



# National Fire Academy

**R0388 – Applications of Leadership in the Culture of Safety  
Version: 1st Edition, 3rd Printing, October 2020**

**Quarter:**

**ACE Credit: In the lower division baccalaureate/associate degree category, three semester hours in fire science, occupational safety, or risk management.**

**IACET Continuing Education Units: 4.3**

**Length of Course: 6 Days (43 hr., 10 min. contact hours, Sunday – Friday)**

**Prerequisite: Yes**

**Curriculum: Managing Officer, Responder Health and Safety**

**Training Specialist: George Morgan**

**Instructor:**

**Instructor email/phone:**

**Classroom: J-**

**Meeting Time: 8 AM – 5 PM**

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## Course Description (Catalog)

R0388 – “Applications of Leadership in the Culture of Safety.” 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.

- 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.

This course provides information using instructor facilitated discussion, practical activities, and an individual Safety Culture Improvement Plan project to convey instructional points.

### **Student Qualifications (Primary and Secondary Audience)**

You must meet the criteria for and be enrolled in the NFA's Managing Officer Program.

### **Course Scope (Goal)**

Facilitate the reduction in fire and Emergency Medical Services (EMS) responder, patient, and bystander injuries and deaths through leadership analysis and practices of risk reduction and process improvement.

### **Course Objectives (Course Learning Outcomes – TLOs)**

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

- Evaluate and critique the culture of safety in the fire and Emergency Medical Services (EMS) and the students' agencies.
- Assess the effects of human dynamics on leading and sustaining a culture of safety in fire and Emergency Medical Services (EMS) organizations.
- Discern and model the behaviors of an effective managing officer by creating and sustaining a culture of safety in fire and Emergency Medical Services (EMS).
- Formulate a risk management plan for an identified safety issue.
- Facilitate a change in the culture of safety.
- Develop a Safety Culture Improvement Plan to address one identified area of issue.

### **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](#). This classroom course is designed for the fire service officer from State and local fire service organizations. During this 6-day delivery, students will reside in dormitories provided on campus with classes conducted in classrooms designed for critical student/instructor interaction. 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 1: The Culture of Safety (cont'd)<br>Activity 1.4: Perform a Force Field Analysis  |
| <i>Break</i>  | <i>Break</i>  |
| Unit 1: The Culture of Safety<br>Activity 1.1: What's in a Day's Work?            | Unit 2: Human Dynamics<br>Activity 2.1: Personal Assessment Exercise:<br>In or Out<br>Activity 2.2: Managing Officer Critical Task<br>Failure |
| <i>Lunch Break</i>  | <i>Lunch Break</i>  |
| Unit 1: The Culture of Safety (cont'd)<br>Activity 1.2: Mindset                   | Unit 2: Human Dynamics (cont'd)<br>Activity 2.3: Cultural Differences<br>Activity 2.4: Dangerous Action/ Behavior                             |
| <i>Break</i>  | <i>Break</i>  |
| Unit 1: The Culture of Safety (cont'd)<br>Activity 1.3: Normalization of Deviance | Unit 2: Human Dynamics (cont'd)<br>Activity 2.5: Communications<br>Activity 2.6: Improving Your<br>Communications                             |

Day 1 Homework  
Assignment 1A: Personal Assessment of  
Communication Styles

Day 2 Homework  
Assignment 2: Perform a Force Field  
Analysis

Note: This schedule is subject to modification by the instructors and approved by the training specialist.

| <b>DAY 3</b>   | <b>DAY 4</b>   |
|--|--|
| Unit 3: Crossroads of Leadership and Safety<br>Activity 3.1: Delegation Analysis   | Unit 3: Crossroads of Leadership and Safety (cont'd)<br>Activity 3.5: Crew Resource Management and the Culture of Safety |
| <i>Break</i>   | <i>Break</i>   |
| Unit 3: Crossroads of Leadership and Safety (cont'd)   | Unit 3: Crossroads of Leadership and Safety (cont'd)<br>Activity 3.6: Counseling Role Play                               |
| <i>Lunch Break</i>   | <i>Lunch Break</i>   |
| Unit 3: Crossroads of Leadership and Safety (cont'd)<br>Activity 3.2: Ethical Safety Issues<br>Activity 3.3: Raleigh Ladder Truck Rollover | Unit 4: Risk Management<br>Activity 4.1: Discussion — Impacts, Risk Levels and Control Measures                          |
| <i>Break</i>   | <i>Break</i>   |
| Unit 3: Crossroads of Leadership and Safety (cont'd)<br>Activity 3.4: Use an Alternative Method to Solve a Disciplinary Issue              | Unit 4: Risk Management (cont'd)   |

Day 3 Homework

- A. Assignment 3: Crew Resource Management and the Culture of Safety
- B. Assignment 3A: Delegation Analysis

Day 4 Homework

- A. Assignment 4: Creating Your Plan — Impact and Risk
- B. Assignment 4A: Firefighter Cancer
- C. Assignment 4B: Responder Mental Health

| <b>DAY 5</b>  | <b>DAY 6</b>   |
|---|--|
| Unit 4: Risk Management (cont'd)<br>Activity 4.2: Support and Dissent   | Unit 5: Environment of Change<br>Activity 5.1: Recognizing the Five Dysfunctions of a Team |
| <i>Break</i>  | <i>Break</i>   |
| Unit 4: Risk Management (cont'd)<br>Activity 4.3: Discussion — Evaluation   | Unit 6: Safety Culture Improvement Plan<br>Activity 6.1: Safety Culture Improvement Plan   |
| <i>Lunch Break</i>  | <i>Lunch Break</i>   |
| Unit 4: Risk Management (cont'd)<br>Activity 4.4: Potential Cancer-Causing Actions<br>Activity 4.5: Cancer Prevention Actions | Activity 6.1: Safety Culture Improvement Plan (cont'd)                                     |
| <i>Break</i>  | <i>Break</i>   |
| Unit 4: Risk Management (cont'd)<br>Activity 4.6: Responder Mental Health   | Course Conclusion<br>Graduation  |

Day 5 Homework

- A. Assignment 5: Activity 6.1 Final Project — Safety Culture Improvement Plan
- B. Preparation for Activity 6.1 Presentation

## **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.

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>

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

IAFC, USFA & FEMA. (2015). *National safety culture change initiative*. Retrieved from [https://www.usfa.fema.gov/downloads/pdf/publications/fa\\_342.pdf](https://www.usfa.fema.gov/downloads/pdf/publications/fa_342.pdf)

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>

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 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

## **Course Outline**

### **Introduction**

#### **Objectives**

None.

### **Unit 1: The Culture of Safety**

#### **Objectives**

#### **Terminal Objective**

The students will be able to:

- 1.1 Evaluate and critique the culture of safety in the fire and Emergency Medical Services (EMS) and the students' agencies.

#### **Enabling Objectives**

The students will be able to:

- 1.1 Correlate risk behaviors associated with common causes of responder injuries and deaths.
- 1.2 Evaluate the aspects of fire and EMS culture that impact the culture of safety at the unit, organization and community level.
- 1.3 Survey the current state of fire and EMS culture of safety.
- 1.4 Analyze organizational behaviors and values associated with a culture of safety in high-risk organizations.

- 1.5 Compare and rank identified safety issues in fire and EMS, using analysis of organizational behaviors and values.
- 1.6 Develop a force field analysis of the safety environment in fire and EMS.

## **Unit 2: Human Dynamics**

### **Objectives**

#### **Terminal Objective**

The students will be able to:

- 2.1 Assess the effects of human dynamics on leading and sustaining a culture of safety in fire and Emergency Medical Services (EMS) organizations.

#### **Enabling Objectives**

The students will be able to:

- 2.1 Evaluate human dynamics as related to leadership and the culture of safety.
- 2.2 Assess the human traits associated with challenges that organizations face in creating and sustaining a culture of safety.
- 2.3 Assess the human traits that impact effective communication techniques.
- 2.4 Select/Critique communication techniques for effectiveness during given scenarios.

## **Unit 3: Crossroads of Leadership and Safety**

### **Objectives**

#### **Terminal Objective**

The students will be able to:

- 3.1 Discern and model the behaviors of an effective managing officer by creating and sustaining a culture of safety in fire and Emergency Medical Services (EMS).



## **Enabling Objectives**

The students will be able to:

- 3.1 Compare the roles of supervisors, managers and other personnel in creating and sustaining a culture of safety.
- 3.2 Recommend effective delegation techniques applicable to the improvement of an organizational culture of safety.
- 3.3 Assess opportunities for supervisors and managers to influence improved safety actions in fire and EMS organizational activities.
- 3.4 Role-play ethical decision-making and corrective communications during identified negative safety scenarios.
- 3.5 Analyze safety scenarios for the presence of ethical dilemmas.
- 3.6 Justify the implementation of process improvement to address a safety issue rather than use of a disciplinary process.
- 3.7 Integrate the concepts of crew resource management (CRM) into the culture of safety in fire and EMS activities.

## **Unit 4: Risk Management**

### **Objectives**

#### **Terminal Objective**

The students will be able to:

- 4.1 Formulate a risk management plan for an identified safety issue.

#### **Enabling Objectives**

The students will be able to:

- 4.1 Demonstrate the steps of the risk management process.
- 4.2 Survey policies, standards, rules and regulations that impact the culture of safety.
- 4.3 Evaluate the causes of a given line-of-duty death (LODD) or near miss to justify a risk management model as a preventive tool.

- 4.4 Anticipate organizational impediments to implementation of an active risk management plan for all risk.
- 4.5 Develop and write a plan for safety culture improvement applicable to the identified agency issue.
- 4.6 Weigh and justify evidence-based health and wellness programs improvement recommendations.
- 4.7 Assemble resources to provide preparedness, mitigation, response and recovery for responder mental health issues.

## **Unit 5: Environment of Change**

### **Objectives**

#### **Terminal Objective**

The students will be able to:

- 5.1 Facilitate a change in the culture of safety.

#### **Enabling Objectives**

The students will be able to:

- 5.1 Distinguish the role of the first line supervisor in affecting change in the agency's culture of safety.
- 5.2 Intervene in the five dysfunctions of a team to facilitate a collaborative team change.

## **Unit 6: Safety Culture Improvement Plan (Day 5)**

### **Objectives**

#### **Terminal Objective**

The students will be able to:

- 6.1 Develop a Safety Culture Improvement Plan to address one identified area of issue.

## **Enabling Objectives**

The students will be able to:

- 6.1 Prepare an evidence-based plan for implementation of a health/wellness/safety issue using the risk management process.

## **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 may not 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 due dates 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. Final assignment will not be accepted after the deadline. Any assignment submitted after the deadline will receive a “0” grade for that assignment.

## **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.

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.html](http://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 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.

## Grading Rubrics

### Homework Assignments Grading Rubric

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

## 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.<br><br>Provided generalities or simple re-statement of information to support their claim(s).<br><br>Commentary is minimally relevant or repetitive.<br><br>Some detailed conclusions are reached from the questions posed. | Very good insight.<br><br>Provided relevant and specific evidence to support their claim(s).<br><br>Commentary is thorough and effective.<br><br>Several detailed conclusions are reached from the questions posed. | Exceptional insight.<br><br>Provided more than relevant and specific evidence to support their claim(s).<br><br>Commentary is thorough, concise and effective.<br><br>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.<br><br>Assignment is completed without using given template and/or adhering to any formatting guidelines. | Assignment is presented within an eight to 10 minute time frame.<br><br>Assignment is completed using given template and adhering to some formatting guidelines.  | Assignment is presented within an eight to 10 minute time frame.<br><br>Assignment is completed using given template and adhering to most formatting guidelines.  | Assignment is presented within an eight to 10 minute time frame.<br><br>Assignment is completed using given template and adhering to all formatting guidelines.  |
|  |   |   |   | <b>Total Points</b>   |  |