

**Justice Institute of British Columbia**  
**COURSE OUTLINE**

<b>Course Code:</b>	FOCP131
<b>Course Title:</b>	Leading People I
<b>Prerequisite Courses:</b>	FOCP123 Frontline Leadership in the Fire Service II
<b>School:</b>	School of Public Safety & Security
<b>Division/Academy/Centre:</b>	Fire & Safety Division
<b>Previous Course Code &amp; Title:</b>	N/A
<b>Course First Offered:</b>	2010

<b># of Credits:</b>	1.5
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**Course Description:**

This course provides the learner with a basic understanding of human resource planning and its importance to effective fire service management. From theoretical principles through to actual implementation, the learner will understand the steps necessary in the human resource management process. A focus on recruitment and selection, orientation and training, performance management and employee accommodation will form the essential elements of this course.

**Course Goal(s):** Learners will utilize steps in the human resource management process to support the effective operation of the fire department.

**Learning Outcomes:**

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

1. Develop procedures for hiring new staff;
2. Describe methods of facilitating & encouraging members to participate in professional development activities;
3. Create a plan for accommodating an employee unable to fulfill regular duties;
4. Produce an ongoing education training program for department members to support competence and efficiency, and ensure certification currency;
5. Develop procedures & programs for promoting members; and
6. Prepare work schedules to accommodate staffing requirements, leave, and acting assignments, adhering to policy and collective agreement requirements.

**Course Topics/Content:**

- Human Resource Planning
- Employee Recruitment & Selection
- Employee Orientation & Training
- Establishing Work Schedules
- Performance Management
- Employee Accommodation

**Text and Resource Materials:**

**Required:**

Edwards, Steven T.(2009). *Fire Service Personnel Management* (3rd Edition). Upper Saddle River, NJ: Brady/Prentice Hall Health.

Podmoroff, D , *501+ Great Interview Questions for Employers and the Best Answers for Prospective Employees*,. FI: Atlantic Publishing Company

**Course Level:**

	First Year		Second Year		Third Year		Fourth Year
	Graduate	X	Other: This course is part of the Fire Officer III Certificate				

**Equivalent Course(s) within the JIBC:**

None

**Class Delivery Methods:**

Delivery Methods	Class Option A (Hours)	Class Option B (Hours)	Class Option C (Hours)	Class Option D (Hours)
Classroom/Lecture/Discussion				
Simulation/Lab				
Practicum/Fieldwork				
Online	21			
Correspondence				
<b>Total Class Hours</b>	21			

**Comments on Delivery Methods:**

This course is currently offered online only.

**Course Grading System:**

	Letter Grades	X	Percentage		Pass/Fail
	Complete/Incomplete		Attendance Only		

<b>Passing Grade:</b>	60%
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**Evaluation Activities and Weighting:**

Final Exam	%	Assignments	80%	Project	%	Capstone Project	%
Midterm Exam	%	Portfolio	%	Participation	%	Other	%
Quizzes/Test	%	Simulations	%	Discussions	20%	<b>TOTAL</b>	<b>100%</b>

**Comments on Evaluation Activities and Weighting:**

This course is one of six required courses in the Fire Officer III Certificate Program and meets International Fire Service Accreditation Congress (IFSAC) and National Board on Fire Service Professional Qualifications (ProBoard) criteria for accreditation.

Students are evaluated to NFPA1021 Standard for Fire Officer Professional Qualifications through a variety of written assignments and discussions, including case study analysis, and personal reflection.

Students must receive 60% on each evaluation component to successfully complete the course. Students who are unsuccessful in their first attempt in an examination will be allowed one re-write. If successful in the re-write, the candidate will achieve certification, but will only be awarded the passing grade for the course. If the student is unsuccessful in their second attempt, he/she will not be permitted to re-take the examination until he/she has taken the course again.

**Other Course Guidelines, Procedures and Comments:**

[Fire & Safety Division Accreditation Policies and Operational Guidelines](#) and then click on documents.

View official versions of related JIBC academic regulations and student policies in the *JIBC Calendar* on the following pages of the JIBC website:

**Academic Regulations:**

<http://www.jibc.ca/programs-courses/jibc-calendar/academic-regulations>

Student Academic Integrity Policy  
Academic Progression Policy  
Admissions Policy  
Academic Appeals Policy  
Evaluation Policy  
Grading Policy

**Student Policies:**

<http://www.jibc.ca/programs-courses/jibc-calendar/student-policies>

Access Policy  
Harassment Policy – Students  
Student Records Policy  
Student Code of Conduct Policy

**JIBC Core Competencies**

The JIBC promotes the development of core and specialized competencies in its programs. Graduates of our programs will demonstrate high levels of competence in the following areas:

**Critical thinking**

Identify and examine issues and ideas; analyze and evaluate options in a variety of fields with differing assumptions, contents and methods.

**Problem solving**

State problems clearly; effectively and efficiently evaluate alternative solutions; choose solutions that maximize positive and minimize negative outcomes.

**Communication, oral and written**

Demonstrate effective communication skills by selecting the appropriate style, language and form of communication suitable for different audiences and mediums.

**Leadership**

Inspire individuals and teams to reach their potential by embracing innovation through strategic thinking and shared responsibility.

**Independent learning**

Show initiative by acting independently in choosing effective, efficient and appropriate applied learning, research and problem solving strategies.

**Interpersonal relations**

Know and manage oneself; recognize and acknowledge the needs and emotions of others including those with diverse backgrounds and capabilities.

**Inter-professional teamwork**

Understand and work productively within and between groups, respect others' perspectives and provide constructive feedback with special attention to inter-professional relationships.

**Information literacy**

Recognize and analyze the extent and nature of an information need; efficiently locate and retrieve information; evaluate it and its sources critically, and use information effectively and ethically.