

Fire Instructor, Pre-Course Assignment 1

Text: *Fire and Emergency Services Instructor*, Seventh Edition, Fire Protection Publications, Stillwater, OK, 2006. Chapter 1, “Challenges of Fire and Emergency Services Instruction,” pp 8–32.

NFPA 1041 (2007) JPRs addressed

This overview chapter addresses concepts related to most of the JPRs for all three levels of Fire Instructor.

Objectives

After completing Pre-Course Assignment 1, you should be able to

- List the duties of officers in charge of their department’s training division.
- Explain instructors’ obligations to
 - Students in terms of responsibilities, student expectations, and safety.
 - Their organization in terms of assessing the organization’s needs, providing well-trained personnel, and behaving in an ethical manner.
 - Their profession.
 - Themselves.
- Explain how an instructor is a role model.
- List and discuss the twelve characteristics of an effective instructor.
- Compare the following teaching traits: honesty versus bluffing, sincerity versus sarcasm, solutions versus complaints, inspiration versus intimidation, and positive humor versus offensive humor.
- Identify and discuss the twelve instructor challenges.
- Explain the dos and don’ts regarding analysis of training needs, instructional facilities, diversity issues, legal requirements, and audience recognition.
- List the six primary traits of an effective leader.
- Define the autocratic, democratic, and *laissez-faire* basic leadership styles.
- Explain the two-dimensional leadership style chart.
- Describe a leader who adheres to each of the four theories of contemporary leadership.
- State the weakness of the leadership continuum model.
- Define the terms *readiness* and *maturity* as they relate to the situational leadership model.
- Define *principled leadership*.

Reading I

Chapter 1, “Challenges of Fire and Emergency Services Instruction,” pp 8–32

After reading Chapter 1, you should be able to answer the following:

1. What tasks must the officer in charge of a department’s training division perform? What requirement must training officers meet if their jurisdiction has adopted NFPA standards?

2. What is an instructor's primary obligation to students? What responsibilities do instructors have toward their students? How do instructors meet students' expectations? What must instructors do to meet safety obligations to students?
3. What factors cause changes that instructors must consider in determining the needs of their organizations? What ways might an instructor contribute to the reevaluation of training programs? How do instructors ensure that they provide their organizations with the best trained personnel possible? Why should an instructor behave in an ethical manner?
4. How do instructors display a high level of professionalism?
5. What are the two ways that instructors fulfill the obligation that they have to themselves? How does continuing education enhance an instructor's abilities and credibility?
6. What behaviors should instructors exhibit to influence student performance in a positive way?
7. What characteristics of effective leadership should instructors exhibit?
8. Explain the interpersonal skills of clarity, sensitivity, and fairness.
9. How do instructors retain, over time, their subject and teaching competencies?
10. What are the ways that instructors motivate students?
11. How should instructors prepare to teach?
12. Define the terms *ingenuity*, *creativity*, *flexibility*, and *empathy* as they relate to being an effective instructor.
13. How should instructors resolve disputes in the classroom?
14. How does a fair instructor behave toward students?
15. What does it mean for an instructor to have integrity?
16. If an instructor cannot answer a student's question, what should he or she do? Why is bluffing not a good policy in the classroom?
17. What is the result of an instructor being sarcastic in the classroom? What is the better way of dealing with students?
18. What steps can instructors take to minimize potential problems during class sessions?
19. Why does intimidation **not** stimulate students to reach their full potential? What is the better way to stimulate students?
20. What are the two faces of humor in the classroom?
21. What should instructors do to meet the challenge of
 - Multiple priorities?
 - Diverse students?
 - Organizational apathy?
 - Multiple changes?
 - Cooperative relationships?
 - Organizational promotion?
 - Management directives?
 - Safe training environments?
 - Professional development?
 - Course schedules?
 - Funds and resources?
 - Qualified instructor recruitment?

22. For instructors, what are the dos and don'ts in determining a course of action for
- Analyzing situations, equipment, and courses to determine their value to students, the training program, and the organization?
 - Preparing instructional facilities, props, and acquired structures for use in training?
 - Dealing with diversity in a training class?
 - Complying with legal requirements and accommodations for students?
 - Maintaining awareness of your audience?

Reflecting I

Provide a written answer to each of the following questions. Continue answers on a second sheet, if necessary.

What must an instructor in **your** organization take into account when planning a training class for fire fighters in terms of superiors, facilities, trainees, and delivery of training?

Describe the challenges an instructor in your organization must overcome to have a successful training class.

In your opinion, what characteristics are essential for an instructor to interact positively with trainees and to maximize students' success in a training class?

Reading II

Appendix B, "Leadership Styles," pp. 547–553

After reading Appendix B, you should be able to answer the following:

1. What is the definition of *leading*?
2. Upon what elements should instructors base their choice of an appropriate leadership style?
3. What traits did Edwin Ghiselli determine to be important to effective leadership?
4. Define the three basic leadership styles.
5. Define the four two-dimensional leadership styles.
6. What are the four leadership theories in the field of management studies?
7. How does an analysis of the ability and willingness of employees determine employees' level of maturity (readiness)?
8. If a leader bases his or her leadership style upon level of maturity, what leadership style would he or she use with employees at Level M1, M2, M3, and M4? Why?
9. What is the basis of Stephen Covey's theory of principle-centered leadership?

Reflecting II

Provide a written answer to each of the following questions. Continue answers on a second sheet, if necessary.

Based upon the concepts and terminology in Appendix B, describe, in specific terms, the leadership style of your department chief or immediate supervisor.

What do you think would be the most effective leadership style for an instructor who delivers training in your organization? Why?

Instructors have obligations to their students, their organization, their profession, and to themselves. Identify each of the following obligations by writing in the blank next to each phrase an **S** for student, an **O** for organization, a **P** for profession or a **T** for themselves.

- _____ 1. Apply ethical and moral principles to their actions.
- _____ 2. Plan, develop, and deliver appropriate training.
- _____ 3. Engage in continuing professional development.
- _____ 4. Monitor changes in standards and laws.
- _____ 5. Maintain the positive image of fire and emergency services.
- _____ 6. Regularly reevaluate training programs.
- _____ 7. Provide a safe training environment.
- _____ 8. Belong to professional organizations.
- _____ 9. Be an effective communicator and a good listener.
- _____ 10. Ensure that current professional standards are adopted and applied.

Circle the letter of the **best** answer for Items 11–15.

11. An instructor demonstrates the interpersonal skill of clarity by _____.
- A. accepting limitations he or she cannot overcome
 - B. being willing to hear and consider students ideas
 - C. making new concepts easy for students to understand
 - D. recognizing that students may have barriers to learning
12. The two-dimensional leadership style that is autocratic in approach is the _____ style.
- A. delegating
 - B. participating
 - C. selling
 - D. telling
13. “I wish Training Officer Jones gave us more guidance about completing our projects. He’s a nice guy in class—always willing to answer our questions—it’s just hard to pin him down about anything.” This student describes an instructor whose behavior reflects a(n) _____ leadership style.
- A. autocratic
 - B. democratic
 - C. *laissez-faire*
 - D. transformational
14. According to the situational leadership model, a leader would relate to employees having high maturity through a _____ leadership style.
- A. delegating
 - B. participating
 - C. selling
 - D. telling
15. All of the following are appropriate “dos” for instructors **EXCEPT** _____.
- A. emphasizing safe operating procedures during a training evolution
 - B. relying on one product manufacturer for information about equipment
 - C. setting up a teaching environment that optimizes learning for all
 - D. using visual and audible cues from students to adapt presentations

Fire Instructor, Pre-Course Assignment 1 Answer Key

<u>Item</u>	<u>Answer</u>	<u>Text page #</u>
1.	P	p 13
2.	S	p 10
3.	T	p 13
4.	O	p 12
5.	P	p 13
6.	O	p 12
7.	S	p 11
8.	T	p 14
9.	S	p 11
10.	O	p 12
11.	C	p 17
12.	D	p 549
13.	C	pp 16, 548
14.	A	p 552
15.	B	p 27