

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

<b>Course Code:</b>	FSS230
<b>Course Title:</b>	Essentials of Project Management in the Fire Service
<b>Prerequisite Courses:</b>	Stats 100 (or equivalent); Computer Applications 100 (or equivalent)
<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>	2008

<b># of Credits:</b>	<b>3.0</b>
----------------------	------------

**Course Description:**

Learners will acquire the knowledge and skills to enhance their transition from participating as project team members to becoming effective project team leaders. Learners will examine project management contexts and processes. They will operationalize their roles and responsibilities as a project leader in the areas of project planning, coordination, implementation and evaluation. Learners will have the opportunity to experience project leadership challenges through exercises and projects targeted to address related issues in the fire service.

**Course Goal(s):** Learners will be able to plan and organize projects, and direct project teams and activities in a manner that maximizes opportunity for successful implementation.

**Learning Outcomes:**

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

- Define the roles and responsibilities of a project leader
- Describe project phases and the project life cycle
- Construct the context for the project
- Illustrate project management processes
- Lead project processes, groups, and process interactions

**Course Topics/Content:**

- The Project Management Context
  - Project Management
  - Project Phases and the Project Life Cycle
  - Organizational, Social-Economic-Environmental Influences on Projects
  - Project Stakeholders
- The Role of the Project Leader
  - Key Skills Requirements
  - Leading High Performance Teams

- Project Management Processes and Interactions
- Integration Management
- Scope Management
- Time Management
- Cost Management
- Quality Management
- Human Resource Management
- Communications Management
- Risk Management
- Procurement Management
- Integration Management

**Text and Resource Materials:**

**Required:**

- Ghattas, R.G, McKee, Sandra L. (2001). *Practical project management* Upper Saddle River New Jersey, Prentice-Hall Inc.

**Recommended:**

**Course Level:**

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

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

**Class Delivery Methods:**

<b>Delivery Methods</b>	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>	
-----------------------	--

**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:**
**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.

**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.