To: Ronny J. Coleman, Chairman  
Statewide Training and Education Advisory Committee  
c/o State Fire Training

From: Jim Eastman, Fire Service Training Specialist III, State Fire Training

Subject/Agenda Action Item: Ethical Leadership for Instructors (2018) which will replace Ethical Leadership in the Classroom (2007)

Recommended Actions: Information/Discussion

Background Information:
Ethical Leadership in the Classroom has been a requirement for Primary Instructors since 2007/2008. Ethical Leadership in the Classroom (Ethics) was developed to professionally develop and qualify instructors who deliver courses for both the Fire Service Training and Education Program (FSTEP) and the California Fire Service Training and Education System (CFSTES). Ethics has been a cornerstone to qualifying instructors to deliver fire service training throughout California.

State Fire Training Staff was tasked with updating and bringing Ethics into the established curriculum design model utilizing the SFT course plan. A curriculum cadre was gathered that represented the stakeholders of the California Fire Service to review and confirm best practiced concepts drawing from the vast amount of resources that address ethical concerns incorporating educational theory.

Analysis/Summary of Issue:

1. The new course, Ethical Leadership for Instructors (2018), will become the new course requirement for all individuals seeking primary instructor registration with SFT.
2. The past course, Ethical Leadership in the Classroom (2007), will retire with final approval and posting of the new course. Both course completions will continue to meet the requirements for all individuals seeking primary instructor registration with SFT.
3. All candidates seeking to become a primary instructor will continue to complete and sign the SFT Instructor Code of Ethics/Conduct.
4. The new course, Ethical Leadership for Instructors (2018), will align with the SFT Curriculum Development Model (2012) as the course content and materials will continue to maintain instructor professionalism.
5. New instructors shall complete the following instructor requirements:
   - Completion of CFSTES - Fire Instructor 2A, 2B, and 2C (retired) or FSTEP - Techniques of Evaluations, Group Dynamics, and Employing Audio Visual Aids

6. New instructors shall have the following rank and experience requirements:
   - A minimum of one delivery of Ethical Leadership for Instructors (2018) must be evaluated by an authorized designee of the Chief of State Fire Training
     - The authorized designee shall submit a letter signing-off the successful requirement to the Chief of State Fire Training for their administrative review and approval
   - Have a minimum of five years’ full-time paid experience in a Recognized Fire Agency in California
   - Held the rank of company officer or above for a minimum of two years
   - Have a minimum of five years’ experience as an SFT registered instructor in good standing
   - Taught a minimum of three CFSTES courses within the last five years
     - Rescue Systems 1 and 2 do not meet this requirement
Ethical Leadership for Instructors

Course Plan

Course Details

Description: This course provides the knowledge and skills needed to identify the value of ethical behavior in instructional settings, describe how ethical norms influence individual ethics, identify a personal ethical perspective and core values and how they impact communication and ethical decision making, and make an ethical decision using an ethical decision-making model, in order to assist in making ethical decisions when faced with an ethical dilemma in an instructional setting and carry out the roles and responsibilities of an SFT instructor in an ethical manner.

Designed For: Individuals who wish to teach State Fire Training courses as a registered instructor and anyone interested in pursuing ethical behavior in an instructional setting.

Authority: Office of the State Fire Marshal

Prerequisites: None

Corequisites: None

Standard: Attend all class sessions and complete all activities and assignments

Hours:
Lecture: 3:45
Activities: 4:15

Hours (Total): 8:00

Maximum Class Size: 30

Instructor Level: Primary Instructor

Instructor/Student Ratio: 1/30

Restrictions: None

SFT Designation: FSTEP
Required Resources

Instructor Resources

To teach this course, instructors need:

  - Available for purchase at www.ethics-tw.org

Online Instructor Resources

The following instructor resources are available online at http://osfm.fire.ca.gov/training/SFTCurriculum:

- CAL FIRE Code of Conduct pocket guide
- SFT Instructor Code of Ethics/Conduct (two per student)
- Values cards (one set per student)
- Activity 6-1: Ethical Decision Making
- Activity 6-1: The Emperor’s Club Discussion Facilitation Guide

Student Resources

To participate in this course, students need:

  - One copy per student provided by the instructor

Facilities, Equipment, and Personnel

The following facilities, equipment, or personnel are required to deliver this course:

Facilities

- Standard classroom equipped for 30 students

Equipment

- Easels, easel paper pads, and markers (one set per every 4 to 5 students)
- Masking or painters tape (if the easel paper pads are not adhesive)
- Pens (one per student)

Personnel

- No specific requirements
Unit 1: Introduction

Topic 1-1: Orientation and Administration

Terminal Learning Objective
At the end of this topic, a student will be able to identify the facility and classroom requirements of the host agency or authority having jurisdiction (AHJ).

Enabling Learning Objectives
1. Identify facility requirements
   - Restroom locations
   - Food locations
   - Smoking locations
   - Emergency procedures
2. Identify classroom requirements
   - Start and end times
   - Breaks
   - Electronic device policies
   - Special needs and accommodations
   - Other requirements as applicable

Discussion Questions
1. Determined by instructor

Activities
1. Determined by instructor

Instructor Notes
1. None

Topic 1-2: Objectives

Terminal Learning Objective
At the end of this topic, a student, given a course overview, will be able to identify course objectives, activities, and participation requirements, and articulate their personal participation goals.

Enabling Learning Objectives
1. Identify course objectives
2. Identify course activities
3. Identify course participation requirements
4. Describe motivation behind course enrollment

Discussion Questions
1. Determined by instructor

Activities
1. Have students introduce themselves and share why they enrolled in course. This can be done individually or in small groups and then shared with the class.
Unit 2: Terminology and Purpose

Topic 2-1: Key Terms and Distinctions

Terminal Learning Objective
At the end of this topic, a student, given key terms, will be able to identify distinctions between those terms and identify the value of ethical behavior in instructional settings.

Enabling Learning Objectives
1. Identify key terms and distinctions
   - Ethics
   - Morals
   - Principles
   - Values
   - Ethos
   - Culture
   - Character
2. Identify why ethics are important
   - Act as a mediator when working with others
   - Provide a baseline for understanding concepts of right and wrong
   - Define what is acceptable within a culture or group
   - Provide a framework to use when approaching conflict resolution

Discussion Questions
1. Why do we need ethics?
2. How are ethics different from morals?

Activities
1. Given an easel chart and markers, have students work in small groups to list unethical situations they have witnessed in a classroom or instructional setting. Post the lists on the wall. Have one student from each group share their list and identify the item their group believes to be the most egregious or unethical scenario.

Instructor Notes
1. None

Unit 3: Ethical Norms

Topic 3-1: Ethical Norms

Terminal Learning Objective
At the end of this topic, a student, given ethical norms, will be able to describe how ethical norms influence his or her individual ethics.
Enabling Learning Objectives
1. Identify the historical context of ethics
   - Question of “How we should live” is as old as humankind
   - Introduction of moral codes pre-dates recorded history (storytellers)
   - Western intellectual tradition begins with ancient Greeks (5th century BCE)
   - Continue to evolve and change over time
2. Define “ethical norms”
3. Identify sources of ethical norms
   - Personal (family, friends, co-workers, culture, community)
   - Professional (the law, career, employer, geographic location, affiliations)
   - Clubs and affiliations (Rotary, scouting, sports teams, etc.)
   - Religious or spiritual beliefs
4. Describe how ethical norms lead to individual, group, and organizational ethics
   - Groups have beliefs, principles, values, laws, preferences, needs, etc., leading to expectations about behavior which create

Discussion Questions
1. Where do ethics come from?
2. What makes someone a “good person”?
2. What factors might contribute to the emergence of multiple sets of ethics within an organization or group?

Activities
1. Determined by instructor

Instructor Notes
1. None

Unit 4: Roles and Responsibilities

Topic 4-1: Instructor Roles and Responsibilities

Terminal Learning Objective
At the end of this topic, a student, given requirements, standards, and expectations, will be able to carry out the roles and responsibilities of an SFT instructor in an ethical manner in accordance with legal requirements, NFPA standards and the policies, procedures, and expectations of State Fire Training (SFT) and the authority having jurisdiction (AHJ).

Enabling Learning Objectives
1. Describe the instructor’s role as an ambassador for SFT
   - Perform duties with integrity
   - Respect work of other instructors and SFT
   - Serve as a role model
   - Reinforce SFT mission and values
   - Observe and evaluate changes in the fire service
2. Identify the legal requirements and professional standards for instructor ethics training
Ethical Leadership for Instructors

- California Code of Regulations (19 CCR § 1990.11)
- California Health and Safety Code
  - HSC § 13159(d)
  - HSC § 13159.8(a)
- NFPA 1021 Standard for Fire Officer Professional Qualifications (2014)
  - 1.3 General.
  - 4.1.1 General Prerequisite Knowledge
  - A.6.1.1

3. Describe the instructor’s role in course development and delivery
   - Consistently update and improve lesson plans to keep course plan content recent and relevant
   - Reinforce SFT and host AHJ mission and values
   - Develop and deliver all course content in accordance with the SFT Procedures Manual and the SFT Instructor Code of Ethics/Conduct

4. Describe the potential relationship between unethical instructor behavior and safety, liability, and risk management issues for
   - The instructor
     - Liability
     - Public relations
     - Termination
   - Students taught by that instructor
     - Poor conduct and performance
     - Increased risk
     - Termination
   - The instructor’s agency or AHJ
     - Liability
     - Public relations
   - The public
     - Reduced service levels
     - Injury or death
     - Property loss

Discussion Questions
1. As an instructor, what does being a role model mean to you?
2. What qualities or characteristics have you seen in other instructors that you wish to emulate in your own teaching?
3. Does your AHJ have an established code of conduct or ethical behavior policy?
4. How might an instructor’s lapse in ethics increase risk or liability for his or her agency or AHJ?

Activities
1. Determined by instructor

Instructor Notes
1. None
**Ethical Leadership for Instructors**

**Topic 4-2: Committing to the SFT Instructor Code of Ethics/Conduct**

**Terminal Learning Objective**
At the end of this topic, a student, given the SFT Instructor Code of Ethics/Conduct, will be able to carry out the roles and responsibilities of a State Fire Training (SFT) instructor in accordance with the commitments set forth in the SFT Instructor Code of Ethics/Conduct.

**Enabling Learning Objectives**
1. Identify the purpose of the SFT Instructor Code of Ethics/Conduct
2. Identify the instructor’s mission statement
3. Describe the instructor’s commitment to the student (Principle I)
4. Describe the instructor’s commitment to the training and education profession (Principle II)
5. Describe the instructor’s commitment to SFT (Principle III)

**Discussion Questions**
1. Why do you think this document exists?
2. What do the three principles (commitments) mean to you?
3. How can this document support you as an instructor?

**Activities**
1. Determined by instructor

**Instructor Notes**
1. At the beginning of this topic, distribute two copies of the SFT Instructor Code of Ethics/Conduct to each student. At the end of this topic, ask each student to sign both copies. The student keeps one copy for their own records and returns one to the instructor. Remind students that they will not be able to teach for SFT without signing this document.
2. Teaching suggestion: Have students take turns reading principles aloud to encourage student engagement.

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**Unit 5: Ethical Awareness and Personal Values**

**Topic 5-1: Building Ethical Awareness**

**Terminal Learning Objective**
At the end of this topic, a student, given an ethical awareness inventory, will be able to identify his or her personal ethical perspective and identify how that perspective impacts his or her communication and decision-making process when approaching ethical situations.

**Enabling Learning Objectives**
1. Identify how personal ethics play a role in daily decision making
   - Understand and care about what is right and good
   - Compare and decide among alternatives
   - Form appropriate opinions and actions
   - Justify decisions
2. Identify different perspectives used to approach ethical situations
Ethical Leadership for Instructors

- Character
- Obligation
- Results
- Equity
- Blended categories

3. Identify how to use ethical perspectives to explain positions, build relationships, and support decisions
4. Complete an ethics awareness inventory

Discussion Questions
1. Determined by instructor

Activities
1. Given an ethics awareness inventory, have students complete the assessment and score their results to determine their ethical perspective.
   - Create a grid or chart (see sample) and have students document their perspective.
   - Evaluate for trends and discuss similarities and differences between results based on different variables (age, job type, geographic region, etc.) if any exist.

Instructor Notes
1. All content for this topic is drawn from the Ethics Awareness Inventory: A Guide to Personal Awareness of Your Ethical Perspective and Style (6th edition, copyright 2012 – The Williams Institute for Ethics and Management).

Topic 5-2: Identifying Personal Values

Terminal Learning Objective
At the end of this topic, a student, given a list of common values, will be able to identify his or her personal core values and how those values impact his or her ethical decision making.

Enabling Learning Objectives
1. Identify characteristics of core values
   - Established early in life
   - Can be modified in response to significant emotional events
   - Often subconscious or not recognized
   - Can be in competition with each other
   - Cannot be taken from you (only you can change them)
2. Identify Dr. Morris Massey’s three periods of values imprinting
   - Imprint Period (0-7 years)
   - Modeling Period (8-13 years)
   - Socialization Period (13-21 years)
3. Identify common values
4. Identify personal core values
5. Describe how personal core values impact ethical decision making

Discussion Questions
1. How did you determine which values to cut and which to keep?
2. What situations or circumstances might change your core values?
Activities
1. Given a set of values cards, have students select the five values most applicable to them. Then have students narrow the five values down to one core value. Have students share their single value with class and explain the reason behind its selection.

Instructor Notes
1. Print and cut the values cards before class. Each student will receive one set.
2. If students are struggling to reduce their numbers, point out that values can be linked or related (i.e., faith and religion, dedication and loyalty, integrity and honesty).

Unit 6: Ethical Decision Making

Topic 6-1: Using Ethical Decision-Making Models

Terminal Learning Objective
At the end of this topic, a student, given an ethical dilemma, will be able to make an ethical decision using an ethical decision-making model.

Enabling Learning Objectives
1. Identify different types of ethical dilemmas
   - Right vs. wrong
   - Right vs. right
   - Wrong vs. wrong
2. Define “ethical decision-making model”
3. Identify common components of an ethical decision-making model
   - Gather facts
     o Listen to rationale
     o Compare actions (what is happening) with rhetoric (what is being said)
   - Determine ethical issue
   - Identify principles that impact the situation
   - List alternatives
   - Compare alternatives
   - Consider consequences of each alternative
     o The greater the consequences the greater the need for careful decision-making
     o Questions to consider:
       ▪ Could you or someone else suffer physical harm?
       ▪ Could you or someone else suffer serious emotional pain?
       ▪ Could the decision hurt your reputation, undermine your credibility, or damage important relationships?
       ▪ Could the decision impede the achievement of any important goal?
4. Make decision

Discussion Questions
1. What system or model does your agency or organization use to make ethical decisions?
2. Are ethical dilemmas always a case a right vs. wrong?
   • Why or why not?
   • Can you provide an example?

Activities
1. Activity 6-1: Ethical Decision Making
   • Given ethical scenarios, have students work in groups to apply the seven-step process and make a decision. Have each group select a spokesperson to share its results with the class.
2. Activity 6-1: The Emperor’s Club
   • Show designated segments of the film The Emperor’s Club. Facilitate a discussion using the questions provided in The Emperor’s Club Discussion Facilitation Guide.

Instructor Notes
1. For ELO 1, provide examples that an instructor might encounter for each type of dilemma.
2. ELO 3 is just one of many models. You have the flexibility to discuss additional models or approaches.
3. The “questions to consider” in ELO 3 come from the Josephson Institute (www.josephsoninstitute.org).

Unit 7: Wrap Up

Topic 7-1: Conclusion and Administration

Terminal Learning Objective
At the end of this topic, a student, given an ethical dilemma and participation goals, will be able to resolve or mitigate the ethical dilemma and evaluate how course content fulfilled his or her participation goals.

Enabling Learning Objectives
1. Identify course objectives
2. Identify instructor contact information
3. Identify course evaluation procedures

Discussion Questions
1. Determined by instructor

Activities
1. Revisit the lists of ethical dilemma’s created by the students during Topic 2: Key Terms and Distinctions. Have students apply the ethical decision-making model to the dilemma they identified as the most egregious or unethical. Have one student from each group share how their group would attempt to resolve or mitigate the dilemma.
2. Revisit student enrollment motivations identified during Topic 1-2: Objectives. Ask students to share how the course met their initial purpose for enrollment.

Instructor Notes
1. None
## Time Table

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**Course Totals**

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The **Total Course Time** does not include a lunch period or breaks. Instructors should anticipate an additional 30-minute lunch break and a 10-minute break for every 50 minutes of instructional/activity time.

**Acknowledgments**

State Fire Training gratefully acknowledges the following individuals and organizations for their diligent efforts and contributions that made the development and publication of this document possible.

**CAL FIRE**

Ken Pimlott  
*Director, CAL FIRE*

Dennis Mathisen  
*State Fire Marshal*

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Andrew Henning
Chief, State Fire Training

Ron Coleman
Chair, STEAC

Cadre Leadership

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David Esteves
Battalion Chief/Administration, CAL FIRE

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Fire Chief (ret.), Rancho Santa Fe Fire Protection District

John Wagner
Assistant Chief (ret.), Sacramento Metro Fire Department

Partners

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Ethical Leadership for Instructors
Activity 6-1: Ethical Decision Making

Ethical Decision Making

Activity 6-1

Format: Small Group

Time Frame: 30 minutes

Description
This activity provides students with an opportunity to practice making decisions using a multi-step ethical decision-making model and sample classroom scenarios.

Materials
- One Ethical Decision-Making Model page per student
- One scenario page per group

Instructions
1. Using the ethical decision-making model presented in class, determine how your group would handle the assigned scenario.
2. Identify a spokesperson to share your thought process and proposed resolution with the class.
Ethical Leadership for Instructors
Activity 6-1: Ethical Decision Making

Ethical Decision-Making Model

1. Gather facts
   • Listen to rationale
   • Compare actions (what is happening) with rhetoric (what is being said)

2. Determine ethical dilemma

3. Identify principles that impact the situation

4. List alternatives

5. Compare alternatives

6. Consider consequences of each alternative
   • The greater the consequences the greater the need for careful decision-making
   • Questions to consider:
     o Could you or someone else suffer physical harm?
     o Could you or someone else suffer serious emotional pain?
     o Could the decision hurt your reputation, undermine your credibility, or damage important relationships?
     o Could the decision impede the achievement of any important goal?

7. Make decision
Ethical Dilemma 1 – Boosting Exam Grades

You are team teaching a course in hydraulics and recently administered a mid-term exam. You grade the exams and find the mean grade to be 65%. The passing score is a minimum of 70%. When you submit the exams to the lead instructor, he says that you were too harsh in your scoring. He is going to give everyone 10 extra points. He is the senior member of the team and the person responsible for your invitation to become part of the team. This is your first time teaching the course and you really liked the opportunity.

How will you handle this dilemma?
Ethical Dilemma 2 – Demeaning Language

An international student in your class comes to you with a concern that the Fire Technology Program’s student advisor is using demeaning language towards him. The student believes that this is because the advisor lost a family member in the World Trade Center attack. As a result, the student is thinking about leaving the program. The advisor is a great supporter of your efforts and thinks that you may be asked to accept a fulltime position in the near future.

How will you handle this dilemma?
Ethical Dilemma 3 – Adding Points to Midterm Grades

After grading a mid-term exam worth 40% of the semester grade, a student approaches you about her score. She is one point short of passing and presents a reasonable argument as to why she selected one answer over another. After considering the request you decide to give her the point and ask her not to tell anyone else. As she walks away, another student approaches you and says, “I only missed it by two points and if you give points to her, then I should get my points too!”

How will you handle this dilemma?
Ethical Dilemma 4 – Copyright

You have a training class scheduled for tomorrow. The course materials have just arrived by air express, but a copyrighted journal article reprint required for the training is missing. There isn’t enough time to reship the article in time for the training, but you have a personal copy.

How will you handle this dilemma?
Ethical Dilemma 5 – AWOL Instructor

You are working late at the academy when you overhear the instructor tell the recruits that during this evening’s drills he will need to leave for a short period of time. He instructs the students to continue on with the ladder evolution drills while he’s gone. He is the only instructor on duty.

How will you handle this dilemma?
Ethical Dilemma 6 – Drinks on the House

After a long day of live fire training for the recruit academy, you and your staff decide to stop by the local pub for a drink to discuss the events of the day. After sitting down you notice that there are several recruits there as well. When your drinks arrive the bartender tells you that they’re on the house. The bartender is the father of one of the recruits who happens to be struggling.

How will you handle this dilemma?
The Emperor’s Club

Activity 6-1

Format: Large Group

Time Frame: 1 hour and 30 minutes

Description
This activity provides students with an opportunity to identify, evaluate, and discuss the ethical dilemmas faced by a professor and his students as depicted in the movie The Emperor’s Club.

Materials
- One copy of The Emperor’s Club (Universal Pictures, 2002)
  - To abide by current U.S. copyright law, the instructor must own the copy he or she shows in class.
- Projection equipment appropriate to display format
  - Television or projection screen
  - Speakers
  - Laptop, DVD player, Blu-ray player

Instructions
   - Display the code language and citation on a PowerPoint slide at the beginning of this activity.
2. Provide a brief overview of the film’s premise.
3. Show identified segments of the film.
4. Between segments, initiate a group discussion using the questions provided.
Discussion Facilitation Guide

Film Summary

*The Emperor’s Club* stars Kevin Kline as Professor William Hundert, a passionate and principled teacher of classical history at St. Benedict’s School for Boys. Beloved and respected by all, Mr. Hundert finds his tightly controlled world shaken when a new student, Sedgewick Bell, joins his class. The two are in strong conflict early on, but this conflict eventually diminishes as Hundert and Bell form a close student-teacher relationship.

Throughout the school year Mr. Hundert guides Bell, helping him prosper and prepare for the annual Mr. Julius Caesar competition. Only the top three students may enter the competition and after Bell comes in a very close fourth, Mr. Hundert changes one of Bell’s test scores so that he can qualify.

On the day of the competition, Mr. Hundert suspects that Bell is cheating. Mr. Hundreth asks him a final question not specifically related to the previous material. Bell is unable to answer and another student, Deepak Mehta, wins the title of Mr. Julius Caesar. After the competition Mr. Hundert confronts Bell who admits to cheating. Following the competition Bell returns to his belligerent ways and Mr. Hundert must deal with his decision.

Twenty-five years later, Bell asks Mr. Hundert to emcee a rematch of the Mr. Julius Caesar competition. Although Mr. Hundert is pleased to participate, the reunion forces him to reexamine his previous decision and places him in the midst of another ethical dilemma.

Main Characters

<table>
<thead>
<tr>
<th>Actor</th>
<th>Role</th>
<th>Significance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kevin Kline</td>
<td>William Hundert</td>
<td>Professor</td>
</tr>
<tr>
<td>Emile Hirsch</td>
<td>Sedgewick Bell</td>
<td>Student</td>
</tr>
<tr>
<td>Embeth Davidtz</td>
<td>Elizabeth</td>
<td>Friend and love interest of Mr. Hundert</td>
</tr>
<tr>
<td>Rob Morrow</td>
<td>James Ellerby</td>
<td>Professor</td>
</tr>
<tr>
<td>Edward Herrmann</td>
<td>Headmaster Woodbridge</td>
<td>Headmaster</td>
</tr>
<tr>
<td>Harris Yulin</td>
<td>Senator Bell</td>
<td>Sedgewick’s father</td>
</tr>
<tr>
<td>Paul Dano</td>
<td>Martin Blythe</td>
<td>Student</td>
</tr>
<tr>
<td>Rishi Mehta</td>
<td>Deepak Mehta</td>
<td>Student</td>
</tr>
<tr>
<td>Jesse Eisenberg</td>
<td>Louis Masoudi</td>
<td>Student</td>
</tr>
</tbody>
</table>
Scene Selections

Scenes are identified by the DVD chapter times.

Chapters 3-4 (7:17 – 11:53)
- What are your initial impressions of Mr. Hundert?
- What do you think of his teaching style and philosophy?
- Reflect on the quote: “A man’s character is his fate.”
  - What does that mean to you?
- What is Mr. Hundert trying to accomplish when he has the students read the plaque the first day of class?
- What do you observe about the classroom environment and atmosphere?

Chapter 4-5 (15:20 – 22:14)
- How does Mr. Hundert react to Sedgewick’s arrival?
- How does the rest of the class react to Sedgewick’s arrival?
- How does Mr. Hundert react to and deal with Sedgewick’s attitude in class?
- Sedgewick challenges Mr. Hundert’s authority in the classroom.
  - Do you think Sedgewick is a positive or negative influence on the other students?
  - Why are the other students so drawn to Sedgewick?
  - What is happening to the level of respect for Mr. Hundert?

Chapter 7-13 (28:40 – 1:03:38)
- Why did Mr. Hundert lecture Sedgewick (“stupid lasts forever”) in front of the class? (Stop film at 31:11 to discuss)
  - What did Mr. Hundert’s ridicule do?
  - What point was he trying to prove?
- Mr. Hundert travels to Washington DC to visit Senator Bell.
  - What impressions do you get of Sedgewick’s father?
  - Does Senator Bell’s attitude explain Sedgewick’s behavior?
  - What do you think of Senator Bell’s reaction to Mr. Hundert’s concerns about Sedgewick?
  - What do you think of Senator’s Bell’s statement regarding Mr. Hundert’s roll in molding versus teaching his son?
  - Are teachers supposed to teach the material only, or are they supposed to shape and lead the character of their students?
- Sedgewick’s attitude changes after receiving the phone call from his father.
  - How does Mr. Hundert react?
  - Why does he give Sedgewick his old textbook?
- How does Mr. Hundert motivate his students?
- When Sedgewick tries to check the reserved book out of the library, Mr. Hundert vouches for his character.
Ethical Leadership for Instructors
Activity 6-1: The Emperor’s Club

- What does this say?
  - How does Sedgewick react?
  - Why did Mr. Hundert do this?
- What did the baseball game with Mr. Hundert accomplish?
  - Was this a bonding experience?
  - How and why?
- During the final Mr. Julius Caesar application test, what do you observe about the relationship between Mr. Hundert and Sedgewick?
- Why did Mr. Hundert change Sedgewick’s test score to place him in third and enable to participate in the competition?
  - Was his decision ethically moral?
  - What would you have done in his position?
  - Do you think Mr. Hundert considered how his decision would affect the other students, especially Martin Blythe?
  - Does it make a difference that it was only a one-point margin separating Sedgewick and Martin?
  - What if it was a 10-point difference?
- During the Mr. Julius Caesar competition, Mr. Hundert suspects Sedgewick of cheating and tells the headmaster
  - Why does the headmaster react the way he does?
  - Is his response ethical?
  - What do you think of how Mr. Hundert handles the situation?
  - Was the change up in questions ethical?
- Mr. Hundert confronts Sedgewick after the competition.
  - Why does Sedgewick react the way he does during that discussion?
  - Why do you think he cheated?

Chapter 17-18 (1:23 – 1:36:09 or 1:37:53 following the discussion with Martin Blythe)

- Why doesn’t Mr. Hundert “out” Sedgewick when he suspects him of cheating during the rematch?
- What would you have done in this situation?
- Do you think people can change?
- What do you think about Sedgewick’s speech regarding Mr. Hundert and the statement “Your virtue is a beacon of light”?
- After the rematch, Sedgewick announces his run for political office.
  - Can you believe what he says?
  - If you were Mr. Hundert, what would you do in this situation?
  - Why is Sedgewick manipulating Mr. Hundert?
- What do you think of the conversation between Mr. Hundert and Sedgewick in the bathroom? Compare their values.
- Mr. Hundert tells Martin Blythe the truth about the original competition.
  - What do you think of Martin’s reaction?
Would you have told him if you were Mr. Hundert?

Chapter 19 (1:38 – 1:45)
- When the students present Mr. Hundert with the plaque, do you think he realizes the actual impact he had on his students?
- Do you think Mr. Hundert failed Sedgewick as a teacher?
- What lessons did Mr. Hundert learn?
- What does it say about Martin Blythe that he sends his son to St. Benedict’s?
- Is Mr. Hundert’s ethical decision coming full circle?
- Do you think Mr. Hundert would make the same decision if he could do it all over again?
- What would you have done?
FSTEP Ethical Leadership for Instructors
Implementation Plan

This document is intended to provide information for all State Fire Training (SFT) stakeholders on the curriculum Ethical Leadership in the Classroom (2007) being updated with Ethical Leadership for Instructors (2018). Historically, Ethical Leadership in the Classroom (2007), commonly referred to as “Ethics” was developed to professionally develop and qualify instructors who delivery courses for both the Fire Service Training and Education Program (FSTEP) and the California Fire Service Training and Education System (CFSTES). It is intended to maintain the professional development of all Instructors desiring to teach and deliver SFT course curriculum. The Cadre is recommending to maintain the essential requirements and to introduce additional qualifications for new instructors.

FSTEP Ethical Leadership for Instructors (2018) Change Timeline

COURSE PHASE OUT ........................................................................................................ Effective April 1, 2019

Effective April 1, 2019, Ethical Leadership in the Classroom (2007) course will no longer be delivered and the curriculum will be retired.

INSTRUCTOR REQUIREMENTS ........................................................................................... Effective April 1, 2019

Current registered instructors of the Ethical Leadership in the Classroom (2007) will be authorized to instruct the Ethical Leadership for Instructors (2018).

New instructors for the Ethical Leadership for Instructors (2018) shall meet the SFT requirements for registered primary instructors, and in addition will be required to complete the following:

- Completion of CFSTES - Fire Instructor 2A, 2B, and 2C (retired) or FSTEP - Techniques of Evaluations, Group Dynamics, and Employing Audio Visual Aids
Rank and Professional Experience:

- A minimum of one delivery of Ethical Leadership for Instructors (2018) must be evaluated by an authorized designee of the Chief of State Fire Training
  - The authorized designee shall submit a letter signing-off the successful requirement to the Chief of State Fire Training for their administrative review and approval
- Have a minimum of five years’ full-time paid experience in a Recognized Fire Agency in California
- Held the rank of company officer or above for a minimum of two years
- Have a minimum of five years’ experience as an SFT registered instructor in good standing
- Taught a minimum of three CFSTES courses within the last five years
  - Rescue Systems 1 and 2 do not meet this requirement

SFT STAFF COORDINATION

This course replaces the former FSTEP course and will realign under FSTEP course curriculum in the Instructional Development Series.

POTENTIAL AGENCY IMPACTS

Fire agencies utilizing any existing previous course curriculum from the FSTEP courses shall realign with the updated FSTEP curriculum. The previous curriculum will realign with the updated FSTEP course curriculum, and the curriculum has been updated to current instructional standards.

After review, fire agencies should update their job specifications and recruitment documentation to reflect any new course requirements. Fire agencies should also evaluate how this new course may impact their existing labor agreements.

Accredited Regional Training Programs (ARTP), Accredited Local Academies (ALA), community colleges and all other local delivery venues need to review the curriculum and seek approval from their curriculum committee/program sponsor, as deemed appropriate.