ADVANCED LEADERSHIP ISSUES IN EMS

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Course Site: https://dcp.ufl.edu/rinker/academics/fes-course-descriptions/ (Links to an external site.)

Course Text: *Leadership, Theory, Application, & Skill Development 5e* by Robert N. Lussier and Christopher F. Achua, South-Western, Cengage Learning (2010). ISBN: 13: 978-1-111-82707-6.

Course Communications: Use the Canvas Inbox tool. For urgent messages, please contact me directly at dpouget@ufl.edu, and expect a response in 24-48 hours of the inquiry.

COURSE DESCRIPTION

Leadership is a three (3) credit course scheduled to meet each fall semester via distance education (online learning) via the Canvas Learning Management System platform. It is a graded course and there are no prerequisites to this course.

This course provides the key elements of:

- Traditional concepts and theories of leadership including the most recently developed leadership philosophies
- Application of leadership concepts through critical thinking
- Analysis and development of personal leadership skills

Through the exercises of "work application" the successful student should demonstrate a high level of concept application to their own work experience. The student will be expected to read assignments from the assigned textbook, examine additional documents or Internet links related to EMS leadership, and demonstrate knowledge of each session through participation of online discussions and to apply that knowledge to subsequent topics and session discussions.

Additionally, the student will be required to complete "self-assessment" exercises to correctly identify where their skill sets lie within the leadership spectrum. This course

demands a fundamental understanding of many of the principles presented in the textbook. Those principles are reemphasized in online discussions and weekly exercises that promote formative learning.

The goal of this course is to enable graduates to possess a more comprehensive knowledge of leadership in EMS systems and application of leadership principles along with the ability to analyze those processes.

LEARNING OBJECTIVES

At the completion of this class, the student should be able to:

- Demonstrate an understanding of leadership potential and the "leader vs. manager" difference
- Explain the essentials of leadership theory, the application of that theory, and leadership skill development
- Identify the ten managerial roles that leaders perform to accomplish organizational objectives
- Demonstrate an understanding of the informational roles and the link with interpersonal skills
- Rationalize the importance of decisional roles related specifically to the EMS discipline
- Analyze and demonstrate an understanding of the concept of leadership trait identification within the "Big Five Model of Personality
- Effectively communicate their understanding of the "Hierarchy of Needs Theory by appropriately inserting their work experience into that model
- Identify the leadership theory concepts within the case studies presented in the text
- Communicate the differences among the various team classifications, i.e., cross-functional team, and correctly identify their personal teamwork classifications
- Distinguish the differences between charismatic, transformational, and transactional leadership
- Demonstrate an understanding of the benefits of embracing diversity and diversity leadership

COURSE GOALS

- **How This Course Relates to the Student Learning Outcomes in the FIRE emergency services program:** *Illustrate knowledge and legal application of safety, health, and environmental regulations at state and federal levels.*

- **Teaching Philosophy:** I am looking for students to demonstrate a working knowledge of the subject. You need to be creative when you complete your assignments but maintain a professional appearance of your work. Your work needs to be complete and in such a manner that someone can pick up your document and

understand what you are trying to convey. And most of all your work needs to be supported with research and cited in properly in APA format.

- **Instructional Methods:** The course is designed for individual and group interactivity. It is important to post and respond to discussion questions in the course within the time frame allotted. This provides a learning environment by networking with other students in the course. The assignments are individual base to give you the opportunity to do a variety of activities, in many cases, similar to what you will be doing in role as a leader in the emergency services profession.

COURSE POLICIES

Academic Integrity Policy:

- **Plagiarism:** Presenting as one's own ideas, words, or products of another. Plagiarism includes use of any sources to complete academic assignments without proper acknowledgement of the source.
- **Cheating:** is a broad term that includes the following:
- Giving or receiving help from unauthorized persons or materials during examinations.
- The unauthorized communication of examination questions prior to, during, or following administration of the examination.
- Collaboration on examinations or assignments expected to be individual work.
- Fraud and deceit, that include knowingly furnishing false or misleading information or failing to furnish appropriate information when requested, such as when applying for admission to the University.

Attendance Policy:

This course is delivered exclusively via a distance education (online learning) format. Although online learning has many advantages, including convenience of course participation, non-restrictive geographic locations, and independent study, it also imposes some incredibly significant demands.

Probably the two most important demands are: self-discipline and motivation. To succeed in online learning courses, it is imperative that you maintain a strict, self-imposed schedule and commit time to fulfill the readings and complete the assignments. Experience has shown that students that do not discipline themselves to maintain a strict schedule fall behind in the courses and never catch up. The other demand that is important is to stay motivated. At times, the workload may appear daunting, but if you maintain your focus and continue to make progress every day, it is incredible what can be accomplished. Remember: stay motivated and maintain your schedule to complete course requirements.

Unlike other courses, online learning has limited restrictions regarding absences since there is no regular classroom time. However, failure to meet weekly assignments and

session progress will not only impede your ability to complete the course, it will also impact your grade negatively. Therefore, be sure to execute and maintain a regular and high level of participation in each course. It is recommended that you read the assignment as early as possible to allow adequate time to respond to Discussion Board Questions or other assignments. Posting Discussion Board responses early allows your fellow students ample time to contemplate your responses and to provide comments to your responses (an integral component of online learning). Please make every effort to post your responses, complete your reading assignments, submit any written assignments or projects, and provide commentary to others' responses by the due date and time.

Most courses will require all weekly session assignments to be completed by the start of the next session. Session conclusion and beginning of the next session occurs regularly each week on a designated "turn-over" day. The turn-over day for this course is noted below. Be sure to complete all assignments by the turn-over day and time deadlines for each week as required.

For this course, that turn-over day is **Sunday** and the deadline time is 11:59 **PM (Eastern Time)**. That means that weekly assignments or discussion questions posted on a Wednesday must be completed and posted online (or for written assignments, electronically submitted) by 11: 59 **PM** on the following Sunday; Except the final project. The final project runs from Friday November 30th to December 7th @ 3:00 PM. For each hour, the assignment is late, a ten-point deduction from the final score will be assessed up to ten hours, at which time no credit will be given. **There are no exceptions or relaxation to this requirement.** These requirements are critical to maintain progression through the course, and to prevent you from falling behind. *Please remember:* Online learning requires a high level of motivation and self-discipline.

- **Quiz/Exam Policy:** There is a final project for this course. There are no exams or quizzes.
- **Make-up Policy:** *You must contact me if you are going to be late on any assignment to receive credit.*
- **Assignment Policy:** All assignments have a due date. Please be sure to check the date and time it is due in each module.
- **Course Technology:** Class meetings will require a web camera and mic/audio. If you are not able to use a web camera you will need to at least provide audio/mic, you can call in on a phone also.

Assignment and Discussion Policy:

- Assignments should be written in APA style unless otherwise indicated in the assignment.
- Assignments will be graded on accuracy, appropriateness to the assignment, details presented, appropriate citations, references, and resources
- On the date identified in the syllabus the lessons and the assignment(s) for that lesson will be opened and 30 days after the due date the assignment is due.
- The lessons will be open until the end of the class.

- Assignments should be written for the reader who knows nothing about the subject.
- All written assignments should be turned in to the instructor via the assignments section of the virtual classroom **in the order in which they are assigned**.
- Every attempt will be made to provide feedback every 48 hours or more often if possible.
- **Do not go to the next assignment until the previous assignment is completed and turned in**.
- **Do not turn in more than** 3 assignments at the same time.
- When assignments are graded and the opportunity to make corrections is given to you the next assignment will not be graded until the corrections are made. **This opportunity will ONLY be offered in MODULE 1.**
- If you choose **not** to make correction and continue to submit assignment this indicates to the instructor that you are **not** going to make any corrections. In that event a grade will be given, and you will lose the opportunity to improve your grade.
- There will be no opportunity to improve your grade on the FINAL Assignment.
- **Assignments 48 hours late will receive a 10% deduction in their grade.**
- **Assignments more than 48 hours but less than 30 days late will receive a 20% deduction in their grade.**
- **Assignments more than 30 days late but submitted during the semester will receive a 50% deduction in their grade.**
- Errors that continue to be made in multiple assignments may affect the grades of the individual assignments as well as the final grade.
- It is highly recommended that students keep electronic copies of all materials.
- You will have the opportunity to take some ON-LINE certification short courses offered by the National Fire Academy or FEMA. These are useful for you to build you credibility and your professional development.
- Please note that any student has less than 75% of their work complete for the semester cannot earn an "I" contract. If you have 75% of the work complete, you can propose an I contract to the instructor.
- If for some reason you are not going to finish this class on time you need to let me know mid semester. If I do not receive a request for an extension by that date you will earn a "0" for any assignments not completed.
- If you complete the final assignment and have not completed other assignments first, you will receive a "0" for those not completed assignments.
- **Please note that any student has less than 75% of their work complete for the semester cannot earn an "I" contract. If you have 75% of the work complete, you can propose an I contract to the instructor.**

- **It is your responsibility to keep your instructor informed at all times. The instructor does have the right under extenuating circumstances with proper notification to assist the student by extending the above time requirements.**

Discussion Policy:

- A "discussion thread" is started each time you submit an original discussion topic.

- Responding to the Main Item - A good title tells something of the nature of your personal response. "Response to Discussion 1" is not a very useful title, particularly if everyone in your course uses it.
- DO NOT respond to all of the Discussion Questions before you have read and done the corresponding assignment
- Responding to Other's Responses - Make sure that you respond on the document intended so that your contribution will line up in the threaded discussion in the right place.
- Netiquette - because discussions are of a public nature, please observe proper "netiquette" -- courteous and appropriate forms of communication and interaction over the Internet (in online discussions). This means no personal attacks, obscene language, or intolerant expression. All viewpoints should be respected. A great primer is located at: http://www.albion.com/netiquette/corerules.html
- Quality Discussion Responses such as "I agree," "good question," or "good answer" are not acceptable.
- Any response that is just an opinion or is unsubstantiated; any response that is carelessly typed, poorly thought-out, grammatically incorrect, or confusing; or any response that is disrespectful of another student or any other person, etc., is not acceptable.
- A high-quality response applies a concept from the text or course in a meaningful way or facilitates understanding of the course material or topic.
- Responses should indicate that you have critically thought about the discussion topic and demonstrate that you can apply and articulate the knowledge you are learning.
- Your responses should be well organized and grammatically correct.
- Substantive responses do not just deliver opinions; they offer justification for those opinions and should cite sources when appropriate.
- Expected Quantity of Responses Full participation in each discussion requires that you respond to the initial discussion item and at least two student's discussion items.
- For full credit, you must have an initial discussion item, a response to at least two students at any time. Therefore, you will have at least three quality posts for each discussion. This is to help treat the discussion as a conversation. Think about how you would feel if you made an observation in a traditional classroom and no one responded.
- Discussion 1.0 gives you, the student, the opportunity to have open forum discussions with your classmates. It is on-going throughout the class. You can come and go in this forum as you wish. It offers an opportunity for you to network and discuss FES and classroom issues. You may post articles or websites that you think may be of interest to others in the class.
- **Discussions more than 48 hours late will receive a 25% deduction in their grade.**
- **Discussions more than 48 hours later will receive a 50% deduction in their grade.**

CANVAS INFORMATION & TECHNOLOGY

For issues with technical difficulties for E-learning in Canvas, please contact the UF Help Desk at:

- Learning-support@ufl.edu
- (352) 392-HELP - select option 2
- https://lss.at.ufl.edu/help.shtml (Links to an external site.)

Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

Other resources are available at http://www.distance.ufl.edu/getting-help (Links to an external site.) for:

- Counseling and Wellness resources
- Disability resources
- Resources for handling student concerns and complaints
- Library Help Desk support

UF HONOR CODE

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/ (Links to an external site.)Links to an external site. (Links to an external site.)) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obliged to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor of in this class.

UF POLICIES

University Policy on Accommodating Students with Disabilities: Students requesting accommodation for disabilities must first register with the Dean of Students Office. Here is the link (Links to an external site.).

The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. You must submit this documentation prior to submitting assignments or taking the quizzes or

exams. Accommodations are not retroactive; therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations.

University Policy on Academic Misconduct: Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code (Links to an external site.).
**Netiquette: Communication Courtesy: All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions, and chats.

GETTING HELP

For issues with technical difficulties for E-learning in Canvas, please contact the UF Help Desk (Links to an external site.). here are additional resources:

- Learning-support@ufl.edu
- (352) 392-HELP - select option 2
- https://elearning.ufl.edu/ (Links to an external site.)

Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

Other resources are available at: http://distance.ufl.edu/getting-help/ (Links to an external site.)

- Counseling and Wellness resources
- Disability resources
- Resources for handling student concerns and complaints
- Library Help Desk support

Should you have any complaints with your experience in this course please visit http://www.distance.ufl.edu/student-complaints (Links to an external site.)Links to an external site. to submit a complaint.

GRADING SCALE

A=93.0 to 100%	C = 73.0 to 76.9%
A- = 90.0 to 92.9%	C- = 70.0 to 72.9%
B+ = 87.0 to 89.9%	D+ = 67.0 to 69.9%

B = 83.0 to 86.9%	D = 63.0 to 66.9%
B- = 80.0 to 82.9%	D- = 60.0 to 62.9%
C+ = 77.0 to 79.9%	F = below 60 See **https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx (Links to an external site.)Links to an external site.** regarding current UF grading policies.

COURSE GRADES

Component	Weight
Discussion Board Participation	30%
Self-Assessment	30%
Self-Assessments	30%
Final Project: Leadership Paper	40%

Summative and formative evaluations will be conducted via Canvas through weekly discussions and self-assessments. In addition, a summative cognitive determination of the principles in the course will be assessed through a comprehensive, cumulative final project. This project will be progressive throughout the course and will incorporate all of the essential learning objectives of leadership theory.

As noted above, participation through online discussions and compliance with timelines of weekly exercise and assignments will be assessed for a portion of the overall grade. In order to maintain expected progression in meeting the learning objectives of this course, each student must adhere to the reading assignment schedule, participate fully in the online discussions, submit written assignments as required, and regularly contribute toward the development of the course project.

All evaluations of academic performance will be issued as a percentage score (of a 100% total) and evaluated on an individual basis (no class performance adjustments are allowed). Each evaluative percentage will contribute to the course overall grade based on the weight of the evaluative process as described above. Weighted percentages are subject to change due to collective class performance adjustments at the sole discretion of the instructor.

COURSE SCHEDULE

Module	Coursework
Module 0: Introduction	• Course introduction • Course Intro video • Syllabus Quiz
Module 1: Introduction and Course Overview; Who is a Leader?	• Read: Chapter 1 • Watch lecture video • PowerPoint Presentation • Assignment 1 • Discussion 1
Module 2: Leadership Traits and Ethics (Introduction of the Final Project)	• Read: Chapter 2 • Watch lecture video • PowerPoint Presentation • Assignment 2 • Discussion 2
Module 3: Leadership Behavior and Motivation	• Read: Chapter 3 • Watch lecture video • PowerPoint Presentation • Assignment 3 • Discussion 3
Module 4: Contingency Leadership Theories (Review Requirements for Final Paper)	• Read: Chapter 4 • Watch lecture video • Assignment 4 • Discussion 4
Module 5: Influencing: Power, Politics, Networking and Negotiation Leadership	• Read: Chapter 5 • Watch lecture video • Assignment 5 • Discussion 5
Module 6: Communication, Coaching and Conflict Skills	• Read: Chapter 6 • Watch lecture video • Assignment 6 • Discussion 6

Module 7: Leader-Member Exchange Followership	• Read: Chapter 7 • Watch lecture video • Assignment 7 • Discussion 7
Module 8: Team Leadership and Self-Managed Teams	• Read: Chapter 8 • Watch lecture video • Assignment 8 • Discussion 8
Module 9: Charismatic and Transformational Leadership	• Read: Chapter 9 • Watch lecture video • Assignment 9 • Discussion 9
Module 10: Final Paper Preparation	• No Chapter Assignments
Module 11: Leadership of Culture, Ethics and Diversity	• Read: Chapter 10 • Watch lecture video • Assignment 11 • Discussion 11
Module 12: Strategic Leadership and Change Management	• Read: Chapter 11 • Watch lecture video • Assignment 12 • Discussion 12
Module 13: Crisis Leadership and the Learning Organization	• Read: Chapter 12 • Watch lecture video • Assignment 13 • Discussion 13
Module 14: Final Project	• Final Paper • Assignment 14 • End-of-course Survey

EVALUATION PROCESS

Students are expected to provide Professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at https://gatorevals.aa.ufl.edu/students/. Students will be notified when the evaluation period opens, and can complete evaluations through email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via https://ufl.bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/public-results/.