

CENTRAL TEXAS COLLEGE
EMAP 2301
Leadership and Effective Communication
Semester Hours Credit: 3

INSTRUCTOR: _____

OFFICE HOURS: _____

I. INTRODUCTION

- A. This course is an analysis of personal and group dynamics in an emergency management setting. Examines the interpretation of the spoken and unspoken word and the effective utilization of public information processes of print, radio, and television media. This course is equivalent to the Texas Department of Emergency Management and the Federal Emergency Management Agency courses G240 and G242.
- B. This course is a required course in the Homeland Security – Emergency Management Associate of Applied Science Degree.
- C. This course is occupationally related and serves as preparation for careers in: Homeland Security and Emergency Management.
- D. Prerequisite(s): None

II. LEARNING OUTCOMES

Upon successful completion of this course, Leadership and Effective Communication, the student will be able to:

- A. Describe the various ways people interact;
- B. Analyze personal and group dynamics; and
- C. Demonstrate effective written and oral communications.

III. INSTRUCTIONAL MATERIALS

The instructional materials identified for this course are viewable through <http://www.ctcd.edu/books>.

IV. COURSE REQUIREMENTS:

- A. Class preparation: Students are required to prepare for class in advance according to the schedule presented in the syllabus. Students should read about the next lesson and come to class ready to enhance that knowledge. In-class time should be spent with the instructor to get as much help and to ask as many questions as

possible pertaining to the lesson that was already prepared for at home. Students should ask the instructor questions in class, before or after class, during office hours, or by making an appointment. Students are also strongly encouraged to email the instructor if time is of the essence.

- B. Reading Assignments: Students are required to read the assigned lessons from the text book. There will be a written quiz on each lesson. Vocabulary from each lesson will be used in oral conversation during the class following the assignment.
- C. Homework: Will be assigned on a regular basis and students are expected to complete it in a timely fashion. The instructor is under no obligation to accept overdue homework assignments.
- D. Project: Students may be required to submit one individual and one collaborative project.
- E. Everything submitted to your instructor is graded accordingly and therefore contributes in the outcome of your final grade.
- F. Class Performance: If a class is missed, it is students' responsibility to obtain the information missed during the class. The instructor will not repeat instructions or lessons for the classes the student misses. It is the student's responsibility to make arrangements to take an exam early if he or she will not be able to attend class on one of those days. Failure to notify the instructor will result in a grade of zero on that test/quiz. There are no make-up quizzes.
- G. Class Participation:
The percentage of students grades are based on attendance and participation. The student will practice conversation with a partner during part of each class and will be graded on the effort put into these exercises.
- H. Online Discussion Forum: This course includes an ongoing online discussion forum. Each week we will have a question to discuss related to the week's focus. You are expected to enter the discussion at least three times over the week registering your thoughts and replying to comments from your classmates.

V. EXAMINATIONS

- A. There will be at least one exam and/or term paper.
- B. A student must be present for all examinations. No make-up examinations will be given. Students who know in advance they will be absent from an examination due to valid reasons, must arrange to take an early examination if allowed by the instructor. Unexpected absences due to illness or extenuating circumstances require the student to see the instructor about individual make-up work in lieu of the missed examination. One exam maximum per semester may be allowed to be made up due to valid reasons.

- C. Students without excused absences will be given a zero for the examination missed. Quizzes will not be allowed to be made up under any circumstances.

VI. SEMESTER GRADE COMPUTATIONS

- A. It is the student’s responsibility to complete the course requirements as defined within the syllabus.
- B. Your course grade is determined by your performance on assignments, projects, and exams.
- C. The possible grades for this course are A, B, C, D, or F. In order to receive transferable credit for this course, a grade of C or above must be earned. As a rule, D's will not transfer to other colleges. For additional information on the grading system at Central Texas College please see the College Catalog.

Grade	A	B	C	D	F
Percent	90-100%	80-89%	70-79%	60-69%	0-59%
Points	900-1000	800-899	700-799	600-699	below

VII. NOTES AND ADDITIONAL INSTRUCTIONS FROM THE INSTRUCTOR

- A. **Course Withdrawal:** It is the student's responsibility to officially drop a class if circumstances prevent attendance. Any student who desires to, or must, officially withdraw from a course after the first scheduled class meeting must file an Application for Withdrawal or an Application for Refund. The withdrawal form must be signed by the student. Application for Withdrawal will be accepted at any time prior to Friday of the 12th week of classes during the 16-week fall and spring semesters. The deadline for sessions of other lengths is as follows: 11-week session Friday of the 8th week; 8-week session Friday of the 6th week; 5½-week session Friday of the 4th week. The equivalent date (75% of the semester) will be used for sessions of other lengths. The specific last day to withdraw is published each semester in the Schedule Bulletin. Students who officially withdraw will be awarded the grade of "W", provided the student's attendance and academic performance are satisfactory at the time of official withdrawal. Students must file a withdrawal application with the college before they may be considered for withdrawal. A student may not withdraw from a class for which the instructor has previously issued the student a grade of "F" or "FN" for nonattendance.
- B. **Administrative Withdrawal:** An administrative withdrawal may be initiated when the student fails to meet College attendance requirements.
- C. **Incomplete Grade:** The College catalog states, "An incomplete grade may be given in those cases where the student has completed the majority of the course work but, because of personal illness, death in the immediate family, or military

orders, the student is unable to complete the requirements for a course..." Prior approval from the instructor is required before the grade of "I" is recorded. A student who merely fails to show for the final examination will receive a zero for the final and an "F" for the course.

- D. **Cellular Phones and Beepers:** Cellular phones and beepers will be turned off while the student is in the classroom or laboratory.
- E. Students are expected to initiate outside help if needed. It is the student's responsibility to monitor feedback provided by the instructor. There are various possibilities for obtaining outside help. Always see your instructor first for guidance.
- F. **American's with Disabilities Act (ADA):** Disability Support Services provides services to students who have appropriate documentation of a disability. Students requiring accommodations for class are responsible for contacting the Office of Disability Support Service (DSS) located on the central campus. This service is available to all students, regardless of location. Explore the website at www.ctcd.edu/disability-support for further information. Reasonable accommodations will be given in accordance with the federal and state laws through the DSS office.
- G. **Instructor Discretion:** The instructor reserves the right of final decision in course requirements.
- H. **Civility:** Individuals are expected to be cognizant of what a constructive educational experience is and respectful of those participating in a learning environment. Failure to do so can result in disciplinary action up to and including expulsion.

VIII. COURSE OUTLINE

A. **Lesson One: Leadership Styles During Crisis Situations**

- 1. **Learning Outcomes:** Upon successful completion of this lesson, the student will be able to:
 - a. Explain transformational leadership during a disaster.
 - b. Describe what transactional leadership is during a disaster.
 - c. Identify what is laissez-faire leadership during a disaster.
 - d. Interpret what is crisis leadership during a disaster.
- 2. **Learning Activities:**
 - a. **Read** excerpts from the Doctoral Dissertation provided by Dr. Raymond E. Stephens (April 2013):

- [Exploring Leadership Styles of First Responders and Response Time during Hurricane Ike \(PDF\)](#)
 - Chapter 1 – read section 1-11
 - Chapter 2 – read section 20-29
- b. **Complete** Lesson 1 Discussion.
- c. **Complete** Lesson 1 Assignment.
- d. **View** requirements for the Final Project.

B. **Lesson Two: Ineffective Leadership Styles During Crisis Situations**

1. Learning Outcomes:

- a. Describe what ineffective leadership styles are during a disaster.
- b. Explain what ineffective organizational culture is during a disaster.
- c. Distinguish what the golden hour is during a disaster.
- d. Analyze how poor leadership from the bottom up effects mission success.

2. Learning Activities:

- a. **Read** excerpts from the Doctoral Dissertation provided by Dr. Raymond E. Stephens (April 2013):
 - [Exploring Leadership Styles of First Responders and Response Time during Hurricane Ike \(PDF\)](#)
 - Chapter 2 – read sections 30-34 and 42-67.
 - Chapter 4
 - Chapter 5
- b. **Complete** Lesson 2 Discussion.
- c. **Complete** Lesson 2 Assignment.
- d. **Continue** working on the Final Project.

C. **Lesson Three: Leadership and Influence**

1. Learning Outcomes:

- a. Identify the importance of effective leadership in emergency management.
- b. Define leadership and influence.
- c. Describe how leadership works from within.
- d. Demonstrate how to facilitate change with positive leadership.
- e. Identify the importance of building and rebuilding trust.
- f. Illustrate the importance of using personal influence and political savvy.
- g. Explain how to foster an environment for leadership development.

2. Learning Activities:

- a. **Read** the following Federal Emergency Management Agency (FEMA) student course:
 - IS-240.B: [Leadership and Influence \(PDF\)](#)

- b. As you review the above interactive Web Based Course, pay attention to Key Points, Visuals, Case Study and Activities to help test yourself over the content of the course.
- c. **Complete** Lesson 3 Discussion.
- d. **Complete** Lesson 3 Assignment.
- e. **Continue** working on the Final Project.

D. Lesson Four: Decision Making and Problem Solving

1. Learning Outcomes:

- a. Identify the importance of the decision-making process.
- b. Define decision-making styles.
- c. Describe the attributes of an effective decision maker.
- d. Demonstrate how to facilitate change with positive leadership.
- e. Explain ethical decision making and problem-solving methods.

2. Learning Activities:

- a. **Read** the following Federal Emergency Management Agency (FEMA) student course:
 - o [IS-241.B Decision Making and Problem Solving \(PDF\)](#) **Note:** As you review the above Interactive Web Based Course, pay attention to the lesson overview, activities, and key points to help test yourself over the content of the course.
- b. **Complete** Lesson 4 Discussion.
- c. **Complete** Lesson 4 Assignment.
- d. **Continue** working on the Final Project.

E. Lesson Five: Effective Communication

1. Learning Outcomes:

- a. Identify factors that contribute to and detract from effective communication
- b. Develop a strategy for ensuring that emergency communications meet the needs of the whole community, including those with access and functional needs.
- c. Identify strategies for communicating effectively in emergency situations, and for improving your oral presentation skills.

2. Learning Activities:

- a. **Read** the following Federal Emergency Management Agency (FEMA) student course:
 - o [IS-242.B: Effective Communication \(PDF\)](#) **Note:** As you review the above Interactive Web Based Course, pay attention to lesson

overview, videos, and key points to help test yourself over the content of the course.

- b. **Complete** Lesson 5 Discussion.
- c. **Complete** Lesson 5 Assignment.
- d. **Continue** working on the Final Project.

F. Lesson Six: Religious and Cultural Literacy and Competency in Disaster

1. Learning Outcomes:

- a. Explain why we engage religious and cultural communities in disaster, and how religious and cultural diversity and practice is not only protected by law but how it strengthens emergency management's capabilities.
- b. Define the meaning of religious and cultural literacy and competency in disaster management.
- c. Describe how religious and cultural language differs from government culture and language.
- d. Identify the skills needed to competently engage religious and cultural leaders and groups in the field.
- e. Describe each step in the six step "LEADER" process.

2. Learning Activities:

- a. **Read** and complete the following Federal Emergency Management Agency (FEMA) course:
 - o [IS-505: Religious and Cultural Literacy and Competency in Disaster](#)
Note: As you review the student course, pay attention to lesson overview, knowledge review, and tip sheets to help test yourself over the content of the course.
- b. Complete Lesson 6 Discussion.
- c. Complete Lesson 6 Assignment.
- d. Continue working on the Final Project.

G. Lesson Seven: Social Media in Emergency Management

1. Learning Outcomes:

- a. Explain why social media is important for emergency management.
- b. Describe the major functions and features of common social media sites currently used in emergency management.
- c. Describe the opportunities and challenges of using social media applications during the 5 phases of emergency management.
- d. Describe better practices for using social media applications during the 5 phases of emergency management.
- e. Describe the process for building the capabilities and to sustain the use of social media in an emergency management organization (state, local, tribal, territorial).

2. Learning Activities:

- a. **Read** the following Federal Emergency Management Agency (FEMA) student course:
 - o [IS-42: Social Media in Emergency Management](#) **Note:** As you review the Interactive Web Based course, pay attention to course review and videos to help test yourself over the content of the course.
- b. Complete Lesson 7 Discussion.
- c. Complete Lesson 7 Assignment.
- d. Continue working on the Final Project.

H. Lesson Eight: Emergency Management for Senior Officials

1. Learning Outcomes:

- a. Identify the emergency management role assumed by senior officials.
- b. Describe emergency management authorities.
- c. Identify emergency management team members.
- d. Describe the purpose of an emergency operations plans.
- e. State the importance of resource management, training, and exercises.
- f. Identify the role of the senior official during a crisis.
- g. Describe the importance of involving the whole community in preparedness.

2. Learning Activities:

- a. **Read** the following Federal Emergency Management Agency (FEMA) student course:
 - o [IS-908: Emergency Management](#) **Note:** As you review the Interactive Web Based course, pay attention to course review and videos to help test yourself over the content of the course.
- b. Complete Lesson 8 Discussion.
- c. Complete Lesson 8 Assignment.
- d. Complete the Final Project.
- e. Complete the Final Exam.