



Public Safety Management Degree Program
Fall 2017 UST * 428, 3 Credit
Syllabus for Fire and Emergency Services Administration

PROFESSOR

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INTRODUCTION

Welcome to the Fire and Emergency Services Administration course. As your instructor, I would like to stay in close contact with you. Please feel free to call me any time for assistance at my office @ 216-875-9860. If I am not in, you may e-mail me at b.becker64@csuohio.edu. I will be happy to return your call.

COURSE DESCRIPTION

This course is designed to be a progressive primer for students who want more knowledge about fire and emergency services administration. The course demonstrates the importance of the following skills, necessary to manage and lead a fire and emergency services department through the challenges and changes of the 21st century: Persuasion and influence, accountable budgeting, anticipation of challenges and the need for change, and using specific management tools for analyzing and solving problems. A central part of the course focuses on how the leadership of a fire and emergency services department develops internal and external cooperation to create a coordinated approach to achieving the department's mission.

COURSE GOALS

At the end of this course, you will be able to understand how to help the fire and emergency services administrator perform as an effective risk manager by recognizing legal and political issues affecting public safety, finding and applying appropriate legal rules and/or political constructs, and articulating supportable conclusions and recommendations.

The course is divided into the following core modules:

- Module I: Leading and Managing Purposefully with a Community Approach
- Module II: Core Administrative Skills
- Module III: Planning and Implementation
- Module IV: Leading Change
- Module V: CRM - A 21st Century FESA Responsibility

A central part of this course examines the leadership of a fire and emergency services department, and how to develop internal and external cooperation, and a coordinated approach to achieving the department's mission. As we will see, a collaborative approach leads to insightful ways of anticipating challenges and planning the need for change. This course will teach you how to use leadership and management tools for analyzing and solving problems related to the constantly shifting landscape of fire and emergency services administration.

COURSE OUTCOMES

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

1. Define and discuss the elements of effective departmental organization.
2. Classify what training and skills are needed to establish departmental organization.
3. Analyze the value of a community-related approach to risk reduction.
4. Outline the priorities of a budget-planning document while anticipating the diverse needs of a community.
5. Assess the importance of positively influencing community leaders by demonstrating effective leadership.
6. Analyze the concept of change and the need to be aware of future trends in fire management.
7. Report on the importance of communications technology, fire service networks, and the Internet when conducting problem-solving analysis and managing trends.
8. Develop a clear understanding of the national assessment models and their respective approaches to certification.

COURSE OBJECTIVES

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

Module I: Leading and Managing Purposefully with a Community Approach

- Describe the role of the fire/emergency medical services department as a part of the community government and comprehensive plan.
- Explain the importance of a good working relationship with public officials and the community as a whole.
- Assess ways to develop a good working relationship with public officials and the community.
- Identify local, state, and national organizations that will be beneficial to your department.
- Describe how to take a proactive role in local, state, and national organizations.
- Identify effective skills for developing a cooperative relationship with fire and emergency services personnel as well as public officials and the general public.

Module II: Core Administrative Skills

- Identify the core skills essential to administrative success.
- Describe the integrated management of financial, human, facilities, and equipment and information resources.
- Explain the importance of public access to government operations.
- Describe the key elements of successful communication.
- Recognize the basic management theory in use in your agency.
- Recognize the formal and informal dynamics of public organizations and describe strategies to ensure success.
- Discuss the components and styles of leadership.
- Identify and discuss a practical agency evaluation process.

Module III: Planning and Implementation

- Describe the process of consensus-building.
- Describe the components of project planning.
- Identify the steps of the planning cycle.
- Discuss how an environmental assessment determines the strategic issues and direction of an organization.
- Assess the interrelationship between budgeting, operational plans, and strategic plans.
- Analyze the importance of an organizational culture and mission in the development of a strategic plan.
- Describe the purpose, function, and current and future security concerns of working document publication, storage, and integrity.
- Explain how a fire and emergency service administrator creates a vision of the future for his or her organization.

Module IV: Leading Change

- Describe the importance of accepting and managing change within the fire and emergency service department.
- Identify models of change commonly used in organizations.
- Summarize the steps of the change management process.
- Assess ways to create a positive climate for change and introduce new ideas within the organization.
- Describe how an organization can respond to current or emerging events or trends.
- Explain the benefits of employee involvement in departmental decisions.
- Demonstrate innovative ways to address traditional problems within the organization.
- Describe ways to increase and reward professional development efforts.

Module V: CRM -- A 21st Century FESA Responsibility

- Assess the importance of integrating fire and emergency services into a community's comprehensive plan.
- Assess your organization's capabilities and needs based on risk analysis probabilities.
- Describe the relationship between community risk analysis and strategic and operational planning.
- Identify the major steps of a community risk assessment.
- Identify direct and indirect costs associated with fire.
- Analyze economic incentives that encourage and discourage fire prevention.
- Describe the role of fire and emergency services in the economic development and neighborhood preservation programs of the community.

COURSE READINGS AND MATERIALS

The course texts we will be using are:

- ***“Chief Fire Officer’s Desk Reference,”*** International Association of Fire Chiefs, Jones and Bartlett Publishers; ISBN-13: 9780763729356 or ISBN-10:0763729353
- ***“Conspiracy Among Americas Heroes,”*** Author House Publishers, ISBN-10: 1477268677 or ISBN-13: 978-1477268674
- In addition to these texts, you will be reading a number of online resources, web-based research articles.

CLASS PARTICIPATION/COURSE DISCUSSION GUIDELINES

In addition to readings and projects, you are expected to participate in class by responding to discussion questions. These questions are a useful way of formulating an understanding of the material you are reading that goes beyond simply being able to fill in a blank or recite a sentence. Discussion should be more than just giving an opinion or saying whether you agree or disagree; a good discussion response indicates that you read the material assigned and you have processed what you read.

To get credit for participating in the discussion you must post a response to the original topic or question. Response must be at least 250 words. You must also follow up by responding to at least two of your colleagues in 125-word responses. Your postings must always combine your original thinking and opinion with authoritative references. In addition, you should cite your sources where appropriate and check your spelling and grammar.

COURSE RULES

I appreciate that you are a very busy person. I am a busy person as well. One of the things you should be learning in college is **time management**. I have planned the course to ensure that you have plenty of advance notice about when assignments are due. Therefore, I expect you to complete work on time and to turn your papers in on time. I work hard to get you feedback on things with a short turnaround and that is something you can expect from me.

If you encounter a problem during the semester—or know you have something coming up during this semester—please see me **before the due date** so we can work something out. I am not an unreasonable person, but I do expect that you will manage your time wisely and will anticipate difficulties and deal with them proactively.

If you know that you will be away for a week and unable to get to the computer, talk to me before the week arrives and make alternate arrangements. If you wait until after the week's items were due, then call me, and beg to be allowed to make things up I will say no.

Many of us are in the emergency services, myself included, and sometimes that means that we have unexpected events that come up and take up a substantial part of our day or week to resolve. I understand this but I recommend you save my office phone number in your cell phone so you can call me and tell me before the week is up.

If you do not come to me beforehand but instead just turn papers in late, please be aware that **one full letter grade will be deducted** from your score for the paper for each day beyond the due date. Papers 5 or more days late will **not be accepted**. If your work on the course is not complete when the semester ends, I will assume you have done all the work you are going to and I will enter your grade based on what has been done. If you anticipate a problem—please talk to me now—not 2 days after the due date!

ACADEMIC INTEGRITY

My expectation is that the principles of truth and honesty will be rigorously followed in all academic endeavors. All work submitted for this class must be done by you. You are free to discuss your work with others and incorporate their feedback but your writing must be your own. You may incorporate material from books or other sources if it is properly cited. In the Cleveland State University web site, you will find more information about academic integrity and a document you need to submit to me after you complete the review of the academic integrity materials. I encourage you to seek help as needed from your supervisors, friends, colleagues, and me, your instructor. The work you submit for a grade must be your own. I will not tolerate any form of academic dishonesty, especially plagiarism. Simply put, plagiarism is taking credit for someone else's work; taking credit includes receiving some form of favorable compensation for the submitted work.

GRADING INFORMATION AND CLASS ACTIVITY DESCRIPTIONS

Your written assignment responses must follow the APA format and be at least 1500 words in length. You are required to use at least your textbook as source material for your response. All sources used, including the textbook, must be referenced; paraphrased and quoted material must have accompanying citations.

WHERE TO SEND ASSIGNMENTS

Email me all written assignments (b.becker64@csuohio.edu)

ACADEMIC POLICIES

In the Cleveland State University web site, you will find links to important academic policies and other information to help you as you complete your coursework:

- Academic Policies
- Policy and Procedures on Affirmative Action, Equal Opportunity, and Sexual Harassment
- Policy on Academic Integrity
- Policy on Academic Dishonesty and Plagiarism
- Policy on the Grade of Incomplete and Withdrawal
- Policy on the Code of Student Conduct
- Important Information and Procedures
- Course Evaluation Form Information
- Information on Disabled Student Service
- Information about Writing Resources

UNIVERSITY/COLLEGE DEADLINES

For the current semester, the deadline for dropping a course is September 1, 2017. The last day to withdraw from the course is September 8, 2017. The final examination week is December 11 - 16, 2017.

STUDENT GRADING

CSU uses the following letter grades with plusses and minuses. In the Levin College, the letter grades follow this numeric scale:

A = 94-100%

A- = 90-93

B+ = 87-89

B = 83-86

B- = 80-82

C+ = 77-79 (there is no C+ grade for graduate students; C = 70-79 for grad students) C = 70-76 for undergraduates, 70-79 for grad students

D = 60-69 (there is no D for graduate students)

F = 59 and below for undergraduates, 69 and below for graduate students

GRADES OF "I" AND "X"

X - The grade of "X" can be assigned by the instructor when an attending/participating student has stopped attending/participating without notification and has not completed all assignments for reasons that cannot be determined by the end of the grading period. An "X" automatically becomes an F if not resolved by the last day of instruction of the following semester. An "X" also will be assigned by the University Registrar when no grade is submitted by an instructor.

I - INCOMPLETE. The "I" grade is given when the work in a course has been generally passing, but when some specifically required task has not been completed through no fault of the student.

AN "I" GRADE CAN BE ASSIGNED BY THE INSTRUCTOR WHEN ALL THREE OF THE FOLLOWING CONDITIONS ARE MET:

1. Student is regularly attending/participating in the class and has the potential to pass the course;
2. Student has not completed all assignments and has stopped attending/participating for reasons deemed justified by the instructor; and
3. Student has notified the instructor prior to the end of the grading period.

STUDENTS WITH SPECIAL NEEDS

Educational access is the provision of classroom accommodations, auxiliary aids and services to ensure equal educational opportunities for all students regardless of their disability. Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services at (216)687-2015. The Office is located in MC 147. Accommodations need to be requested in advance and will not be granted retroactively. Students should notify the instructor as soon as possible if they have been granted an accommodation through the Office of Disability Services.

WRITING ASSISTANCE

Students with difficulty writing may contact the Writing Center located in Rhodes Tower 124 for assistance. Students should use the American Psychological Association (APA) format for citations and reference pages.

PLAGIARISM

Plagiarism is stealing and/or using the ideas or writings of another in a paper or report and claiming them as one's own. This includes but is not limited to the use, by paraphrase or direct quotation, of the work of another person without full and clear acknowledgment.

The penalties for plagiarism are found in full in the Student Handbook (Office of Student Life) under Academic Regulations (Policy on Academic Misconduct) at the following link:

<https://www.csuohio.edu/sites/default/files/StudentCodeOfConduct.pdf>

COURSE WRITTEN ASSIGNMENTS, DISCUSSION QUESTIONS, AND PROJECTS:

Assignment	Grade Point
Module 1	
Discussion Question 1	5
Discussion Question 2	5
Written Assignment: Success Plan	10
Module 2	
Discussion Question 1	5
Written Assignment: More for Less	10
Module 3	
Discussion Question 1	5
Written Assignment: Personnel Policies	10
Module 4	
Written Assignment: Creating a Positive Environment	10
Module 5	
Discussion Question 1	5
Do Not Submit NFA Application (we do this for you)	
Final Project	
EMERGENCY SERVICE BEHAVIOR CONCERNS	<u>35</u>
	100

Please note that the final project carries a huge grade in this course. Attention to detail, research, and articulating yourself in a written format is very important.

COURSE SCHEDULE

Semester Week	Discussion / Assignment / Project	Discussion / Assignment / Project DUE DATE
Week 1	Module 1 Discussion 1	September 4, 2017
Week 2	Module 1 Discussion 2	September 11, 2017
Week 3	Module 1 Written Assignment	September 18, 2017
Week 4	Module 2 Discussion 1	September 25, 2017
Week 5	Break Week	October 2, 2017
Week 6	Module 2 Written Assignment	October 9, 2017
Week 7	Module 3 Discussion	October 16, 2017
Week 8	Module 3 Written Assignment	October 23, 2017
Week 9	Module 4 Written Assignment	October 30, 2017
Week 10	Module 5 Discussion	November 6, 2017
Week 11	Module 5 Written Assignment	November 13, 2017
Week 12	Break Week	November 20, 2017
Week 13	Prepare Final Project	November 27, 2017
Week 14	Final Project	December 8, 2017

FINAL COURSE PROJECT

For your final exam, prepare a 5000 word / 10 pages (**minimum**), APA formatted research project, explaining the issues of **EMERGENCY SERVICE BEHAVIOR CONCERNS**.

The main document you will be utilizing in writing this project is the book titled "***Conspiracy Among Americas Heroes.***"

Issues to cover:

- Is this normal behavior for firefighters?
- What influence does the IAFF have on firefighters?
- What standards or best practices are common for fire chiefs to behave?
- What standards or best practices are common for elected officials to behave?
- Should there be a code of conduct for all firefighters, Fire Executives, Appointed Officials and Elected officials? Is so, please identify (in your words) what this should entail.
- What is the taxpayer's perception of these firefighters identified in the book?
- What is the taxpayer's perception of the fire chief identified in the book?
- What is the taxpayer's perception of the appointed and elected officials identified in the book?
- Summarize your overall thoughts.

This research project SHALL have an APA formatted cover page, an introduction page, a background and significance page, a Literature review page, a conclusions page, and

a reference page. In addition, you must provide at least three other references in supporting your position on behavior concerns, two of them being from the internet.

All sources used, including the textbook, must be referenced; paraphrased and quoted material must have accompanying citations.

Failure to meet the APA format and content guidelines will result in a reduction in grade.

**YOU MAY BEGIN WORKING ON THE FINAL
COURSE PROJECT IMMEDIATELY!**

**THIS PROJECT IS DUE NO LATER THAN
NOON DECEMBER 8, 2017**

**SUBMIT YOUR FINAL COURSE PROJECT TO
b.becker64@csuohio.edu**

Fire and Emergency Services Administration

DISCUSSION QUESTIONS

Module 1

Please introduce yourself to your instructor and your classmates. Tell us who you are, where you are from, a bit about your position with your fire department or other emergency service agency, and just a bit about your department or agency. Additionally, identify what you believe to be the greatest challenge regarding fire and emergency administration.

1. Write a one or two sentence description of a problem or concern that exists in the fire and emergency service, your community, or in your department that you would like to address as a fire and emergency service administrator.
2. Describe what the perfect solution would look like; a "vision" of successfully dealing with the identified concern or problem.

Module 2

Many of the concepts of operation involving emergency management and the Incident Command System parallel the concerns a FSA would have in administering day-to-day operations. Describe the similarities and differences between emergency management and day-to-day organizational management.

Module 3

Sometimes apathy, inside politics, and lack of motivation results in very little engagement by a "lackluster" team. This attitude will really be exhibited by the team when they are asked to support or be involved in planning for changes or improvements in fire and emergency service operations. How should the fire service administrator address the challenge to inspire input and involvement in planning for change when the team is "lackluster"?

When answering this question give one example of a leadership move that the FSA would use in selling the vision for change and one example of a management move the FSA would use to implement the planning process.

Explain your understanding of the dichotomy between politics and administration and give one example of how a violation of the democratic principles associated with local governance can cause extreme problems for an overly "political" administrator.

Module 4

NO ASSIGNMENT

Module 5

1. Discuss how the foundational concerns such as safety, training, and risk management systems are important to address before launching new changes and expansion of mission directed efforts. How do you draw the line between sustainability and the need to engage improvements in your system?
2. What does your local department or community do to assess risks in the areas of EMS, hazardous materials, special rescue situations, and terrorism? How does it commit necessary resources? Does it commit the same level of resources that it commits to fire prevention? If not, why not?

Fire and Emergency Services Administration

WRITTEN ASSIGNMENTS

Module 1

For this assignment, develop your own "success plan" for becoming the fire and emergency service administrator you envision yourself to be. The first part of the assignment is a rough draft you are not required to submit. Use it as a "plan draft," in which you creatively brainstorm about the components of your plan, formulate lists of ideas, or even draw or sketch out your thoughts. However, you decide to approach the plan draft, include the following as subject headings: Concerns, Vision, Knowledge, Network, and Do List.

After completing a rough plan draft, develop a written essay that cohesively summarizes the thoughts you've developed under each heading on your draft. Consider this essay a personal "travel guide" for your journey through this course and through your career: It will give you some direction now, but you may move or change certain parts of the plan as you travel ahead in your field and/or accomplish your goals.

Module 2

Cities and fire districts are experiencing the "more for less" era: as the challenges for service go up, the funding seems to be less available. The need for new revenue sources or a method of working more efficiently within the organization faces most all fire and emergency service organizations. Describe a solution to this dilemma that has worked in your community. If you have no examples, then consider yourself as the fire chief who must describe the plan of action to address the reduced-funding-for-more-demand problem.

Module 3

What is your agency's records retention policy? How about a policy for sharing recorded information with the public? Are the policies written, and clearly understood by all personnel? What improvements would you include? Are you adequately protecting medical records in accordance with HIPAA requirements?

Module 4

When defining ways to create a positive climate, the leadership of an organization must decide what type of organizational approach to take. For example, a small village with a stable economy and no anticipated changes or challenges will expect different styles of leadership than a community in flux, one with fast-paced growth or economic instability.

1. First, perform an environmental scan of your own community: Is it currently growing, and/or facing a variety of changes? Or, is it a smaller, more stable community? Describe your community in terms of its current economic, social, and political climates.
2. Next, speak with at least three professional fire service leaders to help you identify the issues and trends in the community that the fire agency should begin to focus on to keep pace with upcoming change. Summarize your findings, and be sure to credit your sources.
3. Then, perform an environmental scan of your own or the local fire and emergency services organization: Is the organization equipped and prepared to address both current and future changes in the larger community? What external and internal changes and/or improvements to the organization will help to address changes to the larger community over the next 2-5 years?
4. Finally, determine what type of organizational approach will work best for the department in order to shape effective leadership and management systems with which to address changes to the larger community.