

<b>Name:</b>	<i>Personnel Management for the Fire Service</i>
<b>Course Description:</b>	This course examines relationships and issues in personnel administration and human resource development within the context of fire-related organizations, including personnel management, organizational development, productivity, recruitment and selection, performance management systems, discipline, and collective bargaining.
<b>Objectives:</b>	<b>Unit 1: Introduction to Personnel Management</b>
	<p>After completing this unit, you should be able to:</p> <ul style="list-style-type: none"> <li>• describe why personnel are the most important resource in fire protection organizations;</li> <li>• compare the functional responsibilities of administrative personnel management to the personnel management tasks of all line officers;</li> <li>• distinguish between the concepts of "personnel administration" as a cluster of "hard, technical/mathematical skills," and "human resource development" as the application of "soft, human-oriented skills";</li> <li>• list three of the strongest local influences on department personnel management practices;</li> <li>• list three of the strongest state influences on local personnel management practices;</li> <li>• describe the influence of three federal agencies on department personnel management practices throughout the country;</li> <li>• discuss how personnel management applies to career and volunteer firefighters; and</li> <li>• describe the typical employee reaction to an "open" style of personnel management as opposed to a "closed" style.</li> </ul>
	<b>Unit 2: Personnel Management and Organizational Development</b>
	<p>After completing this unit, you should be able to:</p> <ul style="list-style-type: none"> <li>• list and briefly explain at least six major functions of management. Illustrate how personnel management can be a separate function and, through good leadership, a way of enhancing the benefits of the other functions;</li> <li>• construct a chart illustrating a systems approach to solving an organizational problem;</li> <li>• outline at least three possible "organizational climates" in fire departments and discuss the positive and negative aspects of each;</li> <li>• identify two human resource management practices that foster organizational climates to satisfy both community and individual needs;</li> <li>• discuss why departments will need more specialists to meet future community needs;</li> <li>• list the qualifications necessary for new department personnel to deliver new services successfully. Contrast these updated qualifications with those that department members historically needed;</li> <li>• describe six roles that departments now play in safeguarding communities; and</li> <li>• prepare a list of useful additions to your local fire department's service delivery package.</li> </ul>

<b>Objectives:</b>	<b>Unit 3: Motivation and Individual Productivity</b>
	<p>After completing this unit, you should be able to:</p> <ul style="list-style-type: none"> <li>• name three typical "personal orientations" displayed by members of fire protection organizations;</li> <li>• identify three common external (off-the-job) and three common internal (on-the-job) factors that contribute to employee motivation;</li> <li>• distinguish between the on-the-job "motivation" factors that tend to improve morale and on-the-job "maintenance" factors that tend to foster a status quo morale;</li> <li>• describe four levels of worker satisfaction and the three factors that cause movement between those levels;</li> <li>• outline at least seven key areas related to the motivation of personnel;</li> <li>• prepare a graphic display that points out the possible relationships between pressure to stay on the job and satisfaction with the job;</li> <li>• outline three models of managerial approaches to the motivation of members, listing the assumptions, expectations, and operating policies of each; and</li> <li>• list at least six personal orientations with the identifiers, likes, and dislikes of each.</li> </ul>
	<b>Unit 4: Recruitment and Selection of Personnel</b>
	<p>After completing this unit, you should be able to:</p> <ul style="list-style-type: none"> <li>• identify the purpose of each of the following personnel issues as they relate to career, volunteer, and combination departments: recruitment, selection, pre-employment training, and probationary service;</li> <li>• describe the purpose of affirmative action and equal employment opportunity plans;</li> <li>• identify the major provisions of legally sound, comprehensive recruitment programs, including implications of the handicapped and disabilities laws;</li> <li>• list five typical selection criteria for career and volunteer personnel;</li> <li>• describe the relevance and legality of the following screening devices: background checks, motor vehicle record reviews, credit checks, AIDS testing, drug testing, smoking checks, psychological testing, polygraphs, group interviews, fingerprint runs, assessment centers, meetings with close family members, and residency requirements;</li> <li>• list six good application form questions other than basic identification information;</li> <li>• describe the value of a probationary period; and</li> <li>• describe some provisions of Employee Assistance Programs (EAP) as they might relate to new recruits.</li> </ul>

<b>Objectives:</b>	<b>Unit 5: Promotion</b>
	<p>After completing this unit, you should be able to:</p> <ul style="list-style-type: none"> <li>• discuss the concept of promotion as it relates to the morale of three different types of department members, including those who do not desire added responsibility;</li> <li>• outline the types of provisions that typical labor contracts contain relevant to promotion and "acting" in higher positions;</li> <li>• outline three typical civil service regulations as they relate to the promotion process;</li> <li>• identify possible conflict areas between civil service procedures and the concepts of affirmative action, seniority, and performance merit;</li> <li>• describe a typical promotional procedure used by each of the following types of departments: volunteer, combination, industrial, and public safety; cite a positive and negative aspect of each;</li> <li>• identify two landmark court decisions relevant to promotions;</li> <li>• identify one positive and one negative feature of each of the following promotional selection methods: seniority, performance success, on-the-job extra merits (rescues), off-the-job achievements (military veterans), written tests, interviews, periodic evaluation reviews, and recommendations; and</li> <li>• describe the major components of a typical assessment center.</li> </ul>
	<b>Unit 6: Training and Education</b>
	<p>After completing this unit, you should be able to:</p> <ul style="list-style-type: none"> <li>• describe a major difference, relating to an aspect of fire protection, between technical training and management education;</li> <li>• describe how personnel management, both the technical administration and the human resource development concepts, can help fulfill the training and education needs of department personnel;</li> <li>• explain the terms certified, licensed, accredited, competent, approved, standardized, credentialed, graduated, required, and endorsed;</li> <li>• list one recommendation or standard from each level of government (federal, state, and local) related to the training of personnel in fire and related emergency response organizations;</li> <li>• list five major professional organizations and the role each plays in the promotion of education and training of personnel in fire and related emergency organizations;</li> <li>• identify one major category of training necessary for department specialists in each of these areas: emergency medicine, fire prevention, public safety education, department leadership, line officer leadership, group supervision, personnel management, financial management, hazardous materials, and training;</li> <li>• describe the design of a training program and identify its goals, objectives, and evaluation component to determine whether it is reality based and performance criteria oriented;</li> </ul>

<b>Objectives:</b>	<b>Unit 6: Training and Education (cont'd)</b>
	<ul style="list-style-type: none"> <li>• list the role that associate, baccalaureate, and graduate degree programs can play in improving capabilities of emergency response and technical personnel; and</li> <li>• describe how personnel management, both the technical administration and the human resource development concepts, can help fulfill the training and education needs of department personnel.</li> </ul>
	<b>Unit 7: Performance Measurement Objectives</b>
	<p>After completing this unit, you should be able to:</p> <ul style="list-style-type: none"> <li>• identify the three levels of job description that are performance based;</li> <li>• use the appropriate evaluation procedures for performance-based criteria;</li> <li>• describe the value of employee participation in job and task design;</li> <li>• discuss the value of employee participation in the establishment of performance standards;</li> <li>• describe a simple Management by Objectives program suitable for an emergency-response or related organization;</li> <li>• differentiate between followup and corrective actions designed to bring performance improvement, and those actions designed solely to evaluate employee performance;</li> <li>• describe one employee evaluation form, technique, or program that fosters the development of desired knowledge, skills, and attitudes; and</li> <li>• describe how the concepts of improved productivity through Total Quality Management, Quality Control Circles, the collection of error statistics, and total control programs can operate successfully in a fire department.</li> </ul>
	<b>Unit 8: Discipline</b>
	<p>After completing this unit, you should be able to:</p> <ul style="list-style-type: none"> <li>• explain the concept of discipline as it applies both to the operations of a fire department and to the need for human resource development within that same organization;</li> <li>• identify the likely reaction of a task-oriented department member and a self-oriented department member to four common forms of discipline used in emergency response organizations;</li> <li>• contrast the various forms of discipline as they can be applied in fire service organizations: organizational, progressive, constructive, and punishing;</li> <li>• compare any differences in the application of discipline to volunteer members and career members;</li> <li>• list three provisions typically found in labor contracts that relate to employee/employer disagreements, grievances, and discipline;</li> <li>• describe the importance of due process as it relates to official charges and discipline;</li> <li>• describe two important court decisions related to the disciplining of career employees in fire departments; and</li> <li>• describe how discipline can be a positive function of human resource development as well as a necessity in personnel administration.</li> </ul>

<b>Objectives:</b>	<b>Unit 9: Organizational Productivity</b>
	<p>After completing this unit, you should be able to:</p> <ul style="list-style-type: none"> <li>• describe two possible meanings of productivity in fire protection and related public safety organizations;</li> <li>• set forth a list of productivity indicators for these areas of responsibility: prevention, response, emergency medical, public information/education, and special rescue;</li> <li>• identify three methods for measuring productivity in fire departments and related organizations, and give examples of how they might be applied;</li> <li>• describe how the concept of responsibility for organizational productivity relates to the necessity for an adequate resource base provided mainly by public funds or a higher office or agency;</li> <li>• describe differences in the perception of departmental productivity that might exist among citizens, municipal officials, department officers, an employee organization, and individual members;</li> <li>• identify eight sources of information and data that are useful in the assessment and improvement of productivity;</li> <li>• describe the applicability of five group problem-solving techniques, such as brainstorming and quality circles, to the improvement of productivity; and</li> <li>• describe how the following concepts could relate to productivity improvement: staffing studies, normative data, comparative data, statistical studies, desk audits, overtime payment comparisons, and expert opinion.</li> </ul>
	<p><b>Unit 10: Compensation and Benefits</b></p> <p>After completing this unit, you should be able to:</p> <ul style="list-style-type: none"> <li>• explain how both material and psychological benefits can contribute to the morale of volunteer and career members as components of compensation and benefit packages;</li> <li>• outline the types of benefit packages that would appeal to each of the following types of personnel: career, volunteer, and call;</li> <li>• explain how job descriptions and responsibility level indicators are used to grade positions and to assign compensatory ranges;</li> <li>• identify the items typically found in labor contracts that relate to compensation and benefits;</li> <li>• describe the relationship between work schedules and compensation; basic salary rates and total compensation; work schedules and possible total income; local, state, and national economics and the local perception of compensation packages;</li> <li>• explain the common fringe benefit items found in fire department compensation packages;</li> <li>• identify two federal laws and decisions, as well as applicable state laws and rulings for your own area, that affect department compensation issues; and</li> <li>• list five legitimate ways that employee perception of the value of compensation and benefits packages may be enhanced through human resource management techniques.</li> </ul>

<b>Objectives:</b>	<b>Unit 11: Employee and Labor Relations</b>
	<p>After completing this unit, you should be able to:</p> <ul style="list-style-type: none"> <li>• describe what is meant by "managers often get the type of labor relations they deserve";</li> <li>• distinguish between the technical functions of personnel administration and the purposes of human resource development as each relates to employee and labor relations;</li> <li>• identify four trends in contemporary society that cause modifications to the labor-management climate and the expectations of each constituency;</li> <li>• list four important federal laws and decisions that influence labor relations, as well as any state and local regulations in your area that significantly affect labor relations;</li> <li>• describe the roles of the International Association of Fire Fighters, other relevant national labor groups, and the professional and affiliated organizations that are concerned with labor-management relations and the rights of emergency workers;</li> <li>• outline a technique or program to foster productive and cooperative relationships between management and worker groups;</li> <li>• define the differences between "Right-to-Work" states and other states, relative to labor-management relations; and</li> <li>• discuss three types of labor relations in volunteer and combination departments, and tell how personnel management contributes to these.</li> </ul>
	<b>Unit 12: Collective Bargaining and the Labor Agreement</b>
	<p>After completing this unit, you should be able to:</p> <ul style="list-style-type: none"> <li>• explain the meaning and process of collective bargaining, mediation, and binding arbitration;</li> <li>• list three examples of soft and hard positional bargaining, and principled bargaining;</li> <li>• describe how the operating styles of personnel managers and labor leaders involved in bargaining are determined by their personal definitions of power;</li> <li>• describe the guidelines for initiating, negotiating, and maintaining cooperative labor-management relationships that are part of principled bargaining;</li> <li>• list five ways personnel managers may strengthen productive and harmonious relationships between organized labor and management;</li> <li>• discuss the positive role of organized labor in the areas of firefighter health and safety, public relations, community safety, extended public service, increased productivity, and cost-effective service delivery;</li> <li>• discuss the ramifications of six possible labor acts, such as work-to-rule and sickouts, plus the ramifications of six possible management acts such as transfers and strict rule interpretation; and</li> <li>• describe the typical sections of a labor-management contract and explain the importance and relevance of each.</li> </ul>

<b>Objectives:</b>	<b>Unit 13: Contemporary Issues and Trends in Managing People and Programs</b>
	<p>After completing this unit, you should be able to:</p> <ul style="list-style-type: none"> <li>• describe four human resource management programs or techniques that contribute to the expanding role of personnel management in organizational life;</li> <li>• name five topics relevant to the rights of individual workers that are of growing importance to managers in the fire service;</li> <li>• list five examples of the newer and more complex issues facing emergency workers, such as infectious disease control, that directly affect personnel issues;</li> <li>• describe two provisions of employee right-to-know laws that affect the work of emergency responders;</li> <li>• list three contemporary movements to attain equal rights for handicapped workers, minorities, and those with a need for special work arrangements;</li> <li>• identify five trends related to the recruitment, retention, or management of volunteers and other part-time workers;</li> <li>• describe how the current trends related to economics, social mores, ethics, stakeholding, litigation, tort liability, and personal rights affect fire protection; and</li> <li>• describe how expert predictions in each of the following areas relate to personnel issues in fire and rescue departments: work force changes, technological advancements, education levels, and the expectations of society.</li> </ul>
<b>Required Texts:</b>	<p><i>Personnel Management for the Fire Service Course Guide</i>, National Fire Academy</p> <p><i>Fire Service Personnel Management</i>, Stephen Edwards, Brady/Prentice Hall, Inc.</p>
<b>Supporting References/ Research for Faculty and Students</b>	<p><b>U. S. Fire Administration</b></p> <p><u>Publications</u> :</p> <p><a href="http://www.usfa.fema.gov/applications/publications/pubs_main.cfm">http://www.usfa.fema.gov/applications/publications/pubs_main.cfm</a></p> <p>See Fire Protection, Fire Administration, Fire Service Operations, Wildfire</p> <p><u>Applied Research</u>:</p> <p><a href="http://www.usfa.fema.gov/dhtml/inside-usfa/research.cfm">http://www.usfa.fema.gov/dhtml/inside-usfa/research.cfm</a></p> <p><u>Research Reports</u>:</p> <p><a href="http://www.usfa.fema.gov/dhtml/inside-usfa/r_reports.cfm">http://www.usfa.fema.gov/dhtml/inside-usfa/r_reports.cfm</a></p> <p><u>Technical Reports</u>:</p> <p><a href="http://www.usfa.fema.gov/applications/publications/techreps.cfm">http://www.usfa.fema.gov/applications/publications/techreps.cfm</a></p> <p><u>Topical Fire Research Series</u>:</p> <p><a href="http://www.usfa.fema.gov/dhtml/inside-usfa/tfrs.cfm">http://www.usfa.fema.gov/dhtml/inside-usfa/tfrs.cfm</a></p> <p>Learning Resource Center:</p> <p><a href="http://www.usfa.fema.gov/dhtml/inside-usfa/lrc.cfm">http://www.usfa.fema.gov/dhtml/inside-usfa/lrc.cfm</a></p>

<b>Supporting References/ Research for Faculty and Students</b>	<p><b>National Institute for Standards and Technology</b>  <a href="http://www.fire.nist.gov">http://www.fire.nist.gov</a>: Fire Tests/Data, Software/Models, Publications, FIREDOC (under Publications)  <b>Current Events/News</b>  <a href="http://www.firehouse.com/">http://www.firehouse.com/</a>  <a href="http://www.fireengineering.com/">http://www.fireengineering.com/</a>  <a href="http://www.withthecommand.com/">http://www.withthecommand.com/</a></p>	
<b>Assessment:</b>	Students will be evaluated for mastery of learning objectives by methods of evaluation to be determined by the instructor.	
<b>NFPA Standards Addressed:</b>	<b>Unit(s)</b>	<b>Description</b>
1021-2-2.4	8	Recommend action for member-related problems
1021-2-2.5	8	Apply human resource policies and procedures
1021-3-2.1	8	Initiate actions to maximize member performance
1021-3-2.2	7, 8	Evaluate job performance
1021-4-2.1	4	Establishing personnel assignments
1021-4-2.2	4	Procedures for hiring members
1021-4-2.3	5	Procedures for promoting
1021-4-2.4	6	Facilitate professional development
1021-5-2.1	8	Appraise a grievance problem
1021-5-2.3	4	Appraise member-assistance programs
1021-5-4.2	6	Evaluate and project training requirements
1041-6-3.5	6	Write program goals and objectives
<b>Chief Fire Officer Designation Competencies Addressed:</b>	<p><a href="http://www.cfainet.org">www.cfainet.org</a>  This course provides partial fulfillment of CFOD:  Competency #7 Administrative Policies  Competency #8 Hiring and Promotional Practices  Competency #9 Employee Relations</p>	
<b>Point of Contact:</b>	Edward Kaplan, United States Fire Administration (301) 447- 1127, <a href="mailto:ed.kaplan@fema.gov">ed.kaplan@fema.gov</a>	