



National Fire Academy

**F0602 – Shaping the Future
Version: 3rd Edition, 2nd Printing, May 2017**

Quarter:

ACE Credit: In the lower division baccalaureate/associate degree category, one semester hour in fire service administration.

IACET Continuing Education Units: 1.4

Length of Course: 2 Days (14 hr., 20 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

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Course Description (Catalog)

F0602 – “Shaping the Future.” This two-day course is the first of two courses on midlevel management covering the skills and techniques midlevel managers will need to provide leadership and direction for their departments. The first module focuses on identifying opportunities and/or problems. Topics include environmental scanning, paradigm shifts, and methods for reframing problems accurately. The second module deals with group problem-solving techniques. The third module explains the need to quantify, justify, and communicate decisions so they will be implemented effectively. Managing change will be discussed in the final module. Topics include people who resist change, overcoming that resistance, and monitoring and evaluating the change before, during, and after implementation.

Student Qualifications (Primary and Secondary Audience)

Audience:

- First- and second-level supervisors and Company Officers (COs) who are upwardly mobile within their organizations and whose department head wishes to prepare them for increased managerial responsibility.
- Administrative officers who are responsible for significant staff functions within the organization and who report directly to top management.
- Emergency service workers assigned to positions with decision-making responsibilities.

Course Scope (Goal)

At the completion of this course, the students will be able to:

1. Employ creative approaches to identify trends that have an impact on their organization.
2. Apply creative group problem-solving methods to modern organizational problems and describe the importance of continuous improvement within fire and emergency services.
3. Quantify problems and solutions and use the information to justify a recommendation.
4. Explain why employees resist change and develop strategies for implementing change within the fire and emergency service environments.

Course Objectives (Course Learning Outcomes – TLOs)

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

- Employ creative approaches to identify trends that have an impact on their organization.
- Apply creative group problem-solving methods and describe the importance of continuous improvement within fire and emergency services.
- Quantify problems and solutions and use the information to justify a recommendation.
- Explain why employees resist change and develop strategies for implementing change within the fire and emergency service environments.

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 3: Justifying Decisions (cont'd) Activity 3.3: Selecting Data to Support Decisions in Your Organization
Unit 1: Redefining the Present Activity 1.1: Environmental Scanning	Unit 4: Managing Change in Your Organization Activity 4.1: Identifying Future Changes
<i>Break</i>	<i>Break</i>
Unit 1: Redefining the Present (cont'd) Activity 1.2: Fire Service Paradigms	Unit 4: Managing Change in Your Organization (cont'd) Activity 4.2, Part 1: Trust-Orientation Profile
<i>Lunch</i>	<i>Lunch</i>
Unit 1: Redefining the Present (cont'd) Activity 1.3: Reframing the Present Unit 2: Finding Solutions in the Quality Environment Activity 2.1, Part 1: Inventory of Creative Thought and Innovative Action	Unit 4: Managing Change in Your Organization (cont'd) Activity 4.2, Part 2: Trust-Orientation Profile Activity 4.3: Managing Change
<i>Break</i>	<i>Break</i>
Unit 2: Finding Solutions in the Quality Environment (cont'd) Activity 2.1, Part 2: Inventory of Creative Thought and Innovative Action Activity 2.2: Divergent Thinking and Problem-Solving Activity 2.3: Benchmarking the Classroom Unit 3: Justifying Decisions Activity 3.1: Writing Goals Activity 3.2: Writing Specific, Measurable, Achievable, Relevant and Time-Oriented Objectives	Unit 5: Course Conclusion Activity 5.1: Review Objectives

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)

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

Unit 1: Redefining the Present

Objectives

Terminal Objective

The students will be able to:

- 1.1 Employ creative approaches to identify trends that have an impact on their organization.

Enabling Objectives

The students will be able to:

- 1.1 Use an environmental scanning process to identify existing or potential organizational issues and trends.
- 1.2 Analyze the effect of paradigms on creative problem identification.
- 1.3 Identify specific emergency service paradigm shifts that would improve future organizational effectiveness.

Unit 2: Finding Solutions in the Quality Environment

Objectives

Terminal Objective

The students will be able to:

- 2.1 Apply creative group problem-solving methods and describe the importance of continuous improvement within fire and emergency services.

Enabling Objectives

The students will be able to:

- 2.1 Define three types of problem-solving approaches.
- 2.2 Identify personal barriers to creativity.
- 2.3 Define the concept of continuous improvement.
- 2.4 Define the term “benchmarking.”
- 2.5 Identify three advantages realized through benchmarking.

Unit 3: Justifying Decisions

Objectives

Terminal Objective

The students will be able to:

- 3.1 Quantify problems and solutions and use the information to justify a recommendation.

Enabling Objectives

The students will be able to:

- 3.1 Explain the relationship between an organization's mission, goal and objectives.
- 3.2 State problems using the **Specific, Measurable, Achievable, Relevant and Time-oriented (SMART)** approach for well-written objectives, in terms of their impact on service levels to the community.
- 3.3 Describe the use of objectives in the evaluation function.
- 3.4 Use a cost/benefit analysis to make a rational, fact-based justification for choosing among alternatives.

Unit 4: Managing Change in Your Organization

Objectives

Terminal Objective

The students will be able to:

- 4.1 Explain why employees resist change and develop strategies for implementing change within the fire and emergency service environments.

Enabling Objectives

The students will be able to:

- 4.1 Discuss the concept of resistance to change for both people and organizations.
- 4.2 Describe strategies used for implementing change in the emergency service environment.
- 4.3 Describe the importance of the manager serving as an agent for change within the organization.
- 4.4 Describe the steps to be used for monitoring changes and evaluating their results.

Unit 5: Course Conclusion

Objectives

The students will be able to:

- 5.1 List major points learned during the training course.
- 5.2 Pass the 30-question final examination.

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.