

Advanced Principles of Fire Service Administration

HSEM F440

3 Credits

Prerequisites: HSEM 301 or permission of instructor

Location: TBD

Meeting Time: TBD

Instructor Information

Instructor: Douglas Schrage, MS

Office Hours: TBD

Office Location: TBD

Work Telephone: (907) 474-7681

E-mail: drschrage@alaska.edu

Textbook

Graner, Ron (2007). The Fire Chiefs Tool Box. Fire Engineering Books and Videos.

Jones, Clayton (Editor) (2006). Chief Fire Officer's Desk Reference. Jones and Bartlett Publishers.

Case studies, journal articles, and other publications as assigned.

Course Description

The class will build a strong base of knowledge for upper-division students not yet working in the emergency services as well as appeal to seasoned chief fire officers. Topics include community risk management, strategic planning, labor relations, leadership and visioning, managing change, politics, organizational culture, and data analysis. This course aligns with the United States Fire Administration (USFA) Fire and Emergency Services Higher Education curriculum.

Course Goals

This course is intended to provide the student with advanced knowledge of contemporary issues necessary for a current or aspiring fire chief to succeed in today's public safety environment.

Student Learning Outcomes

- Describe the role of the fire/emergency medical services department as a part of the community government and comprehensive plan.
- Explain the importance of a good working relationship with public officials and the community as a whole.
- Identify local, state, and national organizations that will be beneficial to your department.

- Assess ways to create a positive climate for change and introduce new ideas within the organization.
- Describe how an organization can respond to current or emerging events or trends.
- Explain the benefits of employee involvement in departmental decisions.
- Develop a clear understanding of the national assessment models and their respective approaches to certification.

Instructional Methods

This course is offered in a traditional classroom format involving face-to-face interaction between and among the students and the instructor. In addition, students may participate on-line in real time or via asynchronous (recorded) collaboration. Activities will include reading assignments, lectures, facilitated and open discussions, case studies, on-line discussion boards, and student presentations. Students are required to have ready access to a computer with Internet access.

Course Outline

Week 1	Getting started	Welcome letter & syllabus review Instructor introduction Practice Discussion Questions Introduction to Advanced Fire Administration Key Concepts
Week 2	Organizational structure and design Reading: Chief Officers Desk Ref Chap 1	Discussion Board: Respond to the question in blackboard. Comment on at least two other individual posts Quiz #1 Presentation: Student Introduction
Week 3	Organizational culture Reading: Chief Officers Desk Ref Chap 25 Article: Crawford, Brian, To Die For., Fire Chief May 2007 Video: Corporate Culture of Apple	Discussion Board: Respond to all three discussion board questions. Comment on at least two other individuals posts Quiz #2 Presentation: Provide a three slide narrative as to the organizational culture for where you work.

<p>Week 4</p>	<p>Organizational theory Video: Primer on Organizational Theory Development Reading: Basic Mgmt Models leadership/motivation (blackboard)</p>	<p>Discussion Board: Respond to both questions in the discussion board forum. Comment on at least two other posts.</p> <p>Quiz #3</p> <p>Presentation: After reviewing the Basic Management Models reading in blackboard, provide a three slide narrative as to on of the theories</p>
<p>Week 5</p>	<p>Management, supervision, and leadership <u>Article</u>: Why great leaders make bad managers (blackboard) <u>Article</u>: The real difference between leaders and managers</p>	<p>Discussion Board: Respond to the three questions posed within blackboard. Provide comment on at least 2 other posts.</p>
<p>Week 6</p>	<p>Management, supervision, and leadership continued <u>Reading</u>: Collins, Harvard Business Review, Level 5 Leadership</p>	<p>Quiz #4</p> <p>Presentation: After reading the Collins article, provide a 3 slide presentation as to one of the concepts developed in the article.</p>
<p>Week 7</p>	<p>Decision-making <u>Video</u>: Make the Right Choice <u>Article</u>: The Big Six Leadership Competencies, Best Practices Newsletter, 2010</p>	<p>Discussion Board: After viewing the video, respond to the two questions in blackboard. Provide comment to two other posts.</p>
<p>Week 8</p>	<p>Decision-making continued <u>Video</u>: Incremental Decision Making <u>Article</u>: The Art of Paradox., Fire Rescue April 2011</p>	<p>Quiz #5</p> <p>Presentation: Provide a three slide narrative as to a paradoxical decision that either you or another individual have made.</p>
<p>Week 9</p>	<p>Politics, persuasion, influence, and consensus-building <u>Reading</u>: Fire Chiefs Desk Reference</p>	<p>Discussion Board: Respond to both questions posed in blackboard after completing this weeks readings. Respond to two other posts.</p>

	<p>Chap 6 <u>Reading:</u> The Fire Chief's Toolbox Chap</p>	
Week 10	<p>Politics, persuasion, influence, and consensus-building continued <u>Article:</u> Power, Influence and Persuasion in Organizations (blackboard)</p>	<p>Quiz #6 Presentation: Provide a three slide narrative as to what you will do to increase your own political effectiveness.</p>
Week 11	<p>Change management <u>Article:</u> Challenging Conventional Fireground Wisdom., FireRescue 2012 <u>Article:</u> How Politics and Ethics can Affect Change Management., Fire Engineering June 2014</p>	<p>Discussion Board: Respond to both questions in blackboard Quiz #7 Presentation: Provide a three slide narrative describing a success or failure as to change management that took place in your organization.</p>
Week 12	<p>Public trust, conflict of interest, diversity, and respect <u>Article:</u> A Fire Chief Should Know Engines Don't Do Errands., ADN 10.24/09 Reading: Fire Service Reputation Management White Paper (blackboard) Reading: IAFC Code of Ethics (blackboard) <u>Reading:</u> Chief Fire Officer's Desk Reference Chap 11. Reading: The Fire Chiefs Toolbox Chap 17</p>	<p>Discussion Board: Respond to both questions in blackboard and provide comment to two other posts. Quiz #8 Presentation After completing readings, create a slide presentation with one to two quotes, ideas or principles.</p>
Week 13	<p>Personnel management and labor relations <u>Reading:</u> Chief Fire Officer's Desk Reference Chap 7 Reading: The Fire Chief's Toolbox Chap 10 <u>Article:</u> The Workplace; Which One is Guilty of a Double Assault., WSJ Nov 15, 2005 Article: Leading the Next Generation., FireRescue Jan, 2010</p>	<p>Discussion Board: Respond to two of the six questions assigned for the week. Respond to at least two other posts. Quiz #9 Presentation From WSJ article, describe situation involving passive aggressive behavior</p>

Week 14	Operational planning, standards of cover, and deployment analysis <u>Report:</u> Fewer Resources Mean Greater Risks for Firefighters (blackboard) <u>Reading:</u> The Fire Chiefs Toolbox Chap 12 Article: Deployment Staffing Model (blackboard)	Discussion Board: From the Fewer Resources report, respond to the two questions provided in blackboard. Respond to two other posts. Quiz #10 Presentation: Provide a one to three slide presentation on a concept from the readings.
Week 15 & 16	Presentation of final projects	

Course Policies

Students are expected to remain up to date with the scheduled lesson plans on a weekly basis. Students will be penalized for the late submission of class assignments or should they fall behind by more than two weeks (outside of emergency or mutually agreed upon circumstances). Each late assignment will be docked 10% for every day it is late. If you miss an exam, due to an excused absence, you will have one week to schedule a make-up during the instructor's office hours. Additionally, each student is expected to attend class and participate in the classroom debates. If you have more than 3 unexcused absences throughout the semester you will lose 10% of your final grade.

Students are expected to observe academic honesty. Dishonest practices including giving or receiving assistance in any manner or form during an examination, unauthorized possession of exam questions, and plagiarism (willfully presenting another person's writings, opinions or thoughts as one's own, without proper credit and documentation) will not be tolerated. Violations of the UAF Student Code of Conduct will be referred to the appropriate authority for possible disciplinary actions including removal of violator from this course.

Evaluation

10% Participation (100 points): Each student is expected to attend class and participate in the classroom debates. If you have more than 3 unexcused absences throughout the semester you will lose 10% of your final grade.

25% Discussion Board activities (250 points): Participation is important in this class. Student led discussions via discussion boards will be assigned and conducted on a weekly basis. There will also be small group activities used to supplement the discussions through the use of

group/individual research and analysis. Discussion boards will be graded according to the responses provided and the quality/thought of responses provided others.

15% Quizzes (150 points): Ten quizzes will be conducted during the course to assess the retention of the material covered on a weekly basis.

20% Presentations (200 points): Ten small presentations will take place during the course to determine the understanding and retention of a selected topic each week. The topics will be graded according to the quality of both the presentation itself (slides) and the accompanying narrative.

30% Final Project (300 points): Individuals (assigned in week 4) are to develop and deliver, through independent research, a final paper and and presentation. The paper, which will be developed in consultation with the instructor, needs to be between 8 and 10 pages in length with an accompanying presentation (between 10 to 15 minutes in length). This project will be due in week 14 to provide the necessary time for presentations. More information will be provided during week 4.

Please note the following breakdown in points:

Participation	100
Discussion Board Activities	250
Quizzes	150
Presentations	200
<u>Final Project</u>	<u>300</u>
Total	1000

A= 90-100% (900-1000 points)

B= 80-89% (800-899 points)

C= 70-79% (700-799 points)

D= 60-69% (600-699 points)

F= 59 % or less (599 points or less)

Support Services

Students are encouraged to utilize the UAF Writing Center in 801 Gruening (Phone # 474-5314) as needed to assist in the development and refinement of their written products. Students are also encouraged to use the UAF Speaking Center for coaching and practice. The Center is located in 507 Gruening. Call 474-5470 for Speaking Center hours and to schedule an appointment. Please contact me as required should you need to contact other subject matter support services relevant to the development of your leadership or class projects/topics.

Disabilities Services

Students with learning or other disabilities who may need classroom accommodations are encouraged to make an appointment with the Office of Disability Services (Phone # 474-5655).

Please inform me of your needs and if I need to meet with the Office of Disability Services to provide the appropriate accommodations to assist you in meeting the goals of the course.