



**FEMA**



# National Fire Academy

**F0522 – Executive Skills Series: Exercising Leadership Through Difficult Conversations**

**Version: 1st Edition, 4th Printing, April 2014**

**Quarter:**

**ACE Credit: In the upper-division baccalaureate degree category, 1 semester hour in public administration, leadership, communication, 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**

## Table of Contents

Course Description	Course Resources
Primary and Secondary Audience	Evaluation Procedures
Course Scope	Course Outline
Course Objectives	Policies
Course Delivery Method	

## Course Description (Catalog)

F0522 – “Executive Skills Series: Exercising Leadership Through Difficult Conversations.” The purpose of this course is to provide knowledge and skills for having difficult conversations to exercise leadership in addressing adaptive challenges. The goal of this course is for the participant to identify and apply skills for having difficult conversations as they relate to exercising leadership when addressing adaptive challenges.

## **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 identify and apply skills for having difficult conversations as they relate to exercising leadership when addressing adaptive challenges.

## **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.
- Explain the distinction between acting in an authority role and exercising leadership.
- Describe distinctions between the functions, responsibilities, and sources of formal and informal authority/power that defines the role of authority figure.
- Describe the affect of the presence of an “elephant in the room” on attempts to resolve adaptive challenges.
- Given a defined situation, develop a plan for conducting a difficult conversation that identifies the purpose, desired outcome, and points of analysis required to proceed.
- Given a defined situation, develop a plan for conducting a difficult conversation that identifies the purpose, desired outcome, and points of analysis required to proceed.
- Identify methods and tools that can be used to mitigate the tendency to filter data and act upon incorrect assumptions that feed beliefs and produce incorrect conclusions.

## **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.

<b>Day 1</b>	
•	<b>Unit 0: Welcome</b>
•	<b>Unit 1: The Adaptive Leadership Model</b>
	- Break
•	<b>Unit 1: The Adaptive Leadership Model (cont'd.)</b>
	- Lunch
•	<b>Unit 2: Authority and Power</b>
	- Break
•	<b>Unit 3: Difficult Conversations</b>
<b>Day 2</b>	
•	<b>Unit 4: Planning for a Difficult Conversation</b>
	- Break
•	<b>Unit 5: Tools for Difficult Conversations</b>
	- Lunch
•	<b>Unit 5: Tools for Difficult Conversations (cont'd.)</b>
	- Break
•	<b>Unit 6: Conducting a Difficult Conversation</b>

## **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.

<b>Letter Grade</b>	<b>Point Range</b>
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 Objective**

The students will be able to recognize the core processes and dimensions that characterize the adaptive leadership model.

#### **Enabling Objectives**

The students will:

1. Participate in a difficult conversation to illustrate adaptive leadership and the exercise of leadership for difficult conversations.
2. Distinguish between adaptive and technical challenges.
3. Describe the characteristics of an adaptive challenge.

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

## **Unit 2: Authority and Power (Day 1)**

### **Objectives**

#### **Terminal Objectives**

The students will be able to:

1. Explain the distinction between acting in an authority role and exercising leadership.
2. Describe distinctions between the functions, responsibilities, and sources of formal and informal authority/power that defines the role of authority figure.

#### **Enabling Objectives**

The students will:

1. Explain the expectations/responsibilities associated with being in an authority role within an organization.
2. Describe the environment that provides an authority figure with the permission to exercise his or her role and responsibilities.
3. Describe the conditions that compromise one's authority.
4. Map the sources of one's formal and informal authority.

## **Unit 3: Difficult Conversations (Day 1)**

### **Objectives**

#### **Terminal Objectives**

The students will be able to:

1. Describe the affect of the presence of an “elephant in the room” on attempts to resolve adaptive challenges.

2. Given a defined situation, develop a plan for conducting a difficult conversation that identifies the purpose, desired outcome, and points of analysis required to proceed.

### **Enabling Objectives**

The students will:

1. Define difficult conversations.
2. Recognize the need for a difficult conversation.
3. Identify factors that contribute to the development of “undiscussable” issues.
4. Prepare for a difficult conversation.
5. Describe the types of conversations that occur during difficult conversations.

## **Unit 4: Planning for a Difficult Conversation (Day 2)**

### **Objectives**

#### **Terminal Objective**

The students will be able to, given a defined situation, develop a plan for conducting a difficult conversation that identifies the purpose, desired outcome, and points of analysis required to proceed.

#### **Enabling Objectives**

The students will:

1. Determine your purpose for having a difficult conversation.
2. Describe what elements are needed to plan for conducting a difficult conversation.
3. Determine the planning considerations for a difficult conversation.
4. Continue to prepare for a difficult conversation

## **Unit 5: Tools for Difficult Conversations (Day 2)**

### **Objectives**

#### **Terminal Objective**

The students will be able to identify methods and tools that can be used to mitigate the tendency to filter data and act upon incorrect assumptions that feed beliefs and produce incorrect conclusions.

#### **Enabling Objective**

The students will identify tools that can help avoid pitfalls to the development of understanding during difficult conversation.

## **Unit 6: Conducting a Difficult Conversation (Day 2)**

### **Objectives**

#### **Enabling Objectives**

The students will:

1. Given an identified difficult conversation, apply course learning to practice conducting one.
2. Reflect on course content for application to one's own organizational circumstances.

### **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](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.