Plan of Instruction for the Chief Officers Training Curriculum

Final
February 2006

UNITED STATES FIRE ADMINISTRATION
Emmitsburg, Maryland

Final Version
February 2006
COTC-POI

Chief Officer Training Curriculum--
Plan of Instruction

Plan of Instruction for the Chief Officers Training Curriculum

Final
February 2006

UNITED STATES FIRE ADMINISTRATION
Emmitsburg, Maryland

Leadership

Plan of Instruction
for the
Leadership Course
of the
Chief Officers Training
Curriculum

February 2003

UNITED STATES FIRE ADMINISTRATION
Emmitsburg, Maryland

Plan of Instruction

CONTENTS

Plan of Instruction

Rationale

Based on the recommendations of the *Report of Curriculum Advisory Committee*, 3 April 2000, this Leadership course, one of four courses within the Chief Officer Training Curriculum (COTC): Human Resource Development, Operations, and Community Risk Reduction, was developed to fill professional development void that exists among the fire service.

Course Goal

The goal of the leadership class is to provide an educational experience that helps students recognize what effective leadership is, understand the differences between leadership styles, and develop the skills required to select the most appropriate style for them and the situation.

Course Objective

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

- Define, and associate the concepts, theories, and history of leadership to individual and organizational leadership issues;
- Construct a personal leadership development plan;
- Demonstrate applied leadership practices;
- Identify the three phases of leading change and develop an organizational change plan of action based on the three phases;
- Analyze a contemporary organizational or personal leadership issue and formulate a plan to effectively address the issue.
- Demonstrate an ability to communicate effectively using a variety of communication formats.

Target Audience

This training program is intended for a third level of management in a typical emergency services organization. Persons attending this training newly-promoted chief officers and battalion chiefs can be described functionally as those who have recently moved from being in charge of several responding sessions within a station to being responsible for commanding a variety of sessions from multiple stations. In their new role, they would be responsible for strategic decision-making at the incident level, leaving the tactical decision-making to lower-level officers they now lead. In career departments, this NPCO may often be at the Battalion Chief level. In a volunteer, or combination volunteer and career department, the NPCO would not typically be referred to as a Battalion Chief, but may have another rank such as Captain or Lieutenant.

Activities

Most of the activities in this course are configured for small groups (three to six persons) and then merge into large group activities and class discussions. It is recommended that the instructor assign groups. It is also recommended that groups be as diverse as possible with representation from multiple agencies and specialties within each of the small groups, unless specified in the activity directions.

In most sections of the course, the instructional plan keeps lecturing to a minimum to engage the students as much as possible in discovering the information. A suggestion to lecture is in most cases really a recommendation to conduct a class discussion leading the students to discover the ideas rather than be told what they are.

To best ensure that the duties of recorder, presenter, group leader, observer, and evaluator are provided to each student, the instructor will require that no one student take on a particular role more than once until each member of a group has had the opportunity to take on the role.

Course Materials

Required Text

Heifetz, R. A. & Linsky, M. *Leadership on the Line: Staying Alive Through the Dangers of Leadership.* Boston: Harvard Business School Press, 2002.

The students will be required to obtain, and read, a copy of *Leadership on the Line: Staying alive through the dangers of leadership* before attending any module of the Leadership course. The text will provide the students with a solid foundation of the leadership concepts discussed in this course.

Instructor Guide

The Instructor Guide (IG) lays out the course by module. The IG is formatted in two columns. The column on the left includes thumbnails of the slides that should currently be displayed on the screen when applicable.

Plan of Instruction

The times noted at the beginning of each section are for reference purposes only. They allow the instructor to get a feeling for the amount of material presented, the amount remaining, and act as an aid to managing the remainder of the course.

The right-hand column provides information the instructor should present. Special notes to the instructor are highlighted in grayed-out boxes. Other material will simply provide the instructor with additional information and background data that may be presented or used to answer student questions at the instructor's option.

The appendices, when applicable, found in the IG are the same as found in the Student Manual (SM) and provide a ready reference for governmental regulations, plans, material safety data sheets, and annexes to plans.

Student Manual

The student manual includes a detailed narrative summary of all materials covered in the module and is designed to be used as post-course review material. Student activity worksheets are found in the corresponding modules. These worksheets will guide the students through various activities designed to allow them to apply the materials presented in the module.

Visuals

The visuals are PowerPoint™ slides containing the module's information for presentation. The information on the slides is general notes. The instructor should flesh out the information on the slides and not read the slides word for word. The detailed information for the slides comes from the IG. The instructor should address each slide but not dwell long on each.

Evaluation

A standard assessment instrument administered at the end of the course will measure level two evaluation. The instrument will solicit feedback from students about each major course section. In addition, instructors will be encouraged to listen to suggestions from the students as the course proceeds.

A second type of level two evaluation will be measured by:

- Performance of the students during the end-of-module final examination and,
- Completion of the in-class and homework activities.

Communicating effectively is an essential leadership skill and is to be critiqued throughout the course's activities and presentations. Therefore, the student's ability to listen effectively and accurately record the group's minutes, prepare presentation materials and reports, and facilitate and deliver presentations will be a secondary objective of the activities and will be assessed by self-evaluation, peer-evaluation, and facilitator-evaluations.

Recommended Order of Delivery

Although not critical, it is recommended that the Chief Officers Training Curriculum (COTC) Leadership course be taught in sequential order, Module 1 through 8. The rationale of the recommendation is that students may better develop skills taught in subsequent modules if they achieve the objectives in a previous module.

Plan of Instruction

Summary of Major Subject Areas

Module	Topic	Time (hours)	Percent of Total Instruction
Module 1	Concepts, Theories, and History of Leadership	4 Hours	12.5
Module 2	Application of Leadership	4 Hours	12.5
Module 3	Core Values	4 Hours	12.5
Module 4	Group Dynamics and its Affect on Problem Solving	4 Hours	12.5
Module 5	Concepts in Ethical Leadership	4 Hours	12.5
Module 6	Leadership Development and Practice	4 Hours	12.5
Module 7	Leading Transition	4 Hours	12.5
Module 8	Contemporary Leadership Issues	4 Hours	12.5
	Total*	32	100%

Plan of Instruction

Summary of Content by Teaching Method, in Minutes

Topic	Lecture/ Group Discussion	Individual Activity	Small-group Activity	Activity Presentations	Total
Module 1	30	15	155	40	240
Module 2	110	60	70		240
Module 3	95	100	30	15	240
Module 4	130		95	15	240
Module 5	165		60	15	240
Module 6	20	120	85	15	240
Module 7	55		125	60	240
Module 8	5		120	115	240
Total*	610	295	740	275	1920
Percent of Total	32%	15%	39%	14%	100%

*Because hours are rounded, percentages may not add up to 100%.

Plan of Instruction

Summary of Class Requirements and Equipment

Topic	Project or	Screen	Easel and Markers	Other
Module 1: Concepts, Theories, and History of Leadership	X	X	X	• Large Post-it® note pads and markers for each student
Module 2: Application of Leadership	X	X	X	• Newspaper (approximately 12 inch stack per small group (3 to 4 groups) • One roll of masking tape per group • One ruler or tape measure for each group • One "Leader card" for each student
Module 3: Core Values	X	X	X	• Two or three sheets of 8 ½ x 11-inch paper per participant • Various colored paper if it is available • One set of Value cards per student • Several blank Value cards per student
Module 4: Group Dynamics and its Affect on Problem Solving	X	X	X	• Two empty coffee cans • Enough popcorn to half fill one coffee can • 8 lengths of rope, each approximately 7½ feet long (3/8 inch diameter rope is best). • One 50-foot section of any diameter rope. • One 26 or 27 inch rubber bicycle tube • Masking tape • Measuring tape

Plan of Instruction

				• Three tennis balls per group (3 groups)
Module 5: Concepts in Ethical Leadership	X	X	X	• One set of Scenarios per student
Module 6: Leadership Development and Practice	X	X	X	• A list of Knowledge, Skills and Abilities (SKAs) per student
Module 7: Leading Transition	X	X	X	• One small jigsaw puzzles (70 to 80 pieces) per group • One pair of large size gardening gloves per group • Job name tags for each group: Chief, CO, Engineers, Fire fighter, and Observer (per group)
Module 8: Contemporary Leadership Issues			X	

Plan of Instruction

MODULE 1:

CONCEPTS, THEORIES, AND HISTORY OF LEADERSHIP

TIME: 4 Hours

Purpose

The purpose of Module 1 is to provide the participant with an overview of the concepts, theories, and history of leadership.

Terminal Objective

After completing Module 1, the students will be able to lay the foundation for developing a personal philosophy of leadership and a personal development plan.

Enabling Objectives

The student will:

- Evaluate personal responsibility and accountability when exercising leadership;
- Determine the value of a personal action plan for leadership development;
- Classify the differences between role and self as presented by Heifetz and Linsky;
- Distinguish how fire department culture influences organizational effectiveness, readiness, and leadership styles.
- Identify the concepts that impact and influence effective leadership in a contemporary fire department; and
- Formulate the characteristics, qualities, values, knowledge, skills, and abilities of a leader.

Plan of Instruction

Scope

This module provides the student with an insight into leadership theories and concepts from historical and contemporary perspectives. This module provides a foundational definition of leadership with activities and dialogue that build an understanding about leadership, which is needed to frame how issues and problems are effectively addressed through leadership.

Methodology

Objectives and Overview **10 Min.**

The instructor introduces the session, and presents an overview of the module's purpose, method, and objectives.

What is a Leader? **60 Min.**

Through small and large group activities, this session introduces the student to the critical thinking questions surrounding what is leadership. Is it an art or science? Who is a leader? Who is not a leader? A small and large group dialogue activity provides opportunities for the students to explore the issues.

Activity 1.1: Top Ten Leaders in History?

Purpose: The students are to develop their own philosophy of leadership. The students will facilitate presentations and discussions by commenting, comparing, contrasting, and asking questions.

Materials Needed for Activity 1.1:

- A easel pad and marker for each group
- Activity worksheet "What is a Leader?"

Plan of Instruction

What Qualities and Values Does a Leader Have? 60 Min.

This session provides the student with an opportunity to explore the qualities and values of effective leaders. Through small and large group dialogue processes, students develop a list of values and qualities that are essential to effective leadership.

Activity 1.2: What Qualities and Values Does a Leader Have?

Continuing the journey in developing a personal leadership philosophy by identifying leaders in history and qualities leaders must possess to be leaders. After a brief brainstorming session, the students will then post their lists and embark on a qualities consolidation and approval activity. After discussing their approved list of qualities, the students will work through a second brainstorming session to develop a values list.

The IG will include detailed information, from the research, of the most important Qualities and Values leaders possess.

This list of Qualities and Values will be used in future activities.

History and Theories of Leadership Development 20 Min.

Within this session, through lecture and class dialogue, students gain an understanding of the history of leadership development and an insight into the various historical and contemporary theories and practices of leadership.

Materials Needed for Activity 1.2:

- Large Post-it®Note pads and a marker for each student
- Large whiteboard or surface to post the Post-it® notes
- Qualities and Values activity worksheet

"Leader" Job Description 90 Min.

In this session, through small and large group activities, students use the previous two activities to begin to identify the specific Knowledge, Skills, and Abilities (KSAs) necessary to be an effective leader. Using small and large group dialogue processes, students compose a list of Knowledge, Skills, and Abilities that can be used to model a leader job description.

Plan of Instruction

Activity 1.3: Leader Job Description:
Identify Knowledge, Skills, and Abilities that a Leader Needs

After a 20-minute brainstorming session, the students, as a group, will build a list of Knowledge, Skills, and Abilities that will be used to compose a Leader's Job Description.

Materials Needed for Activity 1.3:

- Three easel pads and markers
- Knowledge, Skills, and Abilities activity worksheet

Summary **5 Min.**

The students will be able to explain and relate the concepts, theories, and history of leadership to individual and organizational leadership issues.

References

Required Text:

Heifetz, R. A. and Linsky, M. *Leadership on the Line: Staying Alive Through the Dangers of Leadership.* Boston: Harvard Business School, 2002.

Additional References:

California Community College Chancellor's Office. California Public Safety Leadership and Ethics Program. Sacramento: California Community College Chancellor's Office, 2002.

Daff, R. L. Leadership: Theories and Practices. Fort Worth: The Dryden Press: Harcourt Brace College Publishers, 1999.

Plan of Instruction

MODULE 2:

APPLICATION OF LEADERSHIP

TIME: 4 Hours

Purpose

The purpose of Module 2 is to provide the participant with an overview of the application of leadership.

Terminal Objective

After completing Module 2, the students will be able to compose a personal leadership philosophy that is based on their leadership styles and their organizational cultures.

Enabling Objectives

The student will:

- Evaluate personal responsibility and accountability when exercising leadership;
- Recognize the value a personal action plan for leadership development;
- Describe the ability of the leader and follower to influence and impact the organization in both positive and negative ways;
- Recognize the principles of effective leadership and "followership" in organizations;
- Distinguish how fire department culture influences organizational effectiveness, readiness, and leadership styles; and
- Recognize the concepts that impact and influence effective leadership in a contemporary fire department.

Plan of Instruction

Scope

This module provides the student with a personal insight into their leadership theories and concepts. This module, with activities, and dialogue, provides an opportunity for the student to develop a personal development plan that will be a foundation for implementing these leadership theories and concepts.

Methodology

Objectives and Overview **10 Min.**

The instructor introduces the session and presents an overview of the module's purpose, method, and objectives.

Leadership Styles and Roles **10 Min.**

Through shared analysis of reading assignments from the textbook *Leadership on the Line* and lecture points, this session provides students the opportunity to critically assess the roles, tasks, and responsibilities of leadership in concert with their personal leadership beliefs, needs, and desires.

Activity 2.1: Leadership Styles and Influence **30 Min.**

The class, first as a small group, then as a large group, will explore the effect of style on the ability of the leader to influence an organization. The students will identify the most prevalent in each member's organization, and what the effect of this style is on the organization. Each group will report its findings.

As a large group the class will discuss:

- How effective a leader's style is in influencing the organizational climate;
- The effects the community political style has on the leader and organization;
- The effect of organizational climate on a leader's ability to influence the vision of an organization; and
- The minimum attributes and conditions a fire service leader needs to have a positive influence on the organizational climate.

Plan of Instruction

Materials for Activity 2.1:

- Leadership Styles and Influence activity worksheet

***Leadership on the Line*: Anchor Yourself** **20 Min.**

This section's lecture, based on *Leadership on the Line,* Chapter 9, introduces the class to the concept that leaders must be aware of themselves, as well as the roles they play.

Leadership and the Organizational Culture **20 Min.**

In this session, through lecture and discussion, students examine the concepts of leadership influence and the effect of organizational culture on leadership practices. Lecture and shared analysis of reading assignments from the textbook, *Leadership on the Line*, will be used to take an analytical look at the issues.

Activity for 2.2: Building an Organizational Tower **40 Min.**

This small group activity provides the participants with an experiential opportunity to explore and observe the effects of individual and group behavior and culture within an organization.

Materials Needed for Activity 2.2:

- Newspaper (approximately 12-inch stack per small group)
- One roll of masking tape per group
- One ruler or tape measure for each group
- Building an Organizational Tower activity worksheets

Principles of Effective Leadership **25 Min.**

Through lecture and group dialogue, students will explore the concept of principled-based leadership. The concepts of Stephen J. Covey (Principled Centered Leadership) and Michael Josepheson (Pillars of Character) will be used to focus the presentation.

Developing Self: Leadership Responsibility and Accountability **30 Min.**

Through lecture and dialogue, this session allows students to explore the concepts of leadership responsibility and self-accountability. This module helps students understand that leadership comes from the heart. There are no leaders unless there are followers. Followers grant the title of “Leader” to the individual, and this is a privilege.

Activity for 2.3: Personal Leadership Plan: Personal Philosophy of Leadership **50 Min.**

In this session, through the following activity, students are introduced the process of leadership development and the personal leadership development plan used for this course. The purpose of this activity is to show that the essence of gaining insight into leadership is to first explore what the students see as being their own thoughts on leadership. This activity provides an opportunity for them to reflect on the dialog and lessons on leadership to date and to construct their own written leadership philosophies.

Materials Needed for Activity 2.3:

- Personal Leadership Plan activity worksheet

Summary

The student will develop an overview of the application of leadership and be able to explain and relate the concepts, theories, and history of leadership to individual and organizational leadership issues.

References

Required Text:

Heifetz, R. A. & Linsky, M. *Leadership on the Line: Staying Alive Through the Dangers of Leadership.* Boston: Harvard Business School Press, 2002.

Additional References:

Bay, T. Look Within or Do Without. Franklin Lakes: Career, 2000.

California Community College Chancellor's Office. California Public Safety Leadership and Ethics Program. Sacramento: California Community College Chancellor's Office, 2002.

Covey, S. R. Principle – Centered Leadership. New York: Summit, 1991.

Daft, R. L. Leadership: Theories and Practices. New York: Harcourt Brace, 1999.

Greenleaf, R. K. Servant Leadership: A Journey into the Nature of Legitimate Power and Greatness. Mahwah: Paulist, 1997.

Josepheson, Michael. "The Six Pillars of Character." Making Ethical Decisions. Josepheson's Institute of Ethics. 23 Aug. 2002 <http://www.josephsoninstitute.org/MED/MED-6pillars.htm>.

Kouzes, J. M., and B.Z. Posner. Credibility: How Leaders Gain and Lose It, Why People Demand It. San Francisco: Jossey-Bass, 1993.

Plan of Instruction

MODULE 3:

CORE VALUES

TIME: 4 Hours

Purpose

The purpose of Module 3 is to provide the student with an understanding of core values, personal and organizational, and the effect values have on the leadership development process. Module 3 will also help the students develop an understanding that barriers to communications facilitate ambiguity of these organizational values.

Terminal Objective

After completing Module 3, the students will be able to articulate the need for congruity between personal values and organizational values and the organization's explicit and implicit values.

Enabling Objectives

The student will:

- Identify personal core values and characteristic as they influence individual decisions and behaviors;
- Use personal core values to contribute to the development of a personal leadership philosophy;
- Identify barriers to effective communication and team building and methods to break down those barriers;
- Examine the leader's role in shaping and reinforcing organizational values; and
- Evaluate leadership responsibility as it relates to values within the fire service.

Scope

Module 3 provides the student with the opportunity to explore personal leadership development needs and to apply concepts of applied leadership practices particularly in the areas of value-based leadership.

Plan of Instruction

Methodology

Objectives and Overview **5 Min.**

The instructor introduces the session and presents an overview of the module's purpose, method, and objectives.

Leadership Communication **35 Min.**

In this session, through lecture and dialogue, the students will gain an understanding of the barriers to communication and methods to break down these barriers.

Activity for 3.1: Paper Snowflake **20 Min.**

This individual activity illustrates how individuals working within the same organization will perceive the organization's vision and values in many different ways and how these differing perceptions can add to the challenge of visionary leaders.

Materials Needed for Activity 3.1:

- Two or three sheets of 8 ½ x 11-inch paper per participant
- Various colored paper if it is available

Assessing Core Values **20 Min.**

In this session, through lecture and discussion, students will assess their personal core values through a values-sort activity. Lecture and dialogue will explore the student's analysis of the balance or disconnect between personal and organizational values and the implications on leadership.

Activity 3.2: Personal Values Assessment **40 Min**

This individual activity provides the students with an opportunity to assess what is truly important to them and then prioritizes those items to achieve clear focus of their core beliefs.

Materials Needed for Activity 3.2:

- One set of Value cards per student
- Several blank Value cards per student
- Values Assessment worksheet

Plan of Instruction

Assessing Organizational Values **20 Min.**

In this session, through lecture and discussion, students will assess their organizational values and reflect on how their core values are congruent or incongruent with their personal values.

Activity 3.3: Assessing Organizational Values **40 Min.**

Through individual and group activities, the students reflect on their organizations' core beliefs and actions as they relate to understanding their organizations' values and priorities.

Materials Needed for Activity 3.3:

- One set of Value cards per student
- Several blank Value cards per student
- Values Assessment worksheet

Shaping and Reinforcing Organizational Values **15 Min.**

Within this session, through lecture and dialogue, students will gain an understanding of leadership influence and its effect on shaping new organizational values and sustaining existing values. Small, and large-group activity will allow students to explore the external influences that affect an organization's value.

Activity 3.4: The Influences of Values On Organizational Culture **45 Min.**

This group activity provides opportunity to dialog on the effects of implicit and explicit values on the overall organizational culture. The student will be asked to discuss the following questions:

- What are the top explicit values of each member's organization?
- What are the top implicit values of each member's organization, and are they balanced with the organization's explicit values?
- What has been the effect of these two sets of values on the overall organizational culture?
- What is the overall industry culture, and are the explicit and implicit values in balance?

Plan of Instruction

Materials Needed for Activity 3.4:

- The Influences of Values on Organizational Culture worksheet

Summary **5 min.**

The student will gain an understanding of core values, personal and organizational, and the effect values have on the leadership development process. In addition, the student should develop an understanding that barriers to communications facilitate ambiguity of these organizational values. By participating in group activities, the students will be able to articulate the need for congruity between personal values and organizational values, and the organization's explicit and implicit values.

References

Required Text:

Heifetz, R. A. and Linsky, M. *Leadership on the Line: Staying Alive Through the Dangers of Leadership.* Boston: Harvard Business School, 2002.

Additional References:

Argyris, C. Overcoming Organizational Defenses. Englewood Cliffs: Prentice-Hall, 1990.

Blanchard, K. M., et. al. Management of Organizational Behavior: Utilizing Human Resources . 7th ed. Upper Saddle River: Prentice Hall, 1996.

California Community College Chancellor's Office. California Public Safety Leadership and Ethics Program Sacramento: California Community College Chancellor's Office, 2002.

Daft, R. L. Leadership: Theories and Practices. New York: Harcourt Brace, 1999.

Plan of Instruction

MODULE 4:

GROUP DYNAMICS AND ITS EFFECT ON PROBLEM SOLVING

TIME: 4 Hours

Purpose

The purpose of Module 4 is to provide the student with working knowledge of the effects that communications, creativity, relationships, and group dynamics has on problem solving and decision-making.

Terminal Objective

After completing Module 4, the student will be able to:

- The students will experience the effects of disequilibria on group dynamics; and
- Use creativity in the problem solving and discussion making process.

Enabling Objectives

The student will:

- Identify barriers to effective communication and team building and methods to break down those barriers;
- Recognize benefits of effective empowerment and delegation;
- Identify the fears and the common mistakes made by leaders when delegating and empowering;
- Differentiate between the skills of advocacy and inquiry;
- Apply leadership theories and concepts to problem solving and decision-making; and
- Recognize the elements upon which effective leadership is built, that is trust, relationships, and communication.

Scope

Module 4 provides the student with the opportunity to explore personal leadership development needs and to apply concepts of applied leadership practices particularly in the areas of empowerment, creativity, and team development.

Plan of Instruction

Methodology

Objectives and Overview **5 Min.**

The instructor introduces the session and presents an overview of the module's purpose, method, and objectives.

Empowerment and Delegation **55 Min.**

Within this session, students will participate in activities, lecture, and shared analysis of reading assignments from the text, *Leadership on the Line,* to explore the leadership aspects of empowering others and effective delegation.

Activity 4.1: Field Training for Recruits **30 Min.**

This group activity will give the students an opportunity to experience the leadership challenges related to deciding whether to use delegation or empowerment to solve the issues raised in the scenario.

Materials Needed for Activity 4.1:

- Field Training for Results worksheet

Creative Problem Solving **30 Min.**

In this session, using individual and small-group activities, the students will discuss creative problem solving at both the individual and organizational level.

Activity 4.2: Creative Problem Solving for Leaders: Toxic Waste Dump **60 Min.**

A small-group activity is used to explore the effects of mental models, personal mastery, and systems thinking on organizational learning and success.

Materials Needed for Activity 4.2 (per group):

- Toxic Waste Dump activity worksheet
- Two empty coffee cans of equal size
- Enough popcorn to fill half of one coffee can
- 8 lengths of rope, each approximately 7½ feet long (3/8 inch diameter rope is best)

Plan of Instruction

- One 50-foot section of any diameter rope
- One 26 or 27 inch rubber bicycle tube
- Masking tape
- Measuring tape

Elements for Building Relationships **40 Min.**

Within this session, through lecture and discussion, students will address the leadership factors of trust, responsibility, accountability, modeling, communication, and the leader-follower relationship.

Activity 4.3: Relationship Activity: Ball-Toss **20 Min.**

The small groups will be able to experience how quickly relationships are built and how a change influences these relationships, as well as how quickly new relationships can be built.

Materials Needed for Activity 4.3 (per group):

- Three tennis balls

Summary **5 Min.**

The student will gain knowledge of the effects that communications, creativity, relationships, and group dynamics has on problem solving and decision-making. The activities are designed to help the students prepare a personal leadership development plan and demonstrate applied leadership practices in a changing environment.

References

Required Text:

Heifetz, R. A., and Linsky. *Leadership on the Line: Staying Alive Through the Dangers of Leadership.* Boston: Harvard Business School Press, 2002.

Additional References:

Argyris, C. Overcoming Organizational Defenses. Englewood Cliffs: Prentice-Hall, 1990.

Bay, T. Look Within or Do Without. Franklin Lakes: Career, 2000.

Blanchard, K. M., et. al. Management of Organizational Behavior: Utilizing Human Resources 7th ed. Upper Saddle River: Prentice Hall, 1996.

California Community College Chancellor's Office. California Public Safety Leadership and Ethics Program. Sacramento: California Community College Chancellor's Office, 2002.

Daft, R. L. Leadership: Theories and Practices. New York: Harcourt Brace, 1999.

Greenleaf, R. K. Servant Leadership: A Journey into the Nature of Legitimate Power and Greatness. Mahwah: Paulist, 1997.

Kouzes, J. M., and B.Z. Posner. Credibility: How Leaders Gain and Lose it, Why People Demand It. San Francisco: Jossey-Bass, 1993.

---. The Leadership Challenge: How to Get Extraordinary Things Done in Organizations. San Francisco: Jossey-Bass, 1987.

Plan of Instruction

MODULE 5:
CONCEPTS IN ETHICAL LEADERSHIP

TIME: 4 Hours

Purpose

The purpose of Module 5 is to provide the student with an understanding of how ethics affect the process of leadership development.

Terminal Objective

After completing Module 5, the students will be able to evaluate how a leader's ethics impact the organization.

Enabling Objectives

The student will:

- Analyze how individual ethical behavior impacts decision-making and leadership in organizational and life settings;
- Recognize the risks and rewards of ethical/principled decision-making;
- Identify ethical dilemmas and utilize appropriate models for making effective ethical decisions; and.
- Evaluate leadership responsibility as it relates to ethics and values within the fire department.

Scope

Module 5 provides the student with the opportunity to explore personal leadership development needs and to apply concepts of ethical leadership. In these sessions, using lecture and dialogue, students will gain an understanding of the basic concepts of ethical leadership. Utilizing lecture and case studies, students will participate in analysis and application of the various models of ethical decision-making. Small and large group dialogue will guide students through the critical thinking process associated with ethical leadership.

Plan of Instruction

Methodology

Objectives and Overview **5 Min.**

The instructor introduces the session and presents an overview of the module's purpose, method, and objectives.

Concepts in Ethical leadership **60 Min.**

Through lecture and discussion, the concepts of ethical leadership are addressed by looking at the basic of ethics, why ethics are important, and how personal values have a profound impact on ethics.

Josephson's "Six Pillars of Character" as core ethical values is discussed. In addition, the advantages of being ethical and disadvantages of being unethical are addressed.

Views on Ethical Leadership **60 Min**

Ethics as viewed by Peter Drucker, Frances Hesselbein, John Hardner, The International Association of Fire Chiefs, and The International City Managers Association are presented and discussed.

Recognizing Ethical Dilemmas **15 Min.**

Through lecture and discussion, the class will investigate the student's role in ethical leadership, analyze the language people use to rationalize unethical behavior, and catalog this behavior.

Levels of Moral Development **30 Min.**

Through lecture and discussion, the instructor will present the stages of moral and ethical conduct:

- Obedience,
- Self interest,
- Conformity,
- Law and Order,
- Principle centered ethics, and
- Global ethics.

Plan of Instruction

Activity 5.1: Ethical Choices **75 Min.**

This group activity allows the student to apply concepts discussed in this section to various ethical situations likely to exist in the fire service.

Materials Needed for Activity 5.1:

- One set of Scenarios
- Scenarios activity worksheet

Summary **5 Min**

The student will gain an understanding of, and evaluate how, ethics affect the process of leadership development, and how to apply the leadership development process in practice.

References

Required Text:

Heifetz, R. A. and Linsky, M. *Leadership on the Line: Staying Alive Through the Dangers of Leadership.* Boston: Harvard Business School, 2002.

Additional References:

Argyris, C. Overcoming Organizational Defenses. Englewood Cliffs: Prentice-Hall, 1990.

Bay, T. Look Within or Do Without. Franklin Lakes: Career, 2000.

Blanchard, K. M., et. al. Management of Organizational Behavior: Utilizing Human Resources 7th ed. Upper Saddle River: Prentice Hall, 1996.

California Community College Chancellor's Office. California Public Safety Leadership and Ethics Program. Sacramento: California Community College Chancellor's Office, 2002.

Daft, R. L. Leadership: Theories and Practices. New York: Harcourt Brace, 1999.

Greenleaf, R. K. Servant Leadership: A Journey into the Nature of Legitimate Power and Greatness. Mahwah: Paulist, 1997.

Josephson, M. Making Ethical Decisions. Josephson Institute of Ethics. 5 June 1996. 18 September 2002.<http://www.josephsoninstitute.org/ MED/MED-intro+toc.htm>.

Kanungo, R. N., and M. Mendonca. The Ethical Dimensions of Leadership (Sage Series in Business Ethics). Thousand Oaks: Sage, 1996.

Kouzes, J. M., and B.Z. Posner. Credibility: How Leaders Gain and Lose It, Why People Demand It. San Francisco: Jossey-Bass, 1993.

---. The Leadership Challenge: How to Get Extraordinary Things Done in Organizations. San Francisco: Jossey-Bass, 1987.

Plan of Instruction

MODULE 6:

LEADERSHIP DEVELOPMENT AND PRACTICE

TIME: 4 Hours

Purpose

The purpose of Module 6 is to provide the student with an understanding of the basic concepts of ethical leadership and help them identify gaps in their leadership Knowledge, Skills, and Abilities (KSAs). Problem-solving scenarios will be assigned to help them identify these gaps in their KSAs. From this analysis, and drawing from previous training in leadership, students will develop a personal development plan to eliminate these KSAs gaps.

Terminal Objective

After completing Module 6 the student will be able to identify their KSAs gap, students will be able to prepare a personal leadership development plan.

Enabling Objectives

The student will:

- Analyze individual ethical behavior, decision-making, and leadership in organizational and life settings;
- List the Knowledge, Skills, and Abilities it would take to solve assigned scenarios and identify those skills the student is lacking or that need improving;
- Create a personal action plan for leadership development;
- Identify ethical dilemmas and use appropriate models for making effective ethical decisions;
- Recognize the risks and rewards of ethical/principled decision-making; and
- Evaluate leadership responsibility as it relates to ethics and values within the public safety environment.

Plan of Instruction

Scope

Module 6 provides the students with the opportunity to explore their personal leadership development needs by work through scenarios that will help them identify the KSAs they need to improve or acquire.

Methodology

Objectives and Overview **5 Min.**

The instructor introduces the session and presents an overview of the module’s purpose, method, and objectives.

Concepts in Ethical Leadership **15 Min.**

In this session, using lecture and dialogue, students will gain an understanding of the basic concepts of ethical leadership.

Activity 6.1: Leadership Scenarios **100 Min.**

This small-group activity provides an opportunity to apply the direct ethical models to various scenarios and helps identify the student’s overall gap in their leadership Knowledge, Skills, and Abilities necessary to solve the assigned scenarios.

Small-and large-group dialogue will guide students through the critical thinking process associated with ethical leadership and problem solving.

Materials Needed for Activity 6.1:

- One set of leadership scenarios
- Scenarios activity worksheet

Personal Leadership Development Plan **120 Min.**

Individually, the following activity, the students will complete a self-assessment of leadership Knowledge, Skills, and Abilities and complete an action plan for personal leadership development to help them overcome the areas in which they find themselves deficient.

Plan of Instruction

Activity 6.2: Leadership Development Plan Individual

This individual activity brings focus to the areas of need within each individual student's leadership development and leads to establishing a plan of action to insure continued growth.

Materials Needed for Activity 6.2:

- List of Knowledge, Skills and Abilities (SKAs)
- KSA Matrix

Summary

By addressing problem-solving scenarios, the students will identify gaps in their Knowledge, Skills, and Abilities. From this gap analysis they will develop a personal development plan to eliminate the gaps.

References

Required Text:

Heifetz, R. A. and Linsky, M. *Leadership on the Line: Staying Alive Through the Dangers of Leadership.* Boston: Harvard Business School, 2002.

Additional References:

Argyris, C. Overcoming Organizational Defenses. Englewood Cliffs: Prentice-Hall, 1990.

Bay, T. Look Within or Do Without. Franklin Lakes: Career, 2000.

Blanchard, K. M., et. al.. Management of Organizational Behavior: Utilizing Human Resources. 7th ed. Upper Saddle River: Prentice Hall, 1996.

California Community College Chancellor's Office. California Public Safety Leadership and Ethics Program. Sacramento: California Community College Chancellor's Office, 2002.

Daft, R. L. Leadership: Theories and Practices. New York: Harcourt Brace, 1999.

Greenleaf, R. K. Servant Leadership: A Journey into the Nature of Legitimate Power and Greatness. Mahwah: Paulist, 1997.

Kouzes, J. M., and B. Z. Posner, Credibility: How Leaders Gain and Lose it, Why People Demand It. San Francisco: Jossey-Bass, 1993.

---. The Leadership Challenge: How to Get Extraordinary Things Done in Organizations. San Francisco: Jossey-Bass, 1987.

Plan of Instruction

MODULE 7:

LEADING TRANSITIONS

TIME: 4 Hours

Purpose

The purpose of Module 7 is to provide the student with an overview and understanding of how to lead change.

Terminal Objective

After completing Module 7, the student will be able to:

- Describe the three phases of leading change, and
- Prepare an organizational change plan of action.

Enabling Objectives

The Students will be able to:

- Describe leadership needs and processes for leading in a diverse environment and facilitating change, and
- Identify the impacts of and obstacles to organizational change.

Scope

This module provides the student with an understanding of the concepts of leading change to include differentiation between change management and leading change transitions. Students will have an opportunity to apply theories, concepts, and practices to given scenarios.

Methodology

Objectives and Overview **5 Min.**

The instructor introduces the session and presents an overview of the module's purpose, method, and objectives.

Plan of Instruction

Leaders as Change Agents **15 Min.**

In this session, through lecture, students will explore the issues of organizational change. Through lecture and dialogue, the students gain an insight into the roles and task associated with leading change in contrast to managing change.

Overcoming Resistance to Change **15 Min.**

Using lecture and small-and large-group dialogue, students will assess the various challenges, barriers, and influences that effect the implementation of organizational change.

Activity 7.1: Resistance to Policy Change **60 Min.**

This group activity provides students an opportunity to apply, to a given scenario the basic concepts of overcoming resistance to change.

Materials Needed for Activity 7.1:

- Resistance to change activity worksheet

Activity 7.2: Puzzle Madness **55 Min.**

Purpose: This group activity provides students an opportunity to experience the dynamics of organizational change.

Materials Needed for Activity 7.2 (Per group):

- One small jigsaw puzzles (70 to 80 pieces)
- One pair of large size gardening gloves
- Activity worksheet
- Job name tags
    - Chief
    - CO
    - Engineers
    - Fire fighter
    - Observer

Plan of Instruction

Leading Transitions **20 Min.**

Within this session, through lecture and dialogue, students gain an understanding of William Bridges' "concepts" and action steps of leading transitions. Students will then be asked to select an organizational change issue and, using Bridges concepts, develop an action plan for leading the change with an emphasis on the transition aspect.

Activity 7.3: Leading Transitions **70 Min.**

This group activity allows application of Bridges' ideas within the fire service industry.

Materials Needed for Activity 7.3 (Per group):

Activity worksheet

Summary **5 Min.**

Developing an overview and understanding of how to lead change, the student will be able to prepare an organizational change plan of action.

References

Required Text:

Heifetz, R. A. and Linsky, M. *Leadership on the Line: Staying Alive Through the Dangers of Leadership.* Boston: Harvard Business School, 2002.

Recommended Text:

Bridges, W. *Managing Transitions – Making the Most of Change.* Reading: Addison Wesley, 1991.

Plan of Instruction

Additional References:

Blanchard, K. M., et. al.. Management of Organizational Behavior: Utilizing Human Resources. 7th ed. Upper Saddle River: Prentice Hall, 1996.

California Community College Chancellor's Office. California Public Safety Leadership and Ethics Program. Sacramento: California Community College Chancellor's Office, 2002.

Daft, R. L. Leadership: Theories and Practices. New York: Harcourt Brace, 1999.

Plan of Instruction

MODULE 8:

CONTEMPORARY LEADERSHIP ISSUES

TIME: 4 Hours

Purpose

The purpose of Module 8 is to provide the student with an opportunity to relate leadership theories, concepts, and practices to contemporary issues through critical thinking, analysis, and dialogue. Although it is not mandatory, it is highly recommended that the student has attended the pervious 7 modules of the COTC Leadership course prior to attending Module 8.

Terminal Objective

After completing Module 8, the student will be able to analyze a contemporary organizational or personal leadership issue, and formulate a plan to effectively address the issue.

Enabling Objectives

The students will:

- Develop the critical factors of a challenging personal leadership issue;
- Objectively analyze a challenging personal leadership issue from the perspective of the leader and from the perspective of a confidant;
- Develop meaningful and practical recommendations to a challenging leadership issue; and
- Simulate problem-solving techniques in small and large groups to identify creative solutions to practical issues.

Scope

This module allows the student an opportunity to present an analysis of select organizational issues through dialogue within small and within large group settings. The student will also assess leadership factors and formulate a leadership plan of action to address the selected issue(s).

Plan of Instruction

Methodology

Objectives and Overview **5 Min.**

The instructor introduces the session and presents an overview of the module’s purpose, method, and objectives.

Activity 8.1: Contemporary Issues:
Review of Fire Service Case Studies **235 Min.**

Through small-, medium-, and large-group activities, the student will relate leadership theories, concepts, and practices to contemporary issues through critical thinking, analysis, and dialogue.

Prior to attending this module, the students are sent a pre-course assignment instructing them to research a leadership issue that they currently face in the organization. The student must prepare this case by documenting the following:

1. What is the issue, or problem?
2. What is your role in the organization?
3. Why is this a leadership challenge to you?
4. Who are the principal players in this issue, and do they present an opportunity, challenge, or threat?
5. What are the important facts of the case (stated as objectively and as detailed as possible)?
6. What are the consequences if nothing is done?

With their contemporary issue in-hand, the students are to work within small groups to select a case study for the group to present to the medium-sized group. Once each small group has determined the case study they will present, the small groups will merge into medium-sized groups. The medium-sized group then selects the cases study to be representative of the group. This process should produce 2 to 3 cases for the large group to analyze.

In the plenary session, the leader for each medium-sized group will present the group’s case study to the large group. The large group will ask questions, provide feedback, break down the case into its critical parts, and objectively analyze each, and develop recommendations for the case study. Each of the objectives discussed in the Leadership course will be addressed, directly or indirectly, in the case study analysis.

Plan of Instruction

Materials Needed for Activity 8.1:

- Pre-module assignment
- Activity worksheet

Summary **5 min.**

The student will relate leadership theories, concepts, and practices to contemporary issues through critical thinking, analysis, and dialogue. They will be able to analyze a contemporary organizational or personal leadership issue and formulate a plan to effectively address the issue.

References

Required Text:

Heifetz, R. A. & Linsky, M. *Leadership on the Line: Staying Alive Through the Dangers of Leadership.* Boston: Harvard Business School Press, 2002.

Argyris, C. Overcoming Organizational Defenses. Englewood Cliffs: Prentice-Hall, 1990.

Bay, T. Look Within or Do Without. Franklin Lakes: Career, 2000.

Blanchard, K. M., et. al.. Management of Organizational Behavior: Utilizing Human Resources. 7th ed. Upper Saddle River: Prentice Hall, 1996.

Bridges, W. Managing Transitions – Making the Most of Change. Reading: Addison Wesley, 1991.

California Community College Chancellor's Office. California Public Safety Leadership and Ethics Program. Sacramento: California Community College Chancellor's Office, 2002.

Covey, S. R. Principle – Centered Leadership. New York: Summit, 1991.

Daft, R. L. Leadership: Theories and Practices. New York: Harcourt Brace, 1999.

Greenleaf, R. K. Servant Leadership: A Journey into the Nature of Legitimate Power and Greatness. Mahwah: Paulist, 1997.

Heifetz, R. A. and M. Linsky. Leadership on the Line: Staying Alive Through the Dangers of Leadership. Boston: Harvard Business School, 2002.

Josepheson, M. “The Six Pillars of Character.” Making Ethical Decisions. Josepheson’s Institute of Ethics. 5 June 1996. 18 September 2002. <http://www.josephsoninstitute.org/MED/MED-6pillars.htm>.

Kouzes, J. M., and B. Z. Posner, Credibility: How Leaders Gain and Lose It, Why People Demand It. San Francisco: Jossey-Bass, 1993.

---. The Leadership Challenge: How to Get Extraordinary Things Done in Organizations. San Francisco: Jossey-Bass, 1987.

Human Resource Development

Plan of Instruction for the Human Resource Development Course of the Chief Officers Training Curriculum

February, 2003

UNITED STATES FIRE ADMINISTRATION
Emmitsburg, Maryland

Plan of Instruction

CONTENTS

Plan of Instruction

Rationale

In March of 2000, a Curriculum Advisory Committee (CAC) convened at the National Fire Academy to make recommendations concerning the training needs of newly promoted chief officers. The group agreed that adequate training programs did not exist on the local or national level. Human Resource Development was identified as one of the training programs needed.

Course Goal

The overall goal of this course is to provide a foundation of skills, knowledge, and tools for the newly promoted chief officer to effectively manage and develop the human resources in his or her command.

Course Objective

Upon completion of this course, the students will possess a foundation of skills, knowledge, and tools in the areas of organizational environment, diversity, workforce management, and personnel support.

Target Audience

The target audience are those officers who have recently moved from being in charge of several responding sections within a station (possibly over multiple shifts) to being responsible for commanding a variety of units from multiple stations. In their new role, the newly promoted chief officer would be responsible for strategic decision making at an incident, leaving the tactical decision making to lower-level officers they now lead. In career departments, this newly promoted chief officer may often be at the battalion chief level. In a volunteer or combination volunteer and career department, the newly promoted chief officer would not typically be referred to as a battalion chief, but may have another rank such as captain or lieutenant.

Activities

The activities in this course are configured for individuals/small and large groups. It is recommended that the instructor assign groups. It is also recommended that groups be as diverse as possible with representation from multiple agencies and specialties within each of the small groups. The activities consist of facilitated discussions using fire specific topics, scenarios, and student worksheets.

Course Materials

Instructor Guide

The Instructor Guide (IG) lays out the course by module. The IG is formatted in two columns. The column on the left includes thumbnails of the slides that should currently be displayed on the screen.

The times noted at the beginning of each section are for reference purposes only. They allow the instructor to get a feeling for the amount of material presented, the amount remaining, and act as an aid to managing the remainder of the course.

The right hand column provides information the instructor should present. Special notes to the instructor are highlighted in grayed-out boxes. Other material will simply provide the instructor with additional information and background data that may be presented or used to answer student questions at the instructor's option.

Student Manual

The student manual includes a detailed narrative summary of all materials covered in the module and is designed to be used as post-course review material. Student activity worksheets are found in the corresponding modules. These worksheets will guide the students through various activities designed to allow them to apply the materials presented in the module.

Visuals

The visuals are PowerPoint® slides containing the module’s information for presentation. The information on the slides is general notes. The instructor should flesh out the information on the slides and not read the slides word for word. The detailed information for the slides comes from the IG. The instructor should address each slide but not dwell long on each.

Plan of Instruction

Evaluation

A standard assessment instrument administered at the end of the course will measure level one evaluation. The instrument will solicit feedback from students about each major course section. In addition, instructors will be encouraged to listen to suggestions from the students as the course proceeds.

Level two evaluation will be measured by:

- Performance of the students on end of module objective based exams,

- Successful completion of the in-class activities, scenarios, and case studies,

- Peer, self, instructor assessments and verbal feedback.

Recommended Order of Delivery

Module 1: Internal Organizational Environment
Module 2: External Organizational Environment
Module 3: Community Diversity
Module 4: Managing Organizational Diversity
Module 5: Managing Workforce Conflict
Module 6: Managing the Workforce
Module 7: Supporting the Workforce
Module 8: Encouraging the Workforce

Plan of Instruction

Summary of Major Subject Areas

Topic	Time (hours)	Percent of Total Instruction
Internal Organizational Environment	4.0	12.5%
External Organizational Environment	4.0	12.5%
Community Diversity	4.0	12.5%
Managing Organizational Diversity	4.0	12.5%
Managing Workforce Conflict	4.0	12.5%
Managing the Workforce	4.0	12.5%
Supporting the Workforce	4.0	12.5%
Encouraging the Workforce	4.0	12.5%
Total	32	100%

Plan of Instruction

Summary of Content by Teaching Method

Module	Lecture/ Group Discussion	Individual Activity	Group Activity	Activity Discussions	Total Minutes
1	155	35	15	35	240
2	145	15	35	45	240
3	140	35		65	240
4	130	15	45	50	240
5	105	20	60	55	240
6	135	25	30	50	240
7	125	45	10	60	240
8	120	20	45	55	240
Total*	1,055	210	240	415	1,920
Percent of Total	55%	11%	13%	22%	100%

*Because hours are rounded, percentages may not add up to 100%.

Plan of Instruction

Summary of Class Requirements and Equipment

Topic	Projector	Screen	Easel and Markers	Other
Module 1: Internal Organizational Environment	X	X	X	
Module 2: External Organizational Environment	X	X	X	
Module 3: Community Diversity	X	X	X	3x 5 Index Cards
Module 4: Managing Organizational Diversity	X	X	X	
Module 5: Managing Workforce Conflict	X	X	X	
Module 6: Managing the Workforce	X	X	X	
Module 7: Supporting the Workforce	X	X	X	
Module 8: Encouraging the Workforce	X	X	X	

Plan of Instruction

MODULE 1:

INTERNAL ORGANIZATIONAL ENVIRONMENT

TIME: 4 Hours

Purpose

The purpose of this module is understanding the role of the chief officer within the organizational structure and in managing internal human resources.

Terminal Objective

After completing this module, the students will be able to explain their roles as managers of human resources within fire service organizations.

Enabling Objectives

The students will:

- List the chief officer's roles and responsibilities within a fire service organization;
- Identify the benefits of doing a personnel skills inventory within a fire service organization; and
- Compare traditional hierarchical management with alternative methods, such as crew resource management.

Scope

This module focuses on the chief officer's role in the internal organizational structure, his or her responsibilities in managing the human resources.

Plan of Instruction

Methodology

Objectives and Overview **5 minutes**

The instructor introduces the section and presents an overview of the module's purpose, method, and objectives using visuals to cover each topic in the section.

Organizational Structure **45 minutes**

The module begins with a section entitled "Organizational Structure," which introduces the changes in roles and responsibilities of the newly promoted chief officer. Students will complete an activity worksheet detailing their understanding of changes in the context of their own department and the fire service in general. A facilitated discussion as an introduction to the human resource development course will follow.

Activity 1-1: Comparison Worksheet **25 minutes**

Students complete a worksheet that compares and contrasts the chief and company officer's roles.

Activity 1-2: Organizational Chart Development **35 minutes**

This activity requires the students to draw an organizational chart that includes their greater organizational responsibilities and defines their places in their organizations.

Effective Human Resource Management **45 minutes**

This section is taught through lecture and facilitated discussion on human resources and methods the chief officer can use to capitalize on them. The benefits from recognizing employee potential in nontraditional roles and how to capitalize on human resources are the focus. The instructor gives emphasis to the chief officer's involvement in human resources. The instructor elicits examples from the students on creative uses of human resources. Making use of all of the employees' available knowledge and skills is smart crew resource management, which is the next topic

Crew Resource Management **40 minutes**

Crew Resource Management is taught through lecture and facilitated discussion. Crew resource management is defined, and historical examples given. Emphasis is on personnel being trained and willing to speak up without fear of retribution when they perceive a significant threat to the safety of others or to the integrity of the organization. Employees who can use all of their knowledge and skills and are allowed to speak up when they have critical knowledge are more likely to stay with an organization.

Activity 1.3 Decision Comparison Worksheet 25 minutes

This small group activity is designed to help distinguish between hierarchical management and crew resource management decision making by selecting the best management type for a given list of decisions.

Practicing CRM in Your Organization 10 minutes

The final section, "Practicing CRM in Your Organization," explains the benefits and barriers of CRM.

Summary 10 minutes

The summary reemphasizes the important points covered in each of the module's topics and provides a transition to the next module.

References

Heifetz, R. A. and M. Linsky. Leadership on the Line: Staying Alive Through the Dangers of Leadership. Boston: Harvard Business School. 2002.

Kouzes, James M., and Barry Z. Posner. The Leadership Challenge. 2nd ed. San Francisco: Jossey-Bass, Inc, 1995.

Technical Committee on Fire Officer Professional Qualifications. NFPA 1021 Standard for Fire Officer Professional Qualifications. 1997.

Plan of Instruction

MODULE 2:

EXTERNAL ORGANIZATIONAL ENVIRONMENT

TIME: 4.0

Purpose

The purpose of this module is to define and examine the chief officer's relationship to the service community.

Terminal Objectives

After completing Module 2, the student will be able to:

- Identify community resources outside the normal realm; and
- Describe the chief officer's role in creating a positive departmental/community relationship.

Enabling Objectives

The student will:

- Describe the chief officer's role as a liaison to the service community;
- State proven effective methods for fostering positive community relations and the importance of each; and
- Describe several fire service resources that can be found within the community.

Scope

This module covers the benefit and necessity of the chief officer's creation and maintenance of positive community relationships.

Plan of Instruction

Methodology

Objectives and Overview **5 minutes**

The instructor introduces the section and presents an overview of the module's purpose, method, and objectives using visuals.

Community Perspective **50 minutes**

This section consists of lecture and facilitated discussion to define the chief officer's role in serving not only the fire department but also his or her community. The instructor should emphasize the chief officer's role and importance in developing positive public relations.

Community Relations **50 minutes**

This section consists mainly of large group discussions and an activity later in the module. The instructor gives emphasis to the benefits of good community relations and the consequences of bad relations. He or she elicits ideas from students about the chief officer's role as a liaison to the service community and facilitates discussion concerning what the effects of both positive and negative relationships with the community will be.

Community Resources **30 minutes**

This section will consist of discussion and an activity that requires students to first identify community resources, then identify community resources outside of the normal realm, and complete a structured worksheet by listing and defining creative uses of community resources. A large group discussion concerning the student responses follows the activity.

Activity 2-1: Community Resources **30 minutes**

Students complete an activity worksheet listing community resource and their uses. Instructor will call on individual students for their answers. The large group will compare and contrast student answers.

Plan of Instruction

Activity 2-2: Community Scenarios **65 minutes**

Students are divided up into four groups to analyze four negative community relation's scenarios, answer the scenario questions, and report back to the large group with positive solutions.
Scenario 1: Community Fire Station Scenario
Scenario 2: Station Noise Scenario
Scenario 3: Traffic Calming Scenario
Scenario 4: Conflict of Cultural Customs

Summary **10 minutes**

The summary reemphasizes the important points covered in each of the module's topics and provides a transition to the next module.

References

Buckman, John, James Palmer and Louise R Wise. *Strategies for Marketing Your Fire Department Today and Beyond* Federal Emergency Management Agency/United States Fire Administration.

Federal Emergency Management Agency/United States Fire Administration/National Fire Academy. *Emergency Medical Services (EMS) Recruitment and Retention Manual*.

Plan of Instruction

MODULE 3:

COMMUNITY DIVERSITY

TIME: 4.0

Purpose

The purpose of Module 3 is to provide students with an expanded perspective of community diversity.

Terminal Objective

After the completion of Module 3, students will be able to state the importance of diversity within their service community and demonstrate ways to capitalize on the diversity in their community.

Enabling Objectives

The students will:

- Define diversity from a personal and organizational perspective;
- State basic facts about changes in national demographics;
- Identify diverse groups within their communities; and
- Explain opportunities and challenges presented by diversity in their communities.

Scope

This module covers aspects of diversity that are external to the organization globally, nationally, locally, and specifically within the chief officer's service community.

Methodology

Overview and Objectives **5 minutes**

The instructor introduces the module and presents an overview of the module's purpose, method, and objectives.

Plan of Instruction

Activity 3-1: What Does Diversity Mean to You? 30 minutes

Students anonymously write on 3 x 5 cards what diversity means to them. The cards are collected and an open discussion facilitated based on the student's responses.

What is Diversity? 25 minutes

This section will begin with a student activity defining diversity. A facilitated discussion will follow defining diversity in the global sense. This section emphasizes the reality of diversity.

Activity 3-2: If the World Were Reduced to 100 30 minutes

Students are asked to guess the percentages for each given category, followed by filling in the actual statistics.

Understanding Demographic Changes 40 minutes

This section begins with an activity will follow to give students a global perspective on diversity using the "If the world were reduced to 100 people" activity. A lecture will follow describing the relationship between demographics and human resource management. The discussion will then narrow the focus to diversity in America.

Understanding Your Community's Diversity 30 minutes

The session begins with students completing worksheets to describe the diversity within their own communities. When worksheets are completed, the instructor will facilitate a discussion regarding the worksheet results. The focus then shifts to the chief officer's role in creating relationships with the community by first knowing who is in his community.

Activity 3-3: Community Profile 40 minutes

Students answer questions concerning their own community to create a community profile. This activity can give students a greater awareness of their local diversity.

Diversity Opportunities and Challenges 30 minutes

This topic is covered by facilitated discussion concerning what needs are related to diversity in the community and how these needs are met. What the chief officer's role is in meeting the diversity needs and strategies for maximizing the contributions of a diverse community is this segments focus.

Summary **10 minutes**

The summary reemphasizes the important points covered in each of the module's topics and provides a transition to the next module.

References

Federal Emergency Management Agency/National Fire Academy. *Managing In a Changing Environment.* September 1995.

Note: The following sources are from the World Wide Web (WWW). They are provided without guarantee of either reliability or currency, as WWW content and site locations are subject to change without notice.

McInnes, R. "Workforce Diversity: Changing the Way You Do Business." *Diversity World*. 1999-2000. 26 August, 2002 <*http://www.diversityworld.com/workforce_diversity.htm*>

Oak Ridge National Laboratory. *Workforce Diversity EEO ornl AA*. 24 April 2002. 26 August 2002 <*http://www.ornl.gov/HR_ORNL/WFD/wfd_pub.htm*>

Shurn-Hannah, Phyllis. "The Diversity Challenge – Going Beyond Affirmative Action." Cascade Associates, Inc. 26 August 2002 <*http://www.cascadehr.com/diversity-article.html*>

U.S. Department of Commerce/U.S. Census Bureau. *Profiles of General Demographic Characteristics 2000*. May 2001. 26 August, 2002 <*http://www.census.gov*>

Plan of Instruction

MODULE 4:

MANAGING ORGANIZATIONAL DIVERSITY

TIME: 4.0

Purpose

The purpose of this module is to provide an overview of diversity concepts and issues within the student's organization and the fire service.

Terminal Objectives

After completing Module 4, students will be able to:

- Define the chief officer's role in managing a diverse workforce; and
- List changes in fire service culture related to diversity.

Enabling Objectives

The students will:

- Demonstrate knowledge of the changing demographics within their organization;
- Assess how their organizations reflect the demographics of the service community;
- Identify specific challenges and opportunities presented by a diverse workforce; and
- Define the chief officer's role and responsibility to ensure a respectful and professional workplace.

Scope

This module focuses on the internal aspects of diversity and encourages the student to see diversity as a positive resource.

Plan of Instruction

Methodology

Overview and Objectives **5 minutes**

The instructor introduces the module and presents an overview of the module's purpose, method, and objectives.

Organizational Workforce Diversity **30 minutes**

This section acknowledges a diversity timeline and provides for a large-group discussion activity concerning the students' own organization compared to others. It includes discussing changes in the workforce and what types of changes the department has experienced as related to diversity in its widest sense. This segment is followed by an activity used to identify how the students' organizations have changed with respect to diversity.

Activity 4.1 – How Your Fire Service Organization Has Changed Large Group Discussion **30 minutes**

The purpose of this activity is to have students share how demographic changes have occurred in their local fire departments. This activity is an instructor led discussion of how demographics have changed in the student's organizations.

Organizational Diversity– Challenges and Opportunities **25 minutes**

The majority of this segment is an activity in which small groups try to solve challenging diversity scenarios by answering questions concerning each. The questions help to identify the issues, determine how each situation should be handled, the departmental impact of the issue, and explore the process for resolving the situations presented. A large-group discussion concerning the groups' suggested solutions follow the activity. Case studies are also offered to help make the activity more concrete.

Following the activity, the focus then shifts to what the benefits are when the fire department looks like their communities in terms of ethnic composition, and how this reflection alleviates some of the diversity challenges normally faced in the community. Outcomes from the case studies are examined for relevance to the newly promoted chief officer in particular.

Activity 4-2: Diversity scenarios **80 minutes**

This is a large group activity involving three challenging diversity scenarios, which are read and analyzed by the instructor and class. Students will come up with positive solutions to scenarios. Questions and suggested answers are given for each scenario.
Scenario 1: Guest Instructor
Scenario 2: Locker Room Issues
Scenario 3: Paid vs. Volunteer

Responsibility for the Organizational Environment **60 minutes**

The previous activity leads into this topic by using some of scenarios to describe the chief officer's role in managing diversity. The instructor guides a large group discussion to specify the roles and responsibilities of a chief officer to ensure a respectful, professional, and inclusive work environment.

Summary **10 minutes**

The summary reemphasizes the important points covered in each of the module's topics and provides a transition to the next module.

References

Federal Emergency Management Agency/United States Fire Administration/National Fire Academy. *Managing in a Changing Environment*. Module 2.1995.

Federal Emergency Management Agency/United States Fire Administration. *Many Faces, One Purpose.* 1999.

Note: The following sources are from the World Wide Web (WWW). They are provided without guarantee of either reliability or currency, as WWW content and site locations are subject to change without notice.

ITVS -Independent Television Service, and PBS-Public Broadcasting Service. "Test of Courage: The making of a Firefighter." 9 August 2002 *<http://www.pbs.org/testofcourage/ diversity3.html >*.

McInnes, R. "Workforce Diversity: Changing the Way You Do Business." *Diversity World*. 1999-2000. 9 August 2002 *<http://www.diversityworld.com/workforce_diversity.htm>*.

Oak Ridge National Laboratory. *Workforce Diversity EEO ornl AA*. 24 April 2002. 9 August 2002. <*http://www.ornl.gov/HR_ORNL/WFD/wfd_pub.htm*>.

Shurn-Hannah, Phyllis. "The Diversity Challenge – Going Beyond Affirmative Action." Cascade Associates, Inc. 26 August 2002. <*http://www.cascadehr.com/diversity-article.html*>.

U.S. Department of Labor. *Fact Sheet #28: The Family and Medical Leave Act of 1993*. Employment Standards Administration Wage and Hour Division. 26 August 2002. <*http://www.dol.gov/esa/regs/compliance/whd/whdfs28.htm*>.

Plan of Instruction

MODULE 5:

MANAGING WORKFORCE CONFLICT

TIME: 4.0

Purpose

The purpose of this module is to provide students with specific skills and strategies for resolving conflict in the workplace.

Terminal Objective

After completing this module, students will be able to demonstrate basic conflict resolution and negotiating skills, using examples from the chief officer's perspective.

Enabling Objectives

The students will:

- Articulate sources of interpersonal conflict within the workplace;
- Compare and contrast interest-based and position-based negotiation;
- Apply basic mediation skills that result in a "win-win" solution;
- Identify sources of conflict in labor/management relationships; and
- Analyze a scenario to determine the correct negotiation technique (interest-based versus position-based).

Scope

This module provides an overview of conflict resolution challenges and specific strategies for meeting those challenges, as well as practice of related skills.

Plan of Instruction

Methodology

Overview and Objectives **5 minutes**

The instructor introduces the module and presents an overview of the module's purpose, method, and objectives.

Labor/Management Issues – Relationships **30 minutes**

This segment provides an overview of the often adversarial nature of labor-management relationships and how these relationships and negotiations can be improved using interest-based techniques. The instructor facilitates discussion of the changing role/perspective from being a member of the labor body to part of the management team by showing examples and encouraging student input.

Activity 5-1: Labor and Management Issues
25 minutes

The students complete a worksheet that lists the different issues labor and management typically have. After worksheets are completed, the instructor will randomly call upon students to state their answers and encourage large group discussions to compare ways to manage the relationship better.

Activity 5-2: Personnel Problems Sources of Conflict
30 minutes

This activity begins by asking students to brainstorm about the most common sources of conflict within their departments. This approach will identify some possible sources of conflict and generate class discussion.

Conflict Resolution – Interest-Based Versus Position-Based Negotiations **30 minutes**

This section begins with lecture explains interest and position based negotiations and clarifies which methods are best for different situations. The importance of clear communications and trust when negotiating and resolving conflict are emphasized. The instructor facilitates a large group role-play activity requiring a pair of students to negotiate an agreement between them in an allotted time (usually 10 minutes). Constructive feedback is encouraged from the students after the pair completes the scenario. Afterward, a discussion of the activity is used as an introduction to the next segment.

Activity 5-3: Position- and Interest-Based Negotiation

50 minutes

The students are divided into small groups to review a conflict scenario and suggest appropriate interest- and position-based solutions.

The Principles of Mediation **30 minutes**

This segment applies previous lecture material to the role of chief officer as an informal mediator of disputes. An explanation and example of the mediation model is given.

Activity 5-4: Mediation Role Play **30 minutes**

This is a small group activity that allows students to apply basic mediation skills to achieve a "win-win" solution.

Summary **10 minutes**

The summary reemphasizes the important points covered in each of the module's topics and provides a transition to the next module.

References

Federal Emergency Management Agency, United States Fire Administration, National Fire Academy. *Executive Development*. Book One. IG 6-25.

Federal Mediation Conciliation Service. *Interest Based Bargaining Workshop.* Document

Fisher, Roger and William Ury. *Getting to Yes: Negotiating Agreement Without Giving In.* New York. Penguin. 1983.

Flint, James. *Mending Labor-Management Relationships*. PM Public Management. Washington. 84.7. International City Management Association. August 2002

Note: The following source is from the World Wide Web (WWW). It is provided without guarantee of either reliability or currency, as WWW content and site locations are subject to change without notice.

Plan of Instruction

Federal Mediation Conciliation Service. Interest-Based Bargaining: A Different Way to Negotiate. July 2002. August 2002. <http://www.fmcs.gov/pubinfo/Brochures/Interest-Based%20Bargaining.htm>

Plan of Instruction

MODULE 6:

MANAGING THE WORKFORCE

TIME: 4.0

Purpose

The purpose of this module is to provide an overview of issues and the role of the chief officer in coaching/counseling, performance evaluation and discipline.

Terminal Objective

Using examples from the chief officer's perspective, the students will be able to state their roles in effective workforce management.

Enabling Objectives

The students will:

- Differentiate between counseling and coaching;
- Demonstrate basic counseling and coaching skills;
- State the essential steps of an effective performance evaluation;
- Describe the organizational system of discipline and the chief officer's role; and
- Describe the key components of an effective conflict resolution model.

Scope

This module covers basic principles and skills involved in counseling/coaching, performance evaluation, and disciplinary actions within the chief officer's span of control.

Plan of Instruction

Methodology

Overview and Objectives **5 minutes**

The instructor introduces the module and presents an overview of the module's purpose, method, and objectives.

Counseling and Coaching **30 minutes**

This module begins with lecture and a facilitated discussion on the differences, purposes, and techniques of counseling and coaching. The instructor engages the students in discussion by asking for examples of when coaching and counseling are appropriate.

Activity 6-1: Counseling and Coaching Role Play **30 minutes**

Students are divided into pairs to discuss scenarios that require either coaching, counseling, discipline, or a combination of approaches and decide the most appropriate approach per scenario. Students also take turns role-playing what they would actually say to the person in the scenario. The instructor encourages constructive feedback from the students.

Performance Evaluations **40 minutes**

The next segment involves performance evaluations. This session begins with a discussion and lecture over effective performance evaluations, their purposes, how they should be used, goal setting, feedback techniques, and documentation tools. Emphasis is given to the perils of inflated/untruthful evaluations.

Activity 6-2: Performance Evaluation Steps **10 minutes**

This activity requires the students to identify the correct steps of a performance evaluation.

Activity 6-3: Performance Evaluation Document Review

20 minutes

This activity consists of reviewing a sample performance evaluation to check that it contains the essential elements of an effective performance evaluation.

Plan of Instruction

Discipline and Documentation **40 minutes**

The discipline and documentation segment begins with a facilitated discussion concerning current termination laws and the present progressive discipline techniques of the students' own departments. Instruction is given concerning the chief officer's role in imposing discipline and the importance of documentation in discipline and discharge.

Activity 6-4: Disciplinary Report Statements **45 minutes**

This activity demonstrates the importance of accurate documentation in a disciplinary report. A list of common statements found in disciplinary reports is given to the students to analyze limitations and documentation problems.

Conflict Resolution **10 minutes**

This section provides an eight-step conflict resolution model that combines interest/position bargaining with mediation, facilitation, coaching, and counseling. This model helps to clarify the issues, and develop solutions.

Summary **10 minutes**

The summary reemphasizes the important points covered in each of the module's topics and provides a transition to the next module.

References

City of Boulder. Performance and Feedback Document. April 1994

Cuffey, Cythia J., and Marilyn M. Helms. *Effective Employee Discipline: A Case of the Internal Revenue Service.* Washington: Public Personnel Management. 2001

Kislik, Liz. *Coaching CSRs to Win.* Catalog Age: New Canaan. PRIMEDIA Intertec. 2001

Nieman, Marica. Conducting Meaningful Employee Evaluations. Fire Service Women's Leadership Training Seminar II, Tucson, AZ. June 1996.

Note: The following sources are from the World Wide Web (WWW). They are provided without guarantee of either reliability or currency, as WWW content and site locations are subject to change without notice.

Office of Human Resource Management, National Institutes of Health. *Adverse Action Worksheet Questions For Proposing/Deciding Officials*. 27 June 2001. 3 September 2002. <http://www1.od.nih.gov/ohrm/PROGRAMS/Empl-Rel/Empl-Disc/AdverseAction-wks.htm>.

Office of Human Resource Management, National Institutes of Health. *Employee Discipline An Overview*. 6 March 2002. 3 September 2002. <http://www1.od.nih.gov/ohrm/PROGRAMS/Empl-Rel/Empl-Disc/Empl-Disc-intro.htm>.

Plan of Instruction

MODULE 7:

SUPPORTING THE WORKFORCE

TIME: 4.0

Purpose

The purpose of this module is to enable the chief officer to provide personnel support and enhance credibility through effective planning, scheduling, delegation, establishing priorities, time management, and other administrative tasks.

Terminal Objective

After completion of this module, students will be able to demonstrate the basic skills needed for effective planning and scheduling in human resource management.

Enabling Objectives

The students will:

- Analyze personal time management habits and create strategies for improvement;
- List and describe four different types of planning and scheduling likely to be performed by the chief officer; and
- Identify delegation strategies for improved human resource management.

Scope

This module covers specific tasks the chief officer faces from an administrative point of view, which also allow the newly promoted chief officer to provide adequate support to personnel.

Plan of Instruction

Methodology

Overview and Objectives **5 minutes**

The instructor introduces the module and presents an overview of the module's purpose, method, and objectives.

Time Management **60 minutes**

This module begins with time management, a presentation of the Covey time management matrix, and an activity related to the chief officer's assessment of the use of time. At the beginning of this segment, students will make a list of all the tasks they can think of associated with a typical chief officer's day. After the list is completed, the students are instructed to keep the list for use in a later activity that requires them to organize, prioritize, and manage the list. The focus of this module is on time as a limited resource, the choices that have to be made, and the priorities that must be established with its use.

Activity 7-1: Time Management Worksheet **40 minutes**

As an individual activity, students use the items from the list of chief officer duties completed earlier and complete a Covey grid. The students must organize and prioritize the items from their lists and create strategies for improvement.

Planning and Scheduling – Administrative Issues **30 minutes**

The Planning and Scheduling-Administrative Issues section consists of lecture and discussion about the type of activities and functions a chief officer needs to plan. An example of the Gantt chart as a planning tool is discussed. Focus is given to methods of establishing and executing priorities. Explanation of how scheduling affects credibility is given.

Activity 7-2: Planning and Scheduling **20 minutes**

In a large group activity, students name various activities, events, or functions the chief officer schedules or has scheduled on a daily, frequent (weekly to monthly), or occasional basis. Student volunteers will write the named activities on easel pads. Afterward, students are required to answer planning and scheduling questions.

Plan of Instruction

Effective Delegation **20 minutes**

This section consists of lecture and discussion on why delegation is necessary and includes how to prepare someone to take on new roles and be accountable for outcomes. Providing support in the delegation process, such as setting clear expectations, establishing milestones, rewards, recognition, and giving feedback are covered.

Activity 7-3: Delegation Practice **55 minutes**

Students are given a list of fire specific tasks to be delegated and a list of fire service personnel with comments about each. Students must choose a person from the given list of fire service personnel to delegate each task. After completion, the student responses are shared with the class to generate discussion.

Summary **10 minutes**

The summary reemphasizes the important points covered in each of the module's topics and provides a transition to the next module.

References

"Know Your Delegation Options." *Association Management* 53.9. September 2001: 22.

Covey, Stephen. *The Seven Habits of Highly Effective People* New York: Fireside-Simon & Schuster, 1989.

Doucet, Thomas A., and Susan W. Miller. "Get the Right Balance." *Journal of Accountancy* 194.1. July 2002: 49.

Federal Emergency Management Agency/United States Fire Administration/National Fire Academy. *Leadership: Strategies for Supervisory Success*. 1994.

Ochalla, Bryan. "Step Up to Delegating Assignments." *Credit Union Management* 25.7. July 2002: 22.

Note: The following source is from the World Wide Web (WWW). It is provided without guarantee of either reliability or currency, as WWW content and site locations are subject to change without notice.

"Gantt Chart." SearchSystemsManagement.com. TechTarget Enterprise. 22 April 2001. September 2002 <http://searchsystemsmanagement.techtarget.com/sDefinition/0,sid20_gci331397,00.html>.

Plan of Instruction

MODULE 8:

ENCOURAGING THE WORKFORCE

TIME: 4.0

Purpose

The purpose of this module is to enhance the chief officer's understanding of formal and informal systems of support for personnel in the fire service.

Terminal Objective

After completing this module, students will be able to demonstrate an understanding of how the chief officer can utilize formal and informal support systems to encourage the workforce.

Enabling Objectives

The students will:

- Explain the importance and methods of employee recruitment from the service community;
- Explain the importance of encouraging employee retention;
- Explain the importance of employee recognition;
- Describe the chief officer's role in the professional development of the workforce through diversity;
- List methods for providing professional development opportunities for subordinates;
- Describe stress management techniques;
- Identify intra- and inter-departmental systems of personnel support;
- Describe when and how to access support systems; and
- Explain the importance of recognizing the difference between one's role as chief officer and one's identity as a person.

Plan of Instruction

Scope

This module covers the role of the chief officer in recognizing need and seeking appropriate assistance through support systems for subordinates and self.

Methodology

Overview and Objectives **5 minutes**

The instructor introduces the module and presents an overview of the module's purpose, method, and objectives.

Recruiting From the Service Community **10 minutes**

This section focuses on how recruitment is a constant process involving community relationships. Formal and Informal recruitment methods are discussed.

Employee Retention **10 minutes**

This section is taught through guided discussions about perceptions of why people leave their jobs and the importance of employee retention. The instructor provides examples after students give their input.

Recognition – Recognizing Employee Contribution **15 minutes**

This section involves discussion of the need for recognizing employees and various methods of recognition by the chief officer. The instructor facilitates a brainstorming session to identify intrinsic and extrinsic methods of employee recognition. The relationship between effective recognition and professional development is the overall theme.

Professional Development **30 minutes**

The second module section addresses professional development through diversity. Creative professional development opportunities for subordinates are identified. This section is linked to the performance evaluation section and community diversity. Emphasis is placed on the chief officer's professional development in addition to that of subordinates. Students are given two activities. The first activity requires the students to read scenarios and come up with appropriate professional development methods.

Plan of Instruction

The second activity requires students to write their own professional development plans while viewing themselves as subordinates.

Activity 8-1: Professional Development Goals 35 minutes

This activity helps students to define the role of the chief officer in the professional development of self and subordinates. The students are required to read scenarios and answer questions that help the student identify methods for providing professional development opportunities to subordinates.

Activity 8-2: Creating a Professional Development Plan 20 minutes

The students are instructed to look at themselves as a subordinate and write a personal professional development plan based on their own needs and available resources.

Managing Stress 20 minutes

This section begins with lecture about what stress is, how it affects people, and a stress management model. A facilitated discussion will follow to identify ways to mitigate stress.

Activity 8-3: Techniques for Managing Stress 15 minutes

In a small-group activity, students identify three major stressors in their life and then brainstorm steps to avoid or minimize stress from these sources. Students identify techniques to relieve the stress from the sources and report back to the large group with their methods for class discussion.

Formal Support Systems 15 minutes

This section begins by defining intra and inter-departmental support systems. Class participation is encouraged by having a brainstorming session to name as many types of intra and inter-departmental support systems as they can A large-group discussion recognizing an employee in need and applying appropriate solutions follows. The instructor will separate students into small groups and give each group two support systems from the list to answer questions concerning when and how the systems are used. The students are then brought back together into the large group for a facilitated discussion of the responses.

Plan of Instruction

Activity 8-4: Support Systems **20 minutes**

The instructor separates students into small groups and give each group two support systems from the list to answer questions concerning when and how the systems are used. The students are then brought back together into the large group for a facilitated discussion of the responses.

Within small groups, students answer questions concerning when and how a list of given support systems should be accessed. The group elects a spokesperson to represent their group in a large group discussion of activity.

Managing Relationships – Self and Role in Workplace Relationships **10 minutes**

This segment, "Managing Relationships—Self and Role in Workplace Relationships," is a summary of the entire HRD process. The module begins by defining the new role of the chief officer in HRD and ends with a discussion of the difference between oneself and the role one fills. There are dangers in confusing the two. Students will be given advice on the personal changes that come with promotion to chief officer. An activity follows that requires students to identify potential conflicts between roles.

Activity 8.5: Role Conflict **30 minutes**

This activity introduces students to possible role conflicts and solutions.

Summary **5 minutes**

The summary reemphasizes the important points covered in each of the module's topics and provides a transition to the next module.

References

Atkinson, William. "Wellness Programs: Fit Employees are Inexpensive Employees." *Textile World* 151.2 (2001): 68+.

Biech, Elaine. *The 2001 Annual: Volume 1, Training*. Jossey-Bass/Pfeiffer. 2001. 30+

Barbian, Jeff. "Teaching Old Hands New Tricks." *Training* 39.8 (2002): 58+.

Cowlett, Mary. *Learning to Bridge the Knowledge Gap*. London: Haymarket, 2002.

Dexter, William F., and Thom Lowther. "Continuing Ed: Defining Professional Development." *Consulting – Specifying Engineer* 32.1 (2002): 16+.

Federal Emergency Management Agency. *Consequences of Terrorism.* Eagle Systems and Services, 2000.

Fracaro, Ken. "Mentoring: Tool for Career Guidance." *SuperVision* 63.9 (2002): 10+.

Heifetz, R. A., and M. Linsky. *Leadership on the Line: Staying Alive Through the Dangers of Leadership*. Boston: Harvard Business School, 2002.

Nelson, Bob. "No-cost Employee Recognition." *ABA Bank Marketing* 34.7 (2002): 14+.

Rosal, Lorenca. "Re-recruiting Employees." *Executive Excellence Inc* 19.7 (2002) 11+.

Steinauer, Joan M. "5 Simple Steps." *Incentive*, 176.6 (2002): 59+.

Thompson, Michael. "Worried About Stress?" *Credit Management*. August 2002: 30+.

Note: The following sources are from the World Wide Web (WWW). They are provided without guarantee of either reliability or currency, as WWW content and site locations are subject to change without notice.

Burns, Steve. *How to Survive Unbearable Stress*. The Medical Basis of Stress, Depression, Anxiety, Sleep Problems, and Drug Use. 1997-2001. 17 September 2002 *<http://www.teachhealth.com>*.

Davis, Joseph A. *Providing Critical Incident Stress Debriefing (CISD) to Individuals and Communities in Situational Crisis.* The American Academy of Experts in Traumatic Stress. 17 September 2002 *<http://www.aaets.org/arts/art54.htm>*.

Office of Human Resources Management. *How Do I Contribute to an Employee's Career Development?* U.S. Department of Commerce. 18 September 2002 *<http://ohrm.doc.gov/managers/how_contr_careerdev.htm>*.

Plan of Instruction

COURSE SUMMARY

Module 1: Internal Organizational Environment

This module covers the role of the chief officer within the organizational structure and managing internal human resources.

Module 2: External Organizational Environment

This module covers the newly promoted chief officer's relationship with his or her community both as a focus of service and as a resource.

Module 3: Community Diversity

This module covers external diversity, globally, nationally, locally, and specifically within the chief officer's service community.

Module 4: Managing Organizational Diversity

This module focuses on the internal aspects of diversity concepts and issues within the student's fire service organization and encourages the student to see diversity as a positive resource.

Module 5: Managing Workforce Conflict

The module provides students with specific skills and strategies for resolving conflict in the workplace.

Module 6: Managing the Workforce

This module covers basic principles and skills involved in counseling/coaching, performance evaluation, and disciplinary actions within the chief officer's span of control.

Plan of Instruction

Module 7: Supporting the Workforce

This module's focus is on how to enhance credibility through effective planning, scheduling, delegation, establishing priorities, and time management.

Module 8: Encouraging the Workforce

This module covers the role of the chief officer in recognizing need and getting appropriate assistance through support systems for subordinates and self.

Community Risk Reduction

Plan of Instruction
for the
Community Risk Reduction Course
of the
Chief Officers Training
Curriculum

Final
February 2003

UNITED STATES FIRE ADMINISTRATION
Emmitsburg, Maryland

Plan of Instruction

CONTENTS

Plan of Instruction

Rationale

The National Fire Academy (NFA) of the U.S. Fire Administration's (USFA) is developing a new curriculum for newly promoted chief officers in both career and volunteer departments. This 160-hour curriculum follows the recommendations of a Curriculum Advisory Committee (CAC) report submitted to the NFA in the spring of 2000. that recommended the following curriculum breakdown:

- Operations (80 hours),
- Leadership (32 hours),
- Human Resource Development (32 hours), and
- Community Risk Reduction (16 hours).

The advisory group agreed that the target audience—newly promoted chief officers and battalion chiefs—presented a small but critically important segment of the fire and emergency services population and agreed that training programs did not exist at the local, state, or national levels to adequately prepare these personnel for promotion to the chief officer's rank.

This plan of instruction deals with the 16-hour Community Risk Reduction course.

Course Goal

The goal of this course is to prepare newly promoted chief officers to manage risk reduction responsibilities at their organizational level, in concert with the overall risk reduction missions of their departments.

Course Objective

Upon completing this course, chief officers will be able to develop and manage response-areas or neighborhood-based risk reduction programs based on a systematic analysis of the target audience and the profile of their communities.

Plan of Instruction

Target Audience

This training program is intended for battalion chiefs or newly promoted chief officers who are in transition from supervisory to managerial responsibilities. These officers have a critical need to look at emergency management differently than those in lower ranks. They also need to look at issues and problems within their organizations and communities in a much more global fashion than in the lower ranks of these organizations.

Activities

The learning activities in this course are a mix of individualized, small- and large-group activities, group discussion, and lecture.

The small-group activities are designed to accommodate groups of five to six persons. The instructor should encourage these groups to be as diverse as possible, based on such factors as years and types of experience, departmental differences, and variations in jurisdiction size and type. This mix makes for richer discussion and sharing of insights.

The large-group activities involve a combination of brainstorming and class discussion.

The instructional plan keeps lecture to a minimum to engage the students as much as possible in discovering and applying information. A suggestion to lecture is, in most cases, a recommendation to conduct a class discussion leading the students to discover the ideas rather than be told what they are.

Course Materials

Instructor Guide

The Instructor Guide (IG) lays out the course module by module and is formatted into two columns. The column on the left includes thumbnails of the slides that should be displayed on the screen with respect to their corresponding points being covered in the lecture/discussion.

Plan of Instruction

The times noted at the beginning of each section are suggested times for the module or module section. They allow the instructor to get a feeling for both the amount of material presented and the associated learning strategies. Since the course is designed to actively and continually engage the participant, the instructor should try to respect the recommended time frames.

The right-hand column provides in outline form the information the instructor should present. Special notes to the instructor are highlighted in gray boxes.

Student Manual

The student manual includes a detailed narrative summary of all materials covered in the module and can serve very effectively as review material.

Student activity worksheets are found in their corresponding modules. These worksheets will guide students through various activities designed to allow them to apply the ideas and skills presented in the module.

Visuals

The visuals are PowerPoint® slides containing each module's key information intended for presentation. The information on the slides is condensed information or bulleted lists of information found in both the SM and the IG. The instructor should "flesh out" or expand the information on the slides rather than simply reading the slides word for word. The detailed information for the slides comes from the IG. The instructor should address each slide but not dwell long on each.

Evaluation

There are two types of evaluation.

A standard assessment instrument administered at the end of each module is a level-two evaluation. The instrument will serve as an opportunity for review of key points and an opportunity to correct any misperceptions or misinterpretations of the content. This instrument is presented in the form of multiple-choice questions.

A second type of level-two evaluation occurs throughout the course in the form of instructor and peer feedback given during or after the various in-class activities.

Recommended Order of Delivery

Ideally, the course delivery should follow the order presented in the IG. The modules are sequential, each one building on the one previous. The designers see the modules as steps in a new model for community risk reduction. As such, presenting one module out of sequence might weaken the potential effect of the whole unless students are exposed to the other steps at a later time.

Plan of Instruction

Summary of Major Subject Areas

Topic	Time (hours)	Percent of Total Instruction
Module 1: The Chief Officer's Role in Neighborhood Risk Reduction	4	25%
Module 2: Developing Community Equity	4	25%
Module 3: Assessing Community Risk	4	25%
Module 4: Strategy Implementation	4	25%
Total	16	100%

Summary of Content by Teaching Method (in minutes)

Topic	Instructor-led Group Discussion or Brainstorming	Individual Activity	Small-group Activity and Presentations	Total
Module 1	60	60	120	240
Module 2	120	20	100	240
Module 3	180		60	240
Module 4	155		85	240
Total	515	80	365	960
Percent*	54%	8%	38%	100%

*Rounded out

Summary of Class Requirements and Equipment

Topic	Projector and LCD	Screen	Easel and Markers
Module 1: The Chief Officer's Role in Neighborhood Risk Reduction	X	X	X
Module 2: Developing Community Equity	X	X	X
Module 3: Assessing Community Risk	X	X	X
Module 4: Strategy Implementation	X	X	X

Plan of Instruction

MODULE 1:

THE CHIEF OFFICER'S ROLE IN NEIGHBORHOOD RISK REDUCTION

TIME: 4 hours

Purpose

The purpose of this module is to introduce chief officers to comprehensive risk reduction within their communities and their role in that process.

Terminal Objective

After completing this module, students will be able to differentiate between the role of the chief officer in both traditional and nontraditional community risk reduction.

Enabling Objectives

The student will:

- Define community risk;
- Define community risk reduction;
- Compare and contrast risk reduction with risk management;
- Describe the requirements of risk reduction activities with respect to current national standards; and
- Compare and contrast the traditional and nontraditional roles of chief officers in the risk reduction process within the overall mission of the fire department.

Plan of Instruction

Scope

This module covers concepts of community risk and risk reduction, risk reduction and national fire service standards, traditional and nontraditional roles in risk reduction, and the role of chief officers in the risk reduction process.

Prerequisites

The student must be able to:

- Use computer technology to gather and analyze data;
- Understand and apply research techniques using the World Wide Web;
- Communicate in oral and written form; and
- Understand and interpret national consensus standards.

Methodology

Objectives and Overview **5 minutes**

Chief officers must take responsibility for community risk reduction at the neighborhood level. In order to accomplish this, they must understand both risk and the concepts of risk reduction. They must also recognize both the traditional and nontraditional roles that chief officers must assume. In addition, chief officers must recognize that there is a change from centralized to decentralized execution of local risk reduction programs.

Defining Community Risk **45 minutes**

This section attempts to define *community risk* as the students understand it at the start of the course. Each student individually defines *community risk* and then shares this information with others in his or her group. Each group will then attempt to reach consensus before reporting to the class as a whole. The instructor processes the groups' reports.

Plan of Instruction

Defining Community Risk Reduction **45 minutes**

This section attempts to define *community risk reduction* as the students understand it at the beginning of the course. Each student individually defines *community risk reduction* and then shares this definition with others in his or her group. The group will then attempt to reach consensus before reporting to the class as a whole. The instructor processes the groups' reports.

Risk Reduction and Risk Management **20 minutes**

To avoid confusing risk reduction and risk management, the two will be differentiated to emphasize that this course is about risk reduction, not risk management.

This section relies on a guided discussion and provides questions with which to generate student feedback.

Risk Reduction Requirements **60 minutes**

This section is an examination of documents or standards such as NFPA 1200, NFPA 1021, NFPA 1600, and the USFA's Five-Year Operational Objectives to identify risk reduction activities stated or implied within them.

Each student individually answers the question, "What is the role of the first-level chief officer in community risk reduction at the neighborhood level?" Each working from a different document, the groups will compile their responses and report to the class. The instructor processes each groups input.

Traditional and Nontraditional Roles in Risk Reduction **60 minutes**

This section identifies the traditional and nontraditional roles of the chief officer in their risk reduction process at the neighborhood level within the larger mission of the fire department and it will stress that each battalion chief cannot work in isolation from other chiefs. Each must contribute to the total risk reduction plan.

Using a "round-robin" technique, each student places one traditional, neighborhood risk reduction role on a flipchart until there are no others to add. At the end, the instructor processes the list.

Then, in small groups, the students develop a response to the question, "If you were the chief of your department for the day, what would you want your chief officers to do for community risk reduction at the neighborhood level?" Each small-group then reports.

To complete this section, the instructor compares the traditional and nontraditional roles, emphasizing that the latter are to be the focus of the course.

Summary **5 minutes**

The chief officers in any community are responsible for community risk reduction at the neighborhood level. This essential task supports the overall mission of the department in the area of risk reduction and prevention—a mission that is expanding and is consistent with national standards, trends in the fire service, and the expectations of the customer.

References

Aldis, Owen. "Of Pigeons and Men." *Harvard Business Review 39* (1961): 59-63.

Blanchard K.H., and S. Johnson. *The One-Minute Manager.* New York: Morrow, 1982.

Davidson L. "The Power of Personal Recognition." *Workforce* (December 1999): 44 ff.

Graham, Cole Blease, Jr., and Steven W. Hays. *Managing the Public Organization,* 2nd ed. Washington: Congressional Quarterly Press, 1993.

Oklahoma State Fire Marshall. "Oklahoma Fire Incident Reporting System Annual Report." <www.fema.gov/americburning/>

Verespej, M. "Bringing Out the Best." *Industry Week 247* (1989): 18 ff.

<www.thedenenbergreport.org/articles/safe/sfe.12281999.htm>

<www.usfa.fema.bov/about/abr-intro.htm>

<www.AmericaBurning-revisted.htm>

<www.iciefs.org/onscene/2000/0601.htm>

<www.usfa.fema.gov/about/aar.htm>

<www.fema.gov/americburning/>

<www.fema.gov>

Plan of Instruction

MODULE 2:

DEVELOPING COMMUNITY EQUITY

TIME: 4 hours

Purpose

The purpose of this module is to create a strategy for developing and maintaining rapport and trust in the community through partnerships.

Terminal Objective

After completing this module, you will be able to formulate a strategy to develop community equity through partnerships with individuals, groups, and organizations at the neighborhood level to achieve risk reduction, given a set of risk reduction objectives and information on the community.

Enabling Objectives

The student will:

- Define community equity and relate it to community risk reduction;
- Describe the challenges to creating community equity;
- List the benefits to the individual fire company and the organization for establishing community equity;
- Identify community partnerships based on community demographics, resource availability, community needs, and customer service principles;
- Explain methods for creating and maintaining community equity with individuals, groups, and organizations through nontraditional programs, services, and partnerships; and

- Identify elements necessary to create an effective community risk reduction program at the neighborhood level.

Scope

This module covers the concept of community equity, challenges and benefits of community equity, identification of community partnerships, methods for creating and maintaining community equity, and the elements of an effective community risk reduction program.

Prerequisites

The student must be able to:

- Use computer technology to gather and analyze data;
- Understand and apply research techniques using the World Wide Web;
- Communicate in oral and written form;
- Understand and interpret national consensus standards; and
- Apply the concepts covered in Module 1.

Methodology

Objectives and Overview **5 minutes**

The module introduces the concept that, in order to successfully fulfill their roles in community risk reduction, chief officers must build and maintain partnerships with individuals, groups, and organizations at the neighborhood level. The module provides examples and strategies for chief officers to engage the community and build the rapport and trust required to differentiate the actual and perceived needs of the community. Chief officers must understand that many times the perceived needs are not the true needs of the members of the community.

Plan of Instruction

Community Equity and Community Risk Reduction **20 minutes**

This section explains the concept of community equity, or good will, as it relates to both the fire department and the community. Before the chief officers and the battalion can engage the community in risk reduction, they must build rapport with the community.

This section relies on guided discussion and provides questions with which to generate feedback.

Methods of Creating and Maintaining Community Equity **40 minutes**

Identifying community partnerships with individuals, groups, and organizations is one thing, but creating and maintaining these partnerships does not happen by itself. The department may need to implement innovative and nontraditional programs and services to cultivate the partnerships.

This section relies on guided discussion and provides questions with which to generate student feedback.

Challenges to Creating Community Equity **60 minutes**

The students identify what they perceive to be realistic obstacles to creating community equity. These obstacles can take various forms and may not always be evident. Many of them are rooted in long-standing traditions.

At first individually, and then in small groups, students list obstacles to establishing community equity. Each group reports its observations, and the instructor processes these reports.

Benefits to Creating Community Equity **20 minutes**

Establishing community equity yields many benefits to the fire department. Thus, the fire department benefits from dealing with the community in a customer-friendly and proactive way.

In a large-group brainstorming process, students will compile a list of benefits to both the individual fire company and the organization as a whole which results from establishing community equity.

Identifying Community Partnerships 60 minutes

In every community, there are potential partnerships to which the fire department can turn to help implement the risk reduction process. Relying on community demographics, resource availability, community needs, and customer service principles, the fire department needs to identify and enlist these partnerships.

This section relies on a guided discussion and provides questions with which to generate student feedback. It is followed by a small-group activity with a scenario actually identifying some. The groups report their responses, and the instructor processes the reports.

Creating an Effective Risk Reduction Program in the Neighborhood 30 minutes

To be effective at the neighborhood level, the fire department needs to identify the various elements necessary to creating effective risk reduction program. This process is different, however, than actually creating and maintaining community equity.

The instructor will lead the group in a brainstorming process.

Summary **5 minutes**

Community risk reduction begins with chief officers gaining the trust and respect of citizens. This community equity is a product of the day-to-day actions of individual fire companies. Once community equity has been created, the door to change in the community is open.

References

Blanchard, K.H., and S. Johnson. *The One-Minute Manager.* New York: Morrow, 1982.

Graham, Cole Blease Jr., and Steven W. Hays. *Managing the Public Organization.* 2nd ed. Washington: Congressional Quarterly Press, 1993.

Hersey, Paul, et. al. *Management of Organizational Behavior.* 7th ed. Upper Saddle River: Prentice-Hall, 1996.

Herman, Roger E. "Boosting Employee Morale." *U.S. Small Business Success Series* 16 (1997): Doc. #8102.

Herzberg, Frederick. "One More Time: How Do You Motivate Employees?" *Harvard Business Review* 46 (1968): 53-62.

Katzell, Raymond, and Donna Thompson. "Work Motivation: Theory and Practice." *American Psychologist* 45 (1990): 144-153.

McGregor, Douglas. *The Human Side of Enterprise*. New York: McGraw Hill, 1960.

Maslow, Abraham. *Motivation and Personality.* New York: Harper and Row, 1954.

Oklahoma State Fire Marshall. "Oklahoma Fire Incident Reporting System Annual Report" <www.fema.gov/americburning/>

Renn, Ortwin. “Risk Communication: Towards a Rational Discourse with the Public,” *Journal of Hazardous Materials* 29 (1992): 465-519.

Sashkin, Marshall, and Kenneth Kiser. *Putting Total Quality Management to Work*, 1st ed. San Francisco: Berrett-Koehler, 1993.

Scholtes, Peter R. *The Leader's Handbook.* New York: McGraw Hill, 1998.

Skinner, B. F. *Science and Human Behavior.* New York: Macmillan, 1953.

Vroom, Victor. *Work and Motivation.* New York: Wiley, 1964.

<www.usfa.fema.gov/about/aar.htm>

<www.usfa.fema.gov.nfdc/statistics.htm>

<www.usfa.fema.gov/fdcoverall.htm>

<www.usfa.fema.gov/about/faq/htm>

<www.ci.Worchester.ma.us/fire/prev.htm>

<www.AmericaBurning.com>

<www.nfpa.org/Research/One_Stop_Data_Shop/one_stop_date_shop.html>

<www.fema.gov>

<www.recognition.org/article_allstar.htm>

Plan of Instruction

MODULE 3:

ASSESSING COMMUNITY RISK

TIME: 4 hours

Purpose

The purpose of this module is to interpret and correlate data necessary to determining a neighborhood risk profile.

Terminal Objective

After competing this module, the student will be able to develop a neighborhood risk profile using risk analysis techniques based on current community requests for services; local, state, and national data; and future trends.

Enabling Objectives

The student will:

- Identify sources of community risk information;
- Identify methods for gathering community risk information;
- Analyze activity information at the neighborhood level;
- Analyze demographic information of the at-risk target audience at the neighborhood level;
- Identify causal relationships and factors of selected risks; and
- Prioritize neighborhood risks based on risk analysis techniques.

Plan of Instruction

Scope

This module covers the gathering of information regarding neighborhood risks from neighborhood, local, state, and national sources; analyzing information on neighborhood risks; identifying causal relationships and factors contributing to neighborhood risk; and creating a neighborhood risk profile from risk analysis information

Prerequisites

The student must be able to:

- Use computer technology to gather and analyze data;
- Understand and apply research techniques using the World Wide Web;
- Communicate in oral and written form;
- Understand and interpret national consensus standards; and
- Apply the concepts covered in Module 2.

Methodology

Overview and Objectives **5 minutes**

It is critical that chief officers understand the process of developing a neighborhood risk profile. Developing a profile requires the ability to apply basic risk analysis techniques in a sequential process. Until this process is accomplished, chief officers cannot accurately understand the nature of risks within their neighborhoods and communities. With that information and understanding, chief officers can then address the most critical risk areas and move ahead with developing an achievable intervention strategy at the neighborhood level.

Plan of Instruction

Sources of Community Risk Information 30 minutes

Assessing community risk begins with gathering accurate risk information in the community from various sources. Many of these sources will be obvious but others will not. This section tries to identify some of the less obvious ones.

The instructor leads the class in a brainstorming exercise geared toward listing various sources of community information chief officers can use in the risk reduction effort.

Methods of Gathering Community Risk Information 30 minutes

Once the main sources of community risk information have been identified, one has to determine the best methods of actually obtaining the information. Obtaining information is where community equity will be a great help. The next step is to determine the most effective methods of gathering information so that it is an accurate reflection of the real risks in the community.

The instructor leads the class in a brainstorming exercise listing various sources of community information the chief officers can use in the risk reduction effort.

Analyzing Information at the Neighborhood Level 25 minutes

An important step in the risk reduction process is analyzing precisely what activities the fire department engages in within its response area or neighborhood. These activities include both emergency and nonemergency activities. Analyzing this information can be most helpful in identifying the real, predominant risks of the community.

This section relies on a guided discussion and provides questions with which to generate student feedback.

Plan of Instruction

Analyzing Demographic Information of the At-Risk Target Audience **85 minutes**

Along with an analysis of the fire department's own activity records, the department needs to analyze the demographics of the at-risk neighborhood population. The make-up of the community will likely have a direct correlation to its risks. Rather than assuming what the risks are, the department's analysis of the population will help identify the real risks at the neighborhood level.

This section relies on guided discussion and provides questions to generate student feedback. A small-group activity follows the discussion in which the group reflects on its own communit and completes a set of matrices to identify the demographics. The instructor processes the groups' findings.

Identifying Causal Relationships and Factors of Selected Risks **30 minutes**

The next step is to determine carefully the causal relationships and key factors associated with community information and demographics. Before one can decide which intervention strategies to choose (Module 4), this step is critical.

This section relies on a guided discussion that provides questions with which to generate student feedback.

Prioritizing Neighborhood Risks **30 minutes**

The last assessment step is to decide which risks are most urgent and need immediate attention. Some of the considerations are the impact of the problem on the target audience, the frequency of the problem, the resources available to solve the problem, and the degree to which the problem relates to the mission of the fire department.

This section relies on a guided discussion that provides questions with which to generate student feedback.

Summary **5 minutes**

Understanding the problem and the people affected by the problem is essential to successful risk reduction. From this information, the chief officer is able to create a neighborhood risk profile that prioritizes the most pressing risks in the neighborhood. These risks become the ones for which the community develops risk reduction solutions.

Suggested Follow-Up Activity

Using the process presented in this module, students can begin to create a neighborhood risk profile using their familiarity with their local jurisdictions as the source of the information. The purpose of this exercise is to create a neighborhood risk profile for one or more neighborhoods or response areas, or for the entire community, if it consists of only one response area.

If a few students from the same jurisdiction participated in the Module 3 presentation, they might find it useful to collaborate on jurisdiction-wide data.

If a few students from the same, smaller organizational unit, such as a battalion or company, participated in Module 3, they would find it especially useful to collaborate, focusing on their area of response.

References

Andreasen, Alan. *Marketing Social Change: Changing Behavior to Promote Health, Social Development, and the Environment*. San Francisco: Jossey-Bass, 1995.

Kotler, Philip, and Eduardo L. Roberto. *Social Marketing: Strategies for Changing Public Behavior.* New York: Free Press, 1989.

National Academy of Sciences. *Injury in America*. Washington: National Academy Press, 1983.

Plan of Instruction

Unites States Fire Administration. *A Short Guide to Evaluating Local Public Fire Education Programs*. Emmitsburg: Federal Emergency Management Agency, 1991.

---. *America Burning Revisited*. Emmitsburg: Federal Emergency Management Agency, 1987.

---. *EMS Management of Community Health Risks*. Emmitsburg: Federal Emergency Management Agency, 2002.

---. *Leading Community Risk Reduction.* Emmitsburg: Federal Emergency Management Agency, 2002.

---. *Presenting Effective Public Education Programs*. Emmitsburg: Federal Emergency Management Agency, 1994.

Plan of Instruction

MODULE 4:

STRATEGY IMPLEMENTATION

TIME: 4 hours

Purpose

The purpose of this module is to develop a risk reduction strategy to address the highest priority risks identified in the neighborhood risk profile.

Terminal Objective

At the end of this module, the student will be able to prepare a nontraditional risk reduction strategy for implementation at the neighborhood level using a neighborhood risk profile.

Enabling Objectives

The student will:

- Identify methods for motivating members;
- Explain five intervention methods for community risk reduction;
- Identify potential intervention alternatives;
- Determine the optimum solutions;
- Identify resources for a selected solution; and
- Identify indicators of success.

Plan of Instruction

Scope

This module covers motivating members with respect to community risk reduction, interventions used in community risk reduction, determining optimal solutions for a community risk issue, identifying resources required for selected interventions, and identifying indicators of success.

Prerequisites

The student must be able to:

- Use computer technology to gather and analyze data;
- Understand and apply research techniques using the World Wide Web;
- Communicate in oral and written form;
- Understand and interpret national consensus standards; and
- Apply the concepts in Modules 1, 2, and 3.

Methodology

Overview and Objectives **5 minutes**

The chief officers will develop a strategy to reduce community risk at the neighborhood level. The ideal solution is not always the most feasible. A risk reduction strategy developed from a neighborhood risk profile will require intervention. These interventions, used individually or collectively, include enforcement, engineering, education, economic measures, and emergency response. The optimum solution is that which provides the most effective outcome with the most efficient use of available resources.

Motivating Department Members **30 minutes**

One of the first challenges chief officers will face in creating and managing a risk reduction program is motivating the personnel in their charge. The discussion seeks to identify realistic motivators.

This section relies on a guided discussion that provides questions with which to generate student feedback.

Selecting Intervention Strategies 30 minutes

In addition to the three traditional, well-known intervention strategies in fire prevention activities—engineering, education and enforcement—this course adds two others: economic measures and emergency response. Once the community sets its risk reduction priorities, it may decide that one or more of these intervention strategies have the best chance of succeeding.

This section relies on a guided discussion that provides questions with which to generate student feedback.

Finding Alternative Intervention Strategies 50 minutes

The five strategies discussed above may not be the only ones available. The community is encouraged to discover other, more nontraditional approaches that better fit the profile of the neighborhood.

This section is a small-group activity aimed at identifying nontraditional strategies appropriate to the neighborhood profile.

Choosing the Optimum Solution 30 minutes

The best solution to the risk the community has decided to address may end up being a combination of traditional and nontraditional strategies. The selection must also consider other factors such as cost and community willingness to be involved. The discussion seeks to identify all the factors that need to be considered in structuring the optimum solution.

Plan of Instruction

This section relies on a guided discussion that provides questions with which to generate student feedback.

Identifying Resources **30 minutes**

The success of the program will require some resources. Persons involved in the risk reduction program need to identify all the resources currently available or anticipated to make the program a success and base implementation realistically on this assessment.

This section relies on a guided discussion that provides questions with which to generate student feedback.

Identifying Indicators of Success **60 minutes**

Having made decisions about implementing a risk reduction program, persons involved in the program should identify the hoped-for results that will indicate program success or that the program still needs further refinement or adjustment.

This is a guided discussion with questions provided to generate student feedback followed by a small-group activity identifying a goal and indicators of success.

Summary **5 minutes**

The final step in community risk reduction at the neighborhood level is to identify the most practical solution to the highest priority risk. The solution may be a single intervention or may involve multiple interventions. The community and fire department personnel in partnership then implement the risk reduction strategy.

Suggested Follow-up Activity

Using the process presented in this module, and building on the suggested activities at the end of Module 3, students can now identify the strategy they would use to launch their neighborhood risk reduction programs.

The purpose of this exercise is to create a neighborhood risk reduction program based on the analysis of the neighborhood and a selection of the most suitable intervention strategies.

If a few students from the same, smaller organizational unit, such as a battalion or company, participated in the presentations of the previous modules, they would find it especially useful to collaborate focusing on their area of response.

References

None applicable

Plan of Instruction

for the

Operations Course

of the

Chief Officers Training

Curriculum

February 2006

UNITED STATES FIRE ADMINISTRATION
Emmitsburg, Maryland

Plan of Instruction

CONTENTS

Plan of Instruction

Plan of Instruction

Rationale

The U.S. Fire Administration's (USFA's) National Fire Academy (NFA) is developing a new curriculum for newly promoted chief officers in both career and volunteer departments. This 160-hour curriculum follows the recommendations of a Curriculum Advisory Committee (CAC) Report submitted to the NFA in Spring 2000. The report recommended the following curriculum breakdown: Operations (80 hours), Leadership (32 hours), Human Resource Development (32 hours), and Community Risk Reduction (16 hours).

The advisory group agreed that training programs did not exist on the local, state, or national levels to adequately prepare personnel for promotion to the chief officer's rank.

This plan of instruction deals with the 80-hour Operations course.

Course Goal

The goal of the Operations course is to provide an educational experience that will help the newly promoted chief officer or Battalion Chief (BC) to perform competently at an emergency incident. Although emergencies have been reduced at varying rates, they are still the most resource intensive and dangerous component of the emergency services today.

Course Objectives

Upon completing this course, newly promoted chief officers and BCs will be able to:

- Make strategic decisions to effectively manage an emergency incident;
- Develop an Incident Action Plan (IAP) for a complex incident; and
- Preplan for target hazards.

Course Prerequisites

Students should complete the following course before enrolling in the COTC Operations course:

- USFA. *ICS Self-Study*.

Target Audience

This training program is intended for newly promoted chief officers or BCs who are in transition from supervisory responsibilities to managerial responsibilities. These officers have a critical need to look at emergency management in a different way than personnel in lower ranks. The training is designed for these officers who will be responsible for strategic decision-making at the incident level, leaving the tactical decision-making to lower-level officers they now lead. In career departments, these officers may be battalion chiefs, while in volunteer or combination volunteer and career departments, these officers may have another rank, such as captain or lieutenant.

Activities

The learning activities in this course are a mix of individualized, small-group and large-group activities, and group discussion.

Most of the activities in this course are configured for small groups (four to six persons). It is recommended that the instructor assign groups. The instructor should encourage these groups to be as diverse as possible based on such factors as years and types of experience, departmental differences, and variations in jurisdiction and type. This mix makes for richer discussion and sharing of insights.

Course Materials

Instructor Guide

The Instructor Guide (IG) lays out the course by module. The IG is formatted in two columns. The column on the left includes thumbnails of the slides that should currently be displayed on the screen.

The times noted at the beginning of each section are for reference purposes only. They allow the instructor to get a feeling for the amount of material presented, the amount remaining, and act as an aid to managing the remainder of the course.

The right-hand column provides information the instructor should present. Special notes to the instructor are highlighted in grayed-out boxes. Other material will simply provide the instructor with additional information and background data that may be presented or used to answer student questions at the instructor's option. Appendices in the IG, when applicable, are the same as those in the Student Manual (SM) and provide ready references for government regulations, etc.

Student Manual

The SM includes a detailed narrative summary of all materials covered in the module and is designed to be used as post-course review material. Student activity worksheets are found in the corresponding modules. These worksheets will guide the students through various activities designed to allow them to apply the materials presented in the module.

Visuals

The visuals are PowerPoint® slides containing the module's information for presentation. The information on the slides is presented in general notes. The instructor should flesh out the information on the slides and not read the slides word for word. The detailed information for the slides comes from the IG. The instructor should address each slide but not dwell long on each.

Evaluation

A standard assessment instrument administered at the end of the course will measure level one evaluation. The instrument will solicit feedback from students about each major course section. In addition, instructors will be encouraged to listen to suggestions from the students as the course proceeds.

Level two evaluation will be measured by:

- Performance of the students during the end-of-course final examination and

- Completion of the in-class activities.

Recommended Order of Delivery

Students should take the modules within the COTC Operations Course in the order they are presented in this POI. It is especially important that students have a very good understanding of the responsibilities of each Incident Command System (ICS) function and the application of the ICS structure to an incident before taking the modules that include simulation exercises. To this end, students should complete modules 1 through 3 before enrolling in modules 4 through 6 and should complete the first 6 modules before enrolling in any of the modules with simulation exercises.

Plan of Instruction

Summary of Major Subject Areas

Topic	Time (hours)	Percent of Total Instruction
Module 1: Application of the Incident Command System	8 hours	10 %
Module 2: Incident Command Decision-Making	4 hours	5 %
Module 3: Incident Action Plan (IAP)/Planning	8 hours	10 %
Module 4: ICS for Emergency Medical Services (EMS)	4 hours	5 %
Module 5: Health and Safety Officer, Laws and Regulations	4 hours	5 %
Module 6: Incident Safety Officer and Risk Management	4 hours	5 %
Module 7: Fire Cause Determination I	4 hours	5 %
Module 8: Fire Cause Determination II	4 hours	5 %
Module 9: Nursing Home Simulation Exercise	4 hours	5 %
Module 10: Bulk Storage Facility/Tank Farm Simulation Exercise	4 hours	5 %
Module 11: Structural Collapse Simulation Exercise	4 hours	5 %
Module 12: Terrorist Incident Simulation Exercise	4 hours	5 %
Module 13: Enclosed Mall Simulation Exercise	4 hours	5 %
Module 14: Public Assembly/Mass Casualty Simulation Exercise	4 hours	5 %
Module 15: High-Rise Simulation Exercise	4 hours	5 %
Module 16: Dormitory Simulation Exercise	4 hours	5 %
Module 17: Grain Elevator Simulation Exercise	4 hours	5 %
Module 18: Penal Institution Simulation Exercise	4 hours	5 %
Total		**100%**

Plan of Instruction

Summary of Content by Teaching Method

Topic	Lecture/ Group Discussion	Individual Activity	Small-Group Activity and Presentations	Large-Group Activity	Total (Minutes)
Module 1	325		155		480
Module 2	155	20	65		240
Module 3	255		225		480
Module 4	150		90		240
Module 5	150	60	30		240
Module 6	140		30	70	240
Module 7	135		75	30	240
Module 8	150		90		240
Module 9	90		150		240
Module 10	90		150		240
Module 11	150		90		240
Module 12	90		150		240
Module 13	90		150		240
Module 14	60		180		240
Module 15	90		150		240
Module 16	90		150		240
Module 17	90		150		240
Module 18	80		160		240
Total	**2380**	**80**	**2240**	**100**	**4800**
Percent of Total*	49.5 %	1.6 %	46.6 %	2 %	100 %

*Percentages are rounded.

Plan of Instruction

Summary of Class Requirements and Equipment

Topic	Projector and LCD	Screen	Easel and Markers
Module 0: Course Introduction	X	X	
Module 1: Application of the Incident Command System (ICS)	X	X	X
Module 2: Incident Command Decision-Making	X	X	X
Module 3: Incident Action Plan (IAP)/Planning	X	X	X
Module 4: ICS for Emergency Medical Services (EMS)	X	X	X
Module 5: Health and Safety Officer, Laws and Standards	X	X	X
Module 6: Incident Safety Officer and Risk Management	X	X	X
Module 7: Fire Cause Determination I	X	X	X
Module 8: Fire Cause Determination II	X	X	X
Module 9: Nursing Home Simulation Exercise	X	X	X
Module 10: Bulk Storage Facility/Tank Farm Simulation Exercise	X	X	X
Module 11: Structural Collapse Simulation Exercise	X	X	X
Module 12: Terrorist Incident Simulation Exercise	X	X	X
Module 13: Enclosed Mall Simulation Exercise	X	X	X
Module 14: Public Assembly/Mass Casualty Simulation Exercise	X	X	X
Module 15: High-Rise Simulation Exercise	X	X	X
Module 16: Dormitory Simulation Exercise	X	X	X
Module 17: Grain Elevator Simulation Exercise	X	X	X
Module 18: Penal Institution Simulation Exercise	X	X	X

Plan of Instruction

MODULE 1:

APPLICATION OF THE INCIDENT COMMAND SYSTEM (ICS)

TIME: 8 hours

Purpose

The purpose of Module 1 is to review and delineate the functional elements of the Incident Command System (ICS) and the application of these elements to expanded emergency operations.

Throughout this training course, when the term "ICS" is used it should be understood that the reference is to the incident management system described in the National Incident Management System (NIMS), and to include the application of NIMS principles to the specific scenario being discussed.

Terminal Objective

After completing Module 1, students will be able to determine a basic ICS organization for an incident.

Enabling Objectives

The students will:

- Review ICS functions, elements, and responsibilities;
- Define command presence, assuming command, transferring command, and establishing a Command Post;
- Develop a basic ICS organization for an emergency incident; and
- Develop an extended ICS organization for a major emergency incident.

Prerequisites

- USFA. *ICS Self-Study*.

Plan of Instruction

Scope

This module addresses the history of the ICS, ICS command and general staff positions, the operations section, the planning section, the logistics section, the finance/administration section, and incident management techniques.

Methodology

Objectives and Overview **10 minutes**

The instructor presents the objectives of the module and an overview of the topics covered.

History of the ICS **5 minutes**

The instructor briefly summarizes the history of the ICS.

The ICS Organization at Expanded Incidents **15 minutes**

The instructor emphasizes that the basic ICS organization can be applied to routine incidents but must expand as the needs of the incident expand. In order for the Incident Commander (IC) to structure appropriate organization, he or she must understand the system's components.

ICS Command and General Staff Positions **50 minutes**

This section begins with a lecture on responsibilities of the IC and command staff (safety officer, liaison officer, and public information officer). The section also explains unified command, in which all agencies with geographical, functional, or legal responsibility contribute to the command process. The remainder of the section discusses functional positions, or general staff, and explains when to staff these positions: operations, planning, logistics, and finance/administration.

The Operations Section **80 minutes**

Terminology is the first topic covered in this section. Terms defined are *single resource*, *Rapid Intervention Crew (RIC)*, *crews*, *task force*, *strike team*, *staging area*, *division*, and *group*. The instructor presents examples of managing incident scenes, reminding students that ICS is flexible and students should apply their own resources and tactics. In other examples, the instructor facilitates a brief discussion of how resources may distributed at an incident. The section ends with a walk-through scenario showing how an organization builds as resources arrive and are put to work.

Activity 1.1: Application of the Basic Incident Command System Functions **65 minutes**

In this small-group activity, students use the components of the ICS to develop an appropriate basic organizational structure for an emergency incident. Group spokespersons present their groups' results to the class. As groups present their results to the class, the instructor will ask other groups to ask questions about or comment on those results.

The Operations Section (continued) **45 minutes**

The instructor lectures on the operations section, highlighting when to staff the operations section chief function by walking students through a scenario. The instructor also explains how the ICS allows the operations section chief or IC to create branches when the span-of-control is exceeded.

The Planning Section **20 minutes**

This section addresses staffing the planning section and the section's units or responsibilities.

The Logistics Section **20 minutes**

This section addresses staffing the logistics section and the responsibilities of the service and support branches.

The Finance/Administration Section **20 minutes**

The instructor explains staffing the finance/administration section and the section's units or responsibilities.

Activity 1.2: Using the Extended ICS at a Major Incident **90 minutes**

In this small-group activity, students will apply the full ICS and develop an extended organizational structure for a major emergency incident. Group spokespersons present their ICS structures to the class. As groups present their results to the class, the instructor will ask other groups to ask questions about or comment on those results.

Plan of Instruction

Incident Management Techniques **50 minutes**

This section covers several important aspects of incident management, including command presence, transfer of command, and establishing a command post. The classroom session, presented as a series of large-group discussion questions, serves as a refresher and as an opportunity for students to ask questions.

Module Summary **10 minutes**

The instructor will briefly summarize the module and provide an opportunity for students to comment and ask questions.

References

Student Manual

Plan of Instruction

MODULE 2:

INCIDENT COMMAND DECISION-MAKING

TIME: 4 hours

Purpose

The purpose of Module 2 is to reinforce the difference between classical and naturalistic decision-making. As part of size-up, the chief officer must be able to make quick and appropriate decisions based on pre-established priorities. The focus of this module will be to consider a process of thought that will empower the officer to make these quick decisions and, more importantly, to establish the foundation for future decision-making throughout an incident.

Terminal Objective

After completing this module, students will be able to apply the classical or naturalistic decision-making methods in the size-up process to identify incident objectives and strategies.

Enabling Objectives

The students will:

- Identify the difference between classical and naturalistic decision-making;
- Determine whether to use the classical or naturalistic decision-making method at a particular incident;
- Size-up and identify at least three incident problems and the cues that they used to detect them;
- Determine at least three incident objectives and three strategies to address the incident; and
- Determine at least three tactics to carry out to complement each strategy.

Pre-Assignment

- Pre-Incident Planning Priority Matrix

Plan of Instruction

Scope

Module 2 presents an overview of incident scene decision-making, the classical thought process, size-up, establishing objectives and determining strategy, selecting tactics, incident action planning, and the unified incident command strategy.

Methodology

Objectives and Overview **5 minutes**

The instructor presents the learning objectives and an overview of the topics addressed. The instructor explains that decision-making is a process dependent on the experience and training of the decision-maker. Because the decision-maker relies on reading critical cues from the incident, he or she must know what critical cues are most important for the specific situation and the most effective specific response to each critical cue.

Overview of Incident Scene Decision-Making **25 minutes**

The instructor lectures on the two primary methods used by incident scene decision-makers: classical and naturalistic. The classical method is time consuming and used when the decision-maker is in training (for example, during the study of other decision-makers' actions) and during evaluation and planning. The naturalistic method is a process based on understanding from previous experience and can produce action results much faster than following a step-by-step intellectual process. Decision-makers must quickly decide whether they can use the naturalistic or classical method at a scene.

The Classical Thought Process:
The Command Sequence **25 minutes**

This section explains the three action steps comprising the command sequence process: size-up, designating strategies and tactics, and implementing the action plan. The section provides a definition for each step and the expected outcome. The instructor stresses having an action plan before starting tactical operations and emphasizes that the command sequence is continuous.

Size-Up **25 minutes**

This section explains the three phases of size-up: pre-incident information, dispatch through on-scene size-up, and ongoing size-up. The section ends with an explanation of primary and secondary factors and stresses the point that any decision made at an incident will have an impact on any or all of these factors and decisions <u>not</u> made will allow for further impact of other factors.

Activity 2.1: Using Size-Up to Identify Problems 20 minutes

In this small-group activity, students will view a slide of a strip shopping mall center fire, determine problems suggested by the critical cues, and complete a checklist. Group spokespersons will report their answers to the class.

Establishing Objectives and Determining Strategy 15 minutes

The section begins with definitions of the terms *objective* and *strategy*. The instructor presents Lloyd Layman's seven strategies (RECEO VS) to assist students in strategy development and stresses the need to develop a well-defined strategy *before* formulating an action plan.

Activity 2.2: Determining Strategy 15 minutes

In this small-group activity, students build on the size-up work they did in Activity 2.1. Students will view a slide, and each group will use RECEO VS to quickly establish objectives and determine the strategies they must accomplish to solve the problems. Group spokespersons will present their groups' strategies to the class.

Selecting Tactics 15 minutes

The instructor briefly lectures on selecting tactics and emphasizes the following points: the Incident Commander (IC) prioritizes the order in which tactics will be accomplished; the IC should allow for centralized control and decentralized execution; and the IC should conduct a risk-benefit analysis.

Incident Action Planning 10 minutes

The instructor briefly lectures on incident action planning. The Incident Action Plan (IAP) includes objectives, strategy, tactics, and support actions and must be completed quickly enough to allow the least amount of negative action to continue. The section explains that the IC or the operations section chief select tactics that are the answers to "how" and "where" and are measurable both in time and in performance. Support actions are those actions necessary to make the plan operable.

Activity 2.3: Action Planning **30 minutes**

In this small-group activity, students are given resources and produce appropriate tactics for the objectives and strategies selected in Activity 2.2. Each group will appoint a spokesperson to report its findings to the class.

Unified Incident Command Strategy **25 minutes**

The instructor lectures about unified command strategy at incidents that require multi-agency and multidisciplinary responses, incidents that have no regard for jurisdictional or functional boundaries. The IC at these incidents may assume that other size-up considerations are occurring simultaneously and, therefore, objectives, strategies, and tactical operations might conflict. All agencies with a stake in the operation will contribute to response objectives, strategies, and planning.

Activity 2.4: Classical Versus Naturalistic Decision-Making **20 minutes**

In this individual activity, students will view two slides, one in which they will use naturalistic decision-making (the strip shopping center fire used in previous activities) and one in which they will use classical decision-making. The instructor will lead a discussion on the knowledge differences and the decision-making methodology required in each situation.

Module Summary **10 minutes**

The instructor briefly summarizes the module and provides an opportunity for students to comment and ask questions.

References

Student Manual

Plan of Instruction

MODULE 3:

INCIDENT ACTION PLAN (IAP)/PLANNING

TIME: 8 hours

Purpose

The purpose of Module 3 is to introduce students to the planning process for incidents and to allow them practice in developing Incident Action Plans (IAPs).

Terminal Objective

After completing Module 3, students will be able to develop an IAP.

Enabling Objectives

The students will:

- Identify units within the planning section;
- Identify the roles and responsibilities within each unit; and
- Develop an IAP.

Scope

This module presents an overview of the planning section, explains the planning process, describes the IAP cycle, and explains planning for incident demobilization and developing pre-IAPs.

Methodology

Objectives and Overview **5 minutes**

The instructor presents the objectives of the module and an overview of the topics covered. The instructor emphasizes the importance of the planning section in achieving successful incident organization. The information the planning section gathers helps the Incident Commander (IC) make strategic and tactical decisions for the incident, account for firefighters, and develop after-action reports.

Plan of Instruction

The Planning Section—Overview **30 minutes**

This section explains the responsibilities of the planning section, including collection, evaluation, and dissemination of tactical information. The instructor explains the IAP, which the planning section prepares. The section continues with a discussion of why the IC may appoint a planning section chief and an explanation of responsibilities for the following units: the resource unit, the situation unit, the documentation unit, the demobilization unit, and the need for technical specialists. The section ends with a brief explanation of the option for managing the information and intelligence function through a unit in the Planning Section.

The Planning Process **75 minutes**

The instructor discusses the planning process as an established method of strategic planning for both known, upcoming events and unplanned incidents and explains how the IC would approach any incident from a management standpoint. The section continues with explanations of transfer of command, the initial IAP (ICS Form 201), methods for transferring command, and the Unit/Activity Log (ICS Form 214).

The Incident Action Plan Cycle **105 minutes**

This section lists the eight sequential steps of the IAP Cycle, which is a simple (but thorough) process for planning for small, short-term and long-term, complex incidents. This section explains the first five steps: understanding the situation, establishing incident objectives and strategy, developing tactical direction and resource assignments, conducting a planning meeting, and preparing the plan. Students review ICS Forms 201, 202, 203, 204, 205, and 206. This section ends with and explanation of the last three steps of the eight-step cycle: conducting an operations briefing, implementing the IAP, and evaluating the plan.

Planning for Incident Demobilization **10 minutes**

This section explains that the planning section chief must establish an adequate demobilization unit to provide for orderly and efficient release of incident resources. The instructor refers students to the Field Operations Guide (ICS 420-1) and briefly reviews the planning cycles for the command and general staff functions shown in the guide.

Plan of Instruction

Pre-Incident Incident Action Plans **20 minutes**

The instructor discusses the importance of having a pre-incident action plan completed before a disaster occurs. Some organizations have pre-incident action plans for every type of major disaster that may strike their communities. The instructor leads a short question-and-answer session asking what information could be captures before an incident that would help speed IAP development.

Activity 3.1: Pre-Incident Action Planning **60 minutes**

In this small-group activity, students complete a worksheet associated with a disaster: earthquake, hurricane, terrorist incident, and tornado. They will develop a list of at least five incident objectives and a list of at least five control assignments (control operations on ICS Form 204). After completing their worksheets, group spokespersons will report their findings to the class.

Activity 3.2: Incident Action Planning **165 minutes**

In this small-group activity, students develop an IAP for a major incident. Using ICS forms, students will perform the ICS functions of the IC and command staff, the operations section, the planning section, and the logistics section to complete portions of the IAP that pertain to that function. After students complete the IAP, they will conduct an operations briefing.

Module Summary **10 minutes**

The instructor will briefly summarize the module and provide an opportunity for students to comment and ask questions.

References

Student Manual

Field Operations Guide (ICS 420-1)

Plan of Instruction

MODULE 4:

ICS FOR EMERGENCY MEDICAL SYSTEMS (EMS)

TIME: 4 hours

Purpose

The purpose of Module 4 is to familiarize students with the Incident Command System (ICS) at EMS incidents.

Terminal Objective

After completing Module 4, students will be able to apply the ICS organization to an EMS incident, addressing organizational structure, identifying resource needs, and identifying potential problems.

Enabling Objectives

The students will:

- Identify the six phases of incident management;
- Identify the elements of S.T.A.R.T.;
- Identify potential problems for an EMS incident;
- Identify resource needs at an incident; and
- Develop a command and organizational structure at an EMS incident.

Scope

Module 4 focuses on the benefits of an ICS at EMS incidents, the levels of EMS incidents, the six stages of incident management, the roles and responsibilities of the Incident Commander (IC) and group/division supervisors and unit leaders at EMS incidents, and expanding the ICS organization for EMS incidents.

Plan of Instruction

Methodology

Objectives and Overview **5 minutes**

The instructor presents the learning objectives and an overview of the topics discussed.

Benefits of an ICS at EMS Incidents **5 minutes**

The instructor briefly explains the benefits of an ICS at EMS incidents. For example, an ICS at EMS incidents provides for efficient use of regional services such as hospitals, transport units, and specialty services.

Levels of EMS Incidents **5 minutes**

This section explains the thresholds by which a multicasualty incident is defined. The instructor stresses the point that students will need to conduct an assessment of local capabilities to determine the exact definition/qualification for their own jurisdictions.

Who is in Charge at EMS Incidents? **10 minutes**

This section discusses the authority responsible for managing EMS incidents and explains the importance of defining during pre-incident planning who is in command and how all responding agencies should be merged into a single incident organization.

Role and Responsibilities of the Incident Commander **10 minutes**

The instructor reviews the specific responsibilities of the IC at EMS incidents.

Roles and Responsibilities of Group/Division Supervisors and Unit Leaders **50 minutes**

The instructor lectures on the modular design of the ICS that allows the IC to establish ICS positions on an as-needed or projected-need basis. The instructor addresses the responsibilities of the rescue/extrication group supervisor, the medical group/division supervisor, the triage unit leader (including an explanation of the S.T.A.R.T. system), the treatment unit leader, and the patient transportation group supervisor.

Plan of Instruction

The Basic Organization **10 minutes**

The instructor shows a chart of the basic organization and explains that additional arriving resources are assigned to existing divisions/groups or units.

Expanding the Organization **10 minutes**

The instructor uses a chart to explain the transition from the basic organization to an expanded organization to meet the incident needs. Incident needs may include staging, air operations, law enforcement, and information.

Expanded Generic ICS Positions for EMS Incidents **20 minutes**

This section explains the responsibilities of the staging area manager and the helibase/landing zone manager. It includes charts to show their positions in the ICS organization.

Expansion of the ICS Multicasualty Branch **20 minutes**

Using charts to show the expansion of the ICS multicasualty branch, this section explains the responsibilities of treatment team managers, the treatment dispatch manager, the medical supply coordinator, the morgue manager, the medical communications coordinator, and air/ground ambulance coordinators.

Activity 4.1: Liberty County Vehicle Accident **90 minutes**

In this small-group activity, students will interact to address the incident command process as it relates to a school bus accident with 30 patients. The students address several issues relative to incident management, including organizational structure, identifying resource needs, identifying potential problems, and sorting victims using the S.T.A.R.T. system of triage. Groups will complete worksheets, and group spokespersons will report their groups' answers to the class. The instructor will use the answer key to explain the correct triage of each patient.

Module Summary **5 minutes**

The instructor will briefly summarize the module and provide an opportunity for students to comment and ask questions.

Plan of Instruction

References

Student Manual

Plan of Instruction

MODULE 5:

HEALTH AND SAFETY OFFICER, LAWS AND STANDARDS

TIME: 4 hours

Purpose

The purpose of Module 5 is to familiarize students with the laws, standards, and regulations pertaining to the duties of the Health and Safety Officer (HSO) and to raise the students' awareness of the importance and implications of health and wellness.

Terminal Objective

After completing Module 5, students will be able to compare health and safety laws, standards, and regulations to written Standard Operating Guidelines (SOGs) for proper SOG content.

Enabling Objectives

The students will:

- Identify health risk factors that affect firefighters both long-term and on the fire ground;
- Identify risk categories that affect firefighters on a long-term basis;
- Identify the components of an Employee Assistance Program (EAP); and
- Identify how some of the laws and regulations affect safety on and off the fire ground.

Scope

Module 5 discusses the role and significance of the HSO, firefighter wellness programs, record keeping and documentation, consensus standards, regulations issued by Federal administrative agencies, SOGs, and the influence of laws, standards, and regulations on department operations.

Plan of Instruction

Methodology

Objectives and Overview **5 minutes**

The instructor presents the learning objectives and emphasizes that the information on laws and standards presented in this module can have a strong impact on their departments.

The Health and Safety Officer (HSO) **5 minutes**

This section explains the role of the HSO in an emergency response organization. Duties of the HSO include developing safety procedures, overseeing the use of protective clothing, and educating the organization on safety issues.

Background and Significance **40 minutes**

The instructor lectures on the significance of the HSO, discussing firefighter injury and death statistics, health risk factors for firefighters during fireground operations, and other risk categories (such as smoking) that affect firefighters on a long-term basis.

Firefighter Wellness Programs **45 minutes**

This section addresses firefighter wellness programs, Employee Assistance Programs (EAPs), a physical fitness program, and infection control. The instructor engages the students in discussion by asking about wellness programs in their departments.

Record Keeping and Documentation **15 minutes**

This section recommends guidelines for employee record keeping. Students are given examples of reports to keep in an employee's medical records and are reminded that every fire department keeps records and compiles statistics about its entire operation.

Activity 5.1: Action Plan for Health Maintenance **60 minutes**

In this activity, students individually complete an action plan explaining programs their departments have in place. Students then consider programs that are not in place in their departments and place them in order of priority to implement them. In small groups, students discuss their personal health risk factors and risk categories and whether the programs in place in their departments meet their personal as well as department needs.

Plan of Instruction

Consensus Standards **20 minutes**

The section briefly summarizes NFPA standards 1500, 1521, 1561, 1581, and 1582. It also addresses Personal Protective Equipment (PPE) and equipment standards, design criteria for fire apparatus and equipment, and training safety standards.

Regulations Issued by Federal Administrative Agencies **5 minutes**

This section briefly discusses OSHA and regulations issued by Federal administrative agencies that affect worker safety and health.

Activity 5.2: Laws, Standards, and Regulations **30 minutes**

In this small-group activity, students review an excerpt of a health and safety law, standard, or regulation and compare it to a procedure, identifying any incorrect information in the procedure. Each group's spokesperson will share his or her group's findings with the class.

Standard Operating Guidelines (SOGs) **5 minutes**

This section briefly defines SOGs and emphasizes the importance of having health and safety SOGs in writing.

Influence and Effect of Laws, Standards, and Regulations on Department Operations **5 minutes**

The instructor begins the section with a question about how standards such as NFPA 1500 have improved firefighter safety and health throughout the country and within their departments. The instructor keeps the discussion positive and presents the positive effects, such as how complying with laws, standards, and regulations develops and promotes a positive image both inside and outside the department.

Module Summary **5 minutes**

The instructor briefly summarizes the module and provides an opportunity for students to comment or ask questions.

Plan of Instruction

References

Student Manual

NFPA 1500, *Standard on Fire Department Occupational Safety and Health Program*

NFPA 1971, *Standard on Protective Clothing for Structural Firefighting*

29 CFR 1910.120, *Hazardous Waste Operations and Emergency Response*

29 CFR 1910.1030, *Occupational Exposure to Blood Borne Pathogens*

Plan of Instruction

MODULE 6:

INCIDENT SAFETY OFFICER AND RISK MANAGEMENT

TIME: 4 hours

Purpose

The purpose this module is to explain the role and duties of the Incident Safety Officer (ISO) as part of the ICS.

Terminal Objective

After completing Module 6, students will be able to demonstrate the duties of an ISO.

Enabling Objectives

The students will:

- Identify the duties of the ISO;
- Determine pre-emergency risk management measures;
- Determine immediate risks to emergency responders; and
- Forecast potential risks to emergency responders.

Scope

The lectures in Module 6 encompass the role of the ISO, the basic duties and responsibilities of an ISO, response criteria for the ISO, characteristics of an effective ISO, the relationship between the Health and Safety Officer (HSO) and the ISO, the ISO's function in an ICS organization, the ISO's role in pre-emergency risk management, the ISO's role in emergency risk management, forecasting, and understanding unacceptable and acceptable risks.

Methodology

Objectives and Overview **5 minutes**

The instructor presents the learning objectives and an overview of the topics covered in the module.

Plan of Instruction

Role of the Incident Safety Officer (ISO) **5 minutes**

This section briefly explains the ISO's role in an emergency response organization and his or her duties at an emergency. The ISO monitors and assesses safety hazards or unsafe situations and develops measures for ensuring personnel safety.

Basic Duties and Responsibilities of an ISO **25 minutes**

The instructor lectures on the duties and responsibilities of the ISO, which include ensuring responders follow safe practices at incidents and during exercises, having a working knowledge of safety concerns for the organization in typical incidents, and acting as a risk manager.

Response Criteria for the ISO **10 minutes**

The instructor briefly explains when an ISO may be required to be dispatched or appointed to an incident.

Characteristics of an Effective ISO **10 minutes**

This section outlines the characteristics of an effective ISO, including personal characteristics, knowledge of duties, acting as a role model, and the ability to recognize potential hazards at an incident.

The Relationship Between the Health and Safety Officer (HSO) and the ISO **5 minutes**

The instructor emphasizes that responder safety must be addressed at every emergency incident. Because the HSO cannot be at the scene of every emergency incident to act as the ISO, the Incident Commander (IC) may assign another member of the organization to act as the ISO. In this case, the HSO relies on the appointed ISO to monitor and enforce safety procedures during the incident and to point out potential safety problems that need to be addressed by new procedures.

Activity 6.1: Problem Identification **20 minutes**

In this large-group activity, students will look briefly at five slides and identify both safe and unsafe practices they observe in the incidents depicted on the slides. The instructor will ask students to discuss their observations with the class.

Plan of Instruction

Incident Safety Officer's Function in an ICS Organization **5 minutes**

The instructor briefly lectures on the ISO's function in an ICS organization, noting that the ISO works directly for the IC, communicates and coordinates with others in the ICS organization, and communicates and coordinates with other agencies regarding safety issues.

Activity 6.2: The ISO as Part of an ICS Organization **30 minutes**

In this small-group activity, students read a short incident scenario and answer questions regarding the ISO's responsibilities at the incident. Spokespersons for the groups will share their answers with the class.

Pre-Emergency Risk Management **10 minutes**

This section addresses the ISO's responsibility to be familiar with pre-emergency risk management measures developed by the HSO, including fire department risk management plans that are used in training exercises.

Activity 6.3: Pre-Emergency Risk Management **15 minutes**

In this large-group activity, students will look briefly at slides and identify both safe and unsafe practices they observe in the incidents depicted on the slides. The instructor will ask students to discuss their observations with the class.

The ISO's Role in Emergency Risk Management **10 minutes**

The instructor lectures on the ISO's role as risk manager at incidents, noting that the ISO is the safety eyes and ears of the IC and looks for risks that pose an immediate danger to responders and predicts developments that may place responders' lives at risk.

Activity 6.4: Immediate Risk Identification **15 minutes**

In this large-group activity, students will look briefly at slides and identify both safe and unsafe practices they observe in the incidents depicted on the slides. The instructor will ask students to discuss their observations with the class.

Plan of Instruction

Forecasting **25 minutes**

This section discusses how the ISO uses experience, training, safety cues, and intuition to think ahead to predict developments that will affect responder safety. The section explains structural fire forecasting and medical emergency forecasting.

Rapid Intervention Crew (RIC) **10 minutes**

This section discusses the NFPA 1500 requirement to designate rescue crews at the incident scene. Risk characteristics of the situation must be identified and specific risk factors evaluated. The composition and placement of RICs may be agency specific.

Activity 6.5: Forecasting **20 minutes**

In this large-group activity, students will look briefly at slides and identify both safe and unsafe practices they observe in the incidents depicted on the slides. The instructor will ask students to discuss their observations with the class.

Acceptable Risks **5 minutes**

This section briefly discusses methods to minimize risks to responders, for example, following SOGs.

Unacceptable Risks **10 minutes**

This section addresses situations in which risking the life of a firefighter is unacceptable and the ISO's responsibility to terminate, suspend, or alter unsafe operations after communicating with the IC.

Module Summary **5 minutes**

The instructor briefly summarizes the module and provides an opportunity for students to comment or ask questions.

References

Student Manual

Plan of Instruction

MODULE 7:

FIRE CAUSE DETERMINATION I

TIME: 4 hours

Purpose

The purpose of Module 7 is to point out the items the chief officer can observe that might help pinpoint the origin of the fire and identify the cause and the many kinds of information chief officers need to gather during all phases of the operation to determine the fire origin and cause.

Terminal Objective

After completing Module 7, students will be able to make critical observations about the area of fire origin and the fire cause.

Enabling Objectives

The students will:

- Identify critical observations made en route to a fire;
- Identify critical observations made during size-up of a fire;
- Identify critical observations made during fire suppression;
- Identify critical observations made during the overhaul phase of a fire;
- Identify and describe the major principles of combustion that affect the development, spread, and extinguishment of fire;
- Identify and describe three methods of heat transfer;
- Differentiate between flashover and backdraft;
- Distinguish among the four classes of fire; and
- Identify and describe the three phases of burning.

Plan of Instruction

Scope

Module 7 addresses observation and data and information collection, two actions necessary in the fire origin and cause determination process.

Methodology

Objectives and Overview **5 minutes**

The instructor presents the learning objectives and stresses that fire origin and cause determination begin with response and continue through size-up, suppression, and overhaul. The module also reviews some basic scientific principles that affect fire origin and spread. Because these principles have a bearing on making an origin and cause determination, the officer needs to interpret them carefully in making any conclusions on origin and cause.

Observations: Responding and Arriving **10 minutes**

The instructor begins the lecture with a discussion of information that may be unusual or unlikely and observations of persons leaving the scene. Observations include dispatch information, weather conditions, smoke, and flames. The lecture continues with a discussion of environmental considerations, such as where the property is located and whether it is for sale.

Observations During Size-Up **15 minutes**

This section addresses observations to make during size-up: occupants, spectators, structure and location of the fire, and flame and smoke characteristics.

Observations During Suppression Activities **10 minutes**

This section discusses observations to make during suppression activities: entry, location of fire, difficulty of exstinguishment, and any unusual observations.

Observations During Overhaul **20 minutes**

The instructor lectures on observations to make during overhaul: items missing or out of place, unusual prefire signs of activity, unusual signs of fire activity, and other observations (structure, utilities, and behavior of occupants or owners).

Plan of Instruction

Activity 7.1: Observations **30 minutes**

This is a large-group activity. The instructor shows groups of slides that present scenarios and asks students to complete worksheets on their observations on the type of construction, the location and intensity of the fire, the color and size of the flames and smoke, and the exposures affected.

Role of the Officer **10 minutes**

The instructor leads a short discussion on the officer's role in determining the area of fire origin and the fire cause. Students are asked to give examples of critical discrimination at the fire scene.

Fire Behavior **15 minutes**

This section covers basic fire concepts: flashpoint, flammable and combustible liquids, ignition temperature, flammable or explosive limits, specific gravity, vapor density, solubility, and pyrolysis.

Activity 7.2: Predicting Fire Behavior **30 minutes**

In this small-group activity, students apply the principles of fire behavior to a simulated emergency response. Students read a scenario and make predictions about fire behavior.

Fire Behavior (continued) **40 minutes**

This section continues the discussion of fire behavior. Topics discussed are the rate of heat release, the reaction of fire to water, heat transfer and temperature factors, flashover, backdraft, classes of fire, and normal fire behavior.

Activity 7.3: Stages of Burning **45 minutes**

In this small-group activity, students read three fire scenarios and determine the stage of fire described in each scenario. Accurate reading of a fire is critical to determining the fire origin and cause.

Module Summary **10 minutes**

The instructor briefly summarizes the module and provides an opportunity for students to comment and ask questions.

Plan of Instruction

References

Student Manual

Plan of Instruction

MODULE 8:

FIRE CAUSE DETERMINATION II

TIME: 4 hours

Purpose

The purpose of Module 8 is to instruct students in post-suppression activities, primarily determining fire origin and cause, and in basic considerations for systematic examination of a fire scene.

Terminal Objective

After completing Module 8, students will be able to conduct exterior and interior examinations of a fire scene and read patterns to help determine the area of fire origin.

Enabling Objectives

The students will:

- Identify the kinds of information necessary to document a fire;
- Determine exterior signs that are critical to locating the area of fire origin;
- Determine interior signs that help determine the area of fire origin;
- List the most common building elements that may help pinpoint fire origin and cause; and
- Determine when to call a fire investigator to conduct an investigation.

Scope

Module 8 focuses on securing the fire scene and determining the area of fire origin.

Plan of Instruction

Methodology

Objectives and Overview **5 minutes**

The instructor presents the learning objectives and an overview of the topics discussed in the module.

Importance of Fire-Related Information **10 minutes**

The instructor lectures on the importance of gathering data and facts pertinent to the fire incident. The information may be used to determine the area of fire origin and cause, to prepare the official Basic Fire Incident Report, and to prepare a permanent record of the circumstances of the fire.

Collection of Information **40 minutes**

The instructor lectures on information to collect: facts about owners or occupants, information on injured persons, information on the person discovering the fire, alternate uses of the building/area, problems before the fire, portable heating devices, fire origin, description of the building, and conversations.

The Incident Commander's or Chief Officer's Role in Determining Fire Origin **10 minutes**

The instructor briefly lectures on the chief officer's role in determining fire origin. The Incident Commander (IC) or the chief officer may be the officer who determines if a fire investigation is needed. The section explains when and where to delay overhaul until the fire origin and cause determination process is complete.

Organizing the Fire Cause Determination Effort **10 minutes**

This section explains how to process a fire scene in an orderly manner: from outside to inside and from least damaged to most damaged.

Exterior Examination **15 minutes**

The instructor explains the exterior examination process: examine all sides of a structure, observe "V" patterns, examine security before the fire, and observe unusual events or out-of-place items.

Plan of Instruction

Activity 8.1: Exterior Fire-Scene Examination 45 minutes

In this small-group activity, students read a scenario and complete a worksheet on the exterior fire scene. Each group spokesperson reports his or her group's findings to the class. The activity stresses the importance of examining all fires of significant extension from the outside of the structure first. This procedure will provide an overall view of the damage, may provide clues of where the majority of the damage occurred, and may even point to the most probable area of fire origin.

Examination of Interior Structural Components 35 minutes

The instructor explains how to examine interior structural components: follow the path of the fire's spread and examine the least-damaged area before the most-damaged area. The instructor then explains how to survey structural elements to check for the path of fire and smoke spread. The instructor ends the section with a discussion of nonstructural building components.

Examination of Building Contents 10 minutes

The instructor lectures on the importance of first impressions and offers questions that students should ask when examining a building's contents. The instructor then explains the process of examining building contents, suggesting questions to ask to help in the process.

Reading Fire Patterns 10 minutes

This section begins with an explanation of the "V" pattern near the fire area, which indicates an accidental fire. The section then explains how to read fire travel.

Activity 8.2: Reading Fire Patterns 45 minutes

Working in small groups, students read assigned scenarios and complete worksheets on fire pattern and fire origin and whether to call a fire investigator to conduct an investigation. The activity stresses that the ability to read patterns after a fire is critical to the determination of the fire origin. The discrimination between an area of fire origin and other burn patterns caused by the fire is an essential part of determining the cause of the fire.

Plan of Instruction

Module Summary **5 minutes**

The instructor briefly summarizes the module and provides an opportunity for students to comment or ask questions.

References

Student Manual

Plan of Instruction

MODULE 9:

NURSING HOME SIMULATION EXERCISE

TIME: 4 hours

Purpose

The purpose of Module 9 is to provide students with experience using the ICS organization in a nursing home fire.

Terminal Objective

After completing Module 9, students will be able to perform the ICS management roles during a nursing home fire.

Enabling Objectives

Given a scenario, the students will:

- Identify the critical cues posed at nursing home fires;
- Establish incident objectives;
- Determine strategies;
- Select tactics;
- Identify and request resources;
- Select alternate solutions; and
- Establish an appropriate ICS organization to manage the incident.

Scope

Module 9 focuses on pre-incident planning and nursing home incident considerations and concludes with a nursing home incident simulation exercise.

Plan of Instruction

Methodology

Objectives and Overview **5 minutes**

The instructor presents the learning objectives of the module and an overview of the topics covered in the module.

Nursing Home Structures **25 minutes**

This section explains types of nursing home constructions, including conversions and internal fire protection systems.

Pre-Incident Planning **20 minutes**

This section emphasizes the importance of pre-incident planning at nursing homes. Pre-incident planning considerations include being familiar with the number and condition of the occupants, ensuring internal fire protection systems are well maintained, and ensuring staff is trained appropriately.

Nursing Home Incident Considerations **20 minutes**

Incident considerations covered in this section are life safety, resources needed at a nursing home fire, and ICS organization for a multistory nursing home.

Incident Management Cues **10 minutes**

This section emphasizes coordinating an organizational response to incident cues. The instructor briefly lectures on strategy, including sizing up the incident, evaluating conditions inside the home, and obtaining information on fire extension. Discussion of tactics includes use of stairways and hose lines.

Activity 9.1: Nursing Home Simulation Exercise **90 minutes**

Students will work in small groups. Each student within a group will assume an ICS function. The instructor presents an overview of the fire; emphasizes the incident objectives of life safety, incident stabilization, and property conservation; presents the incident strategies Rescue, Exposure Protection, Confinement, Extinguishment, Overhaul (RECEO), Ventilation, and Salvage (VS); reviews the simulation rules; reviews a Quick Access Plan (QAP) for the incident; shows visuals that set the scene for the incident; and begins the simulation exercise with message #1.

During the simulation, students will address each of the following topics in the process of managing the incident: establishing incident objectives, determining strategies and selecting tactics, assigning and managing resources, and identifying and selecting alternate solutions. Students will record all command decisions and actions on Simulation Action Charts. They will make entries in response to written or visual messages in anticipation of problems that could surface during the incident. Other forms the students may complete are ICS forms 201 through 206.

During the simulation exercise, the instructor will monitor team set-up and logistics for each group; monitor message distribution according to a script, allowing for delays in messages if the class is having difficulties; and coach students during the exercise as needed, constantly circulating among the groups. The instructor may offer guidance with strategy and organization in the form of questioning to help students think through their options. The instructor will monitor action documentation and confirm that students are completing their Simulation Action Charts and their ICS charts.

Simulation Exercise Debriefing **60 minutes**

Following the simulation, the instructor will conduct a simulation exercise debriefing. Completed simulation matrices are provided for the instructors. These matrices identify decisions and tasks related to the command functions for selected messages. Debriefings are discussions centered around the ICS role that each player assumes in the exercise, the strategies developed as responses to the cues, and the organization and management of the incident staff.

Module Summary **10 minutes**

The instructor will briefly summarize the main learning points of the module and provide students an opportunity to comment and ask questions.

References

Student Manual

Plan of Instruction

MODULE 10:

BULK STORAGE FACILITY/TANK FARM

SIMULATION EXERCISE

TIME: 4 hours

Purpose

The purpose of Module 10 is to provide students with experience in applying an ICS organization to a bulk storage facility fire.

Terminal Objective

After completing Module 10, students will be able to effectively manage an incident at a bulk storage facility.

Enabling Objectives

Given a scenario, the students will:

- Identify the construction features of bulk storage facilities and tank farms;
- Determine firefighting methods for ground and dike fires around tanks;
- Establish incident objectives;
- Determine strategies;
- Select tactics;
- Identify and request resources;
- Select alternate solutions; and
- Establish an appropriate ICS organization to manage the incident.

Plan of Instruction

Scope

Module 10 focuses on open floating roof tank characteristics, covered floating roof tank characteristics, cone roof tank characteristics, tank vent fires, and fighting ground and dike fires around tanks. The module concludes with a simulation exercise involving a bulk storage facility fire.

Methodology

Objectives and Overview **5 minutes**

The instructor presents the learning objectives and an overview of the topics covered in the module.

Open Floating Roof Tank Characteristics **15 minutes**

The instructor will briefly describe the characteristics of open floating tanks: wind girder, access stairs and heat shield, foam piping system/hose line outlets, tank seals, roof drain and access, ladder, drain valve from roof drain, and geodetic-covered tops.

Covered Floating Roof Tank Characteristics **10 minutes**

This section briefly describes the characteristics of covered floating tanks: internal floating roof/pan, storage of flammable liquids, and fixed foam chambers.

Cone Roof Tank Characteristics **10 minutes**

This section briefly describes cone roof tank characteristics: no floating roof, storage of combustible liquids, and internal foam chamber.

Tank Vent Fires **5 minutes**

This section explains the characteristics of fires in Pressure Vacuum Vents (PVVs) and firefighting methods.

Fighting Ground and Dike Fires Around Tanks **20 minutes**

This section addresses vertical atmospheric tank characteristics, firefighting agents, subsurface injection, cooling water, and dikes.

Plan of Instruction

Firefighting Agents **15 minutes**

This section covers firefighting agents, subsurface injection, cooling water, and dikes.

Activity 10.1: Bulk Storage Facility/Tank Farm Simulation Exercise **90 minutes**

Students will work in small groups. Each student within a group will assume an ICS function. The instructor presents an overview of the fire; emphasizes the incident objectives of life safety, incident stabilization, and property conservation; presents the incident strategies Rescue, Exposure Protection, Confinement, Extinguishment, Overhaul (RECEO), Ventilation, and Salvage (VS); reviews the simulation rules; reviews a Quick Access Plan (QAP) for the incident; shows visuals that set the scene for the incident; and begins the simulation exercise with message #1.

During the simulation, students will address each of the following topics in the process of managing the incident: establishing incident objectives, determining strategies and selecting tactics, assigning and managing resources, and identifying and selecting alternate solutions. Students will record all command decisions and actions on Simulation Action Charts. They will make entries in response to written or visual messages in anticipation of problems that could surface during the incident. Other forms the students may complete are ICS forms 201 through 206.

During the simulation exercise, the instructor will monitor team set-up and logistics for each group; monitor message distribution according to a script, allowing for delays in messages if the class is having difficulties; and coach students during the exercise as needed, constantly circulating among the groups. The instructor may offer guidance with strategy and organization in the form of questioning to help students think through their options. The instructor will monitor action documentation and confirm that students are completing their Simulation Action Charts and their ICS charts.

Simulation Exercise Debriefing **60 minutes**

Following the simulation, the instructor will conduct a simulation exercise debriefing. Completed simulation matrices are provided for the instructors. These matrices identify decisions and tasks related to the command functions for selected messages.

Debriefings are discussions centered around the ICS role that each player assumes in the exercise, the strategies developed as responses to the cues, and the organization and management of the incident staff.

Module Summary **10 minutes**

The instructor will briefly summarize the main learning points of the module and provide students an opportunity to comment and ask questions.

References

Student Manual

Plan of Instruction

MODULE 11:

STRUCTURAL COLLAPSE SIMULATION EXERCISE

TIME: 4 hours

Purpose

The purpose of Module 11 is to provide students practice in managing a structural collapse incident.

Terminal Objective

After completing Module 11, students will be able to effectively manage an incident involving a structural collapse.

Enabling Objectives

The students will:

- Identify various resource levels, types, and capabilities used for structural collapse incidents;
- Determine the types and levels of structural collapse risks within a jurisdiction;
- Determine levels of capability for a structural collapse incident;
- Identify the operational phases associated with a structural collapse incident;
- Establish incident objectives;
- Determine strategies;
- Select tactics;
- Identify and request resources;
- Select alternate solutions; and
- Establish an appropriate ICS organization to manage the incident.

Plan of Instruction

Scope

Module 11 addresses response resource capabilities, scene management factors and issues, response functions, and operational phases during a structural collapse.

Methodology

Objectives and Overview **5 minutes**

The instructor presents the learning objectives and emphasizes the importance of performing a simple risk analysis and of knowing what resources are available for structural collapse incidents and where to obtain them.

Overview of Structural Collapse **25 minutes**

The instructor begins this section with a lecture on structural collapses caused by fire, mechanical damage, building alterations, natural hazards, and terrorism. The section continues with a discussion of rescuing victims and the hazardous conditions for the rescuer.

Response Versus Recovery Operations **5 minutes**

This section briefly explains the difference between response operations, which involve the search for and rescue of victims, and recovery operations, which involve the search for (and removal of) deceased victims and personal property.

Capability **15 minutes**

The instructor begins this section by asking the students to identify resources for managing a structural collapse in their own jurisdictions. The instructor continues the section with a lecture on the types of response systems.

Coordinating with Other Agencies **5 minutes**

The instructor discusses using a unified command post operation for structural collapse incidents that involve many agencies and organizations.

Plan of Instruction

Initial Scene Assessment **30 minutes**

The instructor begins this section by showing a series of slides depicting collapsed structures and asking the class for brief first impressions on initial scene assessment. The instructor then lectures on operational considerations: occupancy, location, time, height and size of area, size of collapse and structural hazards, fire problems and hazardous materials, exposure, utilities, weather, victims, traffic, rail personnel, communications, medical, safety, special equipment, construction equipment, shoring materials, staging areas, responder recovery, and secondary collapse.

Life Safety and Personnel Considerations **10 minutes**

The instructor lectures on personnel accountability and scene safety, which may be reduced or mitigated through effective incident command.

Establishing Scene Control **20 minutes**

The instructor asks students what actions the Incident Commander should take when managing the scene of a structural collapse. Suggested answers are provided.

Extended Response (24-Hour Operation) **25 minutes**

The instructor lectures on a detailed IAP, operational periods, logistical support, incident facilities, the extended ICS organization, and ICS/EOC interaction during a structural collapse incident.

Activity 11.1: Large Tree Down into an Apartment Building **60 minutes**

Students will work in small groups. Each student within a group will assume an ICS function. The instructor presents an overview of the fire; emphasizes the incident objectives of life safety, incident stabilization, and property conservation; presents the incident strategies Rescue, Exposure Protection, Confinement, Extinguishment, Overhaul (RECEO), Ventilation, and Salvage (VS); reviews the simulation rules; reviews a Quick Access Plan (QAP) for the incident; shows visuals that set the scene for the incident; and begins the simulation exercise with message #1.

Plan of Instruction

During the simulation, students will address each of the following topics in the process of managing the incident: establishing incident objectives, determining strategies and selecting tactics, assigning and managing resources, and identifying and selecting alternate solutions. Students will record all command decisions and actions on Simulation Action Charts. They will make entries in response to written or visual messages in anticipation of problems that could surface during the incident. Other forms the students may complete are ICS forms 201 through 206.

During the simulation exercise, the instructor will monitor team set-up and logistics for each group; monitor message distribution according to a script, allowing for delays in messages if the class is having difficulties; and coach students during the exercise as needed, constantly circulating among the groups. The instructor may offer guidance with strategy and organization in the form of questioning to help students think through their options. The instructor will monitor action documentation and confirm that students are completing their Simulation Action Charts and their ICS charts.

Simulation Exercise Debriefing **30 minutes**

Following the simulation, the instructor will conduct a simulation exercise debriefing. Completed simulation matrices are provided for the instructors. These matrices identify decisions and tasks related to the command functions for selected messages. Debriefings are discussions centered around the ICS role that each player assumes in the exercise, the strategies developed as responses to the cues, and the organization and management of the incident staff.

Module Summary **10 minutes**

The instructor will briefly summarize the main learning points of the module and provide students an opportunity to comment and ask questions.

References

Student Manual

Plan of Instruction

MODULE 12:

TERRORIST INCIDENT SIMULATION EXERCISE

TIME: 4 hours

Purpose

The purpose of Module 12 is to provide students with practice in applying an ICS management organization to a terrorist incident.

Terminal Objective

After completing Module 12, students will be able to effectively manage a terrorist incident.

Enabling Objectives

Given a scenario, the students will:

- Identify the elements of pre-incident planning for terrorist incidents;
- Identify the elements of a Site Safety and Health Plan;
- Identify potential terrorist incident complexities;
- Establish incident objectives;
- Determine strategies;
- Select tactics;
- Identify and request resources;
- Select alternate solutions; and
- Establish an appropriate ICS organization to manage the incident, including the appropriate placement of the Information and Intelligence function.

Plan of Instruction

Scope

Module 12 focuses on pre-incident planning, terrorist incident operational considerations, law enforcement considerations, potential incident complexities, and tactical objectives.

Methodology

Objectives and Overview **5 minutes**

The instructor presents the learning objectives and an overview of the topics covered in the module.

Pre-Incident Planning **10 minutes**

The instructor emphasizes that community preparedness is key to success during an NBC terrorist incident.

Action Plan **20 minutes**

This section addresses written action plans, a Site Safety and Health Plan (SSHP), community Emergency Operating Plans (EOPs), State Operating Plans (SOPs), the National Response Plan (NRP), and Presidential Decision Directive 39 (PDD 39).

Terrorist Incident Operational Considerations **10 minutes**

This section emphasizes that response to a possible terrorist incident should be considered an entry into a hazardous area and that the Incident Commander (IC) needs to anticipate expansion of command from single command to unified command.

Law Enforcement Considerations **10 minutes**

The instructor briefly lectures on the importance of preserving physical evidence in a terrorist incident and incorporating the Information and Intelligence function in incident management.

Tactical Objectives **25 minutes**

This section explains 10 basic tactical objectives for resolving a terrorist incident: understanding the scope of the problem, making modifications, requesting adequate/specialized resources, developing an incident organization, ensuring personnel safety, stabilizing the incident, protecting the environment, protecting the crime scene, developing a written plan, and dealing with the media.

Plan of Instruction

Activity 12.1: Terrorist Incident Simulation Exercise **90 minutes**

Students will work in small groups. Each student within a group will assume an ICS function. The instructor presents an overview of the fire; emphasizes the incident objectives of life safety, incident stabilization, and property conservation; presents the incident strategies Rescue, Exposure Protection, Confinement, Extinguishment, Overhaul (RECEO), Ventilation, and Salvage (VS); reviews the simulation rules; reviews a Quick Access Plan (QAP) for the incident; shows visuals that set the scene for the incident; and begins the simulation exercise with message #1.

During the simulation, students will address each of the following topics in the process of managing the incident: establishing incident objectives, determining strategies and selecting tactics, assigning and managing resources, and identifying and selecting alternate solutions. Students will record all command decisions and actions on Simulation Action Charts. They will make entries in response to written or visual messages in anticipation of problems that could surface during the incident. Other forms the students may complete are ICS forms 201 through 206.

During the simulation exercise, the instructor will monitor team set-up and logistics for each group; monitor message distribution according to a script, allowing for delays in messages if the class is having difficulties; and coach students during the exercise as needed, constantly circulating among the groups. The instructor may offer guidance with strategy and organization in the form of questioning to help students think through their options. The instructor will monitor action documentation and confirm that students are completing their Simulation Action Charts and their ICS charts.

Simulation Exercise Debriefing **60 minutes**

Following the simulation, the instructor will conduct a simulation exercise debriefing. Completed simulation matrices are provided for the instructors. These matrices identify decisions and tasks related to the command functions for selected messages. Debriefings are discussions centered around the ICS role that each player assumes in the exercise, the strategies developed as responses to the cues, and the organization and management of the incident staff.

Plan of Instruction

Module Summary **10 minutes**

The instructor will briefly summarize the main learning points of the module and provide students an opportunity to comment and ask questions.

References

Student Manual

Plan of Instruction

MODULE 13:

ENCLOSED MALL SIMULATION EXERCISE

TIME: 4 hours

Purpose

The purpose of Module 13 is to provide students with practice in using the ICS organization to manage a mass casualty/structural collapse incident.

Terminal Objective

After completing Module 13, students will be able to effectively use the ICS organization to manage an incident at an enclosed mall.

Enabling Objectives

Given a scenario, the students will:

- Identify structural characteristics of enclosed malls;
- Identify safety considerations associated with enclosed mall incidents;
- Establish incident objectives;
- Determine strategies;
- Select tactics;
- Identify and request resources;
- Select alternate solutions; and
- Establish an appropriate ICS organization to manage the incident.

Scope

This module addresses enclosed mall structure, internal fire protection systems, fire detection, 911 calls for assistance, pre-incident preparation, and incident considerations. The module concludes with a simulation exercise involving an enclosed mall.

Methodology

Objectives and Overview **5 minutes**

The instructor presents the learning objectives of the module and an overview of the topics covered.

Enclosed Mall Structure **30 minutes**

The instructor lectures on enclosed mall structures, including basic designs, frequent remodeling, heavy fire load, limited access, and multiple entrances.

Location **5 minutes**

The instructor briefly discusses the characteristics of malls on the fringes of cities. For example, water supply may be inadequate, and response time may be increased.

Internal Fire Protection Systems **5 minutes**

The instructor lectures on zoned sprinkler and standpipe systems, hydrants on property, and smoke removal systems.

Fire Detection and 911 Calls for Assistance **5 minutes**

This section addresses the numerous manners in which the fire department may receive calls for assistance. The possibilities must be accounted for in pre-incident planning.

Pre-Incident Preparation **10 minutes**

The instructor lectures on pre-construction input, knowledge of structure and fire protection systems, frequent drills, and good working relationships with mall management.

Incident Considerations—Command **20 minutes**

This section addresses the command incident considerations of life safety and fire extinguishment.

Plan of Instruction

Activity 13.1: Enclosed Mall Simulation Exercise 90 minutes

Students will work in small groups. Each student within a group will assume an ICS function. The instructor presents an overview of the fire; emphasizes the incident objectives of life safety, incident stabilization, and property conservation; presents the incident strategies Rescue, Exposure Protection, Confinement, Extinguishment, Overhaul (RECEO), Ventilation, and Salvage (VS); reviews the simulation rules; reviews a Quick Access Plan (QAP) for the incident; shows visuals that set the scene for the incident; and begins the simulation exercise with message #1.

During the simulation, students will address each of the following topics in the process of managing the incident: establishing incident objectives, determining strategies and selecting tactics, assigning and managing resources, and identifying and selecting alternate solutions. Students will record all command decisions and actions on Simulation Action Charts. They will make entries on the ICS Chart in response to written or visual messages in anticipation of problems that could surface during the incident. Other forms the students will complete are ICS forms 201 through 206.

During the simulation exercise, the instructor will monitor team set-up and logistics for each group; monitor message distribution according to a script, allowing for delays in messages if the class is having difficulties; and coach students during the exercise as needed, constantly circulating among the groups. The instructor may offer guidance with strategy and organization in the form of questioning to help students think through their options. The instructor will monitor action documentation and confirm that students are completing their Simulation Action Charts and their ICS charts.

Simulation Exercise Debriefing 60 minutes

Following the simulation, the instructor will conduct a simulation exercise debriefing. Completed simulation matrices are provided for the instructors. These matrices identify decisions and tasks related to the command functions for selected messages. Debriefings are discussions centered around the ICS role that each player assumes in the exercise, the strategies developed as responses to the cues, and the organization and management of the incident staff.

Plan of Instruction

Module Summary **10 minutes**

The instructor will briefly summarize the main learning points of the module and provide students an opportunity to comment and ask questions.

References

Student Manual

Plan of Instruction

MODULE 14:

PUBLIC ASSEMBLY/MASS CASUALTY

SIMULATION EXERCISE

TIME: 4 hours

Purpose

The purpose of Module 14 is to provide students with practice in using the ICS organization to manage a mass casualty/public assembly incident.

Terminal Objective

After completing Module 14, students will be able to apply the ICS organization to manage a mass casualty/public assembly incident.

Enabling Objectives

Given a scenario, the students will:

- Identify the life safety problems associated with public assemblies;
- Identify the critical factors in public assemblies that affect strategy for a mass casualty incident;
- Prepare a pre-incident plan for a target hazard that will experience an incident;
- Establish incident objectives;
- Determine strategies;
- Select tactics;
- Identify and request resources;
- Select alternate solutions; and

- Establish an appropriate ICS organization to manage the incident.

Scope

Module 14 addresses types of assembly occupancies, critical factors that affect incident strategy, and critical considerations in mass casualty incidents.

Methodology

Objectives and Overview **5 minutes**

The instructor presents the learning objectives of the module and an overview of the topics discussed.

Assembly Facilities **20 minutes**

This section defines assembly occupancy, lists types of assembly occupancies, and explains the critical factors that affect incident strategy. These factors are construction of the assembly, design, access/egress points, and fire protection.

Mass Casualty Incidents **25 minutes**

The instructor lectures on the seven critical considerations for mass casualty incidents: preparedness, access, resources, communications, coordination, safety/security, and conclusion/recovery.

Activity 14.1: Airport Pre-Incident Planning **60 minutes**

In this small-group activity, students will identify pre-incident concerns for an airport and anticipate strategy development and resource management for an airport incident. Group spokespersons will report their groups' concerns to the class. When groups present their results to the class, the instructor will ask other groups to ask questions about or comment on those results.

Activity 14.2: Airport Incident Simulation Exercise **60 minutes**

Students will work in small groups. Each student within a group will assume an ICS function. The instructor presents an overview of the fire; emphasizes the incident objectives of life safety, incident stabilization, and property conservation; presents the incident strategies Rescue, Exposure Protection, Confinement, Extinguishment, Overhaul (RECEO), Ventilation, and Salvage (VS); reviews the simulation rules; reviews a Quick Access Plan (QAP) for the incident; shows visuals that set the scene for the incident; and begins the simulation exercise with message #1.

During the simulation, students will address each of the following topics in the process of managing the incident: establishing incident objectives, determining strategies and selecting tactics, assigning and managing resources, and identifying and selecting alternate solutions. Students will record all command decisions and actions on Simulation Action Charts. They will make entries in response to written or visual messages in anticipation of problems that could surface during the incident. Other forms the students may complete are ICS forms 201 through 206.

During the simulation exercise, the instructor will monitor team set-up and logistics for each group; monitor message distribution according to a script, allowing for delays in messages if the class is having difficulties; and coach students during the exercise as needed, constantly circulating among the groups. The instructor may offer guidance with strategy and organization in the form of questioning to help students think through their options. The instructor will monitor action documentation and confirm that students are completing their Simulation Action Charts and their ICS charts.

Simulation Exercise Debriefing **60 minutes**

Following the simulation, the instructor will conduct a simulation exercise debriefing. Completed simulation matrices are provided for the instructors. These matrices identify decisions and tasks related to the command functions for selected messages. Debriefings are discussions centered around the ICS role that each player assumes in the exercise, the strategies developed as responses to the cues, and the organization and management of the incident staff.

Module Summary **10 minutes**

The instructor will briefly summarize the main learning points of the module and provide students an opportunity to comment and ask questions.

Plan of Instruction

References

Student Manual

Plan of Instruction

MODULE 15:

HIGH-RISE SIMULATION EXERCISE

TIME: 4 hours

Purpose

The purpose of Module 15 is to provide students with practice using the ICS organization to manage a high-rise incident.

Terminal Objective

After completing Module 15, students will be able to effectively manage a high-rise incident.

Enabling Objectives

Given a scenario, the students will:

- Identify critical cues at high-rise incidents;
- Establish incident objectives;
- Determine strategies;
- Select tactics;
- Identify and request resources;
- Select alternate solutions; and
- Establish an appropriate ICS organization to manage the incident.

Scope

Module 15 addresses pre-incident planning considerations for high-rises, building systems in high-rises, fire control stations/rooms, fire behavior and spread, and ICS for high-rise incidents.

Plan of Instruction

Methodology

Objectives and Overview **5 minutes**

The instructor presents the learning objectives of the module and an overview of the topics discussed.

Pre-Incident Planning Considerations **30 minutes**

This section emphasizes the importance of pre-incident planning at high-rises. Pre-incident planning considerations discussed in this section include construction characteristics and structural features.

High-Rise Building Systems **30 minutes**

This section addresses electrical systems, elevators, smoke control systems, HVAC systems, water supply, sprinkler systems, communications systems, and detection and alarm systems.

High-Rise Fire Control Stations/Rooms **5 minutes**

This section explains that newly constructed high-rises are generally required to have fire control rooms. These rooms should provide specific information on alarms that have been activated and fire protection systems status.

Fire Behavior and Spread **5 minutes**

This section discusses elements of fire extension, including stack effect, negative stack effect, vertical extensions, core construction effect, fire loading, and heat buildup.

ICS for High-Rise Incidents **5 minutes**

This section explains special ICS functions that normally apply only to high-rise incident management: Staging Area Manager, Base Manager, Lobby Control Unit Leader, Systems Unit Leader, and Ground Support Unit Leader.

Activity 15.1: High-Rise Simulation Exercise **90 minutes**

Students will work in small groups. Each student within a group will assume an ICS function. The instructor presents an overview of the fire; emphasizes the incident objectives of life safety, incident stabilization, and property conservation; presents the incident strategies Rescue, Exposure Protection, Confinement, Extinguishment, Overhaul (RECEO), Ventilation, and Salvage (VS); reviews the simulation rules; reviews a Quick Access Plan (QAP) for the incident; shows visuals that set the scene for the incident; and begins the simulation exercise with message #1.

During the simulation, students will address each of the following topics in the process of managing the incident: establishing incident objectives, determining strategies and selecting tactics, assigning and managing resources, and identifying and selecting alternate solutions. Students will record all command decisions and actions on Simulation Action Charts. They will make entries in response to written or visual messages in anticipation of problems that could surface during the incident. Other forms the students may complete are ICS forms 201 through 206.

During the simulation exercise, the instructor will monitor team set-up and logistics for each group; monitor message distribution according to a script, allowing for delays in messages if the class is having difficulties; and coach students during the exercise as needed, constantly circulating among the groups. The instructor may offer guidance with strategy and organization in the form of questioning to help students think through their options. The instructor will monitor action documentation and confirm that students are completing their Simulation Action Charts and their ICS charts.

Simulation Exercise Debriefing **60 minutes**

Following the simulation, the instructor will conduct a simulation exercise debriefing. Completed simulation matrices are provided for the instructors. These matrices identify decisions and tasks related to the command functions for selected messages. Debriefings are discussions centered around the ICS role that each player assumes in the exercise, the strategies developed as responses to the cues, and the organization and management of the incident staff.

Module Summary **10 minutes**

The instructor will briefly summarize the main learning points of the module and provide students an opportunity to comment and ask questions.

Plan of Instruction

References

Student Manual

Plan of Instruction

MODULE 16:

DORMITORY SIMULATION EXERCISE

TIME: 4 hours

Purpose

The purpose of Module 16 is to provide students with practice using the ICS organization to manage a dormitory incident.

Terminal Objective

After completing Module 16, students will be able to apply the ICS organization to effectively manage a dormitory incident.

Enabling Objectives

Given a scenario, the students will:

- Identify the construction features of dormitories;
- Identify firefighting problems inherent in dormitory construction;
- Establish incident objectives;
- Determine strategies;
- Select tactics;
- Identify and request resources;
- Select alternate solutions; and
- Establish an appropriate ICS organization to manage the incident.

Scope

Module 16 focuses on dormitory construction features, firefighting problems in ordinary dormitory construction, noncombustible construction features, firefighting problems in noncombustible construction, mixed construction features, and life safety/fire training/fire prevention principles for dormitories.

Methodology

Objectives and Overview **5 minutes**

The instructor presents the learning objectives of the module and an overview of the topics discussed.

Ordinary Construction **15 minutes**

The instructor will briefly explain firefighting problems in dormitories of ordinary construction: structural stability, efficiency of masonry walls, void spaces, and interior stability.

Noncombustible Construction Features **15 minutes**

The instructor will describe noncombustible features of high-rise/mid-rise dormitories.

Firefighting Problems in Noncombustible Construction **15 minutes**

The instructor begins this section by discussing compartmentation. Other topics he or she will discuss are open space areas, access, ventilation, water supply, resources, strategy and tactics, and life safety.

Mixed Construction **10 minutes**

The instructor will explain composites of older sections and newer sections and that mixed construction creates large voids.

Life Safety/Fire Training/Fire Prevention Principles of Dormitories **20 minutes**

The principles explained in this section are understanding 911, frequent evacuation drills, accessibility to room keys, installation of self-closing doors, installation of sprinklers/smoke detectors, highly combustible interior decorations, frequent inspection programs, and changing fire safety attitudes.

Activity 16.1: Dormitory Simulation Exercise **90 minutes**

Students will work in small groups. Each student within a group will assume an ICS function. The instructor presents an overview of the fire; emphasizes the incident objectives of life safety, incident stabilization, and property conservation; presents the incident strategies Rescue, Exposure Protection, Confinement, Extinguishment, Overhaul (RECEO), Ventilation, and Salvage (VS); reviews the simulation rules; reviews a Quick Access Plan (QAP) for the incident; shows visuals that set the scene for the incident; and begins the simulation exercise with message #1.

During the simulation, students will address each of the following topics in the process of managing the incident: establishing incident objectives, determining strategies and selecting tactics, assigning and managing resources, and identifying and selecting alternate solutions. Students will record all command decisions and actions on Simulation Action Charts. They will make entries in response to written or visual messages in anticipation of problems that could surface during the incident. Other forms the students may complete are ICS forms 201 through 206.

During the simulation exercise, the instructor will monitor team set-up and logistics for each group; monitor message distribution according to a script, allowing for delays in messages if the class is having difficulties; and coach students during the exercise as needed, constantly circulating among the groups. The instructor may offer guidance with strategy and organization in the form of questioning to help students think through their options. The instructor will monitor action documentation and confirm that students are completing their Simulation Action Charts and their ICS charts.

Simulation Exercise Debriefing **60 minutes**

Following the simulation, the instructor will conduct a simulation exercise debriefing. Completed simulation matrices are provided for the instructors. These matrices identify decisions and tasks related to the command functions for selected messages. Debriefings are discussions centered around the ICS role that each player assumes in the exercise, the strategies developed as responses to the cues, and the organization and management of the incident staff.

Plan of Instruction

Module Summary **10 minutes**

The instructor will briefly summarize the main learning points of the module and provide students an opportunity to comment and ask questions.

References

Student Manual

Plan of Instruction

MODULE 17:

GRAIN ELEVATOR SIMULATION EXERCISE

TIME: 4 hours

Purpose

The purpose of Module 17 is to provide students with practice using the ICS organization to manage a grain elevator fire.

Terminal Objective

After completing Module 17, students will be able to effectively manage a grain elevator incident.

Enabling Objectives

Given a scenario, the students will:

- Identify the critical cues required to manage a grain elevator incident;
- Establish incident objectives;
- Determine strategies;
- Select tactics;
- Identify and request resources;
- Select alternate solutions; and
- Establish an appropriate ICS organization to manage the incident.

Scope

Module 17 focuses on grain elevator construction, incident considerations for grain elevators and grain dryers, fire extinguishment in grain elevators, and normal causes or sources of ignition.

Plan of Instruction

Methodology

Objectives and Overview **5 minutes**

The instructor presents the learning objectives of the module and an overview of the topics addressed.

Grain Elevator Construction **20 minutes**

The instructor lectures on the typical construction of grain elevators: offices, silos, and head house.

Incident Considerations: Grain Elevators **15 minutes**

The instructor discusses pre-incident planning consideration and will address dust explosion incident considerations for grain elevators.

Incident Considerations: Grain Dryers **15 minutes**

The instructor describes grain dryers and a typical response to a dryer operation problem.

Fire Extinguishment: Grain Elevators **15 minutes**

This section explains effective methods of extinguishing grain elevator fires.

Normal Causes or Sources of Ignition for Fire or Explosion **10 minutes**

The instructor explains the normal causes or sources of ignition for fire or explosions, which include bearing friction, rubber conveyor belt fires, belt/friction slippage, frayed wiring or faulty electrical connections, and damaged electrical components.

Activity 17.1: Grain Elevator Simulation Exercise **90 minutes**

Students will work in small groups. Each student within a group will assume an ICS function. The instructor presents an overview of the fire; emphasizes the incident objectives of life safety, incident stabilization, and property conservation; presents the incident strategies Rescue, Exposure Protection, Confinement, Extinguishment, Overhaul (RECEO), Ventilation, and Salvage (VS); reviews the simulation rules; reviews a Quick Access Plan

(QAP) for the incident; shows visuals that set the scene for the incident; and begins the simulation exercise with message #1.

During the simulation, students will address each of the following topics in the process of managing the incident: establishing incident objectives, determining strategies and selecting tactics, assigning and managing resources, and identifying and selecting alternate solutions. Students will record all command decisions and actions on Simulation Action Charts. They will make entries in response to written or visual messages in anticipation of problems that could surface during the incident. Other forms the students may complete are ICS forms 201 through 206.

During the simulation exercise, the instructor will monitor team set-up and logistics for each group; monitor message distribution according to a script, allowing for delays in messages if the class is having difficulties; and coach students during the exercise as needed, constantly circulating among the groups. The instructor may offer guidance with strategy and organization in the form of questioning to help students think through their options. The instructor will monitor action documentation and confirm that students are completing their Simulation Action Charts and their ICS charts.

Simulation Exercise Debriefing **60 minutes**

Following the simulation, the instructor will conduct a simulation exercise debriefing. Completed simulation matrices are provided for the instructors. These matrices identify decisions and tasks related to the command functions for selected messages. Debriefings are discussions centered around the ICS role that each player assumes in the exercise, the strategies developed as responses to the cues, and the organization and management of the incident staff.

Module Summary **10 minutes**

The instructor will briefly summarize the main learning points of the module and provide students an opportunity to comment and ask questions.

References

Student Manual

Plan of Instruction

MODULE 18:

PENAL INSTITUTION SIMULATION EXERCISE

TIME: 4 hours

Purpose

The purpose of Module 18 is to provide students with practice in using an ICS organization to manage a penal institution incident and to document the incident.

Terminal Objective

After completing Module 18, students will be able to apply an ICS organization to effectively manage a penal institution incident.

Enabling Objectives

Given a scenario, the students will:

- Identify critical management cues at a penal institution incident;
- Identify what to document at a penal institution incident;
- Establish incident objectives;
- Determine strategies;
- Select tactics;
- Identify and request resources;
- Select alternate solutions; and
- Establish an appropriate ICS organization to manage the incident.

Scope

Module 18 focuses on location and structure of penal institutions, incident considerations, preplan information, penal institution Emergency Operations Plans (EOPs), and authority of the warden.

Plan of Instruction

Methodology

Objectives and Overview **5 minutes**

The instructor presents the learning objectives of the module and an overview of the topics discussed. The instructor points out that in the simulation exercise, the warden and his or her subordinates are fully in charge of any operations pertaining to the prisoners. This management may be foreign to many in the fire service leadership.

Location and Structure **5 minutes**

This section briefly discusses location and structure of penal institutions.

Fire Protection Systems **5 minutes**

This section briefly describes fire protection systems in penal institutions.

Incident Considerations **15 minutes**

The instructor lectures on incident considerations for penal institutions: command considerations, type of confinement, and incident potential.

Preplan Information **5 minutes**

This section discusses location of the command post for unified command, types of fire alarms/sprinklers, evacuation plans, and fire and emergency plans of an institution.

Authority of the Warden **5 minutes**

The instructor emphasizes that the warden is in charge of all operations within the facility and the handling of inmates.

Activity 18.1: Penal Institution Simulation Exercise **70 minutes**

Students will work in small groups. The instructor presents an overview of the fire; emphasizes the incident objectives of life safety, incident stabilization, and property conservation; presents the incident strategies RECEO VS; reviews the simulation rules; reviews a QAP for the incident; shows visuals that set the scene for the incident; and begins the simulation exercise with message #1.

During the simulation exercise, the instructor will monitor team set-up and logistics for each group; monitor message distribution according to a script, allowing for delays in messages if the class is having difficulties; and coach students during the exercise as needed, constantly circulating among the groups. The instructor may offer guidance with strategy and organization in the form of questioning to help students think through their options. The instructor will monitor action documentation and confirm that students are completing their Simulation Action Charts and their ICS charts.

Simulation Exercise Debriefing **60 minutes**

Following the simulation, the instructor will conduct a simulation exercise debriefing. Completed simulation matrices are provided for the instructors. These matrices identify decisions and tasks related to the command functions for selected messages. Debriefings are discussions centered around the ICS role that each player assumes in the exercise, the strategies developed as responses to the cues, and the organization and management of the incident staff.

Documentation **35 minutes**

The instructor lectures on the importance of documenting incidents for later reference as well as what to document in detail: witness interviews, serious injuries, firefighter deaths, major losses, and physical evidence.

Activity 18.2: Penal Institution Documentation Exercise **30 minutes**

Students will work in small groups to document the penal institution incident. They will answer questions posed by a fictitious city attorney and review their groups' materials for consistency and accuracy.

Plan of Instruction

Module Summary **5 minutes**

The instructor will briefly summarize the main learning points of the module and provide students an opportunity to comment and ask questions.

References

Student Manual