



**FEMA**



# National Fire Academy

**F0520 – Executive Skills Series: Exercising Leadership Within Communities**

**Version: 1st Edition, 3rd Printing, July 2017**

**Quarter:**

**ACE Credit: In the upper-division baccalaureate degree category, 1 semester hour in public administration, leadership, or management.**

**IACET Continuing Education Units: 1.6**

**Length of Course: 2 Days (16 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)

F0520 – “Executive Skills Series: Exercising Leadership Within Communities.” The purpose of this course is to provide Fire Service authority figures with knowledge and skills, enabling them to exercise leadership when confronting adaptive challenges presented by increasingly diverse internal and external communities. The goal of the course is for participants to utilize the diversity of ideas, peoples and cultures as resources in exercising leadership to address adaptive challenges in their communities.

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

The target audience for all of the executive skills series courses consists of fire and emergency service personnel in positions of authority who have an opportunity to exercise leadership. At a minimum, the students must be assigned to a supervisory level position, such as Company Officer (CO).

## **Course Scope (Goal)**

The goal of this course is for the student to use diversity of ideas, people and cultures as resources in exercising leadership to address adaptive challenges in their communities.

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

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

- Identify the core processes and dimensions that characterize the adaptive leadership model.
- Assess how diversity and culture shape communities.
- Assess how locus of control impacts leadership within the community.
- Apply information, perspectives and tools that enable exercising leadership in work relations and stakeholder communities.
- Identify solutions for addressing challenges in a diverse community and methods for measuring the solution's effectiveness.

## **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 4: Closing The Gap in Diverse Communities Activity 4.1: Stakeholder Assessment
<i>Break</i>	<i>Break</i>
Unit 1: The Adaptive Leadership Model Activity 1.1: All Problems Are Not Alike	Unit 4: Closing The Gap in Diverse Communities (cont'd) Activity 4.2: Stakeholder Strategies
<i>Break</i>	<i>Break</i>
Unit 1: The Adaptive Leadership Model (cont'd) Activity 1.2: Adaptive Challenge Scenarios Unit 2: Identifying Diverse Communities Activity 2.1: Defining Diversity Activity 2.2: Experiencing Diversity	Unit 5: Implementing Solutions and Measuring Success
<i>Lunch</i>	<i>Lunch</i>
Unit 2: Identifying Diverse Communities (cont'd)	Unit 5: Implementing Solutions and Measuring Success (cont'd)
<i>Break</i>	<i>Break</i>
Activity 2.3: What is Culture? Activity 2.4: Identifying Adaptive Challenges in Your Community Unit 3: Identifying Your Ability to Influence Your Community Activity 3.1: Self-Assessment Activity	Unit 5: Implementing Solutions and Measuring Success (cont'd) Activity 5.1: Measuring Success Evaluations

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

Heifetz, R. A., Grashow, A., & Linsky, M. (2009). *The practice of adaptive leadership: Tools and tactics for changing your organization and the world*. Harvard Business School Press.

### Suggested Reading/Resources

Heifetz, R. A., & Linsky, M. (2002) *Leadership on the line: Staying alive through the dangers of leading*. Harvard Business School Press.

### 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 remediation<sup>1</sup> 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 Objectives**

The students will be able to:

- 1.1 Identify the core processes and dimensions that characterize the adaptive leadership model.

#### **Enabling Objectives**

The students will be able to:

- 1.1 Identify the characteristics of an adaptive challenge.
- 1.2 Define disequilibrium and its role in accomplishing change.
- 1.3 Distinguish between adaptive and technical challenges.
- 1.4 Identify the distinction between acting in an authority role and exercising leadership.
- 1.5 Identify the dimensions of the adaptive leadership model.

## **Unit 2: Identifying Diverse Communities (Day 1)**

### **Objectives**

#### **Terminal Objective**

The students will be able to:

- 2.1 Assess how diversity and culture shape communities.

#### **Enabling Objectives**

The students will be able to:

- 2.1 Define diversity.
- 2.2 Define culture.

- 2.3 Identify the building blocks of culture.
- 2.4 Identify internal culture.

### **Unit 3: Analyzing Your Community and Your Role (Day 1)**

#### **Objectives**

##### **Terminal Objective**

The students will be able to:

- 3.1 Assess how locus of control impacts leadership within the community.

##### **Enabling Objectives**

The students will be able to:

- 3.1 Distinguish between internal and external locus of control.
- 3.2 Assess their locus of control using the locus of control scale.
- 3.3 Distinguish between activism and fatalism.

### **Unit 4: Closing the Gap in Diverse Communities (Day 2)**

#### **Objectives**

##### **Terminal Objective**

The students will be able to:

- 4.1 Apply information, perspectives and tools that enable exercising leadership in work relations and stakeholder communities.

##### **Enabling Objectives**

The students will be able to:

- 4.1 Define the types of stakeholders in a challenging issue and their motivations.
- 4.2 Identify strategic approaches to closing the gap in diverse communities.

## **Unit 5: Implementing Solutions and Exercising Leadership (Day 3)**

### **Objectives**

#### **Terminal Objective**

The students will be able to:

- 5.1 Identify solutions for addressing challenges in a diverse community and methods for measuring the solution's effectiveness.

#### **Enabling Objectives**

The students will be able to:

- 5.1 Identify signs of disequilibrium and ways to manage it.
- 5.2 Identify strategies for dealing with disequilibrium and opposition.
- 5.3 Identify methods for measuring the success of their solutions.

### **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](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.