



National Fire Academy

**F0648 – Leadership in Supervision: Frameworks to Success
Version: 1st Edition, 4th Printing, April 2018**

Quarter:

ACE Credit: In the lower-division baccalaureate/associate degree category, one semester hour in leadership.

IACET Continuing Education Units: 1.4

Length of Course: 2 Days (13 hr., 45 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)

F0648 – “Leadership in Supervision: Frameworks to Success.” This two-day course provides the supervisor with the knowledge and skills to perform successfully in the fire and Emergency Medical Services environments. The course addresses professionalism, resilience, emotional intelligence, and situational awareness, as well as managing conflict, delegating mentoring, coaching, empowering, and building collaboration and synergy for professional growth.

Student Qualifications (Primary and Secondary Audience)

The primary target audience for this course are those individuals who are at the first line of supervision. For purposes of student selection, first line level is considered to be those at the Company Officer or Unit (fire prevention, fire education, communications, EMS, etc.) Supervisor level. More specific primary selection criteria is as follows:

- First line supervisors in fire and EMS organizations.
- Fire and EMS personnel due for promotion/appointment to a first line supervisory position within 18 months.
- Fire and EMS personnel who are regularly assigned acting supervisory positions.
- Fire and EMS personnel currently enrolled in the NFA Managing Officer will be provided priority selection.

The secondary target audience are fire and EMS personnel at the first line management level (chief officer or above). Students at this level may be given consideration on a space available basis.

Course Scope (Goal)

Provide a conceptual foundation and framework for a successful transition by fire and EMS personnel to first line supervisor by exploring concepts of self, others, and teams in developing frameworks for organizational and personal success.

Course Objectives (Course Learning Outcomes – TLOs)

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

- Apply the concepts of professionalism to create a roadmap for professional success.
- Explain how the concepts of managing conflict, empowerment, empathy, authorization and delegation can contribute to creating an environment for professional growth in others.
- Apply the concepts and effects of failure, collaboration, synergy and team dysfunction to your creation of a personal plan of active engagement as a supervisor and leader in fire and Emergency Medical Services (EMS).

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	Unit 2: Creating Environments for Growth in Others (cont'd)
<i>Break</i>	<i>Break</i>
Unit 1: Self	Unit 2: Creating Environments for Growth in Others (cont'd)
<i>Break</i>	<i>Break</i>
Unit 1: Self (cont'd)	Unit 3: Together
<i>Break</i>	<i>Break</i>
Unit 1: Self (cont'd)	Unit 3: Together (cont'd)
<i>Lunch</i>	<i>Lunch</i>
Unit 2: Creating Environments for Growth in Others	Unit 3: Together (cont'd)
<i>Break</i>	<i>Break</i>
Unit 2: Creating Environments for Growth in Others (cont'd)	Unit 3: Together (cont'd)
<i>Break</i>	<i>Break</i>
Unit 2: Creating Environments for Growth in Others (cont'd)	Exam
<i>Break</i>	<i>Break</i>
Unit 2: Creating Environments for Growth in Others (cont'd)	Evaluation

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 examination with a grade of "C" or better by correctly answering a minimum of 18 out of 25 questions.

The following course grading plan should be used to determine the assigned course grade for each student in the class.

Minimum Number of Questions Answered Correctly	Number of Incorrect Answers	Letter Grade to be Assigned to Student
23	0-2	A
20	3-5	B
18	6-7	C
17 or less	8 or more	F

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: Self (Day 1)

Objectives

Terminal Objective

The students will be able to:

- 1.1 Apply the concepts of professionalism to create a roadmap for professional success.

Enabling Objectives

The students will be able to:

- 1.1 Define emotional intelligence.
- 1.2 Define the two domains and five attributes of emotional intelligence.
- 1.3 Explain the application of mental models and visualization as these concepts relate to your role as a supervisor.
- 1.4 Describe the Six-Step Pause Model for improving emotional intelligence.
- 1.5 Describe the elements of professionalism.

Unit 2: Creating Environments for Growth in Others (Day 1)

Objectives

Terminal Objective

The students will be able to:

- 2.1 Explain how the concepts of managing conflict, empowerment, empathy, authorization and delegation can contribute to creating an environment for professional growth in others.

Enabling Objectives

The students will be able to:

- 2.1 Discuss the supervisor's role in managing conflict.
- 2.2 Identify their own hidden biases.
- 2.3 Differentiate between empowerment and authorization.
- 2.4 Identify the benefits and barriers to delegation.
- 2.5 Differentiate between empathy and sympathy.
- 2.6 Develop active listening skills by engaging in focused observation.

Unit 3: Together (Day 2)

Objectives

Terminal Objective

The students will be able to:

- 3.1 Apply the concepts and effects of failure, collaboration, synergy and team dysfunction to your creation of a personal plan of active engagement as a supervisor and leader in fire and Emergency Medical Services (EMS).

Enabling Objectives

The students will be able to:

- 3.1 Explain the value of failure.

- 3.2 Describe methodologies for building collaboration and synergy.
- 3.3 Describe the five dysfunctions of a team.

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.