

Supervising Emergency Services

HSEM F439

3 Credits

Prerequisites: HSEM 301 or permission of instructor

Location: TBD

Meeting Time: TBD

Instructor Information

Instructor: Douglas Schrage, MS

Office Hours: TBD

Office Location: TBD

Work Telephone: (907) 474-7681

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Textbook

Antonellis Jr, Paul J. Labor Relations for the Fire Service. Pennwell, 2012. (Required)

Case studies, journal articles, videos, and other publications will be assigned throughout.

Course Description

This course is intended for upper division students not yet working in the emergency services field as well as seasoned fire officers seeking a structured examination of issues relating to supervision of firefighters and emergency workers. Participants should be familiar with the emergency services working environment. Topics include a review of federal laws; labor relations, coaching, counseling and disciplinary action, managing conflict, motivation, stress management, time management and group dynamics. The course will be conducted in seminar format using a flipped classroom approach, in which most content is presented between class sessions and synthesis of information occurs during facilitated class discussions. This course aligns with the National Fire Academy Fire and Emergency Services Higher Education model core curriculum.

Course Goals

Students in this course will gain fundamental knowledge of personnel management, labor relations, and supervision issues necessary for a current or aspiring fire officer to succeed in today's public safety environment.

Student Learning Outcomes

- Identify and explain contemporary personnel management issues.
- Explain potential personnel management issues.
- Classify the collective rules, procedures, laws, and policies that relate to personnel management issues.

- Analyze simple/complex personnel management issues from recruitment to retirement
- Formulate recommendations and solutions to personnel management issues.
- Explore organizational development and leadership styles and how they relate to personnel relationships.

Instructional Methods

This course is offered in a traditional classroom format involving face-to-face interaction between and among the students and the instructor. In addition, students may participate on-line in real time or via asynchronous (recorded) collaboration. Activities will include reading assignments, lectures, facilitated and open discussions, case studies, on-line discussion boards, and student presentations. Students are required to have ready access to a computer with Internet access.

Course Outline

Week 1	Getting started <u>Reading:</u> Chapter 2	Course Introduction, Context and Overview Syllabus Review Introduction to Supervising Emergency Services
Week 2	History of the Fire Service Labor Movement <u>Video:</u> Policies, Procedures, Rules and Standards	Discussion Board: In what ways did the Great Depression influence the fire service labor movement? Compare and contrast to the events of September 11, 2001. Presentation: Student Introduction
Week 3	Fire Service Labor Relations <u>Reading:</u> Chapter 3	Discussion Board: In what ways do industry consensus standards carry the weight of law? How can your organization achieve compliance with all of the standards? Presentation: develop a narrated (live or pre-recorded) presentation of one to five slides assessing the status of labor-management relations in your organization:

Week 4	<p>FLSA and Compensation</p> <p><u>Article:</u> www.flsa.com/fire.html AK Employer Resource Manual</p>	<p>Discussion Board: Should firefighters be permitted to walk off the job? What factors complicate this issue? In what ways do these factors differ from the private sector? Between career and volunteer firefighters?</p> <p>Presentation: Please develop a narrated (live or pre-recorded) presentation of one to five slides highlighting a unique compensation situation, dilemma, or controversy:</p> <ul style="list-style-type: none"> • Briefly describe the background and circumstances • What happened? What law, provision, or rule was the source of the conflict? • How was it resolved? (No names or identifying information, please!)
Week 5	<p>Workers Compensation, FMLA, EEOA, USERRA</p> <p><u>Article:</u> Alaska Employer Resource Manual: (blackboard) <u>Article:</u> The real difference between leaders and managers</p>	<p>Discussion Board: What are the merits and pitfalls of the FLSA sleep-time provision for fire departments? Would this provision work in your department? Or, is it currently working for your department?</p> <p>Presentation: develop a narrated (live or pre-recorded) presentation of one to five slides highlighting a unique situation, dilemma, or challenge for a supervisor having to do with equal opportunity employment (reference EEOA, FMLA, USERRA, etc.):</p> <ul style="list-style-type: none"> • Briefly describe the background and circumstances • What happened? What law, provision, or rule was the source of the conflict? • How was it resolved? (No names or identifying information, please!)

Week 6	<p>Collective Bargaining</p> <p><u>Reading:</u> Chap 4 and 5</p> <p>Project Workshop Overview</p>	<p>Discussion Board: What benefits and challenges are evident with equal opportunity in the fire service? (Don't limit your discussion to just race, ethnicity, and gender.) How about the benefits and challenges of employing active duty Guard personnel? How do the benefits offset the challenges?</p> <p>How has the Family Medical Leave Act affected the fire service, for better or worse?</p> <p>Presentation: Please locate a collective bargaining agreement - preferably from your bargaining unit, but it could be from a neighboring jurisdiction or any other CBA you can locate. Develop a narrated (live or pre-recorded) presentation of one to five slides as follows:</p> <ul style="list-style-type: none"> • Briefly explain where you obtained the CBA and some background. • Generally, how does this CBA compare to the description in the text? • What stands out? Please provide examples, and include your personal observations. • <p>Please be prepared to upload the CBA. Please limit your presentation to 5 minutes.</p>
Week 7	<p>Grievances and Conflict Management</p> <p><u>Reading:</u> Chap 7</p> <p><u>Article:</u> Identifying and Managing Conflict in the Fire Department (blackboard)</p> <p>Mid Term Exam</p>	<p>Discussion Board: Should the fire chief be actively involved in contract negotiations? Why or why not?</p> <p>What are the benefits and limitations of interest-based bargaining?</p> <p>Presentation: Please develop a narrated (live or pre-recorded) presentation of one to five slides highlighting a unique situation, dilemma, or challenge for a supervisor having to do with (preferably) a grievance;</p>

		<p>or in the absence of a grievance, workplace conflict:</p> <ul style="list-style-type: none"> • Briefly describe the background and circumstances • What happened? What contract provision, rule, or issue was the source of the conflict? (Please try to tie the issue to this week's content.) • How was it resolved? (No names or identifying information, please!)
Week 8	<p>Coaching, Counseling and Disciplinary Action</p> <p><u>Article:</u> The “7” Tests for Just Cause <u>Reading:</u> Chap 7</p>	<p>Discussion Board: What are the potential benefits and risks with binding arbitration? How do these compare with competing systems?</p> <p>Presentation: Please develop a narrated (live or pre-recorded) presentation of one to five slides highlighting a unique or challenging disciplinary matter faced by a supervisor in your organization or another organization that you know about:</p> <ul style="list-style-type: none"> • Briefly describe the background and circumstances • What happened? What action gave rise to the discipline? Was it handled progressively? Please refer to this week's content as much as practical. • How was it resolved? (No names or identifying information, please!)
Week 9	<p>Performance Appraisal</p> <p>Article: Personnel Evaluations – Are we Being Effective (blackboard) <u>Reading:</u> Identifying Criteria for Fire Fighter Performance (blackboard)</p>	<p>Discussion Board: How can performance be managed through coaching and counseling?</p> <p>When must a supervisor resort to disciplinary action?</p> <p>Are all fire department employees "salvageable?"</p>

		<p>Presentation: Please develop a narrated (live or pre-recorded) presentation of one to five slides presenting and explaining your organization's performance appraisal process:</p> <ul style="list-style-type: none"> • Briefly describe system in use and any relevant background • Who administers the process? What levels of the organization participate? Are appraisals tied to compensation or other incentives? • Do you consider your system to be beneficial?
Week 10	<p>Team Building and Motivation</p> <p><u>Reading:</u> Chap 8</p> <p><u>Article:</u> Team Building, The Key to Fire Service Success (blackboard)</p>	<p>Discussion: How does team-building differ in career and volunteer departments? Discuss the benefits and challenges. Respond to two other posts.</p> <p>Presentation: Please research team-building in the fire service. Identify one or more ideas and uses for team-building, and develop a narrated (live or pre-recorded) presentation of one to five slides reporting on your findings and recommendations.</p>
Week 11	<p>Recruitment, Selection, Promotion and Retention</p> <p><u>Reading:</u> Chap 8</p>	<p>Discussion Board: Are selection and promotional processes transferrable between volunteer and career fire departments?</p> <p>What are the similarities and differences?</p> <p>Presentation: Please develop a narrated (live or pre-recorded) presentation of one to five slides describing your department's recruitment, retention, and/or promotional process (choose one):</p> <ul style="list-style-type: none"> • Briefly describe the the aspect you are reporting on.

		<ul style="list-style-type: none"> • How did it come into being - was there a particular problem that led to the development of this system? • How well is it working? <p>Provide a three slide narrative describing a success or failure as to change management that took place in your organization.</p>
Week 12	<p>Employee Assistance and Stress Management</p> <p><u>Reading:</u> Chap 9</p>	<p>Discussion Board: Are Employee Assistance Plans effective? Provide an anecdote from your experience or research and discuss.</p> <p>Are Critical Incident Stress Management programs necessary and beneficial? How can/should they be modified to increase their usefulness?</p> <p>Presentation: Please develop a narrated (live or pre-recorded) presentation of one to five slides highlighting your organization's Employee Assistance Plan:</p> <ul style="list-style-type: none"> • Briefly describe the plan. Who administers it? • If your department does not have an EAP, would one be beneficial? • Have you, or others you know, used the plan? Please describe your experience. • Please include your recommendations for improvement.
Week 13	<p>Tomorrow's Labor Relations</p> <p><u>Reading:</u> Chap 10</p>	<p>Discussion Board: What is anticipated to change in the near future in regards to how ES personnel will be managed?</p> <p>Will these changes adversely impact the public safety at large?</p> <p>Presentation: Presentation: Please develop a narrated (live or pre-recorded) presentation of one to five slides covering a labor relations issue which has arisen in your</p>

		<p>organization or that you have:</p> <ul style="list-style-type: none"> • Briefly describe the event. How was management involved? • How was the situation handled (informal or formal)? • How would you have handled it? • What was a take away for you from the experience?
Week 14	<p>Special Topics in Supervising Others</p> <p><u>Article:</u> Supervision of Emergency Medical Services (blackboard)</p> <p><u>Article:</u> Supervising Dispatch Operations (blackboard)</p>	<p>Presentation: Presentation: Please develop a narrated (live or pre-recorded) presentation of one to five slides highlighting your organization's interface with other organizations which support Emergency Services:</p> <ul style="list-style-type: none"> • Briefly describe how these organizations are managed (internal to or external to the supported agency). • At what level does the interface take place? • What would you recommend as the ideal management mechanism for these supporting organizations?
Week 15	<p>Presentation of final projects</p> <p>Final Review</p>	<p>Ensure all projects are submitted prior to start of week 15 for class.</p>
Week 16	<p>Final</p>	

Course Policies

Students are expected to remain up to date with the scheduled lesson plans on a weekly basis. Students will be penalized for the late submission of class assignments or should they fall behind by more than two weeks (outside of emergency or mutually agreed upon circumstances). Each late assignment will be docked 10% for every day it is late. If you miss an exam, due to an excused absence, you will have one week to schedule a make-up during the instructor's office hours. Additionally, each student is expected to attend class and participate in the classroom

debates. If you have more than 3 unexcused absences throughout the semester you will lose 10% of your final grade.

Students are expected to observe academic honesty. Dishonest practices including giving or receiving assistance in any manner or form during an examination, unauthorized possession of exam questions, and plagiarism (willfully presenting another person's writings, opinions or thoughts as one's own, without proper credit and documentation) will not be tolerated. Violations of the UAF Student Code of Conduct will be referred to the appropriate authority for possible disciplinary actions including removal of violator from this course.

Evaluation

32.5% Presentations (325 points): Thirteen small presentations will take place during the course to determine the understanding and retention of a selected topic each week. The topics will be graded according to the quality of both the presentation itself (slides) and the accompanying narrative.

13% Participation (130 points): Each student is expected to attend class and participate in the classroom debates. If you have more than 3 unexcused absences throughout the semester you will lose 10% of your final grade.

30% Mid Term (100 pts) and Final (200 pts): A mid term and final exam will be conducted during the course on both the reading material and discussion covered within the course. The mid term (week 7) will cover material up and through week 6. The final will be cumulative.

19.5% Discussion Board Contributions (195 points): Participation is important in this class. Student led discussions via discussion boards will be assigned and conducted on a weekly basis. There will also be small group activities used to supplement the discussions through the use of group/individual research and analysis. Discussion boards will be graded according to the responses provided and the quality/thought of responses provided others.

30% Final Project (50 points): Individuals (assigned in week 6) are to develop and deliver, through independent research, a final paper and and presentation. The paper, which will be developed in consultation with the instructor, needs to be between 2 to 3 pages in length with an accompanying presentation (between 7 to 10 minutes in length). This project will be due in week 14 to provide the necessary time for presentations. More information will be provided during week 6.

Please note the following breakdown in points:

Discussion Board Contributions (13)	195
Presentations (13)	325
Weekly Participation	130
Mid Term	100
Final	200
Final Project	50
Total	1000

A= 90-100% (900-1000 points)
B= 80-89% (800-899 points)
C= 70-79% (700-799 points)
D= 60-69% (600-699 points)
F= 59 % or less (599 points or less)

Support Services

Students are encouraged to utilize the UAF Writing Center in 801 Gruening (Phone # 474-5314) as needed to assist in the development and refinement of their written products. Students are also encouraged to use the UAF Speaking Center for coaching and practice. The Center is located in 507 Gruening. Call 474-5470 for Speaking Center hours and to schedule an appointment. Please contact me as required should you need to contact other subject matter support services relevant to the development of your leadership or class projects/topics.

Disabilities Services

Students with learning or other disabilities who may need classroom accommodations are encouraged to make an appointment with the Office of Disability Services (Phone # 474-5655). Please inform me of your needs and if I need to meet with the Office of Disability Services to provide the appropriate accommodations to assist you in meeting the goals of the course.