



# 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

# Ethical Leadership for Instructors

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## Required Resources

### Instructor Resources

To teach this course, instructors need:

- Ethics Awareness Inventory: A Guide to Personal Awareness of Your Ethical Perspective and Style (6<sup>th</sup> edition, copyright 2012 – The Williams Institute for Ethics and Management)
  - Available for purchase at [www.ethics-twi.org](http://www.ethics-twi.org)

### Online Instructor Resources

The following instructor resources are available online at

<https://osfm.fire.ca.gov/divisions/state-fire-training/fstep-curriculum/>:

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

### Student Resources

To participate in this course, students need:

- Ethics Awareness Inventory: A Guide to Personal Awareness of Your Ethical Perspective and Style (6<sup>th</sup> edition, copyright 2012 – The Williams Institute for Ethics and Management)
  - One copy per student provided by the instructor
- SFT Instructor Code of Ethics/Conduct

### 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.

## Ethical Leadership for Instructors

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### Instructor Notes

1. None

## 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.

## Ethical Leadership for Instructors

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### 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 (5<sup>th</sup> 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?
1. 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

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- 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?
1. What qualities or characteristics have you seen in other instructors that you wish to emulate in your own teaching?
2. Does your AHJ have an established code of conduct or ethical behavior policy?
3. 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

### 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 the SFT Instructor Code of Ethics/Conduct to each student. The student will need to submit a signed SFT Instructor Code of Ethics/Conduct at time of Instructor application.
2. Teaching suggestion: Have students take turns reading principles aloud to encourage student engagement.

## 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
  - Character
  - Obligation



## Ethical Leadership for Instructors

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- 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 (6<sup>th</sup> 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?

## Ethical Leadership for Instructors

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### 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
    - Listen to rationale
    - 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
    - The greater the consequences the greater the need for careful decision-making
    - 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?
  - Make decision
4. Make decisions using an ethical decision-making model

#### Discussion Questions

1. What system or model does your agency or organization use to make ethical decisions?

## Ethical Leadership for Instructors

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2. Are ethical dilemmas always a case a right vs. wrong?
  - Why or why not?
  - Can you provide an example?

### Activities

1. Activity 6-1a: 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 6-1b: 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](http://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 dilemmas 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

## Ethical Leadership for Instructors

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### Time Table

Segment	Lecture Time	Activity Time	Total Unit Time
<b>Unit 1: Introduction</b>			
Topic 1-1: Orientation and Administration			
Lecture	00:15		
Activity 1-1: Determined by instructor		00:00	
Topic 1-2: Objectives			
Lecture	00:15		
Activity 1-2: Introductions and motivations		00:30	
<b>Unit 1 Totals</b>	<b>00:30</b>	<b>00:30</b>	<b>1:00</b>
<b>Unit 2: Terminology and Purpose</b>			
Topic 2-1: Key Terms and Distinctions			
Lecture	00:15		
Activity 2-1: Listing unethical situations		00:15	
<b>Unit 2 Totals</b>	<b>00:15</b>	<b>00:15</b>	<b>00:30</b>
<b>Unit 3: Ethical Norms</b>			
Topic 3-1: Ethical Norms			
Lecture	00:30		
Activity 3-1: Determined by instructor		00:00	
<b>Unit 3 Totals</b>	<b>00:30</b>	<b>00:00</b>	<b>00:30</b>
<b>Unit 4: Roles and Responsibilities</b>			
Topic 4-1: Instructor Roles and Responsibilities			
Lecture	00:45		
Activity 4-1: Determined by instructor		00:00	
Topic 4-2: Committing to the SFT Instructor Code of Ethics/Conduct			
Lecture	00:15		
Activity 4-2: Determined by instructor		00:00	
<b>Unit 4 Totals</b>	<b>1:00</b>	<b>00:00</b>	<b>1:00</b>
<b>Unit 5: Ethical Awareness and Personal Values</b>			
Topic 5-1: Building Ethical Awareness			
Lecture	00:15		
Activity 5-1: Complete Ethics Awareness Inventory		1:00	
Topic 5-2: Identifying Personal Values			
Lecture	00:15		
Activity 5-2: Values cards		00:30	
<b>Unit 5 Totals</b>	<b>00:30</b>	<b>1:30</b>	<b>2:00</b>

## Ethical Leadership for Instructors

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Segment	Lecture Time	Activity Time	Total Unit Time
<b>Unit 6: Ethical Decision Making</b>			
Topic 6-1: Using Ethical Decision-Making Models			
Lecture	00:30		
Activity 6-1a: Ethical Decision Making		00:30	
Activity 6-1b: <i>The Emperor's Club</i>		1:30	
<b>Unit 6 Totals</b>	<b>00:30</b>	<b>2:00</b>	<b>2:30</b>
<b>Unit 7: Wrap Up</b>			
Topic 7-1: Conclusion and Administration			
Lecture	00:30		
Activity 7-1: Determined by instructor		00:00	
<b>Unit 7 Totals</b>	<b>00:30</b>	<b>00:00</b>	<b>00:30</b>
<b>Lecture, Activity, and Unit Totals:</b>	<b>3:45</b>	<b>4:15</b>	<b>8:00</b>

### Course Totals

Total Lecture Time (LT)	3:45
Total Activity Time (AT)	4:15
<b>Total Course Time</b>	<b>8:00</b>

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.

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## Ethical Leadership for Instructors

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### Partners

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