

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

<b>Course Code:</b>	FOCP 143
<b>Course Title:</b>	Community and Organizational Leadership II
<b>Prerequisite Courses:</b>	FOCP 133 – Community and Organizational Leadership I
<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>	2011

<b># of Credits:</b>	<b>2.0</b>
----------------------	------------

**Course Description:**

In this course, learners will continue to explore the concepts of personal, organizational and community leadership, building on knowledge and skills gained in FOCP133. Learners will be required to focus on the leader's role vis-à-vis topic areas such as advanced personal leadership, managing change, strategy, developing others, decision making, ethics, organizational culture and government and politics.

Learners will be expected to engage in all aspects of the course. The use of diagnostic tools, online discussions, readings and assignments will assist learners gain useful and relevant knowledge and skills as they move into a more senior management capacity.

**Course Goal(s):**

Learners will support fire department management and leadership through the demonstration of enhanced personal, organizational and community related skills and knowledge. Learners will be equipped to act in a senior management role with confidence.

**Learning Outcomes:**

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

1. Improve his or her ability to direct, delegate, motivate, and develop others
2. Apply change management theory into their everyday work context
3. Facilitate strategic planning and management conversations and processes
4. Understand and engage in the process of developing others
5. Utilize decision making techniques both in individual and team settings
6. Draw on ethical practices to enhance personal and organizational reputation
7. Influence how their role impacts culture change
8. Use their role as leader to nurture relationships and partnerships within the political context
9. Understand how all of these skills and attributes combine to develop strong leadership competence.

**Course Topics/Content:**

- Advanced personal leadership
- Leadership vision, mission & values
- The leader's role in managing change & strategy
- Developing future leaders
- Personal and team decision making
- Ethical leadership
- Managing the department's reputation
- Leading culture
- Political acumen in the fire service

**Text and Resource Materials:**

**Required:**

Compton, D. (2010). *Progressive Leadership Principles, Concepts and Tools*. Fire Protection Publications: Oklahoma State University.

Sargent, C. (2006). *From Buddy to Boss: Effective Fire Service Leadership*. Pennwell Publishing: Tulsa, OK, USA.

**Course Level:**

	First Year		Second Year		Third Year		Fourth Year
	Graduate	X	Other (describe): Part of Fire Officer IV Certification Program				

**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	28			
Correspondence				
<b>Total Class Hours</b>	28			

**Comments on Delivery Methods:**

This course is currently available online only.

**Course Grading System:**

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

<b>Passing Grade:</b>	60%
-----------------------	-----

**Evaluation Activities and Weighting:**

Final Exam	%	Assignments	80%	Project	%	Capstone Project	%
Midterm Exam	%	Portfolio	%	Participation	20%	Other	%
Quizzes/Test	%	Simulations	%	Practicum	%	TOTAL	100%

**Comments on Evaluation Activities and Weighting:**

This course is one of four required courses in the Fire Officer IV 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 including case study analysis, personal practice reflection and departmental policy review.

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.

### **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.

### **Problem solving**

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

### **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.