I. FSM Mission Statement

The Fire and Homeland Security program is designed to meet the needs of the fire service professional. The increased demand for a highly educated professional fuels the demand for this program from not only current and former students but also the industry itself. The International Association of Fire Chiefs (IAFC) has developed a Chief Officer Designation (CFOD) and professional model matrix. These two programs along with a higher demand for fire personnel to have a master’s degree to hold the fire chief’s position make this program in high demand among the fire service. Currently there are only seven programs in the country that afford fire personnel this opportunity. This academic setting of this program will foster creative thinking and communication skills in our pursuit of excellence.

II. Course Description:
This course is designed specifically to provide a framework of executive-level competencies by focusing primarily on issues and areas of personal effectiveness. The curriculum includes self- and observer-based survey assessment instruments, case study analysis, role playing, and experiential activities. Participants complete a "self-assessment and development plan" to create desirable goals in the areas of their professional, personal, community, and family life. Course units include leadership, multiple roles, decision skills, influencing, leaders teaching leaders, storytelling, persuasion, succession planning, and evaluating. It examines contemporary public sector and fire service issues using a case study approach to enhance one’s ability to perform at the executive level. The framework is provided to transfer lessons learned in the course to an individual’s own organization.

III. Prerequisite:
Fire Science Management and/or Undergraduate Degree
IV. **REQUIRED TEXTBOOK:**

The 21 Irrefutable Laws of Leadership, Workbook by John C. Maxwell (Paperback - Oct 8, 2002)

Leading Change by John P. Kotter (Hardcover - Jan 15, 1996)


Executive Leadership, 5th Edition EL-Course Reader by FEMA, National Fire Academy

V. **COURSE OUTCOMES/OBJECTIVES:**

The course goal will develop the ability to conceptualize and employ the key processes used by effective-executive level leadership.

**Outcome #1:**

**Cognitive Objective:** The student will discuss the benefits to be derived from the course for themselves and their department/business.
A. Develop a personal analysis and development plan
B. Describe the various processes and elements of leadership administration that affect the fire service.
C. Discuss the values and goals statements of individual and department of personal and leadership roles in the fire service.
D. Discuss feedback discussing various feedback tools available such a 360 degree peer evaluation, etc.

**Outcome #2:**

**Cognitive Objective:** Developing Self as a Leader. The role of executive leader in developing organizational values and ethics is a critical one. A model of ethical managerial behavior is presented along with video scenarios to allow the student an opportunity to develop their own framework for ethical behavior.

A. Describe the framework for considering parameters of Executive Leadership.
B. Discuss the Robert Moses Case Study.
C. Describe why and how successful executive derails.
D. Describe leadership profiles.
E. Discuss the book “The Fifth Discipline”.
Outcome #3:

Cognitive Objective: Developing Decision Making Skills. Executive ability is deciding quickly and getting someone else to accomplish the work.

A. Discuss the “Missiles of October” as it applies to the various leadership roles involved in prevent a nuclear war.
B. Discuss the model of decision making and describe the “group thinking” and evaluate the effectiveness of decision making.
C. Discuss the Decision-Making process as it applies to the “Bay of Pigs” process.
D. Discuss the “Decision-Making and the Leadership Process” as a cause and effect to decision making.

Outcome #4

Cognitive Objective: Managing Multiple Roles. Lecture on Mintzberg’s research, interpret, analyze, and present applications of Mintzberg roles in the work environment.

A. Define leadership versus management roles.
B. Define Mintzberg’s ten management roles.
C. Discuss prioritize and delegating roles.

Outcome #5

Cognitive Objective: Understand transition; understanding change during midlife and beyond.

A. Describe the results of the Transition Style Indicator (TSI) self-assessment instrument, identifying one’s own characteristic style of coping with transitions.
B. Discuss the underlying framework of personal and professional transition.
C. Describe the characteristics enable leaders to manage career transitions successfully.

Outcome #6:

Cognitive Objective: Given experiences and models from industry, the student will be able to develop an appreciation for workforce planning, development, and succession planning.

A. Discuss “The Lion King” building a case for succession planning.
B. Create a developmental strategy principle of coaching.
C. Define succession planning.
Discuss methods of building a case for succession planning.
Outcome #7

Cognitive Objective: One of the key elements of a leader is the ability to influence others to accept and accomplish the goals and objectives.

A. Describe transformation leadership.
B. Discuss promoting change through slowly influencing others.
C. Describe the components of influence.
D. Understand power, importance of networking, and negotiation.
E. Discuss three influence styles specifically in the Fire Service environment.
F. Participate in storytelling
G. Critique a “mock” persuasion effect between class mates.

Outcome #8:

Cognitive Objective: Influencing styles. The student will be able to influence others when presented with a situation that requires decisions to be made.

A. Discuss the influence styles.
B. Discuss the planning and conducting an influence attempt.
C. Large group of activities involved with influencing.
D. Small group of activities involved with influencing.
E. Examine and discuss the issue of formal and informal influencing in the workplace.

Outcome #9:

Cognitive Objective: The student will be able to assess their strength and weakness in terms of Power.

A. Identify power and the purpose of it.
B. Discuss the activities of leaders and how they use power in getting others to go along.
C. Participate in a “mock” negotiation and persuasion where the point of the successful use of power is demonstrated.
D. Discuss of power and dependence.
Outcome #10:

Cognitive Objective: The student will be able to assess their strength and weakness in terms of networking.

A. Define networking.
B. Analyze the relationship between networking and influence.
C. Conduct an individual/large group mock networking and conduct a networking skills inventory of each student.

TOPICAL OUTLINE

I. Self-assessment
   A. Personal Analysis
   B. Personal Development Plan

II. Leadership
   A. Leadership Roles
   B. Case Studies Analysis
   C. Management vs. Leadership
   D. Effective Leadership
      1. Transformational
      2. Transactional

III. Decision Making
   A. Decision Skills
   B. Evaluating
   C. Problem Solving

IV. Influencing
   A. Vision
   B. Motivation
   C. Managing Multiple Roles
   D. Styles
      1. Story Telling

V. Responsible Leadership
   A. Preparing Leaders
   B. Networking