



National Fire Academy

N0671 – Managing Effective Fire Prevention Programs

Version: 1st Edition, 11th Printing, December 2019

Quarter:

ACE Credit: In the upper division baccalaureate degree category, three semester hours in fire science, public safety administration, or fire safety administration.

IACET Continuing Education Units: 3.8

Length of Course: 6 Days (39 hr., 50 min. contact hours, Sunday – Friday)

Prerequisite: Yes

Curriculum: Fire Prevention: Management

Training Specialist: Mike Weller

Instructor:

Instructor email/phone:

Classroom: J-

Meeting Time: 8 AM – 5 PM

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Course Description (Catalog)

N0671 – “Managing Effective Fire Prevention Programs.” This six-day course is to empower students with the ability to lead a fire prevention/risk-reduction bureau. The course units will cover the following subjects:

- Defining your new role.
- Fostering cultural change.
- Building fire prevention and risk-reduction bureau strength.
- Power, politics and influence.

- Establishing bureau priorities and strategies.
- Organizational finances.

Student Qualifications (Primary and Secondary Audience)

The audience for the course includes (but is not limited to) those who currently (or aspire to) lead a fire prevention/risk-reduction bureau.

Course Scope (Goal)

The purpose of this course is to empower students with the ability to lead a fire prevention/risk-reduction unit.

This course provides knowledge and helps facilitate the skills/abilities needed to lead a fire prevention/risk-reduction bureau.

Course Objectives (Course Learning Outcomes – TLOs)

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

- Distinguish their role in the fire prevention/risk-reduction bureau.
- Facilitate a cultural change process that increases the fire prevention/risk-reduction focus within the organization at large.
- Assess the job performance requirements (JPRs) of the fire prevention/risk-reduction bureau and recommend technical/interpersonal development opportunities that enhance staff performance.
- Assess the use of social power bases and political influence to increase the effectiveness of the fire prevention/risk-reduction bureau.
- Perform a cost-benefit analysis to justify changes to the budget, given a budget and objectives to be accomplished.
- Prioritize a community risk issue, develop a prevention/mitigation strategy, and seek approval for funding from local decision-makers.

Course Delivery Method

The National Fire Academy (NFA) offers specialized training courses and advanced management programs of national impact in an academic classroom environment [on campus at the National Emergency Training Center \(NETC\) in Emmitsburg, Maryland](#) and through their State, local, tribal, and US territories training partners. All course materials are designed for interactive classroom environments, in either paper notebook or electronic formats.

Course Schedule

The purpose of the course schedule is to give you, at a glance, the required preparation, activities, and evaluation components of your course.

	DAY ONE	DAY TWO
	Introduction, Welcome and Administrative	Unit 2: Fostering Cultural Change (cont'd)
	<i>Break</i>	<i>Break</i>
	Unit 1: Defining Your New Role	Unit 2: Fostering Cultural Change (cont'd)
	<i>Break</i>	<i>Break</i>
	Unit 1: Defining Your New Role (cont'd)	Unit 3: Building Fire Prevention and Risk-Reduction Bureau Strength
	<i>Lunch</i>	<i>Lunch</i>
	Unit 2: Fostering Cultural Change	Unit 3: Building Fire Prevention and Risk-Reduction Bureau Strength (cont'd)
	<i>Break</i>	<i>Break</i>
	Unit 2: Fostering Cultural Change (cont'd)	Unit 3: Building Fire Prevention and Risk-Reduction Bureau Strength (cont'd)
Evening assignment		Continue work on culminating activity. Study for Examination 1

Note: Times listed reflect approximate instructional time blocks and may be adjusted to meet individual course preferences.

	DAY THREE	DAY FOUR
	Unit 3: Building Fire Prevention and Risk-Reduction Bureau Strength (cont'd)	Unit 4: Power, Politics and Influence (cont'd)
	<i>Break</i>	<i>Break</i>
	Unit 3: Building Fire Prevention and Risk-Reduction Bureau Strength (cont'd)	Unit 4: Power, Politics and Influence (cont'd)
	<i>Break</i>	<i>Break</i>
	Unit 4: Power, Politics and Influence	Unit 4: Power, Politics and Influence (cont'd)
	<i>Lunch</i>	<i>Lunch</i>
	Unit 4: Power, Politics and Influence (cont'd)	Unit 5: Organizational Finances
	<i>Break</i>	<i>Break</i>
	Unit 4: Power, Politics and Influence (cont'd)	Unit 5: Organizational Finances (cont'd)
Evening assignment	Continue work on culminating activity	Culminating activity due in the morning of Day Five

Note: Times listed reflect approximate instructional time blocks and may be adjusted to meet individual course preferences.

	DAY FIVE	DAY SIX
	Unit 5: Organizational Finances (cont'd)	Unit 6: Establish Bureau Priorities and Strategies (cont'd)
	<i>Break</i>	<i>Break</i>
	Unit 5: Organizational Finances (cont'd)	Unit 6: Establish Bureau Priorities and Strategies (cont'd)
	<i>Break</i>	<i>Break</i>
	Unit 6: Establish Bureau Priorities and Strategies	Unit 6: Establish Bureau Priorities and Strategies (cont'd)
	<i>Lunch</i>	<i>Lunch</i>
	Unit 6: Establish Bureau Priorities and Strategies (cont'd)	Examination 2
	<i>Break</i>	<i>Break</i>
	Unit 6: Establish Bureau Priorities and Strategies (cont'd)	Evaluation Graduation
Evening assignment	Study for Examination 2	

Note: Times listed reflect approximate instructional time blocks and may be adjusted to meet individual course preferences.

Course Resources (Instructional Materials)

In order to be fully prepared, obtain a copy of the required textbooks and other instructional materials prior to the first day of class.

Required Readings

The student must complete required readings during the course to be able to thoughtfully participate in discussions and activities.

None.

Suggested Reading/Resources

Suggested readings and resources are not evaluated, but may enhance the student's understanding, serve as additional sources for citation and promote discussion of course material.

None.

Required Resources (Course Textbook)

Student Manual.

Supplemental Resources (Supplemental Course Textbook)

None.

Grading Methodology (Evaluation Procedures)

Grading Structure and Rubrics By Student Activity with Individual Student Score Guide for "Managing Effective Fire Prevention Programs"

Examination 1	25 points
Culminating Activity	50 points
Examination 2	<u>25 points</u>
TOTAL	100 points

Instructions for Application of Student Activity Scoring Plan

1. All students must receive a fair score reflecting their efforts to complete the culminating activity.
2. Students are to receive the Scoring Dimensions Guide for the culminating activity. Refer the students to the Student Manual boilerplate.

3. Explain to the students the Scoring Dimensions Guide. Provide the questions, core concepts to be addressed for the questions, and how the points will be allocated. This is what the instructors will use to grade the culminating activity. Instructors should spend adequate time on the guide and ascertain that students understand the grading process.
4. Upon completion of the culminating activity, each student will print his or her name and the current date and then submit the scoring guide and the culminating activity to the instructor for scoring each student's performance.
5. Once a point selection is determined for the student score, the instructor will record that point on the student's scoring guide and on the Class Grade Sheet and return the student's individual scoring guide to the student.
6. At the completion of the course, the instructors will tally each student's Examination 1 grade, culminating activity and Examination 2 grade. Points equate to the following grades:

Numerical Score	Letter Grade
100-90	A
89-80	B
79-70	C
69 or below	F

7. A score of 70 or greater is passing.
8. Instructors are to record grades, sign, date and then deliver the completed Class Grade Sheet to the training specialist responsible for that course delivery.

EXAMINATION ADMINISTRATION PROCEDURES

Students will be given exams at the end of the class, and only the instructor will grade the exams. While the exams are being graded by the instructor, students will be asked to complete end-of-course evaluations.

Exams are to be completed individually and not as a group or a group activity, unless specifically directed within the instructor guide for the specific course. Students should use pencils to complete answer sheets if bubble sheets and a scoring key overlay are being used.

There should only be one answer for any given question marked by the student. A question with multiple answers is considered incorrect. Please mark number of incorrect answers on completed exam sheets, record score (percentage), and mark the appropriate letter grade.

Transfer the letter grades to the corresponding student name on the course roster.

If a student does not obtain a passing grade on the first attempt, the instructor will provide remediation¹ prior to a retest. Students who do not pass the first exam will be allowed to take one retest of a new exam before departing from the class. A second failure will result in a grade of “F” being recorded on the grade roster.

Once all exams have been graded, instructors should review the exam as a group.

In the event of unusual events (storm, fire response, family emergency) or early departure, the host agency or state representative may be asked to proctor the exam at a later date. The instructor is responsible to notify the Training Specialist as soon as practical of the situation and name of person responsible for the exams and testing process.

Required Reading Assignments

Student completion of reading assignments will be done via evaluation of their class participation and will not be a separately graded activity.

Suggested Readings

Suggested readings are not evaluated, but may enhance the student’s understanding and promote discussion of course material.

Course Outline

Introduction (Day 1)

Objectives

None.

Unit 1: Defining Your New Role (Day 1)

Objectives

Terminal Objective

The students will be able to:

- 1.1 Distinguish their role in the fire prevention/risk-reduction bureau.

Enabling Objectives

The students will be able to:

- 1.1 Compare and contrast the composition of fire prevention/risk-reduction bureaus.
- 1.2 Define the roles, responsibilities and beneficial traits of the fire prevention/risk-reduction bureau manager.
- 1.3 Select common challenges that the leader of a fire prevention/risk-reduction bureau may face.

Unit 2: Fostering Cultural Change (Day 1)

Objectives

Terminal Objective

The students will be able to:

- 2.1 Facilitate a cultural change process that increases the fire prevention/risk-reduction focus within the organization at large.

Enabling Objectives

The students will be able to:

- 2.1 Identify impediments to creating an increased fire prevention/risk-reduction focus within an organization's culture.
- 2.2 Explain how to reconcile personal and organizational values and identify the repercussions of differences.
- 2.3 Propose how to lead adaptive change to strengthen the risk-reduction focus within the organization's mission, goals and objectives.

Unit 3: Building Fire Prevention and Risk-Reduction Bureau Strength (Day 2)

Objectives

Terminal Objective

The students will be able to:

- 3.1 Assess the job performance requirements (JPRs) of the fire prevention/risk-reduction bureau and recommend technical/interpersonal development opportunities to enhance staff performance.

Enabling Objectives

The students will be able to:

- 3.1 Evaluate the benefits to a bureau whose members maintain current technical proficiencies established by national consensus organizations.
- 3.2 Describe the JPRs of fire prevention/risk-reduction bureau members.
- 3.3 Identify gaps between desired and existing knowledge, skills and abilities (KSAs) of team members.
- 3.4 Identify sources for professional development pertinent to members of the fire prevention/risk-reduction bureau.
- 3.5 Facilitate methods to enhance interpersonal skills possessed by members of the fire prevention/risk-reduction bureau.
- 3.6 Develop an action plan for resolving gaps in the KSAs of prevention unit members.

Unit 4: Power, Politics and Influence (Day 3)

Objectives

Terminal Objective

The students will be able to:

- 4.1 Assess the use of social power bases and political influence to increase the effectiveness of the fire prevention/risk-reduction bureau.

Enabling Objectives

The students will be able to:

- 4.1 Identify the social power bases within the organization at large and evaluate their potential impact on the prevention unit's mission.
- 4.2 Choose strategies and select appropriate tactics to achieve optimum political outcomes in the organization and community to support the mission of risk reduction.
- 4.3 Propose how to enhance political influence within the organization and community.

Unit 5: Organizational Finances (Day 4)

Objectives

Terminal Objective

The students will be able to:

- 5.1 Perform a cost-benefit analysis to justify changes to the budget, given a budget and objectives to be accomplished.

Enabling Objectives

The students will be able to:

- 5.1 Describe the typologies of budgets utilized by governments.
- 5.2 Compare and contrast the strengths and weaknesses of different types of budgets.
- 5.3 Evaluate a budget against existing costs and fiscal policy.

Unit 6: Establish Bureau Priorities and Strategies (Day 5)

Objectives

Terminal Objective

The students will be able to:

- 6.1 Prioritize a community risk issue, develop a prevention/mitigation strategy, and seek approval for funding from local decision-makers.

Enabling Objectives

The students will be able to:

- 6.1 Analyze data to determine what information about the community and local risks is available or lacking.
- 6.2 Analyze vulnerability to specific risks, develop priorities, perform trend analysis and consider intervention options.
- 6.3 Facilitate the process of decision-makers determining the community's level of acceptable risk.

- 6.4 Develop appropriate objectives and performance metrics for the functional areas of the prevention bureau.
- 6.5 Develop appropriate marketing strategies for the risk-reduction strategy.

Policies

Class Attendance and Cancellation Policy

Attendance

- You are required to attend all sessions of the course. If you do not, you may not receive a certificate.
- If you need to depart the training facility early and miss any portion of the course, you must make the request in writing to the sponsoring agency (e.g., State training director, etc.). The State training director may waive the attendance requirement in order to accommodate you with extraordinary circumstances as long as you complete all course requirements.

Course Failure

You can reapply for the failed course or any other NFA course and go through the random selection process. You don't have to successfully complete the failed course before attending another NFA course.

Student Code of Conduct Policy

Students, instructors and staff are expected to treat each other with respect at all times. Inappropriate behavior will not be tolerated.

Writing Expectations

Student writing will conform to the generally accepted academic standards for college papers. Papers will reflect the original work of the student and give appropriate credit through citations for ideas belonging to other authors, publications or organizations. Student written work should be free of grammatical and syntax errors, free of profanity or obscene language or ideas, and reflect critical thinking related to the course subject matter.

Citation and Reference Style

Attention Please: Students will follow the APA, Sixth Edition as the sole citation and reference style used in written work submitted as part of coursework to NFA. Assignments completed in a narrative essay, composition format, abstract, and discussion posts must follow the citation style cited in the APA, Sixth Edition.

Late Assignments

All assignments must be turned in by the established deadline. Late submissions could result in a 10 percent decrease in grade.

Disclaimer Statement

Course content may vary from the outline to meet the needs of this particular group.

Grading

Please review the following rubrics that explain how grades will be awarded.

Students who do not complete the entire course will be awarded an Incomplete (I) grade. In accordance with National Fire Academy academic policies, an Incomplete (I) grade must be removed by the end of the next semester following the course, or it automatically becomes a Failing (F) grade.

https://www.usfa.fema.gov/training/nfa/admissions/student_policies.html

Academic Honesty

Students are expected to exhibit exemplary ethical behavior and conduct as part of the NFA community and society as a whole. Acts of academic dishonesty including cheating, plagiarism, deliberate falsification, and other unethical behaviors will not be tolerated.

Students are expected to report academic misconduct when they witness a violation. All cases of academic misconduct shall be reported by the instructor to the State training director or host agency and to the NFA Training Specialist.

If a student is found to have engaged in misconduct and the allegations are upheld, the penalties may include, but are not limited to one or a combination of the following:

- expulsion,
- exclusion from future classes for a specified period; depending on the severity it could range from 1-10 years, and/or
- forfeiture of certificate for course(s) enrolled in at NETC.

Refer to NFA-specific Standard Operating Procedure 700.1 – *Academic Code of Conduct and Ethics* for more information.

Grading Rubrics

“Managing Effective Fire Prevention Programs” Culminating Assignment Student Scoring Dimensions Guide

Student Name: _____ Cumulative Assignment Score: _____

Critical dimensions of evaluation:

1. Clarity of expression
2. Logical organization
3. Thoroughness
4. Justification and references (as appropriate)
5. Spelling and grammar (mechanics)
6. Form and structure (language use)

	Critical Dimensions	Poor (examples) 0 points	Fair (examples) 1-2 points	Good (examples) 3-4 points	Excellent 5 points	Points
Critical Dimensions of Evaluation <i>These critical dimensions of evaluation apply throughout answers to the following questions.</i>	<ol style="list-style-type: none"> 1. Clarity. 2. Logic. 3. Thoroughness. 4. Justification. 5. Mechanics. 6. Language. 	<ul style="list-style-type: none"> • Rambling thought process. • Incomplete, unsupported statements. • Mechanical and language errors throughout. 	<ul style="list-style-type: none"> • Organized, clear and complete thoughts. • Minimal support. • Multiple mechanical and/or language mistakes. 	<ul style="list-style-type: none"> • Clear statements. • Complete, supported statements. • Minor mechanical or language mistakes. 	<ul style="list-style-type: none"> • Clear, succinct statements. • Complete, supported statements. • No mechanical or language mistakes. 	
Culminating Assignment Question	Core Concepts to Address	<i>The following examples of scoring criteria apply throughout Part 1, Questions 1-10.</i>				
1. Explain what the other bureaus of your department know about the mission, activities performed, and impacts made by the fire prevention/risk-reduction bureau. What can you do to improve relationships among bureaus?	<ul style="list-style-type: none"> • Cultures. • Subcultures. 	<ul style="list-style-type: none"> • Fails to address all core concepts. • Fails to indicate understanding of concepts. 	<ul style="list-style-type: none"> • Addresses all core concepts and displays basic understanding. • Does not integrate core concepts into cohesive statements. 	<ul style="list-style-type: none"> • Displays basic understanding of concepts. • Identifies additional core concepts that affect statements. 	<ul style="list-style-type: none"> • Displays full understanding of core concepts. • Uses examples and explanations of additional core concepts within their home organization. 	
2. What does your team expect of you? (If you are a team of one, what does your fire department expect of you?)	<ul style="list-style-type: none"> • Role. • Leadership. • Relationships. • Strategy. 					

3. What do you believe are the strengths of your bureau?	<ul style="list-style-type: none"> • Strategy. • Organizational development. 						
4. What are the most significant leadership challenges you face as the leader of the fire prevention/risk-reduction bureau?	<ul style="list-style-type: none"> • Culture. • Leadership. • Strategy. • Performance. 						
5. Identify the social power bases and organizational politics that are most prevalent in your organization at large.	<ul style="list-style-type: none"> • Leaderships. • Relationships. • Culture. • Power. 						
6. Identify potential impediments that you may face when seeking to create an increased fire prevention/risk-reduction focus within your fire department's organizational culture.	<ul style="list-style-type: none"> • Leaderships. • Relationships. • Culture. • Power. 						
7. What strategies will you utilize to create value for the fire prevention/risk-reduction bureau within the organization at large?	<ul style="list-style-type: none"> • Relationships. • Culture. • Power. • Politics. 						
8. Identify people who could help build bridges between subgroups within your department in support of fire prevention/risk reduction.	<ul style="list-style-type: none"> • Relationships. • Culture. • Power. • Politics. 						
9. Identify one staff position that you believe is not delivering optimal performance. Do not identify the person, just the position. Describe the position and the JPRs/knowledge, skills and abilities (KSAs) that are required for the delivery of optimal performance.	Evaluation is based on critical dimensions.						
10. Based upon the JPRs required for this position, identify potential gaps between existing and desired KSAs of the respective team member.	Evaluation is based on critical dimensions.						
							Cumulative Assignment Score: