

## Justice Institute of British Columbia COURSE OUTLINE

**Course Code:** FSS110  
**Course Title:** Fire Service Supervision  
**Prerequisite Courses:** Fire Fighter certificate or equivalent  
**School:** School of Public Safety & Security  
**Division/Academy/Centre:** Fire & Safety Division  
**Previous Course Code & Title:** N/A  
**Course First Offered:**

<b># of Credits:</b>	<b>3.0</b>
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### **Course Description:**

Learners will be introduced to the principles and foundations of supervision as they relate to the fire service. They will determine their supervisory style and then assess the impact of their style. They will also identify their roles and responsibilities when directing and coordinating the work of others, building teams or ensuring an equitable and discrimination-free work environment. Learners will incorporate theory and practical concepts to develop strategies, skills and techniques they can use to increase their effectiveness as supervisors in a fire service environment.

**Course Goal(s):** Learners will consider the impacts and implications of personal styles in supervising employees. They will supervise responsibly and ethically, and will coordinate and guide the activities of their subordinates in a manner consistent with their fire departments values and priorities. They will promote diversity and equity in a discrimination-free work environment.

### **Learning Outcomes:**

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

- Assess their personal leadership style and its impact on supervision
- Incorporate diversity, equity, discrimination-free work environment, and ethics objectives into their daily work
- Describe the roles and responsibilities of a fire officer within the fire service
- Set unit/team goals, objectives in alignment with fire department priorities and establish work priorities
- Schedule, coordinate and guide the work of others
- Accomplish work through effective team-work by capitalizing on team strengths, communicating effectively, delegating appropriately, and by monitoring and evaluating team performance.
- Communicate effectively (interpersonally, orally and in writing) and organize and facilitate meetings
- Assist and support employees by recognizing when assistance may be required, access employee assistance and support resources as required
- Evaluate employee performance, identify areas for improvement, coach and motivate employees to achieve improved performance

- Explain progressive discipline and how it can be applied in the case of poor/non-performance
- Describe the role of the union in the fire service and related agreements between the fire service and members

**Course Topics/Content:**

- Roles and Responsibilities of the Fire Officer
- Setting Goals, Objectives and Establishing Work Priorities
- Effective Supervision:
  - Personal Style
  - Coordinating and Guiding the Work of Others
  - Motivating Employees
  - Introduction to Managing Employee Performance
  - Employee Assistance and Support
  - Critical Incident Stress Management
  - Conflict Management and Dealing with Difficult People
- Role of Unions
- Culturally Diverse and Equitable Work Environments
- Communicating Effectively as a Supervisor

**Text and Resource Materials:**

**Required:**

- Carter, H.R. & Rausch, E. (2008). *Management in the fire service*. 4<sup>th</sup> Edition, Quincy, MA: National Fire Protection Association.
- White, T. (2005). *Make it Happen- A Practical Guide for Team Leaders, Project Managers and Facilitators to Build, Facilitate and Repair High-Performance Teams*". Aurora, Ont. Golfside Publications.

**Recommended:**

**Course Level:**

X	First Year		Second Year		Third Year		Fourth Year
	Graduate	Other (describe):					

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

**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	42			
Correspondence				
<b>Total Class Hours</b>	42			

**Comments on Delivery Methods:**
**Course Grading System:**

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

<b>Passing Grade:</b>	50%
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**Evaluation Activities and Weighting:**

Final Exam	%	Assignments	50%	Project	%	Capstone Project	%
Midterm Exam	%	Portfolio	%	Participation	30%	Other	%
Quizzes/Test	20%	Simulations	%	Practicum	%	TOTAL	100%

**Comments on Evaluation Activities and Weighting:**
**Other Course Guidelines, Procedures and Comments:**

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.