



National Fire Academy

**F0523 – Executive Skills Series: Exercising Leadership Ethically
Version: 1st Edition, 1st Printing, January 2014**

Quarter:

ACE Credit: In the upper-division baccalaureate degree category, one semester hour in ethics or leadership.

IACET Continuing Education Units: 1.2

Length of Course: 2 Days (11 hr., 50 min. 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)

F0523 – “Executive Skills Series: Exercising Leadership Ethically.” This new two-day course provides students with the ability to recognize ethical dilemmas in the context of their environments, apply a decision model to resolve these dilemmas, render ethical decisions, and defend under scrutiny the resulting decisions that were made in an effort to resolve these dilemmas. The ESS: ELE course will become the fourth offering within the Executive Skill Series.

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., a Company Officer (CO)).

Course Scope (Goal)

Students will develop and refine their ability to recognize ethical dilemmas, assess dilemmas in the context of their environments, apply a decision model to resolve these dilemmas, render ethical decisions, and defend under scrutiny the resulting decisions that were made in an effort to resolve these dilemmas.

The scope of this course is to provide a developmental education experience for those in positions of authority who regularly must make decisions when the choice of decisions is difficult because of gray areas which separate the issue in question from right or wrong. The scope of the course involves challenges that may involve risk, and there may be “casualties.” This course is about how to act, behave or decide where there is no content clarity, legal precedent or procedure, or no opportunity to exercise leadership.

Course Objectives (Course Learning Outcomes – TLOs)

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

- Recognize the core processes and dimensions that characterize the adaptive leadership model in addressing ethical dilemmas.
- Explain the fundamentals of ethics.
- Analyze the elements of an ethical dilemma.
- Demonstrate an ethical decision-making model.
- Defend an implemented decision made in response to an ethical dilemma.

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, tribal, and US territories training partners. 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	DAY 2
Introduction, Welcome and Administrative	Unit 4: Applied Ethics
<i>Break</i>	<i>Break</i>
Unit 1: The Adaptive Leadership Model Activity 1.1: A Question of Ethics Activity 1.2: All Problems Are Not Alike	Unit 4: Applied Ethics (cont'd)
<i>Break</i>	<i>Break</i>
Unit 1: The Adaptive Leadership Model (cont'd) Activity 1.3: Adaptive Challenge Scenario	Unit 4: Applied Ethics (cont'd) Activity 4.1: Identify the Ethical Dilemma Activity 4.2: Identify the Stakeholders
<i>Lunch Break</i>	<i>Lunch Break</i>
Unit 2: Introduction to a Dialogue on Ethics Activity 2.1: Staying Home	Unit 4: Applied Ethics (cont'd) Activity 4.3: Environmental Scan — View From the Balcony Activity 4.4: Identify Desired Outcome
<i>Break</i>	<i>Break</i>
Unit 2: Introduction to a Dialogue on Ethics (cont'd) Unit 3: The Ethical Dilemma in Context Activity 3.1: Mr. Smith Goes to Washington	Unit 5: Defending Under Scrutiny Activity 5.1: Defending Decisions, Part 1 Activity 5.2: Defending Decisions, Part 2 Activity 5.3: Defending Decisions, Part 3 Activity 5.4: Defending Decisions, Part 4 Activity 5.5: Defending Decisions, Part 5 Activity 5.6: Defending Decisions Made in Response to an Ethical Dilemma

Note: Times listed reflect approximate instructional time blocks and may be adjusted to meet individual course preferences.

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)

Each student will be assessed on the last day of class with one of two versions of a final examination. Each written evaluation will consist of a minimum of 30 questions, including multiple-choice, multiple-answer questions. If needed, a retest form for students who do not pass on the first attempt can be used.

Students will need to earn at least a score of 70 percent on the 30-question final examination to pass the course. If they do not pass, they may take an alternate form of the examination once more to attempt to obtain a passing score of 70 percent.

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

EXAMINATION ADMINISTRATION PROCEDURES

Students will be given exams at the end of the class, and only the instructor will grade the exams. While the exams are being graded by the instructor, students will be asked to complete end-of-course evaluations.

Exams are to be completed individually and not as a group or a group activity, unless specifically directed within the instructor guide for the specific course. Students should use pencils to complete answer sheets if bubble sheets and a scoring key overlay are being used.

There should only be one answer for any given question marked by the student. A question with multiple answers is considered incorrect. Please mark number of incorrect answers on completed exam sheets, record score (percentage), and mark the appropriate letter grade.

Transfer the letter grades to the corresponding student name on the course roster.

If a student does not obtain a passing grade on the first attempt, the instructor will provide remediation¹ prior to a retest. Students who do not pass the first exam will be allowed to take one retest of a new exam before departing from the class. A second failure will result in a grade of “F” being recorded on the grade roster.

Once all exams have been graded, instructors should review the exam as a group.

In the event of unusual events (storm, fire response, family emergency) or early departure, the host agency or state representative may be asked to proctor the exam at a later date. The instructor is responsible to notify the Training Specialist as soon as practical of the situation and name of person responsible for the exams and testing process.

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

Introduction (Day 1)

Objectives

None.

Unit 1: The Adaptive Leadership Model (Day 1)

Objectives

Terminal Objective

The students will be able to:

- 1.1 Recognize the core processes and dimensions that characterize the adaptive leadership model in addressing ethical dilemmas.

Enabling Objectives

The students will be able to:

- 1.1 Explain the dimensions of the adaptive leadership model.
- 1.2 Explain the distinction between being in an authority role and exercising leadership.
- 1.3 Describe the characteristics of an adaptive challenge.
- 1.4 Explain what distinguishes adaptive from technical challenges.
- 1.5 Define what disequilibrium is and its importance as a component to accomplish change.

Unit 2: Introduction to a Dialogue on Ethics (Day 1)

Objectives

Terminal Objective

The students will be able to:

- 2.1 Explain the fundamentals of ethics.

Enabling Objectives

The students will be able to:

- 2.1 Define ethics, morals, principles, values and purpose.
- 2.2 Identify morals, principles, values and purpose in the context of personal, organizational and community environments.
- 2.3 Identify the elements of a personal dialogue in ethics.

Unit 3: The Ethical Dilemma in Context (Day 1)

Objectives

Terminal Objective

The students will be able to:

- 3.1 Analyze the elements of an ethical dilemma.

Enabling Objectives

The students will be able to:

- 3.1 Define the term ethical dilemma.
- 3.2 List examples of potential signs and symptoms that could be experienced in an ethical dilemma.
- 3.3 Recognize the impact of differing perceptions that contribute to an ethical dilemma.
- 3.4 Assess the competing values that contribute to an ethical dilemma.
- 3.5 Describe the environmental differences that affect an ethical dilemma.
- 3.6 Identify situations that promote the potential for an ethical dilemma to be created.

Unit 4: Applied Ethics (Day 2)

Objectives

Terminal Objective

The students will be able to:

- 4.1 Demonstrate an ethical decision-making model.

Enabling Objectives

The students will be able to:

- 4.1 Identify the seven components of an ethical decision model.
- 4.2 Given a specific ethical dilemma be able to apply individual components of the ethical decision model.

Unit 5: Defending Under Scrutiny (Day 2)

Objectives

Terminal Objective

The students will be able to:

- 5.1 Defend an implemented decision made in response to an ethical dilemma.

Enabling Objectives

The students will be able to:

- 5.1 Describe methodologies for incorporating the decision into the environment.
- 5.2 List the indicators that can be monitored for evaluating the decision's impact.
- 5.3 Identify methods and circumstances that may be used by those who would challenge a decision.
- 5.4 Identify the stakeholders who might challenge the decision.
- 5.5 Explain the strategies to gain allies in support of the decision.
- 5.6 Justify the ethical decision made, in terms of conflicting internal and external values.
- 5.7 Defend the ethical decision.

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.
- If you need to depart the training facility early and miss any portion of the course, you must make the request in writing to the sponsoring agency (e.g., State training director, etc.). The State training director may waive the attendance requirement in order to accommodate you with extraordinary circumstances as long as you complete all course requirements.

Course Failure

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.

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

All assignments must be turned in by the established deadline. Late submissions could result in a 10 percent decrease in grade.

Disclaimer Statement

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

Grading

Please review the following rubrics that explain 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.

https://www.usfa.fema.gov/training/nfa/admissions/student_policies.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 State training director or host agency and to the NFA 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,
- 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.