level of risk — in terms of frequency and severity **(Assignment 4)**.

Strengths, Weakness, Opportunities, Threats (SWOT)/Swiss Cheese/Priority Cross/etc. Analysis

Use one of the methods to provide a risk analysis.

Methods of Implementation

Describe the methods to be used to implement this change to the culture of safety in the agency. Include a description of how you will use active or passive influence. Include at least one application of crew resource management (CRM) in this proposed solution **(Assignment 3)**.

Control Measures

Describe at least three control measures you will employ to reduce or eliminate the risks **(Derive from Activity 4.1: Discussion — Impacts, Risk Levels and Control Measures)**.

Potential Supporters/Dissenters and Driving/Restraining Forces

Describe at least five examples of who will likely support/oppose this change and/or forces driving/restraining this proposed change implementation. Include ways to overcome the opposing and restraining elements **(Assignment 2 and derive from Activity 4.2: Support and Dissent).**

Methods of Evaluating Effectiveness

Describe at least two methods of monitoring your plan to determine if the methods to address the problem are having the desired effect.

NOTE: In order to facilitate smooth presentation and later use of this plan, use the following formatting guidelines.

- Use this format for an outline. Fill in the blanks after each section with the applicable content.
- No more than five total pages.
- Use 12 point, Times New Roman font as in this template.
- Use default Microsoft Word margins (1 inch).

Open the header, and fill in template items (i.e., your name, your department name, course end date). Do not add logos or pictures.

ALCS FINAL PROJECT

EXPECTATIONS

MECHANICS

- Five Pages (Max)
- 12 Point Times New Roman Font
- Microsoft Word Margins (1")
- HEADER
  - Your Name
  - Department Name
  - Course End Date
  - No Logos

PROJECT PAPER SECTIONS

- Safety Related Culture Problems
- Behaviors Contributing to the Problem
- Impacts of the Problem and Risk Level
- SWOT Analysis (Swiss Cheese, Priority Cross)

PROJECT PAPER SECTIONS

- Methods of Implementation
- Control Measures
- Potential Supporters/Dissenters & Driving/Restraining Forces
- Evaluating Effectivness

PRESENTATION

• 10 Minutes

• Describing the Key Elements of the Project Sections

PERFORMANCE MEASURES

• Analysis of Material and Application of Your Own Thinking

• Sections are Answered Concisely and Thoroughly

• Completed to Presentation and Formatting Guidelines

Grading Methodology and Rubrics

Final Course Grade

The student's final grade for "Applications of Leadership in the Culture of Safety" (ALCS) will be computed as follows:

Assignment points (five assignments up to 10 points each) + final project points (up to 50 points) = grade.

90-100 = A
80-89 = B
70-79 = C
0-69 = F

Homework Assignments Grading Rubric

Elements of Performance	Nonacceptable 0 points	Marginally Acceptable 3 to 5 points	Acceptable 6 to 7 points	Strong 8 to 9 points	Exceptional 10 points
Demonstrates an analysis of the material and the application of the student's own thinking.	No written assignment submitted.	Provides generalities or simple re-statement of information. Assignment objective addressed with minimal depth or lack of thoroughness, indicating a marginal understanding of objective. The document is mostly organized, but instructions were not entirely followed.	Provides reasonable and predictable evidence to support analysis and vision statement. Assignment objective addressed with moderate depth or thoroughness, indicating a basic understanding of objective. The document is mostly organized, but instructions were not entirely followed.	Provides relevant and specific evidence to support analysis and vision statement. Assignment objective addressed with significant depth or thoroughness, demonstrating comprehension of objective. The document is mostly organized and most instructions were followed.	Provides relevant, substantial and concrete evidence to support analysis and vision statement. Assignment objective addressed with exceptional depth or thoroughness, demonstrating critical evaluation and implementation of objective. The document is organized and instructions were followed.
				Total Points	

Complete Project Grading Rubric

Performance	Nonacceptable	Marginally Acceptable	Acceptable	Strong	Exceptional
Demonstrates an analysis of the material and an application of the student's own thinking.	0 points	17-19 points	20-22 points	23-24 points	25 points
	No student assignment given or presented.	Incomplete assignment presented.	Primarily summary of information. Provided generalities or simple re-statement of information to support their claim(s). Commentary is minimally relevant or repetitive. Some detailed conclusions are reached from the questions posed.	Very good insight. Provided relevant and specific evidence to support their claim(s). Commentary is thorough and effective. Several detailed conclusions are reached from the questions posed.	Exceptional insight. Provided more than relevant and specific evidence to support their claim(s). Commentary is thorough, concise and effective. Many detailed and insightful conclusions are reached from the questions posed.
Assignment sections are answered concisely and thoroughly.		10-11 points	12-13 points	13-14 points	15 points
	No sections completed.	Some sections are completed concisely and thoroughly.	Most sections, but not all, are completed concisely and thoroughly.	All sections are completed, but not all concisely and thoroughly.	All sections are completed concisely and thoroughly.
Assignment is completed to presentation and formatting guidelines.		7 points	8 points	9 points	10 points
	Assignment not presented.	Assignment is presented outside an eight to 10 minute time frame. Assignment is completed without using given template and/or adhering to any formatting guidelines.	Assignment is presented within an eight to10 minute time frame. Assignment is completed using given template and adhering to some formatting guidelines.	Assignment is presented within an eight to10 minute time frame. Assignment is completed using given template and adhering to most formatting guidelines.	Assignment is presented within an eight to 10 minute time frame. Assignment is completed using given template and adhering to all formatting guidelines.
				Total Points	

Pre-course Homework Assignment 1

Safety Problem

In preparation for the National Fire Academy's (NFA's) ALCS course, assume that your chief has challenged the group of new lieutenants (or other first-line supervisor rank) with the following:

> Select a safety problem/issue/concern that you believe should be addressed in your agency. By the end of the ALCS course, you will have identified an evidence based, risk management solution to propose and will prepare to present this to the Command Staff at a meeting after class concludes.

Write a short description of your problem/issue/concern in the space provided.

You will need to turn in this worksheet within the first hour of class; therefore, it is important to have this done prior to class. Your problem/issue/concern will become the basis of the Safety Culture Improvement Plan you will develop in this course.

Your problem/issue/concern must be of appropriate scope and addressable by a Safety Culture Improvement Plan with a timeline of three to six months.

As you consider which problem or opportunity to bring to class, we would like to offer some guidance. It is hard to pick a problem/issue/concern that is too small for this project. On the other hand, it is very easy and tempting to pick something too big or complicated. Try to avoid the temptation to choose a problem that is too big or complex. It is strongly suggested that your first several projects be small, straightforward and within your own span of control. (For this course project, you may assume that your chief has given authorization to consider any issue impacting the agency.) This may not always be possible, but have a bias towards these more manageable projects. Your early projects should be as much about learning the model and tools for the process improvement process as the project itself. As you and your organization's management team get more comfortable with the tools and processes of process improvement, you can take on progressively larger projects. Even then, organizations that are very successful and mature in their learning and implementation of process improvement know that it is better to eat an elephant one bite at a time. Big projects are often more successful when they are broken down in to a series of smaller "bite-sized" projects.

So what might a big project broken down into bite-sized projects look like? Consider an elephant-sized project to improve response intervals on calls under scrutiny due to complaints of apparatus driving too fast. Smaller bite-sized projects that work to this ultimate goal might include the following, but may still have smaller pieces for projects:

- Improving seat belt usage compliance.
- Improving appropriate and/or standard operating procedure (SOP) required personal protective equipment (PPE) usage.

- Reducing driver/operator distracted driving.
- Implementing a near miss reporting system.
- Improving the process for analyzing safety incidents or near misses.
- _____.

Statement of Agency Safety Problem/Issue/Concern