Executive Development

ED-Student Manual

5th Edition, 3rd Printing-September 2016

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Acronyms

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ACKNOWLEDGMENTS

The development of any National Fire Academy (NFA) course is a complex process aimed at providing students with the best possible learning opportunity we can deliver.

There are many players in course development, each of whom plays an equally important part in its success. We want to acknowledge their participation and contribution to this effort and extend our heartfelt thanks for making this quality product.

The following people participated in the creation of this course:

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COURSE DEDICATION

The "Executive Development" (ED) (R0123) course is dedicated to the thousands of graduates of the ED III and Fire Executive Development courses. Their efforts and accomplishments have influenced and inspired many who will ultimately participate in this course.

We wish to remember all the positive contributions and support that have been received from the scores of adjunct instructors. They include city managers, attorneys, consultants, professors, fire executives, and human resource practitioners. Their efforts and excellence have truly made an impact on this curriculum.

COURSE GOAL

The goals of the ED course are to improve executives' abilities to:

1. Lead effectively and efficiently within a dynamic and complex organization by enhancing the development of teams and the application of research.

2. Develop and integrate management and leadership techniques that are necessary in complex organizations.

AUDIENCE, SCOPE AND COURSE PURPOSE

The target audience for ED is the CEO or an officer who is preparing for that position.

The design of the ED course is based on the recognition that present and future fire chiefs work in complex and dynamic organizations that are often surrounded by ambiguity. To be successful, they need to develop effective management, leadership and change management strategies.

Given this environment, ED is designed to aid fire service personnel in the transition from manager to senior executive. Through a combination of theory, case study work, reflection, introspection, and self-assessment, the course offers the opportunity to enhance the development of teams and the application of action research.

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SCHEDULE

DAY 1	DAY 2
Introduction, Welcome and Administrative	Unit 2: Exercising Leadership
Break	*Break*
Introduction, Welcome and Administrative (cont'd) Activity I.1: Student Introductions	Unit 2: Exercising Leadership (cont'd)
Break	*Break*
Activity I.1: Student Introductions (cont'd)	Unit 2: Exercising Leadership (cont'd) Review of Executive Leadership Assessment Results
Lunch	*Lunch*
Unit 1: Research	Unit 3: Coaching and Mentoring Activity 3.1: "The Lion King"
Break	*Break*
Unit 1: Research (cont'd) Computer Lab: Conducting Scholarly Research in the Digital Age NETC Library Orientation	Unit 3: Coaching and Mentoring (cont'd) Activity 3.2: Effective Coaching Techniques Individual Consultations on ARP Proposals

Day 1 Homework:
A. Reading: Medical College of Virginia Hospital Case Study.
B. Reading: "Best-in-Class Succession Management: Who Will Take the Baton?"
C. Reading: "Advanced Cardiac Life Support in Out-of-Hospital Cardiac Arrest."
D. Executive Development Reading List.
E. Reading: Marquet, "Turn the Ship Around! A True Story of Turning Followers into Leaders."

Day 2 Homework:
Complete readings and assignments given on Day 1.

DAY 3	DAY 4
Adaptive Challenge Case Consultations	Adaptive Challenge Case Consultations
Break	*Break*
Unit 4: Teams Activity 4.1: Electric Maze	Unit 6: Change and Creativity Activity 6.1: Expressing the Essence of Leadership
Break	*Break*
Unit 4: Teams (cont'd) Activity 4.2: What Teams Need	Unit 6: Change and Creativity (cont'd) Activity 6.2: Brainstorming for Fun and Profit Exam 1 Review
Lunch	*Lunch*
Unit 4: Teams (cont'd) Activity 4.3: "Remember the Titans" Unit 5: Change Management	Unit 7: Organizational Culture and Change Activity 7.1: Life is Good
Break	*Break*
Unit 5: Change Management (cont'd) Activity 5.1: Increasing Diversity and Inclusion: What Would You Do? Review of Adaptive Leadership Instrument Results Individual Consultations on ARP Proposals	Unit 7: Organizational Culture and Change (cont'd) Activity 7.2: Case Study on Organizational Cultural Change Individual Consultations on ARP Proposals

Day 3 Homework:
Complete readings and assignments given on Day 1.

Day 4 Homework:
A. Complete readings and assignments given on Day 1.
B. Study for Exam 1.

DAY 5	DAY 6
Exam 1	Adaptive Challenge Case Consultations
Break	*Break*
Adaptive Challenge Case Consultations	Unit 9: Empowering the Next Generation of Leadership
Break	*Break*
Unit 7: Organizational Culture and Change (cont’d) Review of Organizational Culture Assessment Instrument results	Unit 9: Empowering the Next Generation of Leadership (cont’d) Activity 9.1: Turn the Ship Around
Lunch	*Lunch*
Unit 8: Resilience Under Stress Activity 8.1: Dimensions of Stress in the Fire Service	Unit 9: Empowering the Next Generation of Leadership (cont’d) Activity 9.2: Succession Planning
Break	*Break*
Unit 8: Resilience Under Stress (cont’d) Activity 8.2: “Lincoln” Week 1 Summary and Review of Week 2 Assignments Independent Study Session/Individual Consultations on ARP Proposals	Unit 10: Ethics and Change Activity 10.1: Personal Values Assessment Activity 10.2: Assessing Organizational Values Individual Consultations on ARP Proposals
Day 5 Homework: A. Argumentative Essay. B. Reading: “Thinking Ethically: A Framework for Moral Decision-Making.”	Day 6 Homework: “Turn the Ship Around” Analysis.

DAY 7	DAY 8
Adaptive Challenge Case Consultations	Exam 2
Break	*Break*
Unit 10: Ethics and Change (cont'd) Activity 10.3: Ethical Decision-Making	Unit 12: The Application of Attitude
Break	*Break*
EFO Training Specialist/Program Manager ARP Q&A Session (exact time of this session to be determined during Week 2 of the class)	Unit 12: The Application of Attitude (cont'd) Activity 12.1: Tough Choices in Challenging Times
Lunch	*Lunch*
Unit 11: The Scholarly Application of Research Activity 11.1: Developing a Reading List	Mentorship Presentations
Break	*Break*
Unit 11: The Scholarly Application of Research (cont'd) Activity 11.2: The Impact of a Scholarly Article Exam 2 Review Individual Consultations on ARP Proposals	Mentorship Presentations Individual Consultations on ARP Proposals

Day 7 Homework:
A. Study for Exam 2.
B. Prepare for Mentorship Presentation.

Day 8 Homework:
Executive Development Reading List — Letter to NFA EFO Training Specialist.

DAY 9	DAY 10
Mentorship Presentations	Graduation
Break	*Break*
Mentorship Presentations	
Break	*Break*
Mentorship Presentations	
Lunch	*Lunch*
Mentorship Presentations	
Break	*Break*
Unit 13: Course Conclusion Graduation Brief End-of-Course Evaluation	

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FIREFIGHTER CODE OF ETHICS

Background

The Fire Service is a noble calling, one which is founded on mutual respect and trust between firefighters and the citizens they serve. To ensure the continuing integrity of the Fire Service, the highest standards of ethical conduct must be maintained at all times.

Developed in response to the publication of the Fire Service Reputation Management White Paper, the purpose of this National Firefighter Code of Ethics is to establish criteria that encourages fire service personnel to promote a culture of ethical integrity and high standards of professionalism in our field. The broad scope of this recommended Code of Ethics is intended to mitigate and negate situations that may result in embarrassment and waning of public support for what has historically been a highly respected profession.

Ethics comes from the Greek word ethos, meaning character. Character is not necessarily defined by how a person behaves when conditions are optimal and life is good. It is easy to take the high road when the path is paved and obstacles are few or non-existent. Character is also defined by decisions made under pressure, when no one is looking, when the road contains land mines, and the way is obscured. As members of the Fire Service, we share a responsibility to project an ethical character of professionalism, integrity, compassion, loyalty and honesty in all that we do, all of the time.

We need to accept this ethics challenge and be truly willing to maintain a culture that is consistent with the expectations outlined in this document. By doing so, we can create a legacy that validates and sustains the distinguished Fire Service institution, and at the same time ensure that we leave the Fire Service in better condition than when we arrived.

FIREFIGHTER CODE OF ETHICS

I understand that I have the responsibility to conduct myself in a manner that reflects proper ethical behavior and integrity. In so doing, I will help foster a continuing positive public perception of the fire service. Therefore, I pledge the following…

- Always conduct myself, on and off duty, in a manner that reflects positively on myself, my department and the fire service in general.
- Accept responsibility for my actions and for the consequences of my actions.
- Support the concept of fairness and the value of diverse thoughts and opinions.
- Avoid situations that would adversely affect the credibility or public perception of the fire service profession.
- Be truthful and honest at all times and report instances of cheating or other dishonest acts that compromise the integrity of the fire service.
- Conduct my personal affairs in a manner that does not improperly influence the performance of my duties, or bring discredit to my organization.
- Be respectful and conscious of each member's safety and welfare.
- Recognize that I serve in a position of public trust that requires stewardship in the honest and efficient use of publicly owned resources, including uniforms, facilities, vehicles and equipment and that these are protected from misuse and theft.
- Exercise professionalism, competence, respect and loyalty in the performance of my duties and use information, confidential or otherwise, gained by virtue of my position, only to benefit those I am entrusted to serve.
- Avoid financial investments, outside employment, outside business interests or activities that conflict with or are enhanced by my official position or have the potential to create the perception of impropriety.
- Never propose or accept personal rewards, special privileges, benefits, advancement, honors or gifts that may create a conflict of interest, or the appearance thereof.
- Never engage in activities involving alcohol or other substance use or abuse that can impair my mental state or the performance of my duties and compromise safety.
- Never discriminate on the basis of race, religion, color, creed, age, marital status, national origin, ancestry, gender, sexual preference, medical condition or handicap.
- Never harass, intimidate or threaten fellow members of the service or the public and stop or report the actions of other firefighters who engage in such behaviors.
- Responsibly use social networking, electronic communications, or other media technology opportunities in a manner that does not discredit, dishonor or embarrass my organization, the fire service and the public. I also understand that failure to resolve or report inappropriate use of this media equates to condoning this behavior.

Developed by the National Society of Executive Fire Officers

ASSIGNMENTS CHECKLIST

Assignment	**Day Due**
Pre-course assignments	Week 1, Monday
Reading: Holland & Scott. (2008). *Changing a hospital's culture: The guest relations program at Medical College of Virginia hospitals*	Week 1, Thursday, Activity 7.2
Exam 1	Week 1, Friday, 8 a.m.
Executive Development Reading List	Week 1, Friday, 8 a.m.
Reading: Aon Hewitt. (2012). *Best-in-class succession management: Who will take the baton?*	Week 2, Monday, Activity 9.2
Analysis: *Turn the ship around! A true story of turning followers into leaders*	Week 2, Tuesday, 8 a.m.
Reading: Stiell et al. (2004, August 12). *Advanced cardiac life support in out-of-hospital cardiac arrest*	Week 2, Tuesday, Activity 11.2
Argumentative essay	Week 2, Tuesday
Exam 2	Week 2, Wednesday, 8 a.m.
Mentorship presentation	Week 2, Wednesday and Thursday
Executive Development Reading List — letter to National Fire Academy (NFA) Executive Fire Officer (EFO) training specialist	Week 2, Thursday, 8 a.m.

Note: This is subject to change based on class or logistical needs. Also, assignment cover sheets are provided following this checklist. These are to be used by you when you submit your assignment.

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ASSIGNMENT TITLE: ______________________________

Certification Statement

I hereby certify that this submission constitutes my own product, that where the language of others is set forth, quotation marks so indicate, and that appropriate credit is given where I have used the language, ideas, expressions or writings of another.

Print name: ____

Sign name: ____

Date: ____

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COURSE EVALUATION PLAN

Summary Course Evaluation Plan and Scoring Sheet

The summary course evaluation plan of ED is as follows:

1	**2**	**3**	**4**	**5**
Assessment Tool #	**Assignment**	**Point Score for Assignment, From Grading Rubric**	**% of Final Grade**	**Weighted % Score Toward Final Grade** (multiply Column 3 by Column 4)
1	Pre-course assignments	_______/100	10%	
2	Exam 1	_______/100	20%	
3	"Turn the Ship Around! A True Story of Turning Followers into Leaders" analysis	_______/100	15%	
4	Argumentative essay	_______/100	15%	
5	Exam 2	_______/100	20%	
6	Mentorship presentation	_______/100	20%	
		Final Course Grade	**100%**	**_______/100%**

Computing the student score: Using the chart below, calculate the letter grade to be awarded to each student. In order to receive the **American Council on Education (ACE)** graduate-level transfer credit recommendation, a minimum score of 80 must be achieved. To successfully complete the course, a minimum of 80 percent must be achieved. (A letter grade of "B" is required.) Enter the student's score in the summary course evaluation plan.

Numerical Score	**Letter Grade**
100-90	A
89-80	B
79 and below	F

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Assessment Tool 1: Pre-Course Assignments

The following assignments are to be completed prior to class and are collected by the instructor on the first day of class.

Adaptive Challenge Summary

Refer to Heifetz and Linsky's concept of "adaptive leadership" from their book, "Leadership on the Line: Staying Alive through the Dangers of Leading." Consider specifically Heifetz and Linsky's distinction between "adaptive" versus "technical" problems.

Among the potential resources for our learning in ED is to use the ideas we discuss to work through leadership challenges or dilemmas from your experience and that of other participants.

Toward that end, think of an adaptive problem (i.e., a leadership challenge) that you are currently experiencing in your professional or personal life. Please bring with you a brief (one page) statement of this leadership challenge, ideally a current one, but a past one is okay as long as it is one for which unresolved issues remain. Presumably, you will bring something from work life, but it could be from your personal, civic or community life as well. (Ideally this will be more of an adaptive problem than technical in nature.)

You need not reveal the identities of the other individuals, organization/group or setting involved, but write enough of a description of the situation that it could be the starting point for a meaningful discussion/consultation. The norm is that all our conversations will stay in the room. No one will be required to discuss his or her leadership challenge publicly.

In writing it up, characterize the challenge from your perspective. Who are the major players, and briefly, what are their interests? How do they view the situation? What are the stakes? Describe what actions you have taken or are thinking about taking in reference to the challenge. Lastly, frame the question you would most like to have your peers in your ED class address.

This assignment will be used in an activity on the second day of class. Adaptive Challenge Case Consults will take place in several sessions during the class. During the case consults in ED, you will have an opportunity to present and get feedback on your adaptive problem. Case consults are short, focused discussions with your peers, where your peers have the opportunity to give you direct feedback. The procedures and rules for these case consults follow Cambridge Leadership Associates' Case Consulting Methodology.[1] This methodology will be introduced on the first day of class. The case consults will occur on Tuesday-Friday morning of Week 1 and again on Monday and Tuesday morning of Week 2.

You should prepare yourself to describe your adaptive challenge within a small group in five minutes. You will need to bring six copies of your statement with you to the first day of class.

Essence of Leadership Statement

Heifetz and Linsky ask, "Why lead? Why put yourself on the line? Why keep pressing forward when the resistance feels unbearable?" They go on to say that "the only way you can answer these questions is by discovering what gives meaning in your life" (p. 207). Taking an interpretive leap, their questions and statement seem to imply that one understands the perfect form — the essence — of leadership. After reading "Leadership on the Line: Staying Alive through the Dangers of Leading," formulate a one- to two-sentence statement that describes the essence of leadership from your point of view.[2]

[1] Cambridge Leadership Associates. (n.d.). *Adaptive Leadership™ Case Consultation Guide*. Cambridge, MA: Author.
[2] This exercise was created by the International Public Safety Leadership & Ethics Institute (IPSLEI). Adapted with permission.

Type out your statement, and bring a copy with you to class. Your Essence of Leadership Statement will be used during an in-class student activity.

Reflection on Becoming an Executive Fire Officer

In a brief written summary of no more than 150 words, articulate your reason(s) for embarking on this journey. Reflect on what you think your personal catalyst is for becoming an EFO. In other words, what gives you, personally, the drive you need to sustain your commitment to, and to excel in, this challenging program? What personal adaptive challenge(s) do you anticipate facing as an EFO? What technical challenges do you anticipate facing?

Type out your statement, and bring a printed copy with you to class.

First Draft of Applied Research Project Proposal

Please read the section "Applied Research Guide," within the Executive Fire Officer Program Handbook. The Executive Fire Officer Program Handbook is available as a downloadable PDF at the following link: http://www.usfa.fema.gov/downloads/pdf/efop_guidelines.pdf.

You will have the opportunity during ED to consult individually with your instructor and receive guidance on your initial draft of your Applied Research Project (ARP) proposal. Your initial draft will not be graded during ED. However, your formal ARP proposal will be due to your selected evaluator within two weeks of your completion of ED.

The purpose of this step is to assist you in a critical phase of the research process: creating a realistic problem statement; matching the problem statement with the purpose; writing research questions that, if answered, will result in data to accomplish the purpose; and following the necessary procedures to facilitate achieving the purpose and solving the problem statement.

If you have not taken at least a bachelor's level class in how to conduct research, and/or if you have not done applied research before, **we strongly recommend that you follow the self-check steps in the Self-Study Workbook of the prerequisite course, "Applied Research Self Study" (Q0123), as they apply to your own selected topic for your ARP.** These self-check steps can serve as your guide to walk you through developing the elements of your ARP proposal.

Please complete an initial draft of the following components of your ARP proposal, given the guidance provided in the three prerequisite self-study courses and in the Executive Fire Officer Program Handbook:

1. Problem statement.
2. Purpose statement.
3. Research questions.
4. Selection of research method (and description of research approach for each research question).

Type out your ARP proposal using a format similar to the sample provided in the Executive Fire Officer Program Handbook. Bring a printed copy with you to class.

Pre-Course Assignments Grading Rubric

The pre-course assignments are allotted 10 total possible points. These assignments are graded on the basis of completion. If any of the following assignments are **not** submitted to the instructor on the first day of class, you will receive 0 points for that assignment.

Assignment	Point Value	Completed and Submitted (circle one)	Points Awarded (circle one)
Written Adaptive Challenge Summary	25	Yes/No	0/25
Essence of Leadership Statement	25	Yes/No	0/25
Reflection on Becoming an Executive Fire Officer	25	Yes/No	0/25
First draft of the EFOP ARP proposal	25	Yes/No	0/25
Total Possible Points	**100**	**Total Points Earned**	**______ / 100 points**

These assignments are collectively valued at **10 percent** of the final course grade.

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Assessment Tool 2: Exam 1

The exam and question-specific rubric will be provided by the assigned training specialist.

Exam 1 Rubric

The evaluation for this assessment component is allotted 100 possible points, to be awarded according to the Exam 1 rubric. This assessment tool is valued at **20 percent** of the final course grade.

Transfer the total score using the rubric to the student's summary evaluation plan. If a score is deemed needs improvement or insufficient, a second evaluator must review and confirm the assessment.

Due Date: Exam 1 is administered on Friday of Week 1 at 8 a.m. This may be modified by the course instructor and/or training specialist based on class or logistical needs.

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Executive Development Reading List

Purpose

Develop an individual reading list that is designed for the professional development of an EFO.

Directions

The student will develop a five-book reading list designed for the EFO. (That is, what five books should every EFO read?) The student will develop a written narrative that will include all of the following six components:

1. A title page.
2. An introduction (one paragraph).
3. A list of each of the five recommended books.
4. A brief description of the essential knowledge that each book offers the EFO (one paragraph per book).
5. A conclusion (one paragraph).
6. Evaluation.

The essay should follow the American Psychological Association (APA) style and format. The reading list will be used during Activity 11.1 on Tuesday of Week 2; therefore, the student will need to print a personal copy for use during Week 2. For the printed copy you submit to your instructor for a grade, use the cover sheet provided for all graded assignments in the EFO curriculum.

Due Date: Assignment is to be submitted to the instructor on Friday of Week 1 by 8 a.m. This may be modified by the course instructor and/or training specialist based on class or logistical needs.

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Assessment Tool 3: “Turn the Ship Around! A True Story of Turning Followers into Leaders” Analysis

Purpose

Identify the techniques Captain David Marquet, retired U.S. Navy, used to develop the Leader-Leader Leadership Model.

This assessment tool is valued at **15 percent** of the final course grade. Transfer this score to the student’s summary course evaluation plan. If a score is deemed needs improvement or insufficient (*), a second evaluator must review and confirm the assessment.

Directions

Based upon your readings of “Leadership on the Line: Staying Alive through the Dangers of Leading” and “Turn the Ship Around! A True Story of Turning Followers into Leaders,” answer the following questions:

What techniques and philosophies will you use to create this environment where the “leader-leader” model is possible?

Consider Heifetz and Linsky’s Adaptive Leadership Model and Capt. David Marquet’s three C’s — control, competence and clarity. What are the adaptive challenges to you in following these principles and creating this environment? Cite examples.

Consider your own Organizational Culture Assessment Instrument (OCAI) results, which you received during Unit 7: Organizational Culture and Change. The OCAI allows for data-driven input to this analysis of getting from where you are now, the current state, to a desired state.

Review the rubric for grading this assignment on the following pages. For the printed copy you submit to your instructor for a grade, use the cover sheet provided for all graded assignments in the EFOP curriculum.

Due date: The assignment is to be submitted to the instructor on Tuesday of Week 2 by 8 a.m. This may be modified by the course instructor and/or training specialist based on class or logistical needs.

Rubric for "Turn the Ship Around! A True Story of Turning Followers into Leaders" Analysis

Directions: For each of the assessment areas in the left column, rate each on a scale from 0 to 25 points. Total the points for each of the assessment areas at the bottom of the right column. The evaluation for this assessment component is allotted 100 possible points to be awarded according to the rubric.

Assessment Area	**Insufficient*** **0 points**	**Needs Improvement*** **10 points**	**Adequate** **15 points**	**Good** **20 points**	**Excellent** **25 points**	**Points**
1. Description of the techniques and philosophies that students will use to create a leader-leader model in their environment.	Questions weren't answered.	⟷	Questions answered with some degree of specificity and insightfulness.	⟷	Provides relevant, substantial and concrete evidence to support major claim(s).	______/25
2. Description of adaptive challenge/s anticipated in creating a leader-leader environment.	No adaptive challenge/s described.		Questions answered with some degree of specificity and insightfulness.		Effective use of Heifetz and Linsky's Adaptive Leadership Model and Capt. Marquet's three C's in articulating adaptive challenges.	________/25
3. Analyzes current organizational culture against the desired state (i.e., an environment supporting the leader-leader model).	Questions weren't answered.	⟷	Questions answered with some degree of specificity and insightfulness.	⟷	Provides relevant, substantial and concrete evidence. Data from OCAI results used to support claims.	______/25

Assessment Area	**Insufficient*** **0 points**	**Needs Improvement*** **10 points**	**Adequate** **15 points**	**Good** **20 points**	**Excellent** **25 points**	**Points**
4. Overall quality of analysis and comprehension of theoretical subject matter.	No analysis is present.	←→	Analysis presented is vague and detail is minimal, but evidence of theoretical knowledge may be inferred.	←→	Analysis is presented with significant detail, and theoretical knowledge is clearly evident. Synthesis of theoretical subject matter in Heifetz and Linsky's Adaptive Leadership Model with that in Capt. Marquet's leader-leader philosophy is evident.	______/25
5. Organization, grammar and mechanics: diction, sentence structure and spelling. Complies with APA sixth edition.	May have errors in grammar, usage or the conventions of written English; these errors may lead to some confusion. The document is mostly organized, but instructions were not entirely followed. There are seven to eight errors.	←→	May have a few errors in grammar, usage and the conventions of written English; these errors do not cause confusion. The document is mostly organized, but instructions were not entirely followed. There are four to six errors.	←→	Free from errors in grammar, usage and the conventions of written English. There are zero to three errors.	______/25
					Total Points	**_____/100**

“Turn the Ship Around! A True Story of Turning Followers into Leaders” — Written Analysis Question and Model Response

Questions

What techniques and philosophies will you use to create this environment where the “leader-leader” model is possible? Consider Heifetz and Linsky’s Adaptive Leadership Model, and Capt. Marquet’s four C’s. Cite examples. What are the adaptive challenges to you in following these principles and creating this environment? Also consider your own OCAI results and getting from where you are now, the current state, to a desired state.

Assessment Tool 4: Argumentative Essay

Purpose

Develop critical-thinking and writing skills through the analysis of a scholarly article and the composition of an argumentative essay.

Directions

The students will read an article from the New England Journal of Medicine, "Advanced Cardiac Life Support in Out-of-Hospital Cardiac Arrest" (Stiell et al., 2004). This article is available from the website of the New England Journal of Medicine and can be retrieved from http://dx.doi.org/10.1056/NEJMoa040325. Students will need to retrieve the article from this URL to read it; the article is not included as part of the ED course materials.

After reading the article, each student will develop an argumentative essay (position paper) based on the content of the article.

1. The essay should be 300-500 words in length and follow APA standards (e.g., writing style, mechanics of style, citations, references). Students will list the word count on the title page.
2. The elements of the essay should include the following: (1) title page, (2) introduction, (3) supporting arguments, (4) counterarguments, (5) conclusion, and (6) references.
3. Each student is encouraged to have a classmate proofread his or her essay prior to submitting the final product.

A number of tutorials and resources on the subject of argumentative essays can be accessed through the NETC Library. For example, refer to the article "The Argument Essay: Overview," available from the NETC Library at http://usfa.libguides.com/essay.

Although there are a number of naming conventions for the elements of an argumentative essay, consider (as a guide) the following format:

- Introduction.
  - Introduce the topic.
  - Explain why the subject is important.
  - Provide a thesis (argument).
- Supporting arguments.
  - Assert your point of view.
  - Support the assertion.
- Counterarguments.
  - Summarize counterarguments.
  - Refute the counterarguments.
- Conclusion.
  - Restate your thesis (argument).

Due date: Tuesday of Week 2. This may be modified by the course instructor and/or training specialist based on class or logistical needs.

Rubric for Argumentative Essay

Directions: For each component of Assessment Area 1, in the left column, rate each as 0, 5, 10, 15 or 20 points. For each component of Assessment Area 2, in the left column, rate each as 0, 15, 30, 45 or 60 points. Total the points for each of the two assessment areas at the bottom of the right column. The evaluation for this assessment component is allotted 100 possible points to be awarded according to the rubric. This assignment is valued at **15 percent** of the final course grade.

Transfer this score to the student's summary course evaluation plan. If a score is deemed needs improvement or insufficient (*), a second evaluator must review and confirm the assessment.

Assessment Area 1: Introduction	**Insufficient*** **0 points**	**Needs Improvement*** **5 points**	**Adequate** **10 points**	**Good** **15 points**	**Excellent** **20 points**	**Point Value**
Explain why the subject is important.	No explanation provided.	The writing is poorly constructed and difficult to understand.	The Introduction effectively conveys a basic introduction of the topic.	The topic is clearly defined.	The writing is clear and concise.	____/20
Provide a thesis (argument).	No thesis statement provided.	The thesis argument does not convey a clear position or point of view.	The thesis effectively conveys the author's point of view.	The thesis statement is clearly defined.	The thesis is fully developed — the author makes a strong position statement.	____/20
					Total Points	**____/40**

Assessment Area 2: Supporting Arguments	**Insufficient*** **0 points**	**Needs Improvement*** **15 points**	**Adequate** **30 points**	**Good** **45 points**	**Excellent** **60 points**	**Point Value**
Assert your point of view. Support the assertion.	No supporting arguments provided.	Author asserted a point of view but did not support the assertion.	Author provided one or more points of view and supported each assertion; however, the assertions were poorly constructed and difficult to understand.	Author provided one or more points of view and supported each assertion; the assertions supported the arguments.	Author provided one or more points of view and supported each assertion; the assertions strengthened the arguments. The work was clear and concise.	
					Total Points	**____/60**

Total Score: ___________

Assessment Area: Organization, Grammar and Mechanics

Points will be deducted from the total points awarded for this question, based on the following rubric:

Assessment Area	**Insufficient*** **Minus 20 points**	**Needs Improvement*** **Minus 15 points**	**Adequate** **Minus 10 points**	**Good** **Minus 5 points**	**Excellent** **Minus 0 points**	**Point Value**
Organization, grammar and mechanics: diction, sentence structure and spelling. Complies with APA sixth edition.	May have errors in grammar, usage or the conventions of written English; these errors may lead to some confusion. The document is mostly organized, but instructions were not entirely followed. There are seven to eight errors.	↔	May have a few errors in grammar, usage and the conventions of written English; these errors do not cause confusion. The document is mostly organized, but instructions were not entirely followed. There are four to six errors.	↔	Free from errors in grammar, usage and the conventions of written English. There are zero to three errors.	

Exam score: ___________________

Deduction: ____________________

Total exam score: ______________

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Assessment Tool 5: Exam 2

The exam and question-specific rubric will be provided by the assigned training specialist.

Exam 2 Rubric

The evaluation for this assessment component is allotted 100 possible points, to be awarded according to the Exam 2 rubric. This assessment tool is valued at **20 percent** of the final course grade.

Transfer the total score using the rubric to the student’s summary evaluation plan. If a score is deemed needs improvement or insufficient, a second evaluator must review and confirm the assessment.

Due Date: Exam 2 is administered on Wednesday of Week 2 at 8 a.m. This may be modified by the course instructor and/or training specialist based on class or logistical needs.

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Assessment Tool 6: Mentorship Presentation

THE INVISIBLE HAND OF A MENTOR

Note: In an executive development context, the terms mentor and coach have specific definitions. The two terms will be discussed in-depth during ED.

- Coaching in one's workplace can be obtained through a combination of training and personal or professional development. The process relies on collaboration and is based on three components: technical help, personal support and individual challenge.

- In the workplace, a mentor is a more experienced or knowledgeable person who takes on the role of teacher and helps a less experienced or less knowledgeable person excel. The mentor and mentee's relationship is based on mutual respect and trust, which is designed to help the mentee navigate unfamiliar territories, excel in a career, and master certain skills.

The following instructions contain only the term "mentor" but not "coach." This is for consistency in writing and is not intended to exclude "coach" or "coaching" from the scope of the topic of this assignment.

This assignment consists of (1) developing a personal story that communicates a salient concept that is focused on mentorship and applicable in the context of executive development; and (2) presenting your ideas in the format of a TED Talk.

Developing a Story That Communicates an Idea and Influences Attitudes

The process of executive development suggests that you engage in the continual and progressive acquisition of knowledge, education and experience. Undoubtedly, your developmental journey has not been an isolated walkabout; along the way, a mentor has influenced the trajectory of your developmental process. One could argue that a mentor advocates in favor of the following: "The mind is not a vessel to be filled, but a fire to be kindled."[3] Many allies have passed through your life; however, you have chosen to bestow the honor of mentor to only a select few. The indelible imprints stamped by your mentors act like mental furniture — offering stability to an arrangement of ideas. Take a moment to reflect on the following:

1. Who are your mentors (past and present)?

2. In your role as an EFO, what aspects of your leadership characteristics are derivatives of mentorship?

3. Why is it that an army of people march through your life, yet only a few are revered as mentors?

Your TED Talk should capture the essence of how a mentor kindled a fire in your own personal development and how that experience is reflected in your life as an EFO. Ultimately, your story is about a relationship wherein the gift of wisdom was exchanged!

The elephant in the room of this assignment is that it is time-consuming, it is challenging, it is self-directing, and it involves risk — all of which are commensurate with your existing leadership abilities and your desire to engage in the process of executive development. As you prepare for this assignment, give thought to the concept offered by Heifetz, Grashow and Linsky (2009). "The organization supports coaching for those in top positions, knowing that simply having a sounding board outside the organization can prevent the insularity that undermines adaptability." Additionally, the course ED is "intended to provide a framework in which leadership is a process whereby you and others perform adaptive work." This assignment, in part, is designed to combine the concept of a "sounding board" with the notion that "you and others perform adaptive work."

[3] Plutarch, De recta ratione audiendi.

Presenting Your Idea in the Format of a TED Talk

Once you have captured the essence of your mentorship story, develop a persuasive presentation that communicates ideas and influences attitudes. Your concepts must be anchored to an element of your personal experiences with mentorship. There are no limitations placed on the arc of review — all events from early childhood to the present represent potential fodder for inclusion into your presentation. Although you are limited by time (12 minutes), there are no limitations on the number of mentors you can choose as the focus of your presentation. You will present your story to your ED classmates in a TED Talk format. The concept of a TED Talk is to deliver a "short, powerful talk … [using] ideas to change attitudes."[4] You are encouraged to select and view numerous TED Talks to get a sense of how you might apply observed concepts to your own presentation. Listed below are TED Talks that can serve as good corollary examples. TED Talks can be located through a search at www.ted.com.

Abdel-Magied, Y. (2014, December). *What does my headscarf mean to you?* [Video file]. Retrieved from http://www.ted.com/talks/yassmin_abdel_magied_what_does_my_headscarf_mean_to_you

McChrystal, S. (2011, March). *Listen, learn . . . then lead* [Video file]. Retrieved from http://www.ted.com/talks/stanley_mcchrystal

Robinson, K. (2006, February). *Do schools kill creativity?* [Video file]. Retrieved from http://www.ted.com/talks/ken_robinson_says_schools_kill_creativity

Stephenson, S. (2014, May 10). *The prison of your mind*. [TEDx Talks]. Retrieved from https://www.youtube.com/watch?v=VaRO5-V1uK0

Yousafzai, Z. (2014, March). *My daughter, Malala* [Video file]. Retrieved from http://www.ted.com/talks/ziauddin_yousafzai_my_daughter_malala

During Week 2 of the ED class, you will deliver your TED Talk presentation to your fellow ED students. Presenters will be offered a short period of time to prepare the teaching environment before the start of their presentation (arrange props, prepare computer programs, etc.). The presentations will be held in an auditorium setting, and although not required, the students can use the existing built-in computer and projector system as an aid to their presentation.

[4] TED. *Our organization.* Retrieved from http://www.ted.com/about/our-organization

Rules for Delivering a Presentation in a TED Talk Format

- The presenter has fewer than eight minutes, and no more than 12 minutes, to communicate a powerful message.
- Visuals aids can be used but only sparingly. (This is not a PowerPoint presentation.)
- The presenter is required to remain in a predesignated area on the stage (8 feet by 6 feet).
- The stage is empty (no podium).
- Presenters can only ask the audience rhetorical questions.
- The presenter cannot distribute printed materials (e.g., handouts, articles, etc.).
- Once the talk is over, the presenter exits the stage (no question and answer (Q&A) period).
- Finally, you are reminded to adhere to professional standards and applicable institutional requirements (U.S. Fire Administration (USFA) Human Dignity Statement). Your presentation must be truthful, be factual, and offer the audience a salient teaching point (e.g., the value of mentorship).

Student Deliverables

Develop and prepare to deliver your presentation in a TED Talk format. Adjustments to your presentation can be made during Week 1 of the ED class; however, there is no class time allocated for the preparation of your presentation. The presentation should be recalled from memory or very limited notes; therefore, it is strongly recommended that you prepare your presentation well in advance of attending ED. The early preparation will provide the time needed to practice and perfect your presentation; the academic rigor demonstrated in your presentation should reflect the expectations of graduate level learning. The submission of written material (e.g., outline, presentation transcript) is not required. Your presentation represents 15 percent of your overall grade, and it will be scored solely on the quality of content and presentation.

Assessment of Your Presentation

The following are the criteria on which you will be graded for your TED Talk presentation. This activity requires the student to present a story that communicates a salient concept related to mentorship. The value of the presentation will rest in its ability to influence the attitudes of others. The concept presented must clearly demonstrate a nexus of mentorship to executive development. The grading rubric (included on the following page) assesses this activity primarily based on two criteria: (1) content and (2) presentation. Each criterion examines two specific areas that are reflected in the statements below.

1. Content: The student will be scored based on the degree to which the message accomplishes the following objectives: (1) communicates a salient idea that offers a perspective that is capable of influencing attitudes and (2) demonstrates a link between the idea (thesis) offered in the presentation with one or more elements of the student’s personal executive development.

2. Presentation: The student will be scored based on the degree to which the delivery of the story accomplishes the following objectives: (1) demonstrates preparation and fluency with the material presented and adheres to the logistical limitations of the presentation (e.g., 12-minute time limit) and (2) focuses on storytelling as opposed to lecture.

Rubric for Mentorship Presentation

Directions: For each of the four assessment areas in the left column, rate each on a scale from 0 to 25 points. Total the points for each of the four assessment areas at the bottom of the right column. The evaluation for this assessment component is allotted 100 possible points, to be awarded according to the following rubric. This assessment tool is valued at **15 percent** of the final course grade.

Transfer this score to the student's summary course evaluation record. If a score is deemed needs improvement or insufficient (*), a second evaluator must review and confirm the assessment.

Assessment Area	**Insufficient* 5 points**	**Needs Improvement* 10 points**	**Adequate 15 points**	**Good 20 points**	**Excellent 25 points**	**Total Point Value**
Does the content of the presentation offer a clear thesis — an idea unique to mentorship — that has the ability to influence a change in attitudes?	Absent a clear thesis or the idea is not related to mentorship. Concept has limited or no potential for its ability to influence attitudes.	⟷	Accurate and complete but focuses on separate points rather than integrating or discussing the nexus to mentorship. Concept has moderate potential for its ability to influence attitudes.	⟷	Complete, thorough, and demonstrates understanding of relationships among parts. Concept has high potential for its ability to influence attitudes.	______/25
Is the content delivered in the context of executive development?	There was limited or no connection between the idea communicated and the broader context of executive development.	⟷	Some links between the idea offered and executive development were provided; at times the presenter's point of view was unclear and/or confusing.	⟷	Complete, thorough, and provides a very clear association between the idea presented and one or more elements of executive development.	______/25
Does the presenter demonstrate preparation and fluency with the material presented?	Relied heavily on written (notes) and/or visual (PowerPoint presentation) prompts.	⟷	Presented the material in a comprehensive format. The rhythm of the presentation was interrupted as the presenter referred to notes/prompts.	⟷	Complete, thorough, and the student presented primarily from recall. Clearly demonstrated preparation and fluency.	______/25
Does the presentation focus on a storytelling format?	Absent a storytelling theme. The presentation had the elements of a lecture.	⟷	Uses storytelling to communicate the message. Portions of the presentation lacked continuity.	⟷	Complete, thorough, and the student relied on a storytelling format to communicate his or her idea.	______/25
					Total Points	**______/100**

Assessment Area	Compliant	Noncompliant (minus 4 points each)	Total Point Value
Eight to 12 minutes in duration			
Maximum of two visual aids			
Remains in designated presentation area (8 ft. x 6 ft.)			
Used only rhetorical questions			
Did not distribute any printed materials			
No Q&A period used			

Note: Four points will be deducted for each noncompliant area from the total points awarded for this presentation.

Presentation points:________________________________

Deductions: ______________________________________

Total score: ______________________________________

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A Student Guide to End-of-course Evaluations

Say What You Mean ...

Ten Things You Can Do to Improve the National Fire Academy

The National Fire Academy takes its course evaluations very seriously. Your comments and suggestions enable us to improve your learning experience.

Unfortunately, we often get end-of-course comments like these that are vague and, therefore, not actionable. We know you are trying to keep your answers short, but the more specific you can be, the better we can respond.

Actual quotes from student evaluations:	Examples of specific, actionable comments that would help us improve the course:
1 "Update the materials."	• The (ABC) fire video is out-of-date because of the dangerous tactics it demonstrates. The available (XYZ) video shows current practices. • The student manual references building codes that are 12 years old.
2 "We want an advanced class in (fill in the blank)."	• We would like a class that enables us to calculate energy transfer rates resulting from exposure fires. • We would like a class that provides one-on-one workplace harassment counseling practice exercises.
3 "More activities."	• An activity where students can physically measure the area of sprinkler coverage would improve understanding of the concept. • Not all students were able to fill all ICS positions in the exercises. Add more exercises so all students can participate.
4 "A longer course."	• The class should be increased by one hour per day to enable all students to participate in exercises. • The class should be increased by two days so that all group presentations can be peer evaluated and have written abstracts.
5 "Readable plans."	• The plans should be enlarged to 11 by 17 and provided with an accurate scale. • My plan set was blurry, which caused the dotted lines to be interpreted as solid lines.
6 "Better student guide organization," "manual did not coincide with slides."	• The slide sequence in Unit 4 did not align with the content in the student manual from slides 4-16 through 4-21. • The instructor added slides in Unit 4 that were not in my student manual.
7 "Dry in spots."	• The instructor/activity should have used student group activities rather than lecture to explain Maslow's Hierarchy. • Create a pre-course reading on symbiotic personal relationships rather than trying to lecture on them in class.
8 "More visual aids."	• The text description of V-patterns did not provide three-dimensional views. More photographs or drawings would help me imagine the pattern. • There was a video clip on NBC News (date) that summarized the topic very well.
9 "Re-evaluate pre-course assignments."	• The pre-course assignments were not discussed or referenced in class. Either connect them to the course content or delete them. • The pre-course assignments on ICS could be reduced to a one-page job aid rather than a 25-page reading.
10 "A better understanding of NIMS."	• The instructor did not explain the connection between NIMS and ICS. • The student manual needs an illustrated guide to NIMS.

UNIT 1: RESEARCH

"The tragedies of science are the slayings of beautiful hypotheses by ugly facts." — T.H. Huxley

TERMINAL OBJECTIVE

The students will be able to:

1.1 Conduct scholarly research in a digital platform.

ENABLING OBJECTIVES

The students will be able to:

1.1 Describe the components and requirements for the Executive Fire Officer Program (EFOP) Applied Research Project (ARP).

1.2 Differentiate between general research and scholarly research.

1.3 Design a search strategy.

1.4 Conduct searches on full-text scholarly databases, given a topic.

1.5 Conduct searches using the NETC Library's online library catalog given a topic.

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UNIT 1: RESEARCH

Slide 1-1

ENABLING OBJECTIVES

- Describe the components and requirements for the Executive Fire Officer Program (EFOP) Applied Research Project (ARP).
- Differentiate between general research and scholarly research.
- Design a search strategy.

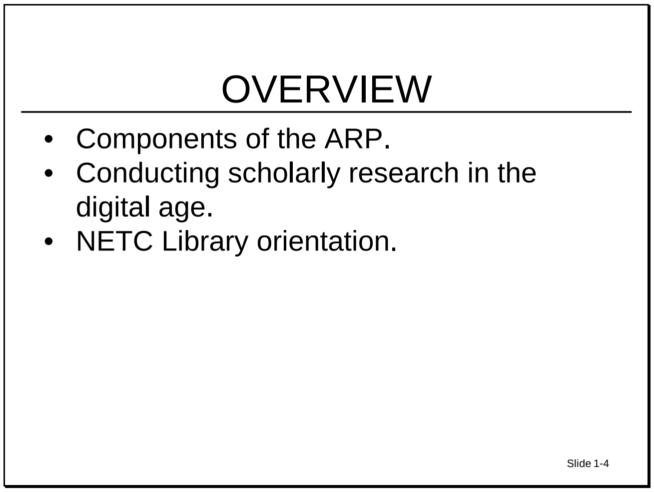
Slide 1-2

ENABLING OBJECTIVES (cont'd)

- Conduct searches on full-text scholarly databases given a topic.
- Conduct searches using the NETC Library's online library catalog, given a topic.

Slide 1-3

I. OVERVIEW



A. Components of the Applied Research Project (ARP).

B. Conducting scholarly research in the digital age.

C. NETC Library orientation.

ACTIVITY 1.1

Components of the Applied Research Project

Purpose

Differentiate between general research and scholarly research.

Reinforce knowledge of the components of applied research acquired in the prerequisite independent study courses.

Clarify the requirements for the first Executive Fire Officer Program (EFOP) ARP proposal and paper.

Directions

1. Your instructor will assign your table a set of questions pertaining to material in the prerequisite course, “Applied Research Self Study” (Q0123).

2. Working in your table group, answer all assigned questions.

3. Each member of your group should be prepared to provide the answer for one of your assigned questions to the whole class.

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ACTIVITY 1.1 (cont'd)

Components of the Applied Research Project

Questions — Table Group 1

1. What is research?

2. Why is applied research conducted?

3. What element of research guides the selection of the methodology?

4. What is the focus of the descriptive research methodology?

5. What is the focus of evaluative research?

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ACTIVITY 1.1 (cont'd)

Components of the Applied Research Project

Questions — Table Group 2

1. What is the requirement for inclusion in submission of a project that is using the action research methodology?

____

____

____

2. In what tense is the ARP to be written?

____

____

____

3. After reading the Introduction to your ARP, the reader should have a clear understanding of:

____

____

____

4. Within the Background and Significance section of the ARP, the reader must gain an understanding of:

____

____

____

5. Within the Background and Significance section of the ARP, you must clearly articulate the relationship of the ARP to:

____

____

____

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ACTIVITY 1.1 (cont'd)

Components of the Applied Research Project

Questions — Table Group 3

1. What is not an acceptable reference source for the EFOP ARP?

2. In addition to the writings of others, the Literature section may contain:

3. A key element of a good literature review is:

4. For each research question, the Literature section should include a minimum of ________ citations.

5. When should you use a direct quote in your ARP?

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ACTIVITY 1.1 (cont'd)

Components of the Applied Research Project

Questions — Table Group 4

1. What is to be included at the end of the Literature section?

2. A key element in describing your procedures is to:

3. If conducting a survey, it is imperative that you first:

4. The Results section is to report your results/findings of all your research questions in a:

5. When presenting results, your research questions are:

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ACTIVITY 1.1 (cont'd)

Components of the Applied Research Project

Questions — Table Group 5

1. The focus of the Discussion section is to:

   ____

   ____

   ____

2. Within both the Results and Discussion sections, **do not:**

   ____

   ____

   ____

3. The Discussion section is an opportunity to:

   ____

   ____

   ____

4. Recommendations presented in the ARP must:

   ____

   ____

   ____

5. The Reference list is to include all of the references cited in the paper except:

   ____

   ____

   ____

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II. QUESTION AND ANSWER ON THE APPLIED RESEARCH PROJECT

Question and Answer Session on the Applied Research Project

Slide 1-6

III. CONDUCTING SCHOLARLY RESEARCH IN THE DIGITAL AGE

Conducting Scholarly Research in the Digital Age

Slide 1-7

IV. NETC LIBRARY ORIENTATION

NETC LIBRARY ORIENTATION

A resource for your four-year EFOP journey.

- Home to one of the most comprehensive collections of materials relating to the fire service and emergency services.
- Materials in the library are intended to support research, classroom lectures and course materials.

Slide 1-8

A. As you embark on your four-year EFOP, you will be required to conduct scholarly research in the form of an ARP paper. In order to complete this task, you will find that the NETC Library and staff will soon be your best friends.

B. In addition to today's orientation visit, you may schedule your own visit for further orientation or for your independent research.

C. About the NETC Library.

1. The NETC Library is home to one of the most comprehensive collections of materials relating to the fire service and emergency management.

2. The library is primarily for students and faculty of the National Fire Academy (NFA) and the Emergency Management Institute (EMI). Materials in the library are intended to support research, classroom lectures and course materials.

3. Although the physical library isn't open to the general public, anyone can search the library's online catalog, which provides bibliographic access to the collection, and direct access to more than 30,000 titles.

4. We may also be able to help you obtain our materials via interlibrary loan if you are not on the National Emergency Training Center (NETC) campus.

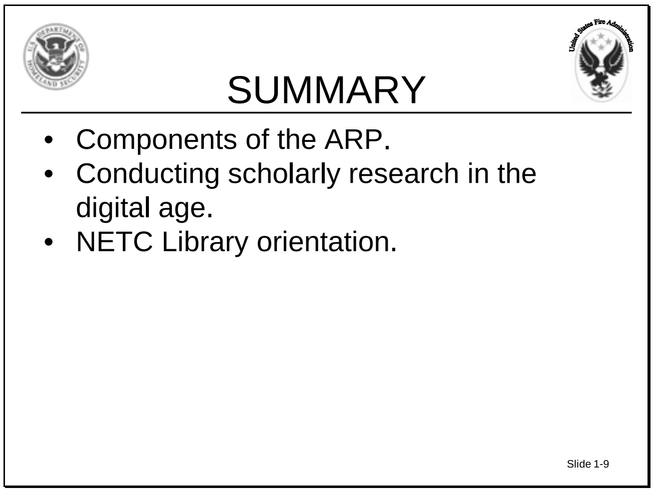
D. Other NETC Library fact sheets.

You will also be able to receive one-page sheets that explain:

1. NETC Library Quick Start to American Psychological Association (APA) Style Citations.

2. NETC Library Quick Start Guide to APA Citations, which explains the use of in-text examples; book chapters, print version; entire books, print version; journal articles; dissertations or master's theses; web sources; videos; video journals; and corporate author/government reports.

V. SUMMARY



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REFERENCE

Gay, L. R. (1987). *Educational research: Competencies for analysis and application.* Columbus, OH: C. E. Merrill.

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UNIT 2:
EXERCISING LEADERSHIP

"Leadership would be a safe undertaking if your organizations and communities only faced problems for which they already knew the solution … there is a whole host of problems that are not amenable to authoritative expertise or Standard Operating Procedures." — Heifetz and Linsky, 2002

TERMINAL OBJECTIVE

The students will be able to:

2.1 Compare and contrast the role of an authority figure and the role of a leader.

ENABLING OBJECTIVES

The students will be able to:

2.1 Define the concepts, principles and practices of adaptive leadership as it relates to leading oneself.

2.2 Define the concepts, principles and practices of adaptive leadership as it relates to leading others.

2.3 Recognize from the results of the Executive Leadership Assessment (ELA) how one's strengths and weaknesses affect one's leadership roles.

2.4 Explain the rationale for the adaptive challenge case consulting methodology.

2.5 Participate in the adaptive challenge case consulting methodology for a selected adaptive leadership challenge.

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ACTIVITY 2.1

Creating Disequilibrium

Purpose

Recognize the disequilibrium that results from change, both anticipated and unexpected.

Directions

1. The instructor will display a PowerPoint slide with a declarative statement.

2. After a few minutes of reflection on the statement, discuss the statement in your table group. Your instructor will facilitate a discussion with the class.

3. During the class discussion led by the instructor, refer to the figure on Page 108 in the course text “Leadership on the Line: Staying Alive through the Dangers of Leading” (Heifetz & Linsky, 2002).

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UNIT 2:
EXERCISING LEADERSHIP

Slide 2-5

ENABLING OBJECTIVES

- Define the concepts, principles and practices of adaptive leadership as it relates to leading oneself.
- Define the concepts, principles and practices of adaptive leadership as it relates to leading others.

Slide 2-6

ENABLING OBJECTIVES (cont'd)

- Recognize from the results of the Executive Leadership Assessment (ELA) how one's strengths and weaknesses affect one's leadership roles.
- Explain the rationale for the adaptive challenge case consulting methodology.

Slide 2-7

ENABLING OBJECTIVES (cont'd)

- Participate in the adaptive challenge case consulting methodology for a selected adaptive leadership challenge.

Slide 2-8

I. OVERVIEW

OVERVIEW

- "Leadership on the Line: Staying Alive through the Dangers of Leading."
- Leadership roles.
- Transactional and transformational leadership.
- The ELA Instrument.
- Adaptive Challenge Case Consultations.

Slide 2-9

A. "Leadership on the Line: Staying Alive through the Dangers of Leading."

B. Leadership roles.

C. Transactional and transformational leadership.

D. The Executive Leadership Assessment (ELA) Instrument.

E. Adaptive Challenge Case Consultations.

ACTIVITY 2.2

"Leadership on the Line: Staying Alive through the Dangers of Leading"

Purpose

Discuss a few of the key concepts in the course text "Leadership on the Line: Staying Alive through the Dangers of Leading" (Heifetz & Linsky, 2002).

Directions

1. In your assigned table group, answer the question that is assigned to your group, and write your answers on your easel pad (15 minutes).

   a. Table 1: What is the difference between a technical problem and an adaptive challenge?

   ____

   ____

   ____

   b. Table 2: When in an authority figure role, what are the indicators that will help you determine the difference between a technical problem and an adaptive challenge?

   ____

   ____

   ____

   c. Table 3: What is meant by the concept of anchoring yourself, and what is its importance to an individual exercising leadership?

   ____

   ____

   ____

d. Table 4: What is meant by the metaphor "get on the balcony," and how does it relate to exercising leadership?

____

____

____

e. Table 5: What is the difference between a confidant and an ally?

____

____

____

2. Select a representative to report out on your findings (three minutes/group — 15 minutes total).

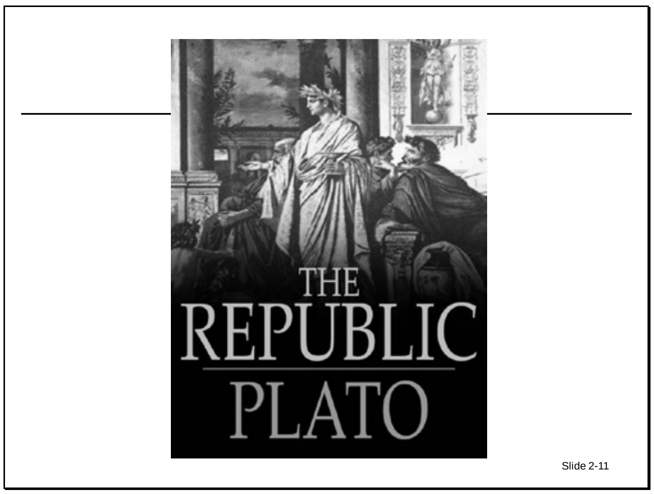
II. LEADERSHIP ROLES

A. In today's world, there is a seemingly endless debate over the concept and definition associated with exercising leadership.

1. What exercising leadership means to one is not the same as what it means to another.

2. Yet there is no doubt that there is a need for exercising leadership.

3. Debates over the idea of the exercise of leadership have roots going back to ancient times.



B. In "The Republic" (c. 360 B.C.), the Greek philosopher Plato debates who can and who cannot exercise leadership (Plato, trans. 1969).

1. The discussion in Book VI of "The Republic" examines the nature of rulers and the qualities (e.g., truthfulness, valor, temperance) that are essential for the good and just ruler.

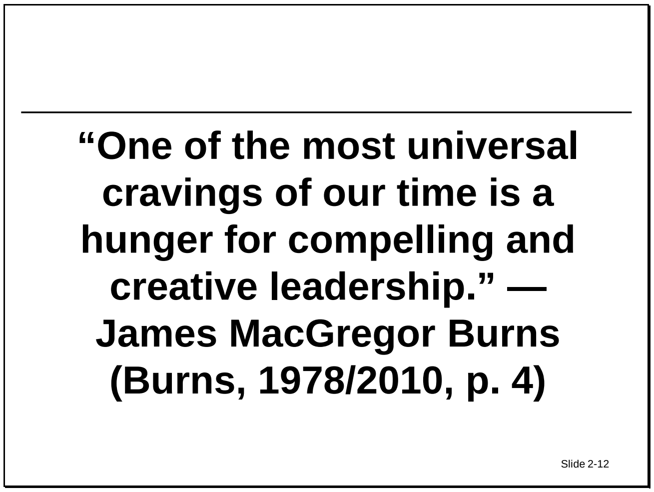
2. Plato argues that when a Guardian is corrupted, it is the fault of those who don't use them properly.

3. Plato illustrates further, using a parable to demonstrate the discrepancy between exercising leadership in a field and mastery of that field.

4. The parable is used to illustrate that in his view:

   a. Those with the best training in a field should practice in that field; therefore, those best trained to rule should rule.

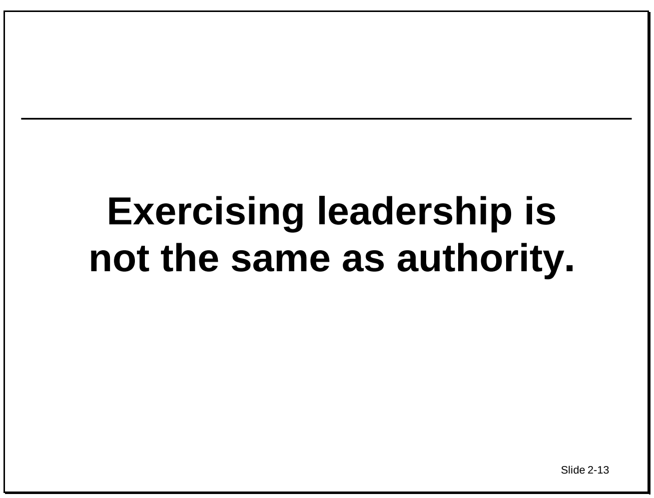
b. Plato believed that philosopher kings would make the best Guardians. Nevertheless, the majority will pressure the leader to bend to its collective will, whether its desires are wise, temperate, courageous or not.



5. This debate still carries on today. As James MacGregor Burns said, "One of the most universal cravings of our time is a hunger for compelling and creative leadership" (Burns, 1978/2010, p. 4).

C. Authority figures exercising leadership.

1. There is an ongoing debate about exercising leadership and authority.



a. Exercising leadership is not the same as authority.

b. Exercising leadership requires going beyond your given authority; but simply exceeding your authority is not, in itself, exercising leadership.

c. Exercising leadership requires being able to influence others. "Nobody has the formal authority to achieve what is necessary, not even with those who report to them. It is an illusion that once upon a time managers could make their direct reports do whatever was needed. Nobody has ever had enough authority … yet it is possible to have enough influence to make things happen" (Cohen & Bradford, 2005, Chapter 1, para. 4).

d. Adaptive work requires authority figures to be able to get people to see realities and tackle them because they **want** to, not because they are ordered to do so.

e. An authority figure who goes out on a limb and faces the issues alone, and does not bring to the forefront the hard questions that must be asked of the organization, is not leading.

f. When you exercise leadership outside your existing authority, or if you do not have formal authority, the task becomes more difficult and the degree of risk to you as an authority figure is greater.

2. Heifetz and Linsky on adaptive leadership:

Heifetz and Linsky urge us to see ourselves as a system. Look inward to understand our characteristics and personalities as well as look outward to understand the forces that act on us (family, friends, community and organization), in an effort to build our skills and abilities in exercising leadership (Heifetz, Grashow & Linsky, 2009, Chapter 13: See yourself as a system, pp. 177-297).

III. EXERCISING TRANSACTIONAL AND TRANSFORMATIONAL LEADERSHIP

A. While there are various theories about the most effective style for exercising leadership, recent focus is on two specific types: transactional and transformational (Bass, 2008; Rosenbach, 2007).

EXERCISING TRANSACTIONAL LEADERSHIP

- Influencing others by means of a transaction as a mechanism to elicit performance.
- External rewards used as motivation.
- Must know what employees want.
- Can be a prerequisite for transformational leadership.

(Bass, 2008; Rosenbach, 2007)

Slide 2-14

B. Exercising transactional leadership.

1. This is defined as the case in which the authority figure influences the followers through some type of transaction.

2. The transaction occurs either through rewards, such as pay raises, bonuses or praise or through negative transactions, such as threat of losing work, demotion, or being fired altogether.

3. Success with this style requires that the authority figure know what the followers want. Once identified, the authority figure tries to provide the want in exchange for performance by the follower.

4. Individuals exercising good transactional leadership are seen as not just authority figures but also helpers. They work with the followers to identify the rewards as well as clearly identifying what performance must be achieved in order to attain the reward.

5. Effective authority figures exercising transactional leadership will help the follower gain the confidence, skills and resources that are necessary to achieve success.

6. Exercising transactional leadership is often considered a prerequisite process for effective transformational leadership.

EXERCISING TRANSFORMATIONAL LEADERSHIP

- Inspires followers to commit to shared vision and goals.
- More interaction between authority figure and followers.

Slide 2-15

C. Exercising transformational leadership.

1. This style of leadership inspires followers to commit to a shared vision and goals (Bass & Riggio, 2006).

2. The authority figure and the follower interact more often.

EXERCISING TRANSFORMATIONAL LEADERSHIP (cont'd)

- Authority figure encourages followers to exceed expectations.
- Authority figure and followers both grow.
- Provides a **symbiotic relationship** (Bass & Riggio, 2006; Rosenbach, 2007).

Slide 2-16

3. A person who exercises transformational leadership seeks ways to motivate followers to exceed expectations in a transactional relationship. This often includes professional growth and development.

4. At the same time, the authority figure creates a situation or environment where she or he can also grow.

5. Thus, the situation created by exercising transformational leadership provides a **symbiotic relationship** for both the authority figure and follower, based on the personal values, beliefs and qualities of the authority figure, rather than on the exchange process between authority figure and followers (Bass & Riggio, 2006; Rosenbach, 2007).

   a. In general terms, a symbiotic relationship is defined as two organisms of different species that "work together," each benefiting from the relationship.

EXERCISING TRANSFORMATIONAL LEADERSHIP (cont'd)

- Symbiotic relationship — working together for mutual benefit.

Slide 2-17

   b. In this section, the term "symbiotic relationship" is used to refer to different levels of the organization working together for mutual benefit.

Table 2.1. Comparison of Leadership Styles: Transactional Versus Transformational

Transactional Behaviors	Transformational Behaviors
Work for reward	Work for self-gratification
Work for job satisfaction	Work for intellectual growth
Negotiate the relationship	Enter a symbiotic relationship
Concentrate on getting the job done	Focus on achievement beyond the job
Focus on the present	Focus on the vision
Direct others	Influence others
Seek to empower others	Seek to have others empower themselves
Seek to maintain the relationship between superior and subordinate	Seek to elevate others

TRANSACTIONAL VERSUS TRANSFORMATIONAL

Transactional Behaviors	Transformational Behaviors
Work for reward	Work for self-gratification
Work for job satisfaction	Work for intellectual growth
Negotiate the relationship	Enter a symbiotic relationship
Concentrate on getting the job done	Focus on achievement beyond the job

Slide 2-18

TRANSACTIONAL VERSUS TRANSFORMATIONAL (cont'd)

Transactional Behaviors	Transformational Behaviors
Focus on the present	Focus on the vision
Direct others	Influence others
Seek to empower others	Seek to have others empower themselves
Seek to maintain the relationship between superior and subordinate	Seek to elevate others

Slide 2-19

IV. THE EXECUTIVE LEADERSHIP ASSESSMENT INSTRUMENT

THE EXECUTIVE LEADERSHIP ASSESSMENT INSTRUMENT

Feedback report briefing.

Slide 2-20

A. Origin of the ELA Instrument.

1. Written and developed by William E. Rosenbach, professor emeritus of management at Gettysburg College.

2. The ELA was adapted for use by the National Fire Academy (NFA). It is based on the Leadership Profile instrument, also developed by Rosenbach, which was used prior to the ELA for years.

3. Rosenbach's original Leadership Profile instrument is still maintained independently on his website http://leadingandfollowing.com/.

4. Rosenbach's research examines:

   a. Authority figure and follower behavior.

   b. Effectiveness of leadership development programs.

   c. The relationship of transformational leadership to organizational culture.

PURPOSE OF THE EXECUTIVE LEADERSHIP ASSESSMENT

- Designed to assess effectiveness in transactional and transformational leadership styles.
- These are two separate but necessary dimensions of leadership.
- One can be effective in both leadership styles.
  - They are not mutually exclusive.

Slide 2-22

B. Purpose of the ELA.

1. Designed to assess effectiveness in transactional and transformational leadership styles.

2. These are two separate but necessary dimensions of leadership.

3. One can be effective in both leadership styles. They are not mutually exclusive.

EXECUTIVE LEADERSHIP ASSESSMENT SCORING METHODS

- The ELA is a standardized assessment instrument.
- Standards for scoring are based on years of data from an earlier, almost identical instrument.
- Results are based on self and observer responses to 40 questions.

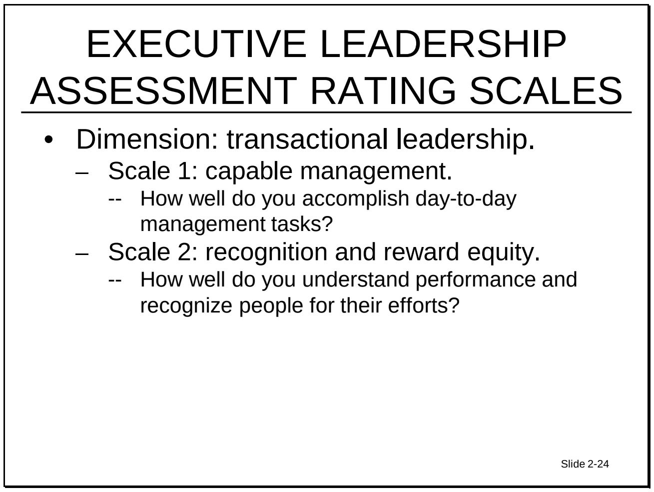
Slide 2-23

C. ELA scoring methods.

1. The ELA is a standardized assessment instrument.

2. Standards for scoring are based on years of data from an earlier, almost identical instrument.

3. Results are based on self and observer responses to 40 questions.



D. ELA rating scales.

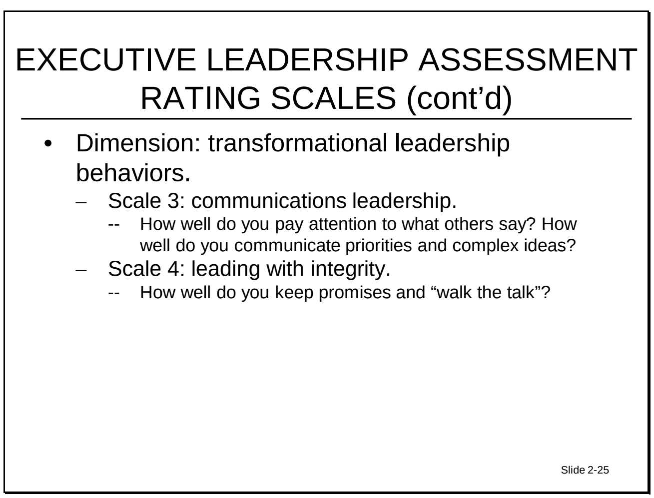
1. Dimension: transactional leadership.

a. Scale 1: capable management.

- How well do you accomplish day-to-day tasks management?

b. Scale 2: recognition and reward equity.

- How well do you understand performance and recognize people for their efforts?



2. Dimension: transformational leadership behaviors.

a. Scale 3: communications leadership.

- How well do you pay attention to what others say? How well do you communicate priorities and complex ideas?

b. Scale 4: leading with integrity.

- How well do you keep promises and "walk the talk"?

EXECUTIVE LEADERSHIP ASSESSMENT RATING SCALES (cont'd)

– Scale 5: caring leadership.
  -- How well do you demonstrate respect and concern for others?
– Scale 6: leading to create opportunities.
  -- How well do you create opportunities for followers to succeed and help them learn from their mistakes?

Slide 2-26

c. Scale 5: caring leadership.

- How well do you demonstrate respect and concern for others?

d. Scale 6: leading to create opportunities.

- How well do you create opportunities for followers to succeed and help them learn from their mistakes?

EXECUTIVE LEADERSHIP ASSESSMENT RATING SCALES (cont'd)

• Dimension: transformational leadership characteristics.
  – Scale 7: confidence-building leadership.
    -- Do you believe that you personally can make a positive difference?
  – Scale 8: power-sharing leadership.
    -- Do you empower followers as partners in achieving group goals?

Slide 2-27

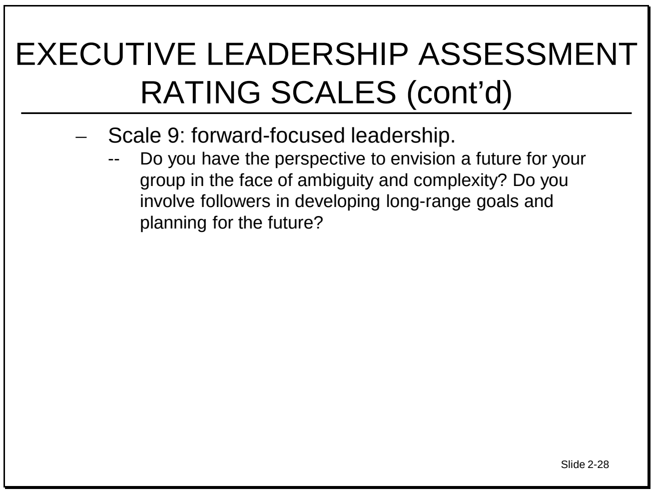
3. Dimension: transformational leadership characteristics.

a. Scale 7: confidence-building leadership.

- Do you believe that you personally can make a positive difference?

b. Scale 8: power-sharing leadership.

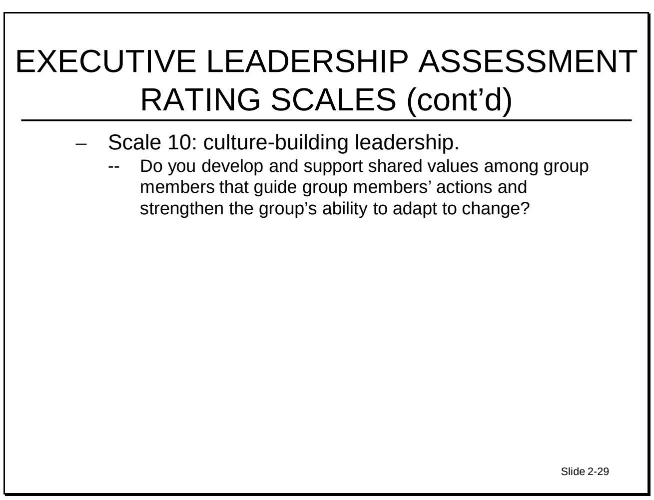
- Do you empower followers as partners in achieving group goals?



c. Scale 9: forward-focused leadership.

- Do you have the perspective to envision a future for your group in the face of ambiguity and complexity?

- Do you involve followers in developing long-range goals and planning for the future?



d. Scale 10: culture-building leadership.

- Do you develop and support shared values among group members that guide group members' actions and strengthen the group's ability to adapt to change?

E. ELA report format.

1. Name and number of observers.

2. Overall summary.

3. Transactional self and observer scores.

4. Transformational self and observer scores.

5. Transformational characteristics self and observer scores.

UNDERSTANDING YOUR RESULTS

Transactional Leadership Self-Assessment	Your Score	Average	Lowest	Highest
Competent Management	46.56	51.59	31.46	71.72
Recognition and Reward	48.51	47.80	31.51	69.76

Slide 2-31

F. Understanding your results.

1. Four columns of data on each page.

   a. Your score.

   b. Average group score.

   c. Lowest group score.

   d. Highest group score.

UNDERSTANDING YOUR RESULTS (cont'd)

- Strong and/or weak scores.
- Areas with the greatest variance.
- Patterns where ratings are consistently higher or lower than observer group.

Slide 2-32

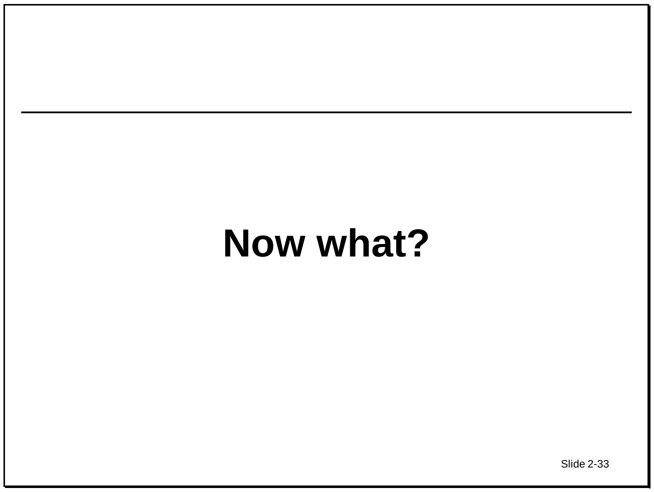
2. How strong (or weak) are my scores? Which areas am I the strongest in? Which areas am I the weakest in?

3. Which areas have the greatest amount of variance (difference)?

4. Is there any pattern where I consistently rate myself higher (or lower) than my observer group?

5. Who is in my observer group? Are they representative of any group of subordinates that I might ask for feedback within my organization?

6. How do my scores and those of my observer group compare to my peers in this class and their observer group averages?



V. INTRODUCTION TO THE ADAPTIVE CHALLENGE CASE CONSULTING METHODOLOGY

A. Purpose of the adaptive challenge case consulting methodology.

1. To describe an adaptive challenge currently being experienced and participate in a peer consulting methodology that results in insights, new interpretations, and suggestions of areas for activity.

2. To allow each student to benefit from the insights and experiences of other EFOs in identifying, understanding, interpreting and illuminating each adaptive challenge presented.

3. Peer consulting is a process of giving and receiving feedback. Sometimes the process involves enabling and supporting a difficult conversation.

4. The case consulting is not intended to solve the adaptive challenge but to offer insights and assist the presenter in expanding and clarifying what is occurring so that he or she can consider new ways to understand it and can use that new understanding to move the challenge forward.

ADAPTIVE CHALLENGE CASE CONSULTATIONS
1. Adaptive challenge presented to peer group. 2. Group asks questions. 3. Group engages in diagnostic brainstorming while presenter observes. 4. Group performs action-step brainstorming while presenter observes. 5. Presenter reflects on what occurred. 6. Group debrief.
Slide 2-34

B. Essential steps in the case consultation methodology (45-minute process).

1. Adaptive challenge facts presented to group (five minutes).

2. Group asks data-gathering questions (five minutes).

3. Group diagnostically brainstorms while presenter observes (i.e., goes to the balcony) (20 minutes).

4. Group performs action-step brainstorming while presenter listens and observes (five minutes).

5. Presenter reflects on what occurred during brainstorming (five minutes).

6. Group debrief (five minutes).

TRAPS TO AVOID
• Lack of clarity. • Inability to listen. • Quick solutions. • Reluctance to share. • Hiding real issues. • Limited insight.
Slide 2-35

C. Traps to avoid when following the case consulting methodology.

1. Lack of clarity. Challenge must be established before group can perform any brainstorming.

2. Inability of presenter to listen without jumping in during brainstorming.

3. Tendency to come to solutions too quickly, especially technical solutions.

4. Reluctance of consultants to share difficult news or information that could prove helpful.

5. Presenter hides real anxieties and issues.

6. Tendency to filter insights through own experience rather than trying to see from perspective of presenter and others involved in the challenge.

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ACTIVITY 2.3

Adaptive Challenge Case Consultations

Purpose

Describe an adaptive challenge currently being experienced, and participate in a peer consulting methodology that results in insights, new interpretations, and suggestions of areas for activity.

Provide the students with practice using a peer consulting process that they can use to address challenges when they return to their organization.

Directions

Part 1: Demonstration

1. Select volunteers and assign roles.

   a. **Presenter role.** The instructor will select a volunteer to play the role of presenter using the individual's adaptive leadership challenge identified in the pre-course assignment.

   b. **Facilitator role.** For this demonstration, one of the instructors will play the role of facilitator.

   c. **Observer/Note-taker role.** The instructor may select one additional volunteer to play the role of an observer/note-taker. This role will be to assist in observing the process "from the balcony" and to help debrief after the case consulting process is concluded. An alternative option is to have the other instructor perform the observer/note-taker role, rather than a volunteer.

   d. **Peer role.** For this demonstration, the rest of the class will play the roles of peer consultants.

2. Refer to the case consultation guide instructions on the following pages. Your instructor will walk through the steps in the case consulting process using the selected adaptive challenge.

   a. During the demonstration, you may ask questions about the process as you follow the case consulting methodology.

   b. During diagnostic brainstorming, the volunteer playing the role of presenter should turn his or her back to the class to listen to the diagnostic brainstorming. Note that the objective during this step is for the presenter to listen to the discussion and not interject.

c. Following the action-step brainstorming, the presenter will return to the group and reflect on what he or she heard, ask questions of the group, and consider the use of different actions to “test” the possibilities. The presenter is not to try and “solve the problem” with the information that he or she receives from the group.

d. At the conclusion, the person in the role of observer/note-taker will offer brief observations about what occurred.

3. Debrief the demonstration.

a. After the demonstration is concluded, your instructor will facilitate a class discussion on the process. During this time, you will have an opportunity to share your reflections and experiences, as well as ask any remaining questions you may have about the process.

b. You and your group members should be prepared to conduct a case consultation following the process demonstrated in this activity first thing tomorrow morning. Your instructor will allow some time for you to discuss with your table group members which members of the group will play which roles for tomorrow’s case consultation.

Part 2: Schedule and Itinerary for the Six Case Consultation Sessions

1. You will work in your table groups for these case consultations. The members of each table group will be peer consultants to one another during each case consultation.

2. For six consecutive days during the class, beginning the morning of Day 3 and continuing through Day 8 (as identified on the course schedule), you will begin the day by conducting a case consultation.

3. Each case consultation will be conducted for 45 minutes, followed by a 15-minute class debrief from 8 to 9 a.m. each morning.

4. Table groups will go to private breakout rooms to conduct their case consultation.

5. Each table group will follow the steps outlined in the CLA’s Adaptive Leadership™ Case Consultation Guide, which are included on the following pages of this activity.

6. The steps, roles and timing for the 45-minute case consultation are summarized as follows:

a. The presenter presents the facts of his or her adaptive challenge (five minutes).

b. The group of peer consultants asks clarifying and data-gathering questions of the presenter (five minutes).

c. Presenter and observer/note-taker observe and listen while peers perform diagnostic brainstorming. The appointed facilitator (also referred to as the Leadership Consultant in the case consultation guide) monitors the conversation to ensure that all members are actively contributing and no one individual controls the conversation (20 minutes).

d. Presenter and observer/note-taker observe and listen while peers perform action-step brainstorming. The facilitator monitors the conversation and facilitates discussion as necessary (five minutes).

e. Presenter reflects on what he or she heard. Observer/Note-taker also reflects on what he or she heard (five minutes).

f. The group debriefs on the consultation. The presenter shares his or her reflections. The observer/note-taker then contributes his or her own reflections on the process, in order to assist the presenter in recalling what was discussed (five minutes).

7. Immediately following the case consultation, groups will return to the classroom. A discussion will be facilitated by the instructor with the entire class. During this class discussion, be prepared to share your experiences with the overall process and your thoughts regarding the difficulty and value of being in the different roles. Students will have the opportunity to share what went well, what went poorly, and what can be done to improve the next case consultation.

8. Table groups will be given a few minutes to plan for the next case consultation by doing the following:

   a. Reflect on how they did and consider how to improve for the next case consultation.

   b. Rotate the roles and designate new members to play each of the roles in the next case consultation.

CLA

Adaptive Leadership™
Case Consultation Guide

Introduction

The following describes the CLA Adaptive Leadership™ Case Consultation methodology that has been tested and used by thousands of people across business, government and non-profits. The structure of this process can feel awkward at first, but is designed to surface new interpretations and areas of activity that could not be realized in traditional dialogue

Case Consultation Instructions

Following is a suggested time allocation and process for a 45-minute consultation. The proportions are important, especially allocating at least twice as much time to diagnosis as to any of the other pieces. This is due to the idea that we get comfortable and attached to our stories and we need other people to open up and interpret other versions of reality and possibility.

We are assuming a group of at least four people. The small group's Leadership Consultant will serve as the facilitator, managing the time boundaries, keeping the Case Presenter from controlling the conversation, and engaging in the process. The Presenter should nominate a Note-taker from the group, someone who will help him/her debrief afterwards. Often, Presenters find themselves spinning a bit from the experience. It is a good practice to both take a break shortly after the consultation and to have one person check in with the Presenter afterwards.

- **Case Presenter presents facts:** 5 minutes
- **Group feeds Data Gathering questions to presenter:** 5 minutes
- **Presenter "goes to the balcony" watches and listens (*Does not speak at all!)* while group does diagnostic brainstorming:** 20 minutes
- **Presenter watches and listens while group does action steps brainstorming:** 5 minutes
- **Presenter reflects on what she/he heard:** 5 minutes
- **Group debriefs on the consultation:** 5 minutes

Traps for the group to watch out for:
- Lack of clarity on what the Adaptive issue is. Make sure you establish this before moving ahead.
- Presenter will not be able to remain silent and will dominate the conversation, defending and explaining.
- Consultants will jump too quickly to solutions, especially technical solutions.
- Consultants will be afraid to tell the Presenter difficult news or information that would be helpful to them.
- Presenter will hide real stakes and anxieties.

CLA

Adaptive Leadership™
Case Consultation Guide

- Consultants will offer insight from their own experience or expertise, rather than see the problem through the eyes of the Presenter and other people in the case.

Case Presentation **5 minutes**	***Goal for Case Presenter –*** *To present a current* ***Adaptive Challenge*** *that is being faced – including the important information for the case consultants.* In summarizing the case, characterize the **Adaptive Challenge** from your perspective. You should specifically name the **Adaptive Challenge** that you are in the middle of. Who are the major players and, briefly, what are their interests? Describe what action you have taken or are thinking about taking in reference to the challenge. Frame the question you would most like to have our participants address. The person on the balcony will report on what they observed.
Data Gathering Questions **5 minutes**	***Goal for Group –*** *To identify and understand the* ***Adaptive Challenge*** *and the complexities surrounding it. To gather as much information as possible for brainstorming in the next phase.* The person on the balcony will report on what they observed. Possible Data Gathering questions about the **Adaptive Challenge**: • Who are the major players? What are their formal relationships? Informal alliances? • Where is the senior authority on the issue? • What has the Presenter done so far to work the problem? What has the Presenter decided not to do? • What would success look like to the Presenter?
Diagnostic Brainstorming **20 minutes**	***Goal for Group –*** *To "get on the balcony" to interpret what is happening in the* ***Adaptive Challenge –*** *offering alternative interpretations and illuminating new ways to understand the case.* The person on the balcony will report on what they observed. Possible brainstorming questions: • What are the Case Presenter's stakes? What challenges face the Presenter related to loss, competence, and loyalty? • What issues or values does the Presenter represent to the group? • What are the underlying or hidden issues? What are the value choices each has to make? • How does the situation look to the other players? What is the story they are telling themselves? • What options are off the table for the Presenter and why? • What has the Presenter contributed to the problem? What is her/his piece of the mess? • What possible interpretations has the Presenter been understandably unwilling to consider?

Page 2

CLA

Adaptive Leadership™
Case Consultation Guide

	• What would success look like to the players other than the Presenter?
Action Step Brainstorming **5 minutes**	***Goal for Group –*** *To offer possible new initiatives, smart risks, and experiments for the Case Presenter to try to move the challenge forward.* The person on the balcony will report on what they observed. <u>Possible action step questions:</u> • What possible initiatives should be undertaken? • What are low risk tests of some of the ideas discussed? • What courageous conversations need to take place? • What new partnerships or relationship shifts need to happen? • What are specific and possible goals over the next month to achieve?
Presenter Reflections **5 minutes**	***Goal for Case Presenter –*** *Not to resolve the case! This time is intended for the Presenter to share initial reactions to the process and ask specific questions that he/she is now pondering.* This is open space for the Presenter to comment on what has been heard. The idea is that the Presenter will "rent" the ideas, trying them out, rather than "buying" them or defending against them. At the close, the Presenter should identify any action step(s) she/he may undertake in the coming six weeks.
Group Debrief **5 minutes**	***Goal for Group –*** *To "get on the balcony" and reflect on how well they did the consultation and how to improve in the future.* The person on the balcony will report on what they observed. <u>Possible debrief questions:</u> • What did the group accomplish and what did it avoid? • What default behaviors did participants observe? • What could be done to improve consultations in the future?

ACTIVITY 2.3 (cont'd)

Case Consulting Observer/Note-Taker Worksheet

For each stage of one peer consultation, you will be "on the balcony." Your role will be to observe what the group does and report back on your observations. Use this sheet to keep notes on what you observe at each stage.

Case Presentation

____

____

____

Data-Gathering Questions

____

____

____

Diagnostic Brainstorming

____

____

____

Action-Step Brainstorming

____

____

____

Presenter Reflections

Group Debrief

ACTIVITY 2.3 (cont'd)

Case Consulting Presenter Worksheet

Use this sheet to keep notes and record your observations of the diagnostic and action-step stages of the peer consultation for your adaptive challenge. This will help you prepare your observations for the group.

Diagnostic Brainstorming Observations and Notes

Action-Step Brainstorming Observations and Notes

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VI. SUMMARY

SUMMARY

- Several theories are associated with exercising leadership.
- Heifetz and Linsky differentiate the role of the authority figure from the exercise of leadership.
- Transactional and transformational theories about exercising leadership focus on use of rewards or motivation.

Slide 2-37

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UNIT 3:
COACHING AND MENTORING

"A good coach always coaches to a leader's potential, not his current level of performance. A good leadership coach will see the potential in you and inspire you accordingly." — Andy Stanley in "The Next Generation Leader"

TERMINAL OBJECTIVE

The students will be able to:

3.1 Apply the concepts, strategies and techniques involved in coaching and mentoring executive leaders.

ENABLING OBJECTIVES

The students will be able to:

3.1 Define the term coaching.

3.2 Define the term mentoring.

3.3 Examine the key elements of effective coaching.

3.4 Identify the essential elements in successful mentoring.

3.5 Examine the strategies needed to keep communication lines open for both coaching and mentoring.

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UNIT 3: COACHING AND MENTORING

Slide 3-1

ENABLING OBJECTIVES

- Define the term coaching.
- Define the term mentoring.
- Examine the key elements of effective coaching.
- Identify the essential elements in successful mentoring.

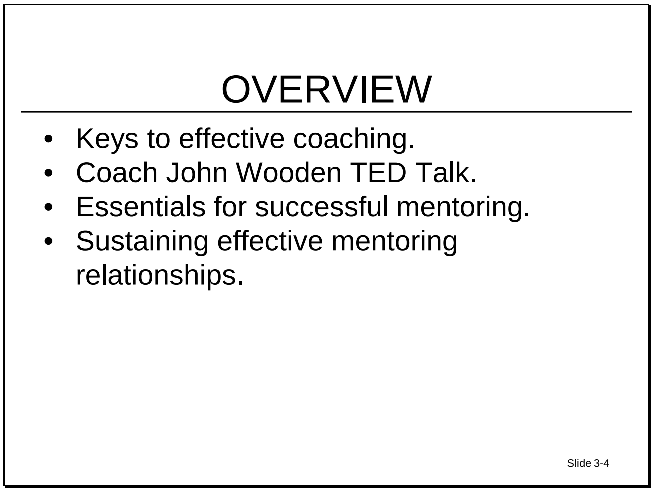
Slide 3-2

ENABLING OBJECTIVES (cont'd)

- Examine the strategies needed to keep communication lines open for both coaching and mentoring.

Slide 3-3

I. OVERVIEW



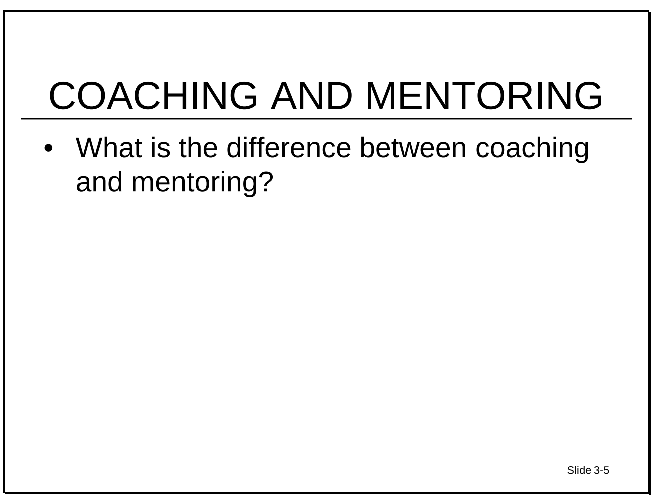
A. Keys to effective coaching.

B. Coach John Wooden TED Talk.

C. Essentials for successful mentoring.

D. Sustaining effective mentoring relationships.

II. COACHING AND MENTORING



Definitions.

A. Coaching.

Coaching in one's workplace can be obtained through a combination of training and personal or professional development. The process relies on collaboration and is based on three components: technical help, personal support and individual challenge.

B. Mentoring.

1. In the workplace, a mentor is a more experienced or knowledgeable person who takes on the role of teacher and helps a less experienced or less knowledgeable person excel.

2. The mentor and mentee's relationship is based on mutual respect and trust, which is designed to help the mentee navigate unfamiliar territories, excel in a career, and master certain skills.

COACHING AND MENTORING (cont'd)

- How many of you are engaged in coaching one or more of your staff?
- How many of you are currently mentoring someone?

Slide 3-6

III. KEYS TO EFFECTIVE COACHING

KEYS TO EFFECTIVE COACHING

Five categories in effective coaching.

1. Build the relationship.
2. Provide assessment.
3. Challenge thinking and assumptions.
4. Support and encourage.
5. Drive results.

Slide 3-7

Five categories in effective coaching (Frankovelgia, 2006).

A. Build the relationship.

   1. Be sure to establish boundaries and build a climate of trust.

   2. Set clear, meaningful objectives that focus on the employee's performance.

B. Provide assessment.

   1. As a coach, help others gain self-awareness and insight into their performance.

   2. Provide timely feedback, and clarify behavioral changes that the employee wants to change.

   3. Focus on the gaps between current performance and desired performance.

C. Challenge thinking and assumptions.

   1. Ask open-ended questions, and push the employee for alternative solutions.

   2. Understand the difference between technical work of routine management and that of adaptive work of leadership.

D. Support and encourage.

   1. Listen carefully.

   2. Be open to other perspectives.
   3. Allow employees to vent emotions without judgment.

   4. Recognize their successes through encouragement and support.

E. Drive results.

   1. As you achieve objectives, remember to clarify milestones.

   2. Motivate employee performance.

   3. Hold employees accountable.

ACTIVITY 3.1

The Lion King

Purpose

Compare and contrast the characteristics of a coach with that of the coachee.[2]

Directions

1. You will view a short clip from the movie "The Lion King" (Minkoff & Allers, 1994).

2. During this clip, identify the characteristics of coaching used by Rafiki. In addition, identify the roles and responsibilities of the coachee, represented by Simba.

3. During the clip, Rafiki delivers a speech to Simba regarding his father. Identify the roles and responsibilities that Simba needs to undertake.

4. After viewing the movie clip, you will participate in a discussion on the characteristics of a coach and a coachee.

[2] This exercise was adapted with permission from IPSLEI, www.ipslei.org.

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ACTIVITY 3.2

Effective Coaching Techniques

Purpose

Identify the techniques that coach John Wooden used in becoming an effective coach.

Directions

1. View the coach Wooden TED Talk in a large group setting **(18 minutes).**

2. After the TED Talk, you will count off one to five to form groups.

3. Each group will be assigned one of the "Five Categories in Effective Coaching." The group will come up with two concrete examples discussed by coach Wooden for that assigned category **(12 minutes):**

    a. Table 1: Build the relationship.

    b. Table 2: Provide assessment.

    c. Table 3: Challenge thinking and assumptions.

    d. Table 4: Support and encourage.

    e. Table 5: Drive for results.

4. Write your responses on your easel pads.

5. Select a representative to present your findings **(five minutes per team).**

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IV. ESSENTIALS FOR SUCCESSFUL MENTORING

ESSENTIALS FOR SUCCESSFUL MENTORING

- Characteristics of a successful mentor.
- Characteristics of the mentee.
- Types of mentoring programs.

Slide 3-10

A. Characteristics of a successful mentor (Harvard Business School Press, 2004).

1. Has job content knowledge to assist the mentee.

2. Familiar with the mentee's organization.

3. Willingness to help develop the mentee.

4. Ability to spend significant amount of time with the mentee.

5. Understand how the mentee learns best (i.e., discussions or direct experience).

6. Has enough emotional intelligence and can be sensitive to emotions and feelings of the mentee.

7. Has effective communication skills both verbally and nonverbally.

8. Candid in his or her dealings with the mentee.

9. Willingness to communicate failures as well as successes to the mentee.

10. Able to say to the mentee when the relationship is not working and back out gracefully.

B. Characteristics of the mentee.

1. Willing to learn new skills and abilities and continue to seek knowledge to develop to his or her full potential.

2. Has respect and trust in his or her mentor to build a strong, reliable and loyal partnership.

3. Has realistic expectations of his or her capabilities and takes responsibility for his or her part in learning.

4. Willing to overcome barriers and maintain good communications, address and fix problems as they occur, and have open and honest feedback on his or her progress.

5. Gives back as much as he or she receives.

C. Types of mentoring programs.

1. One-on-One mentoring: Mentor and mentee meet regularly to meet objectives and established expectations.

2. Group/Team mentoring: Mentor and up to four mentees make a commitment to meet regularly for activity or project assigned.

3. Peer mentoring: The mentor and mentee are peers and agree to mentor each other for a period of time. Both peers have a great deal to learn from each other, and by using their shared experiences, they can empathize and provide mutual support.

4. Online mentoring: This is a one-on-one mentor program where both individuals set a time to work over the internet to accomplish the objectives, expectations or project.

V. SUSTAINING EFFECTIVE MENTORING RELATIONSHIPS

SUSTAINING EFFECTIVE MENTORING RELATIONSHIPS

- Maintain a steady presence in the mentee's life.
- Focus on the mentee's needs.
- Pay attention to the mentee's need for other activities.
- Seek out and use the support of other mentors.

Slide 3-11

A. Maintain a steady presence in the mentee’s life. This means showing up on time for scheduled dates.

B. Focus on the mentee’s needs. This means not trying to impose the mentor’s own values on the mentee.

C. Pay attention to the mentee’s need for other activities in his or her life. Don’t get overly involved; stay focused on the need for professional development.

D. Seek out and use the support of other mentoring program staff members.

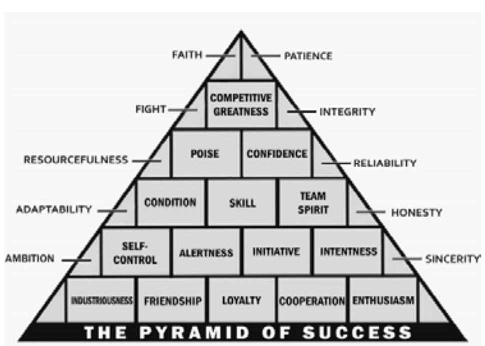
POWERFUL PRINCIPLES

“I am not what I ought to be,
I am not what I want to be,
I am not what I am going to be,
But I am thankful that
I am better than I used to be.”

— John Newton

Slide 3-12

VI. PYRAMID OF SUCCESS



Success is a peace of mind which is a direct result of self-satisfaction in knowing you did your best to become the best that you are capable of becoming.

– John R. Wooden, Head Basketball Coach, Emeritus, UCLA

Slide 3-13

A. Coach Wooden developed the Pyramid of Success around the sport of basketball. This pyramid has been used in various leadership programs as well. Coach Wooden said “Success is a peace of mind which is a direct result of self-satisfaction in knowing you did your best to become the best that you are capable of becoming.”

B. Fifteen habits of coach Wooden's Pyramid of Success.

The Pyramid of Success contains 15 habits that coach Wooden's players developed through daily basketball practice.

1. The foundation level is:

   a. "industriousness, friendship, loyalty, cooperation, and enthusiasm;" (Pyramid of Success).

   b. In short, the foundation of the pyramid is the knowledge that life, like basketball, is a team game. "The main ingredient in stardom," coach Wooden told his players, "is the rest of the team."

   c. The qualities of each level are complementary, but the cornerstones, industriousness and enthusiasm, are especially synergistic together, forming the starting point to the whole philosophy.

   d. The pyramid allowed coach Wooden's players to summon their best at any time, and they began by being enthusiastic about their work.

2. The first layer atop the foundation is coach Wooden's mental row of:

   a. Self-control.

   b. Alertness.

   c. Initiative.

   d. Intentness.

3. Coach Wooden valued mental and physical quickness more than any other skill, but he would often shout to his players during practice, "The worst thing you can do is hurry!"

4. Coach Wooden turns to the basketball court, inspired by his college coach Ward "Piggy" Lambert, with the physical row of:

   a. Condition.

   b. Skill.

   c. Team spirit.

5. After the mental and physical comes the spiritual row of:

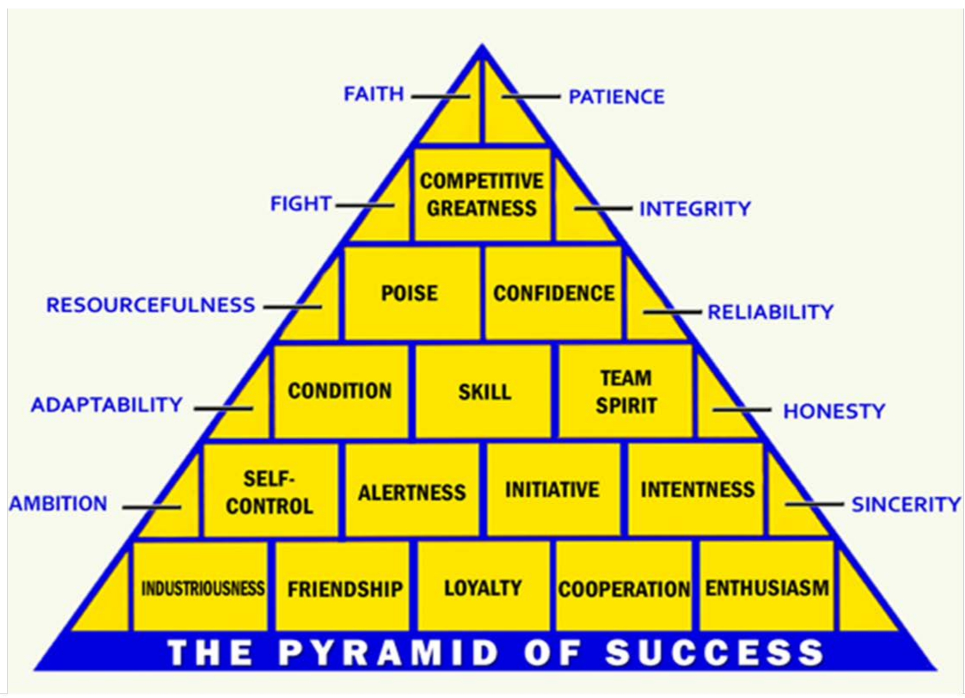
   a. Poise.

   b. Confidence.

6. This row can be thought of as coach Wooden's definition of success: "peace of mind which is a direct result of self-satisfaction in knowing you did your best to become the best that you are capable of becoming."

C. When asked about his University of California at Los Angeles (UCLA) teams' 10 national championships and the apex of his pyramid, which is "Competitive Greatness," coach Wooden quotes Cervantes: "To travel is better than to arrive."

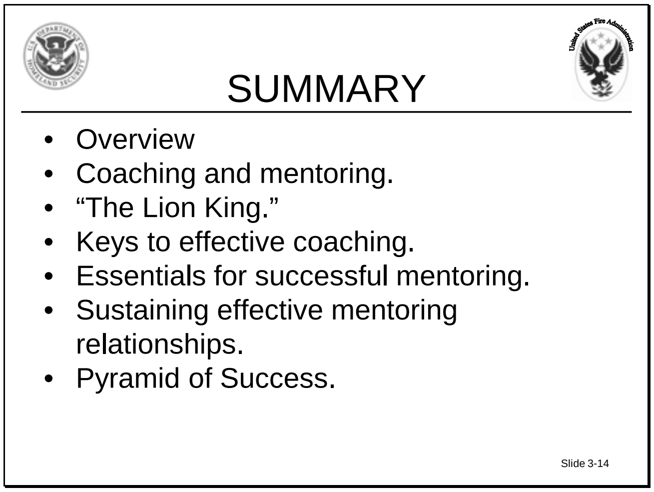
D. "Competitive Greatness" turns out to be a byproduct of this journey, and the so-called corny phrases that built the pyramid turn out not to be words at all but the example set by coach Wooden and his players.



Success is a peace of mind which is a direct result of self-satisfaction in knowing you did your best to become the best that you are capable of becoming.

~ John R. Wooden, Head Basketball Coach, Emeritus, UCLA

VII. SUMMARY


SUMMARY
• Overview
• Coaching and mentoring.
• “The Lion King.”
• Keys to effective coaching.
• Essentials for successful mentoring.
• Sustaining effective mentoring relationships.
• Pyramid of Success.
Slide 3-14

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UNIT 4: TEAMS

"There are two basic dividends that a manager can count on when implementing teamwork: the confidence that results will improve and the satisfaction of fostering the increased productivity of the team." — Glenn H. Varney, Building Productive Teams

TERMINAL OBJECTIVE

The students will be able to:

4.1 Describe the role of an authority figure in team development and facilitation.

ENABLING OBJECTIVES

The students will be able to:

4.1 Describe the types of challenges that an authority figure is likely to encounter in team development.

4.2 Identify the elements in the consensus-building process.

4.3 Describe the four stages of group development.

4.4 Analyze two different approaches to the phases of group development, given a video.

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UNIT 4: TEAMS

Slide 4-1

ENABLING OBJECTIVES

- Describe the types of challenges that an authority figure is likely to encounter in team development.
- Identify the elements in the consensus-building process.

Slide 4-2

ENABLING OBJECTIVES (cont'd)

- Describe the four stages of group development.
- Analyze two different approaches to the phases of group development, given a video.

Slide 4-3

I. OVERVIEW

OVERVIEW

- Principles of teams.
- Challenges to team formation.
- Four stages of group development.
- Approaches to team decision-making.
- “Remember the Titans.”

Slide 4-4

A. Principles of teams.

B. Challenges to team formation.

C. Four stages of group development.

D. Approaches to team decision-making.

E. “Remember the Titans.”

ACTIVITY 4.1

Electric Maze

Purpose

Provide you with an opportunity to experience a team development process.

Directions

1. The instructors will divide the class into two groups.
2. The groups will move from opposite sides to cross a maze.
3. There will be “safe” and “unsafe” squares, and the objective for each team is to cross the maze to the opposite side without stepping on the “unsafe” squares and causing an alarm to sound.
4. Begin by giving your group a group name and a group motto, and post them on an easel pad.
5. Follow the instructors’ directions to complete the activity.

Peer Interview Questions

1. How does this relate to the way you work at home?
2. What role did you take during the activity? How does the role you took compare to the role you normally take back at home?
3. What did you learn that you can take back to your team at home?

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II. PRINCIPLES OF TEAMS

DEFINITION OF A TEAM

- Two or more people who are interdependent with respect to information, resources and skills.
- They also seek to combine their efforts to achieve a common goal.

Slide 4-6

A. Definition of a team.

1. Two or more people who are interdependent with respect to information, resources and skills.

2. They also seek to combine their efforts to achieve a common goal.

FIVE KEY CHARACTERISTICS OF TEAMS

- Teams exist to achieve a shared goal.
- Team members are interdependent regarding a common goal.
- They are bounded to remain relatively stable over time.

Slide 4-7

B. Five key characteristics of teams.

1. Teams exist to achieve a shared goal.

   a. They work to produce outcomes.

   b. The members have collective responsibility.

   c. They do reap some form of collective reward.

2. Team members are interdependent regarding a common goal.

    a. Interdependence is the hallmark of teamwork.

    b. Team members cannot achieve their goal single-handedly.

    c. They rely on one another to meet shared objectives.

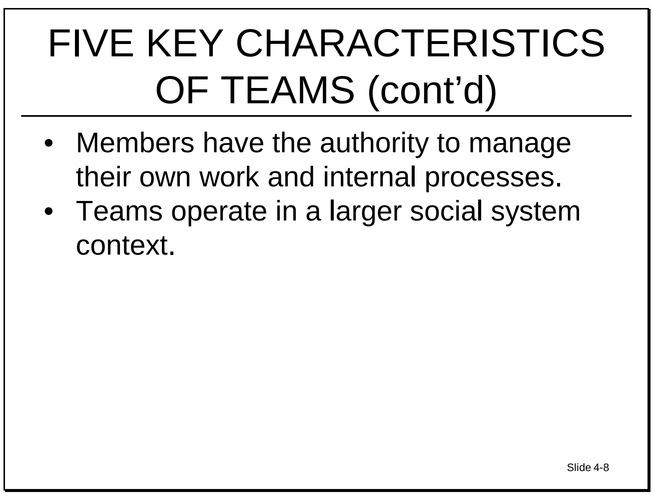
    d. There are several kinds of interdependence, and as team members, they must rely on each other for information, expertise, resources and support.

3. They are bounded to remain relatively stable over time.

    a. Boundless means that the team has an identifiable membership; members, as well as nonmembers, know who is on the team.

    b. Stability refers to tenure of membership.

    c. Most teams work together for a meaningful length of time in order to establish their goal.



4. Members have the authority to manage their own work and internal processes.

    a. Individual members, to a certain extent, can determine how their work gets done.

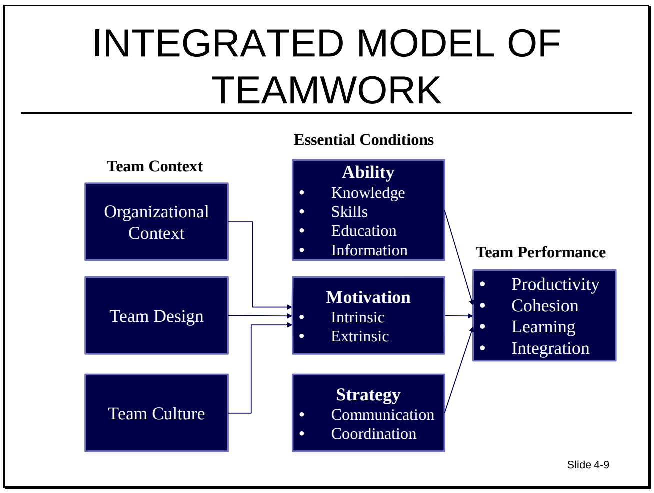
    b. For example, a prison work crew may be a team in some sense, but the prisoners have little authority in terms of managing their own work.

5. Teams operate in a larger social system context.

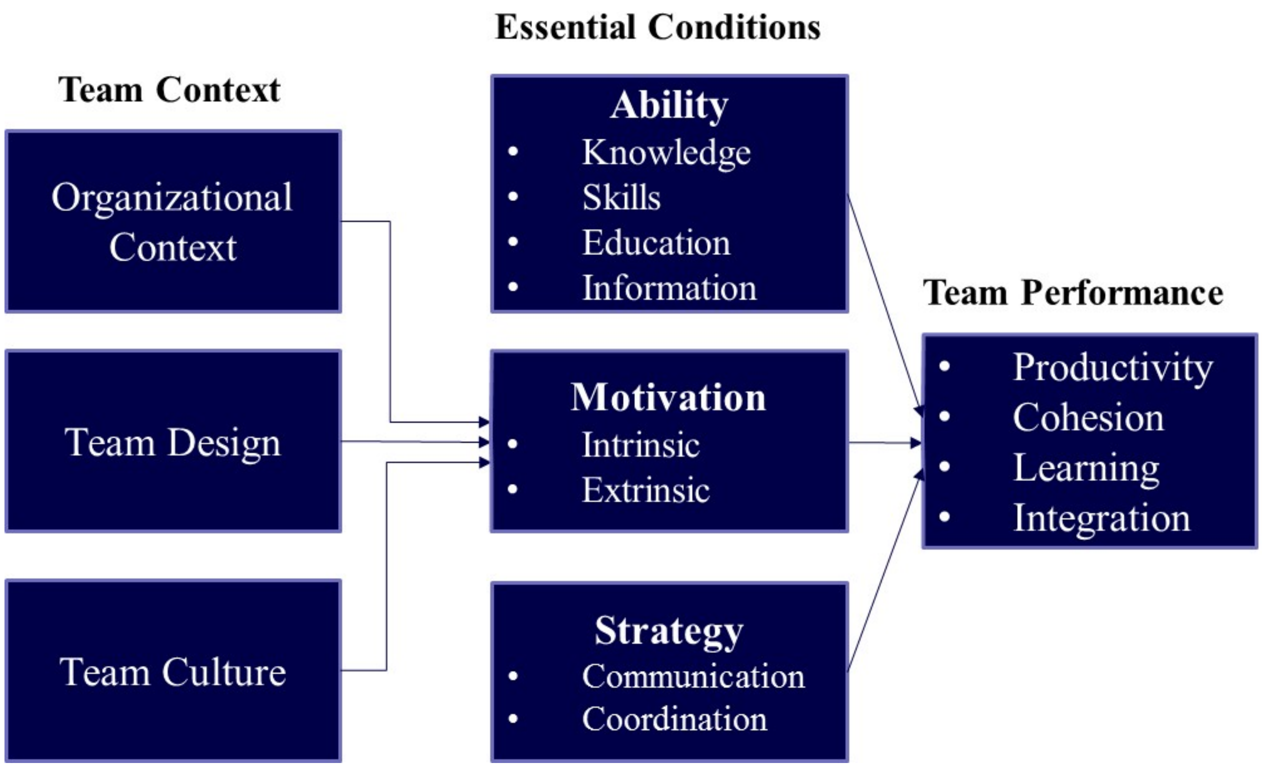
   a. Teams are not islands unto themselves.

   b. They do their work in a much larger organization, often alongside other teams.

   c. Teams often need to draw upon resources from outside the team and vice versa.



C. Integrated Model of Teamwork.



Source: Thompson, L. (2013). *Leading high impact teams* [Team leadership survey]. Kellogg School of Management Executive Program, Northwestern University, Evanston, IL. Exhibit 3-1.

1. The model is divided into three sections.

    a. Team context.

    b. Essential conditions.

    c. Team performance.

2. Team context includes the larger organizational setting where the team does its work, the design of the team in terms of its internal functioning, and the culture of the team.

    a. Organizational context includes the basic structure of the organization; it includes the information system, educational system and rewards system. It also includes policies and physical resources required to accomplish group tasks.

b. Team design refers to the observable structure of the team. Is it manager-led, self-managing (manager determines the overall goal, but team manages the methods to achieve that goal), self-directing (management only has responsibility for the team makeup), or self-governing (i.e., a board of directors responsible for executing a task)?

c. Team culture is the personality of the team. This includes the behavior of the team and its roles, norms, and patterns of thinking and acting.

3. Essential conditions for successful team performance. As a team member, you must:

a. Possess relevant expertise to perform the tasks.

- This expertise is in the form of knowledge, skills and abilities (KSAs), which are used to perform the tasks.

- Be knowledgeable in conflict resolution, and use this skill to manage conflicts.

- Use collaborative problem-solving techniques to implement the appropriate corrective actions.

- Use good communications skills, including active listening, and be nonevaluative.

- Need to have goal setting and performance management skills.

- Need to have good planning and team coordination skills.

b. Be engaged, as well as motivated, to perform each task.

- KSAs aren’t enough to make the team successful; the team also needs motivation to keep it engaged in the process.

- Motivation can come from within a person, but it often comes from external factors.

- Organization leaders need to provide motivational gains to their teams in order to increase effort expended by team members in a collective task. They also need to be aware of the next two items: “social loafing” and “free riders.”

- “Social loafing” is a common observation of a team in which there are motivational losses. This refers to some teams where people in that team do not work as hard as they do when alone.

- “Free riders” is a term given to members who constantly let the other people in the team do most of the work. Thus, they benefit from the team’s success, as well as any rewards. Team members are all sensitive to how important their efforts are perceived to be.

- Team leaders need to promote involvement when “social loafing” “free riders” exist. Usually this is all that is needed to correct the problem, along with a little motivation, as discussed previously.

c. Be able to execute the tasks through coordination among other team members.

- In order for a team to succeed, it must be able to execute by coordinating the skills, efforts and actions of its members.

- Execution problems must be surmounted for a team to be effective.

- Team members must individually be good at what they do, but unless they coordinate their actions and activities, they will not be able to meet their objectives.

- Successful execution involves the combined synchronization of the activities of all team members. (For example, consider a rowing team; unless all team members are synchronized, they will not achieve their goal.)

- Some steps used to ensure successful execution of a team are:

  -- Keep teams small, single-digit rule.

  -- Have an agenda.

  -- Train team members together.

  -- Practice.

  -- Minimize links in communication.

  -- Set clear performance standards.

TEAM PERFORMANCE ANALYSIS

- Productivity.
- Cohesion.
- Learning.
- Integration.

Slide 4-10

4. Team performance criteria need to be used to evaluate the success or failure of the team's performance. In conducting a performance analysis of the team, the following four criteria are recommended (Thompson, 2013, p. 42).

Team Performance Analysis

Conduct a performance analysis of your team using the following four criteria as a baseline. Remember you don't have to wait until the team is finished with its task to begin an evaluation. It is actually best to continually assess performance as the team is working toward its goal.

Productivity

- Does the team have a clear goal?
- What objective performance measures have been established at the outset of teamwork?
- Who are the legitimate clients of the team?
- Does the team's output (e.g., decisions, products, and services) meet the standards of those who have to use it?
- Under what conditions should the goal change?
- What sources of information should the team consider to assess whether the initial goal might need to be changed?

Cohesion

- Do the team members enjoy working together?
- What conditions could lead to feelings of resentment?
- What conditions could prevent team members from working together in the future?
- How can team members best learn from one another?
- How are team members expected to accommodate changes, such as additions to the team, growth and turnover?

Learning

- Do the individual team members grow and develop as a result of the team experience?
- Do team members have a chance to improve their skills and develop themselves?

- What factors and conditions could block personal growth?
- Are individuals’ growth needs understood and shared by group members?

Integration

- How does the team benefit the larger organization?
- Are the team’s goals consistent with those of the larger organization?
- What other groups, departments, and units are affected by the team?
- What steps has the team taken to integrate its activities with those of others?

Source: Thompson, L. (2013). *Leading high impact teams* [Team leadership survey]. Kellogg School of Management Executive Program, Northwestern University, Evanston, IL. Exhibit 3-2.

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ACTIVITY 4.2

What Teams Need

Purpose

Evaluate Activity 4.1 to determine the presence of the seven things that teams need to be effective.

Directions

1. Work in your assigned table groups to complete this activity.

2. Each team will be assigned one of the five key characteristics of what a team needs, as described by Leigh Thompson.

    a. Group 1: shared goal.

    b. Group 2: interdependence.

    c. Group 3: boundedness.

    d. Group 4: authority.

    e. Group 5: social system context.

3. Use the assigned characteristic from above as the basis for evaluating what occurred during Activity 4.1 in light of the assigned need.

4. The teams will have 10 minutes to evaluate Activity 4.1 in light of the assigned need and three minutes to present their assessment.

5. It doesn’t matter whether your team is made up of members from one or both teams from Activity 4.1. Your assessment should be based on both your experiences and your observations during the activity.

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III. CHALLENGES TO TEAM FORMATION

CHALLENGES TO TEAM FORMATION

- Usually adaptive.
- Come from internal and external sources.
- May represent lack of member "buy-in."

Slide 4-12

A. Challenges to development and implementation of effective teams.

1. These are usually adaptive challenges.

2. The challenges can come from within the team members or from external sources.

3. Individual team members may present challenges until they "buy in" to the cause and leave their personal agendas.

COMMON TEAM MEMBER PROBLEMS

- Distract team with "small talk."
- Need to dominate.
- Reluctant to participate.
- Argumentative.

Slide 4-13

B. Common problems associated with team members.

1. Overly talkative: This means engaging in too much small talk or parroting of what others have said. This becomes a distracter for others.

2. Need to dominate the process or others: Power struggles can occur when egos get in the way. If not addressed early in the development process, this challenge can derail the team.

3. Reluctant to participate: Members may not have the confidence to jump in, or they may feel threatened by the work or potential end result. Support from the authority figure and other members is needed.

4. Argumentative: These problems are often associated with not having buy-in or with disliking other members. Fear of the process or end result will cause efforts to create distracters in an effort to maintain the status quo.

TEAMS NEED DIVERSITY

- Select group members who bring diversity to the task.
- More important is a divergence of perspectives.
- Allow for rich dialogue and exploration of ideas.
- Minimize the potential for “groupthink.”
- Manage conflict as a resource.

Slide 4-14

C. Diversity.

1. An additional challenge in exercising leadership lies in selecting group members who bring diversity to the task.

2. Groups are often formed on the basis of sameness rather than diversity.

3. Team diversity is not simply a matter of race or gender; what is often more important is a divergence of perspectives.

4. Diverse opinions allow for rich dialogue and exploration of ideas that are different from the mainstream.

5. Exercising leadership that allows diversity not only to prosper but also to be expressed will minimize the potential for “groupthink” and avoid disasters such as that of the space shuttle Challenger or the Bay of Pigs.

6. A multitude of perspectives may lead to conflict, which should be managed as a resource rather than suppressed.

IV. FOUR STAGES OF GROUP DEVELOPMENT

FOUR STAGES OF GROUP DEVELOPMENT

- Forming.
- Storming.
- Norming.
- Performing.

Slide 4-15

A. Forming.

1. Characterized by “getting to know you” behaviors.

2. A period of relatively cautious interactions as each member attempts to learn about the others, the task of the team, and the process to be used.

3. Often described as a period of social uneasiness.

B. Storming.

1. During this stage, members are often in conflict with each other and are resistive to the task or perhaps to the goal.

2. It is clearly a period where the authority figure’s adaptive challenge will become evident.

3. This phase is often marked with loud voices, multiple conversations, and a general appearance of chaos or a lack of control. This is both normal and healthy.

4. It is a venting period that allows frustrations and fears to be expressed.

5. If storming is not allowed to occur, the frustrations will come out later, often with negative effects.

6. The challenge in exercising leadership is to allow the storming to occur but without allowing personal attacks toward the authority figure or other members to become distracters.

7. This phase is a great opportunity for the authority figure to go to the balcony to watch and listen.

C. Norming.

1. This phase is generally one of acceptance and a willingness to make the team work. Cohesion develops, and the group establishes its norms.

2. Norms are developed to guide the team members' interactions and performance toward the goal.

3. Information is shared freely, ideas are explored, and trust develops.

D. Performing.

1. In this phase, the team is functioning at a high level. It has purpose, structure and roles, and it is ready to move on the task.

2. The emphasis in this phase is on the goal and achieving results.

GROUP DEVELOPMENT STAGES ARE CYCLICAL

- Teams move between stages.
- Authority figure needs to deal with the stage that the team is experiencing.

Slide 4-16

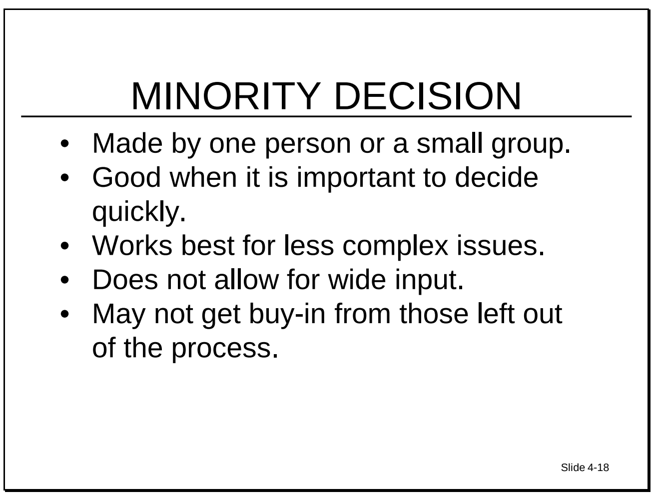
E. Group development stages are cyclical.

1. Teams move between stages.

2. Authority figure needs to deal with the stage that the team is experiencing.

V. APPROACHES TO TEAM DECISION-MAKING

We make daily decisions in our personal lives and our work lives that range from the simple to the complex. Teams engage in decision-making on a regular basis as they move toward their objective. There are different approaches to decision-making that involve differing levels of participation and buy-in.



A. Minority decision.

1. Made by one person or a small group.

2. Good when it is important to decide quickly.

3. Works best for less complex issues.

4. Does not allow for wide input.

5. May not get buy-in from those left out of the process.

MAJORITY DECISION

- Is a simple and quick way of deciding.
- People are familiar with the process.
- Can lead to backlash from losers.
- Can lead to splintering of group.

Slide 4-19

B. Majority decision.

1. Simple and quick way of deciding.

2. People familiar with the process.

3. Can create backlash from losers.

4. Can lead to splintering of group.

UNANIMOUS DECISION

- Takes time.
- Can result in strongest commitment to decision.
- Can lead to groupthink if there is pressure to decide.
- Difficult in diverse groups.

Slide 4-20

C. Unanimous decision.

1. Takes time.

2. Can result in strongest commitment to decision.

3. Can lead to groupthink if there is pressure to decide.

4. Difficult in diverse groups.

D. Consensus decision.

1. Everyone is heard and can agree to disagree.

2. It takes time and facilitation skills.

3. It results in high commitment to resulting decision.

4. Process can be frustrating and can lead to reactive decisions made out of impatience.

E. Consensus.

1. People often don't get their way in consensus. When a group walks out of a room after reaching consensus, each person should be able to say, "I heard their points of view; my points of view were heard; and I can support our decision because it was reached in an open and fair way."

2. Many times, people give up their own points of view for the benefit of the group. We're not talking about "groupthink," we're talking about agreeing to something based on hearing from everyone and feeling that the decision makes the most sense at this time.

3. It is important to remember that an attitude of "let's take a vote" is not obtaining consensus.

4. The process for obtaining consensus is rooted in allowing everyone an opportunity to express his or her views. It is enhanced through a balance of advocacy of your position with inquiry ("why" question) as to another's point of view.

ACTIVITY 4.3

"Remember the Titans"

Purpose

Compare and contrast the four stages of group development.

Directions

1. Watch the video clip from "Remember the Titans." Watch for these in the video:

   a. Examples of conflicts and how they were resolved.

   b. Examples of the exercise of adaptive leadership and how it was shown.

   c. Manifestations of effective teams that resulted from examples of the exercise of adaptive leadership.

2. Your instructor will assign each group two of the questions that follow.

3. Focus on the adaptive leadership aspects of the segment and whether Boone, or anyone else involved, showed characteristics associated with exercising adaptive leadership.

Questions

Group 1 Questions

1. What effect does this have, and how is it an example of exercising adaptive leadership?

2. What elements of disequilibrium does Boone introduce during the trip? When does it begin? Does he manage the disequilibrium differently at different times?

3. Whom did Boone call on with questions regarding teammates? Why?

4. How did forcing the team members to learn about each other affect them as individuals and as team members? How was this an example of exercising adaptive leadership?

Group 2 Questions

1. Why did Boone take the team to football camp? What effect does this have, and how is it an example of exercising adaptive leadership?

2. What do you suppose is the effect, if any, of team members' assumptions about each other on the team-building effort?

3. How does Boone "give the work back" to the team?

4. What is the significance of the run to Gettysburg? What effect did it have on the group? Is it possible to force a team "onto the balcony"? What are the risks and benefits of doing so?

Group 3 Questions

1. Does Boone manage to show the team members a future that they will want? At what point does that happen, if at all, and how do they respond?

2. "That's a mama joke!" What effect does this scene have on group development?

3. Who is Boone challenging? How?

4. What risks are Boone and Yoast taking? Are they exercising leadership or managing? Are they doing the same thing?

Group 4 Questions

1. What leadership theory does Boone's behavior seem to represent?

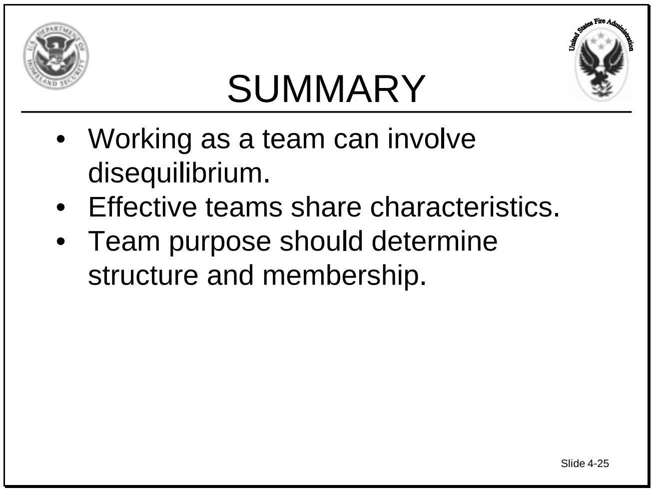
2. What is Boone's objective for the trip? Does Boone believe that he is succeeding? Does Boone need to change "hearts" and "minds" to build a team? Why?

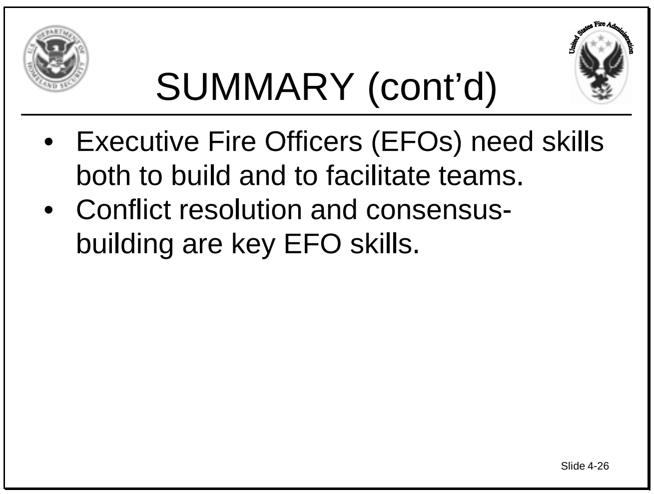
3. Who are Boone's allies and/or confidants? Does he have any at the start of the trip? Has that changed in any way by the time the team returns to Alexandria?

4. Has the team reached consensus?

5. How are you "Boone" in your life?

VI. SUMMARY


SUMMARY
• Working as a team can involve disequilibrium.
• Effective teams share characteristics.
• Team purpose should determine structure and membership.
Slide 4-25


SUMMARY (cont'd)
• Executive Fire Officers (EFOs) need skills both to build and to facilitate teams.
• Conflict resolution and consensus-building are key EFO skills.
Slide 4-26

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UNIT 5: CHANGE MANAGEMENT

TERMINAL OBJECTIVE

The students will be able to:

5.1 Determine why the change efforts described in the given scenarios did or did not succeed.

ENABLING OBJECTIVES

The students will be able to:

5.1 Describe the applications of each change model presented in this unit.

5.2 Recognize diversity as a significant factor in change.

5.3 Interpret results regarding their adaptive leadership competencies as contained in the Adaptive Leadership Instrument (ALI).

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UNIT 5:
CHANGE MANAGEMENT

Slide 5-1

ENABLING OBJECTIVES

- Describe the applications of each change model presented in this unit.
- Recognize diversity as a significant factor in change.
- Interpret results regarding their adaptive leadership competencies as contained in the Adaptive Leadership Instrument (ALI).

Slide 5-2

I. OVERVIEW

OVERVIEW

- Introduction to change management.
- Structural change models.
- Personal/Psychological change models.
- Adaptive Leadership Profile assessment.

Slide 5-3

A. Introduction to change management.

B. Structural change models.

C. Personal/Psychological change models.

D. Adaptive Leadership Profile assessment.

II. INTRODUCTION TO CHANGE MANAGEMENT

CHANGE MANAGEMENT

Change effort.

- Start with the identification of a problem.
- Change must have a purpose.
- The purpose must be understood.
- What happens when change occurs?

Slide 5-4

A. This entire course deals with change. This unit specifically deals with change models.

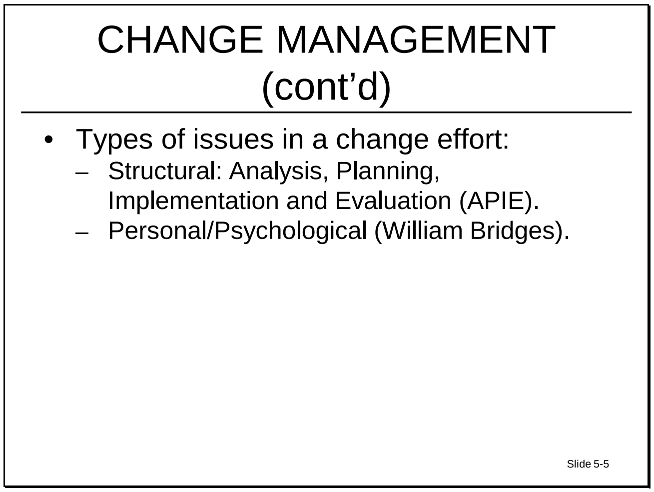
B. Every change effort should start with the identification of a problem or condition that requires modification.

C. Change must have a purpose, and people must understand what that purpose is.

1. This is an essential part of any change model.

2. If the purpose is not understood, change can be perceived as being done for no reason (change for change's sake) or for less-than-respectable reasons (such as personal ambition), rather than to respond to real organizational needs.

D. What happens when change occurs? Who/What is affected?

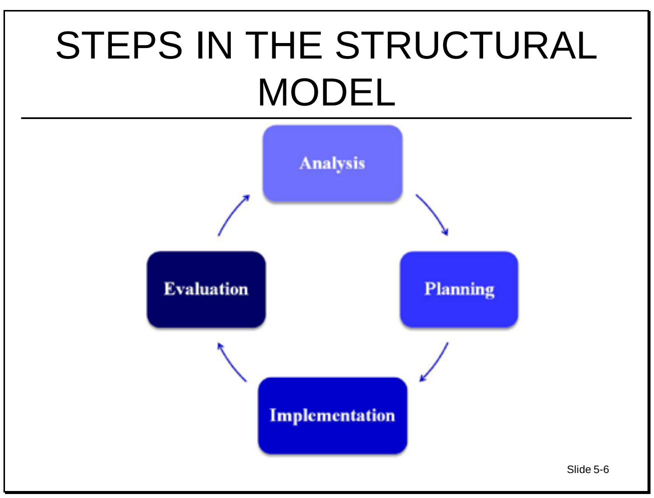


E. Types of issues in a change effort.

1. Structural: Analysis, Planning, Implementation and Evaluation (APIE).

2. Personal/Psychological issues.

III. STRUCTURAL CHANGE MODELS



Structural models — steps in the APIE model.

A. **A**nalysis.

B. **P**lanning.

C. **I**mplementation.

D. **E**valuation.

1. Analysis: data-gathering through the National Fire Incident Reporting System (NFIRS), customer satisfaction surveys, research from other sources, etc.

2. Planning: public forums, focus groups, interdepartmental and intradepartmental meetings, etc.

3. Implementation: trial run of programs, alpha and beta studies, etc.

4. Evaluation: benchmarking against other agencies' results, comparison with projected results, customer follow-up, etc.

IV. PERSONAL/PSYCHOLOGICAL CHANGE MODELS

PERSONAL/PSYCHOLOGICAL CHANGE MODELS

- Change requires transition.
  - Change is situational.
  - Transition is psychological.
- Transitions begin with endings.
- Endings must be managed before new beginnings.

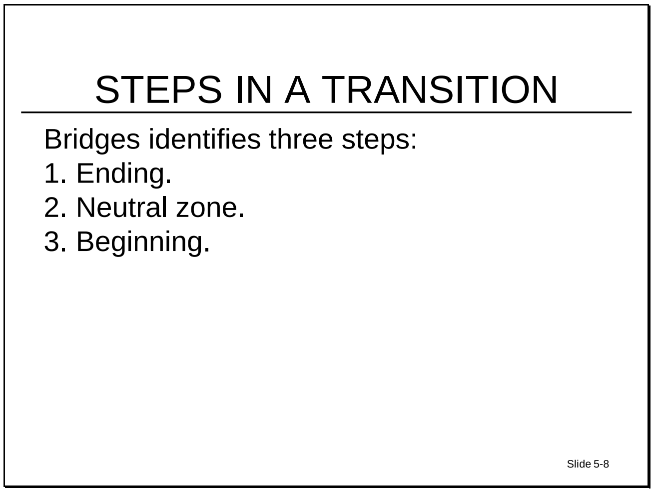
Slide 5-7

A. Change requires transition.

   1. Change is situational.

   2. Transition is psychological.

B. Transitions begin with endings, which must be managed before new beginnings (changes) are possible.



C. Bridges identifies three steps in a transition (1991).

1. Ending.

2. Neutral zone.

3. Beginning.

D. Effective endings involve:

1. Identifying and acknowledging losses.

2. Being open and communicating.

3. Treating the past with respect.

4. Accepting the reality of the ending and that the old way is truly over.

E. Neutral zone.

1. The neutral zone is characterized by:

   a. Chaos.

   b. Creativity.

   c. Confusion.

2. Leading effectively through the neutral zone requires:

   a. Rules and goals.

b. Direct and open communication.

c. Recognition of opportunities for creativity and innovation.

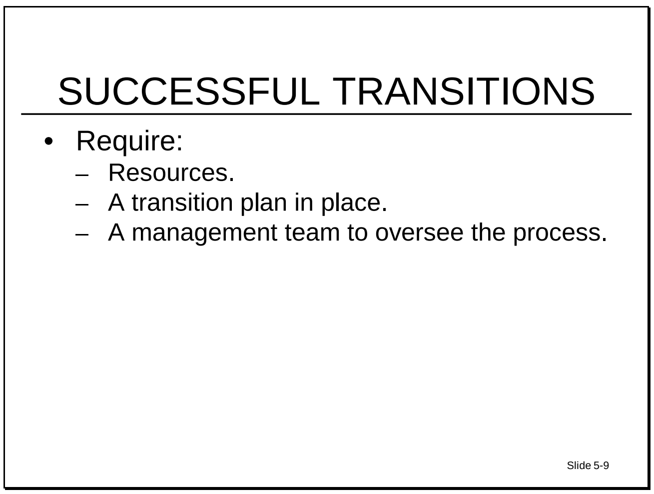
F. New beginnings are effective when people clearly grasp:

1. The purpose of change.

2. A specific picture of the proposed new way.

3. The plan for how the change will occur.

4. The part that each individual plays in making the change succeed.



G. Successful transitions require:

1. Resources devoted to them.

2. A transition plan in place.

3. A management team designated to oversee the transition process.

SUCCESSFUL TRANSITIONS (cont'd)

- Involves:
  - Consistency.
  - Quick success.
  - Symbols of the new way.
  - Celebration of the new way.

Slide 5-10

H. A successful transition involves these components:

1. Consistency.

2. Quick success.

3. Symbols of the new way.

4. Celebration of the new way.

5. For example, a simple profile of the paramedic change in this context might be:

   a. Ending: giving up our primary identity for those whose mission is firefighting. The reaction of some that "I didn't join this department to be a nurse."

   b. Neutral zone: confusion about primary mission. Resentment that medical work takes up so much time. Conflict between those who are from a mostly medical background and those who are primarily firefighters.

   c. Beginning: developing a new sense of mission that incorporates all aspects of emergency service. Seeing the change as one that serves the public better and ensures job security and opportunity within the organization.

SECONDARY STEPS IN THE BRIDGES MODEL

- Purpose: People need to know **why.**
- Picture: Change has to be specific/clear.
- Plan: How will it come about?
- Part to play: How do I fit in?

Slide 5-11

I. Secondary aspects in the Bridges Change Model.

1. Purpose: People need to know **why** change is happening.

   a. Gone are the days when people will buy in just because someone in authority said so. This relates to generational changes in the workplace.

   b. People will support change if they think it is a good and necessary thing.

   c. Change relates to the underlying mission of the organization. “People don’t resist change, they resist **being** changed” (Bregman, 2009).

2. Picture: Change has to be specific and clear.

   a. People want to know: What is going to happen? What will the new condition look like?

   b. People need to have a clear and specific vision of the proposed change; they will not buy into the common statement of “trust me.”

3. Plan: How will it come about?

   People want to know:

   a. How will it all come about?

   b. What is the timeline?

   c. Where is the money coming from?

   d. How will success be measured?

4. Part to play: How does each individual fit into making the change effort successful?

   a. It is important that all personnel realize that they have critical roles in the success of the effort, even if they are not the ones staffing the new station or running the paramedic calls.

   b. It is particularly important to include nonsafety personnel in defining roles for the change to be a success (support personnel, maintenance, etc.).

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ACTIVITY 5.1

Increasing Diversity and Inclusion: What Would You Do?

Purpose

Explore ideas for improving diversity in fire and Emergency Medical Services (EMS).

Directions

1. The class will form four teams.

2. Each team member will act as a participant on a committee assembled to address diversity issues within the community. Each team member will assume a role from among the following:

    a. Human resource management.

    b. Fire chief.

    c. Training chief.

    d. Legal counsel.

    e. Union officials.

    f. Local government representative.

    g. Community activist.

3. Read the synopsis assigned to your team. The information in the synopsis touches on an equal employment or diversity issue.

4. The information that you read will not be specific to any identifiable occupational group, but it can be used by your group to identify strategies/approaches that could be used within your organization to effect change. Group members should approach identifying strategies in their assigned role and use the role to inform the strategies/solutions that the group chooses.

5. You will have approximately 20 minutes to discuss what you learned regarding the application of Bridges' Transition Model.

6. Be prepared for class discussion.

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ACTIVITY 5.1 (cont'd)

Information Sheet

Synopsis 1: Increasing Diversity in the Workforce

In an article published in the Boston Globe on March 7, 2010, titled "Who's Still Biased," recent research studying the effectiveness of diversity training was highlighted. The researchers reviewed studies done to examine the effects of prejudice-reduction measures on behavior change. The studies, done by academics in the United States and abroad, revealed some interesting results, both positive and negative, but very few conclusive findings. Among the findings:

1. While diversity training was the most popular approach used by companies, the type of training mattered.

    a. Voluntary training was better received than mandatory training.

    b. Programs that focused on bias and harassment lawsuits were less favored than those that did not.

2. Results from any type of training were minimal, but results from structured measures were much better. These types of measures include:

    a. Minority outreach.

    b. Mentoring.

    c. Placing responsibility in the hands of an executive or task force for changing promotion practices.

In general, practices that focus on changing identifiable outcomes seem more effective, such as those previously mentioned. In the area of training, experiences that are voluntary, free of legal material, and designed to avoid targeting individuals also seem to work best.

Based on the information in this synopsis, identify some strategies for improving diversity and the representation of minorities and women within your organization.

Synopsis 2: Information From a National Report Card on the Employment of Women

According to a national study published in 2008, the 2000 census determined that 3.7 percent of the employees in a specific profession were women out of that entire professional workforce of 350,000 in the U.S. at the time of the research. The researchers compared the percent of women in the profession to other similar professions and found that the proportion of women in those occupations was 17 percent. They also discovered that within 51.2 percent of the 29 metropolitan areas covered by the 2000 census, no women were employed in that profession at all within the entire metropolitan area.

Among the study findings, the two most prominent areas of concern among the women surveyed were in the areas of employment practices and workplace incidents. In the area of employment practices, the women perceived unequal treatment in hiring, promotions and assignments; and in the area of workplace incidents, they reported encounters with discrimination, harassment and exclusion in their daily work that was coupled with a lack of response to reported incidents by their supervisors.

The study noted that among an organizational culture with a proud tradition, there are shared assumptions about the requirements for the job that have shifted recently as the balance in the type of work changes. While the skills that were previously required continue to be needed, they are balanced by other skills and technical knowledge that are not typically represented solely by the incumbent majority population within the profession.

Based on the information in this synopsis, identify some strategies for improving diversity and the representation of minorities and women within your organization.

Synopsis 3: Information From a National Report Card on the Employment of Women

According to a national study published in 2008, at the time the 2000 census was completed, 11,000 women were employed in a certain profession. The figure represented 3.7 percent of the 350,000 paid employees in the profession in the U.S. at the time and compared unfavorably with the 17 percent of women employed in occupations with similar job requirements.

For women of color, the report found that they represented 0.8 percent of the total, a rate of underrepresentation that was, at the time of the study, double that of white women. The women themselves viewed their race and gender as “inextricably” linked components of their lives and identities.

The study also found that race and ethnicity continued to be unresolved issues in many areas in which this profession is located, and 29 percent of the respondents of color (both men and women) encountered problems in the following areas: employee treatment, career advancement opportunities, and responsiveness to complaints.

Based on the information in this synopsis, identify some strategies for improving diversity and the representation of minorities and women within your organization.

Synopsis 4: Issues of Representation

Hong and Page (2004) in their paper titled “Groups of Diverse Problem Solvers can Outperform Groups of High-Ability Problem Solvers” note the following: “In the common understanding, diversity in a group of people refers to differences in their demographic characteristics, cultural identities and ethnicity, and training and expertise. Advocates of diversity in problem-solving groups claim a linkage among these sorts of diversity (which we will refer to as identity diversity) and what we might call functional diversity, differences in how people represent problems and how they go about solving them. Given that linkage, they conclude that, because of their greater functional diversity, identity-diverse groups can outperform homogeneous groups. ... The main result of this paper (Groups of diverse problem solvers can outperform groups of high-ability problem solvers) provides conditions under which, in the limit, a random group of intelligent problem solvers will outperform a group of best problem solvers. ... Even if we were to accept the claim that IQ tests, Scholastic Aptitude Test (SAT) scores, and college grades predict individual problem-solving ability, they may not be as important in determining a person’s potential contribution as a problem solver as would be measures of how differently that person thinks.”

Based on the information in this synopsis, identify some strategies for improving diversity and the representation of minorities and women within your organization.

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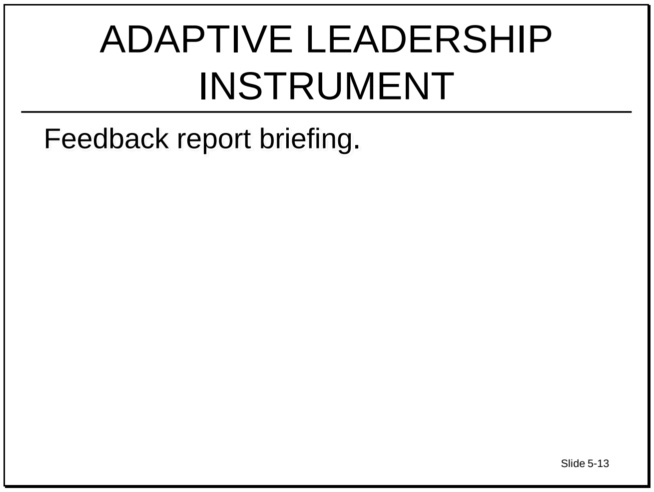
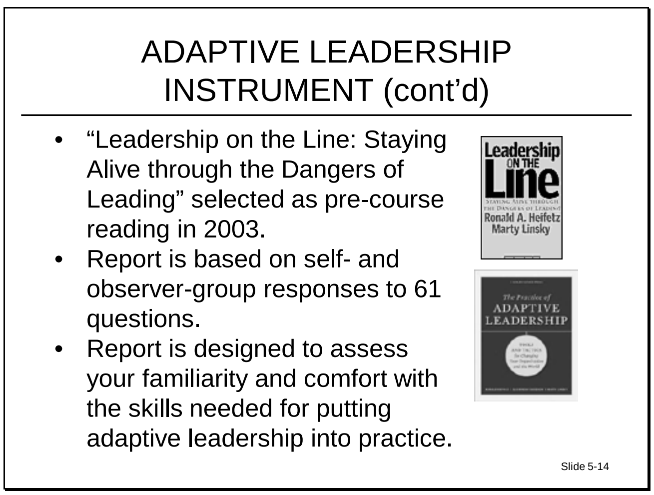
V. ADAPTIVE LEADERSHIP INSTRUMENT FEEDBACK REPORT



A. Feedback report briefing.



1. "Leadership on the Line: Staying Alive through the Dangers of Leading" was selected as pre-course reading in 2003.

   a. It provides a framework to examine behavior associated with exercising leadership.

   b. "The Practice of Adaptive Leadership" will be your pre-course reading and frame for "Executive Leadership" (EL).

   c. The Adaptive Leadership Instrument (ALI) was developed jointly by Cambridge Leadership Associates (CLA) and U.S. Fire Administration (USFA) in 2006.

2. Report is based on self- and observer-group responses to 61 questions.

3. Report is designed to assess your familiarity and comfort with the skills needed for putting adaptive leadership into practice.

THE ADAPTIVE LEADERSHIP ASSESSMENT FRAMEWORK ("TWO X TWO" — PAGE 2)

	Diagnosing	Acting
System	• Thinking Systemically • Distinguishing Technical Problems from Adaptive Challenges • Thinking Politically	• Using Interpretations Experimentally • Acting Politically • Orchestrating Conflict
Self	• Know Your Defaults • Know Your Role in the System • Know Your Purpose	• Willing to Exceed Your Authority • Owning Your Piece of the Mess • Staying in the Game and Staying Alive

Slide 5-15

B. The adaptive leadership framework is provided graphically on Page 2 of the feedback report; it organizes the skills associated with exercising adaptive leadership along four quadrants that represent the skills measured by the instrument:

1. Understanding the environment you are working to change (Diagnosing the System).

2. Acting within the environment (Acting in the System).

3. Understanding yourself (Diagnosing Oneself).

4. Managing yourself (Acting on Oneself).

ITEM (QUESTION — SCORING)

Each question is scored on a 7-point scale by you and your observer groups.

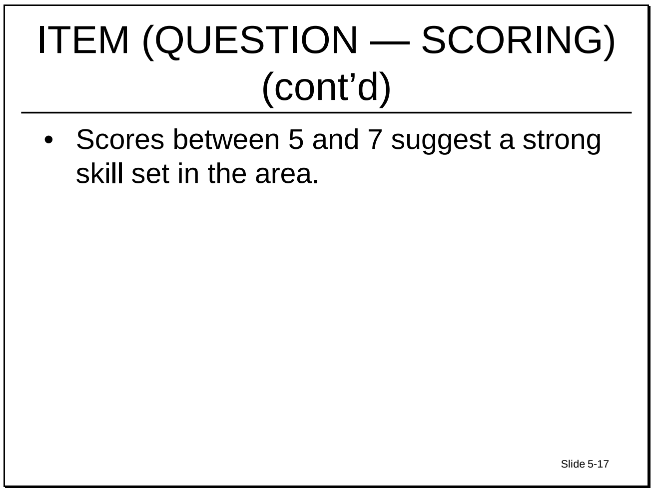
- Scores between 1 and 3 point to a competence in which you need to do some work.
- Scores between 3 and 5 imply capability in the area of the competence, but there is room for growth.

Slide 5-16

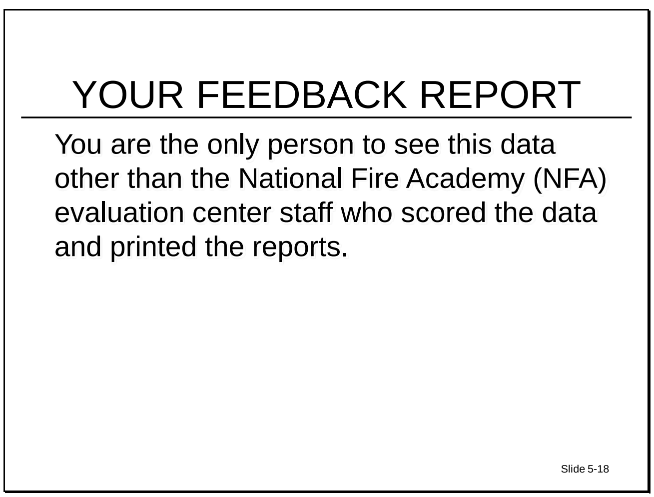
C. Each question is scored on a 7-point scale by you and your observer groups.

1. Scores between 1 and 3 point to a competence in which you need to do some work.

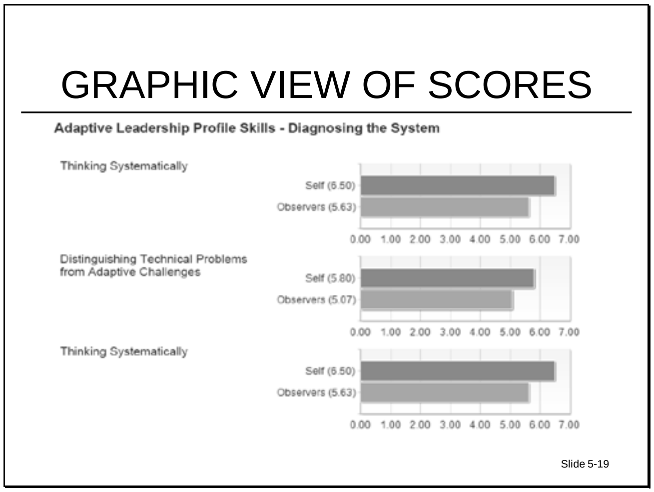
2. Scores between 3 and 5 imply capability in the area of the competence, but there is room for growth.



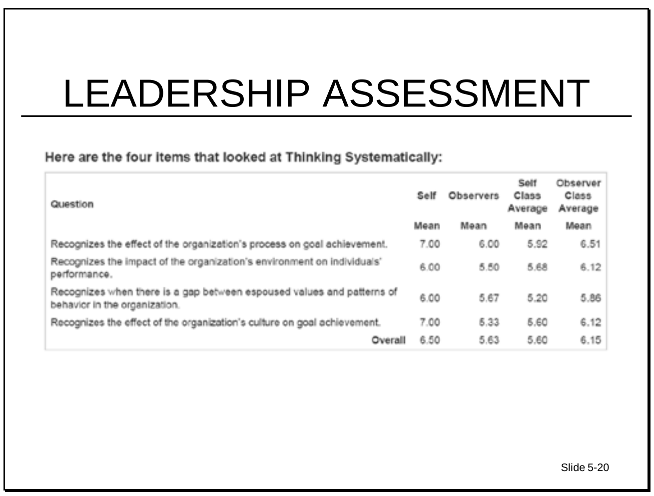
3. Scores between 5 and 7 suggest a strong skill set in the area.



D. Your feedback report is yours alone. It has not been viewed by anyone other than the National Fire Academy (NFA) evaluation center staff who scored the data and printed these reports.



E. This page provides you with a graphic view of your scores and displays your self-scores, as well as your observer-group scores.


LEADERSHIP ASSESSMENT

Here are the four items that looked at Thinking Systematically:

Question	Self	Observers	Self Class Average	Observer Class Average
	Mean	Mean	Mean	Mean
Recognizes the effect of the organization's process on goal achievement.	7.00	6.00	5.92	6.51
Recognizes the impact of the organization's environment on individuals' performance.	6.00	5.50	5.68	6.12
Recognizes when there is a gap between espoused values and patterns of behavior in the organization.	6.00	5.67	5.20	5.86
Recognizes the effect of the organization's culture on goal achievement.	7.00	5.33	5.60	6.12
Overall	6.50	5.63	5.60	6.15

Slide 5-20

F. Other pages provide an explanation and diagnosis by quadrant (e.g., Quadrant 1: Diagnosing the System).

G. Five out of the 61 items are reverse-scored. This means, for example, that a high observer group score on the item "39. I take attacks personally," which indicates agreement with the question, is reversed in scoring to indicate a skill area that needs work.

H. Some thoughts and questions for further consideration in reviewing scores:

1. Strength (or weakness) of scores by area.

2. Areas of greatest variation.

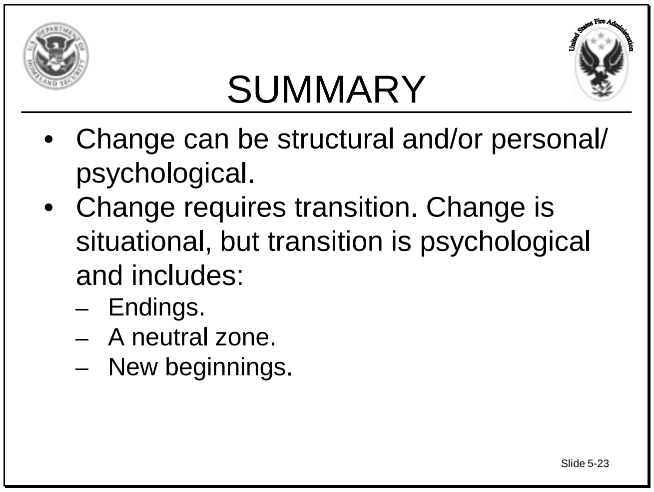
3. Scoring patterns (e.g., consistently higher or lower than the observer group).

4. Representativeness of the observer group.

5. Relative comparisons between self- and observer-group scores with class peers and their observer-group averages.

6. Relative to current adaptive challenges faced, which competencies are most important, and how effective am I in terms of these behaviors?

VI. SUMMARY



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APPENDIX

THE PHASES OF THE ANALYSIS, PLANNING, IMPLEMENTATION AND EVALUATION CHANGE MODEL

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The Phases of the Analysis, Planning, Implementation and Evaluation Change Model

Phase 1 — Analysis

1. Purpose.

    a. Overall needs-assessment.

    b. Determine whether organizational change is required.

2. Tasks.

    a. Identify organizational conditions, and compare to existing mission, standards, values and norms.

    b. Assess internal conditions to determine whether change is needed.

    c. Identify potential destabilizing forces.

    d. Identify/Forecast external forces that may influence/dictate change.

    e. Assess impact of current organizational conditions and potential destabilizing forces.

    f. Assess requirements necessary to institute change.

    g. Determine organizational change requirements.

    Assess internal conditions to determine whether change is needed.

3. Relationship to other phases — provides foundation of information upon which all subsequent decisions/actions are based.

Phase 2 — Planning

1. Purpose: transitioning formulated change requirements into detailed, strategically sound plans.

2. Tasks.

    a. Systematically examine forces for and against change.

        i. Examine using "force field" view of change management.

            - Forces that facilitate change.

            - Forces that restrain change.

ii. Determine if facilitative forces exceed restraining forces.

b. Select personnel to develop vision of organizational change, using **one** of these methods.

i. Restrict vision development to senior organizational members.

ii. Involve lower-level members in vision development.

c. Envision organizational change to be implemented.

i. Transition change requirements formulated in analysis phase into a vision.

ii. Select personnel, methods and techniques most likely to facilitate change.

d. Set/Evaluate target goals/objectives.

i. Match envisioned change.

ii. Be consistent with perspective, magnitude and objects of change identified in analysis phase.

e. Assess/Select method(s) of change.

i. Weigh alternative methods.

ii. Select one or more likely to facilitate change.

f. Assess/Select techniques to promote change.

i. Weigh alternative techniques.

ii. Select one or more likely to facilitate change.

3. Relationship to other phases.

a. Relates back to change requirements (perspective, magnitude and objects of change) formulated in analysis phase.

b. Provides the outline for the implementation of the change.

Phase 3 — Implementation

1. Purpose.

a. Execute methods and techniques outlined in planning phase.

b. Perform behaviors most likely to ensure smooth, successful implementation of change.

c. Put in place safeguards and mechanisms to facilitate change process.

2. Tasks.

a. Create environment of shared vision and common direction.

i. Environment unites and promotes overall support.

ii. Common direction perceived and supported at all organizational levels.

b. Minimize initial resistance to change through effective communications.

i. Overcome resistance resulting from perceived loss of control.

ii. Communicate rationale, implications and operation of the change.

c. Create sense of urgency and pace for change.

Ensure that all change implementers recognize same urgency and pace for change as strategists who envisioned change.

d. Develop/Implement change-enabling mechanisms.

i. Mechanisms that are precursors to organizational transformation.

ii. Mechanisms that lay groundwork for change.

e. Implement planned change methods/techniques.

i. Culmination of initial change implementation.

ii. Planned change methods/techniques are put in place.

3. Relationship to other phases.

a. Relates back to pace of change determined in analysis phase.

b. Based on methods and techniques selected in planning phase.

Phase 4 — Evaluation/Institutionalism

1. Purpose.

a. Continuous, systematic evaluation of change implementation.

b. Effective institutionalism of desired change.

2. Tasks.

a. Evaluate initial change implementation; measure initial success of implementation.

b. Alter/Modify change management approach.

i. Modify initial formulated change management approach.

ii. Based on results of change implementation evaluation.

iii. Continue to monitor and institutionalize change implementation; monitor and demonstrate commitment to change implementation.

3. Relationship to other phases — assessments and evaluation of implementation success are tied to goals, objectives, methods and techniques determined in analysis and planning phases.

UNIT 6:
CHANGE AND CREATIVITY

"It is nothing short of a miracle that the modern methods … have not yet entirely strangled the holy curiosity of inquiry; for this delicate little plant, aside from stimulation, stands mainly in need of freedom; without this it goes to wreck and ruin without fail. It is a very grave mistake to think that the enjoyment of seeing and searching can be promoted by means of coercion and a sense of duty." — Albert Einstein, Philosopher-Scientist, 1951

TERMINAL OBJECTIVE

The students will be able to:

6.1 Create a framework for developing and managing creativity in their own organizations.

ENABLING OBJECTIVES

The students will be able to:

6.1 Identify challenges to exercising leadership creativity.

6.2 Express personal concept of the essence of leadership creatively.

6.3 Identify the five stages of innovation and creativity.

6.4 Identify the characteristics of authority figures who encourage creativity.

6.5 Identify methods to encourage innovation and creativity.

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UNIT 6: CHANGE AND CREATIVITY

Slide 6-1

ENABLING OBJECTIVES

- Identify challenges to exercising leadership creativity.
- Express personal concept of the essence of leadership creatively.
- Identify the five stages of innovation and creativity.

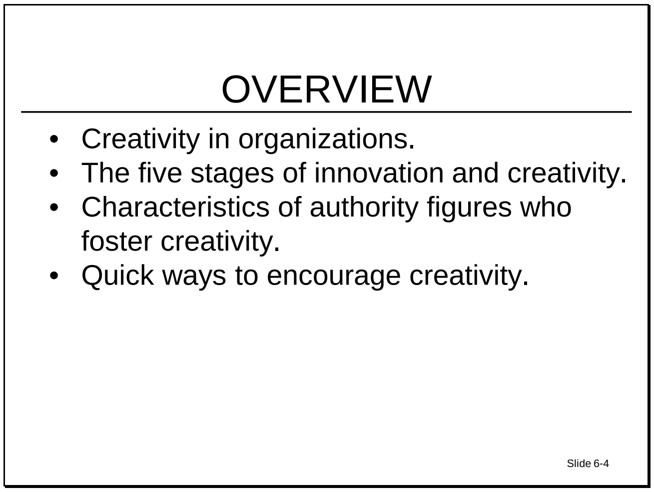
Slide 6-2

ENABLING OBJECTIVES (cont'd)

- Identify the characteristics of authority figures who encourage creativity.
- Identify methods to encourage innovation and creativity.

Slide 6-3

I. OVERVIEW



A. Creativity in organizations.

B. The five stages of innovation and creativity.

C. Characteristics of authority figures who foster creativity.

D. Quick ways to encourage creativity.

ACTIVITY 6.1

Expressing the Essence of Leadership[1]

Purpose

Express your personal concept of the essence of leadership creatively.

Directions

Part 1 (10 min.)

1. You will receive one sheet of card stock and colored pencils.

2. Without using any words, you will draw a picture that represents the essence of leadership (i.e., convert your pre-course assignment — Essence of Leadership Statement — to a pictograph).

Part 2 (75 min.)

You will explain your drawing to your classmates (maximum three minutes per student).

Part 3 (5 min.)

At the conclusion of the presentations (i.e., Part 2), you will attach your drawing and your written Essence of Leadership statement to your posted easel page (i.e., the page posted in class that contains your name, agency and adaptive challenge).

[1] www.ipslei.org. Adapted with permission from International Public Safety Leadership & Ethics Institute (IPSLEI).

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II. CREATIVITY IN ORGANIZATIONS

CREATIVITY IN ORGANIZATIONS

- Everyone has some measure of creativity.
- Creativity is a product of perspective.
  - A variety of perspectives can enhance creativity.

Slide 6-6

A. Everyone has some measure of creativity. Like a muscle, the more it is exercised, the better it develops.

B. Creativity is a product of perspective.

1. Perspectives can change based on where you are when viewing the problem (balcony versus the dance floor).

2. A variety of the perspectives on a problem can enhance the creativity of a solution (diversity).

3. If you look at a problem only one way, you limit your possible solutions.

CREATIVITY IN ORGANIZATIONS (cont'd)

- Creativity in organizations can be encouraged by:
  - Communication.
  - Commitment.
  - Free time.
  - Hard work.
  - Diversity.
  - Quality and frequency of communication.

Slide 6-7

C. Creativity in organizations can be encouraged in a number of ways.

D. In "Leadership: Theories and Practices" (1999), Richard L. Daft suggests several things an organization can do to take advantage more fully of its members' creativity.

1. **Communication:** When authority figures communicate the department's values to individual members and make a commitment to support activities that help the department achieve its vision, individual members are more prone to exhibit creative behaviors.

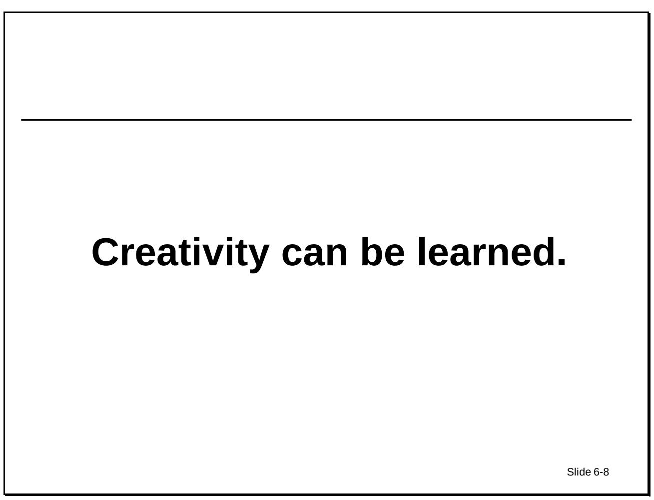
2. **Commitment:** Most members want to use creativity to solve department problems and seek ways to contribute.

3. **"Free time" to think and ponder:** These contributions often come outside of the normal work routine, and Daft also mentions that authority figures who give their members "free time" to think often experience higher rates of creative problem-solving than those who do not.

4. **Plain hard work:** It is believed that a certain amount of serendipity is inherent in creative work. Yet most creative solutions involve a fair amount of just plain hard work, even if it is not visible to others in the department.

5. **Diversity:** Diversity is another characteristic of organizational creativity. Diversity can create tension. This tension, in turn, creates a bit of healthy disequilibrium that helps members think more creatively about the organization and its problems.

6. **Quality and frequency of communication:** The quality and frequency of communication between co-workers play important roles in developing creativity in the department.



E. **Creativity can be learned:** Current literature on creativity also suggests that creativity can be learned, contrary to traditional beliefs.

III. THE FIVE STAGES OF INNOVATION AND CREATIVITY

FIVE STAGES OF INNOVATION/CREATIVITY

1. Recognition of problem/opportunity.
2. Gathering information.
3. Incubation.
4. Insight.
5. Evaluation/Implementation (Daft, 1999).

Slide 6-9

A. Stage 1: recognition of problem/opportunity.

1. Not all creativity is problem-related.

2. Some is based on seizing opportunities as they arise.

a. Example: Daft (1999) states that the Pringles™ brand potato chip came about as a result of an employee who was thinking about how to fit a large number of chips into a smaller container.

b. Example: On the other hand, National Aeronautics and Space Administration (NASA) engineers working on the Apollo program solved the carbon monoxide problem on the crippled Apollo 13 by being creative, in the face of a near-catastrophe.

B. Stage 2: gathering information.

1. There is a theoretical statement in philosophy that there really never is a genuinely new idea. Everything is a variation on a theme. This leads to the need to do research and exploration of all potential areas of information.

2. This is where diversity among players is critical.

3. Most new problems in the fire service today are variations of old problems.

C. Stage 3: incubation.

1. The all-important reflection time described by Heifetz and Linsky as important to the adaptive authority figure.

2. The period of time when one walks away from the problem, is engaged in some other activity, freeing the mind to wander and consider possibilities.

D. Stage 4: insight.

1. The "light comes on" stage.

2. This is often a gradual process with ideas being refined over and over again.

3. This often happens at some point in the incubation stage.

E. Stage 5: evaluation and implementation.

1. The most dangerous stage.

2. Often a period of failures and recycles.

3. Requires tenacity, courage and self-discipline.

4. It is in implementation that many of the traditional adaptive challenges associated with anything new will surface.

IV. CHARACTERISTICS OF AUTHORITY FIGURES WHO FOSTER CREATIVITY

CHARACTERISTICS OF AUTHORITY FIGURES WHO FOSTER CREATIVITY

- Are willing to absorb risks taken by subordinates.
- Allow their people unusual freedom, expect that some errors will be made, and are able to absorb the inevitable failures.

Slide 6-10

A. Authority figures who encourage creativity:

1. Are willing to absorb risks taken by subordinates.

2. Allow their people unusual freedom, expect that some errors will be made, and are able to absorb the inevitable failures.

B. Authority figures who are afraid of mistakes will not:

1. Defend failures to higher management.

2. Allow their subordinates freedom to experiment.

3. Allow risks to be taken.

4. Allow untested procedures to be tried.

5. Allow “weird” activities to go on in their workplace.

6. As a consequence, the development of creative products is often restricted.

C. Authority figures who encourage creativity are comfortable with half-developed ideas. They:

1. Do not insist that every **“t”** be crossed and every **“i”** be dotted before supporting an idea.

2. Are willing to listen to, and support, “half-baked” proposals.

3. Encourage subordinates to develop good instincts and good judgment.

4. Have the ability to pick out those incomplete ideas that are worth pursuing.

5. Do not require that all questions be answered before allowing any new procedures to be considered.

WHAT QUESTIONS
HAVE YOU ASKED?

- What are your cost estimates?
- How do we know it will work?
- Have you thought of …?

Slide 6-11

AUTHORITY FIGURES WHO ENCOURAGE CREATIVITY

- Will stretch company policy when appropriate.
- Make quick decisions.

Slide 6-12

D. Authority figures who encourage creativity are willing to stretch company policy (Heifetz & Linsky on exceeding authority.)

1. They have a feel for those times in every organization when the company rule book needs to be ignored.

2. Normally, they don't disregard rules and policies, but they do know when the rules need to be stretched for the greater good.

3. Other managers, in contrast, are rule-book managers and will not permit any deviation, no matter what the possible payoff.

4. They have the ability and willingness to make an on-the-spot decision without waiting for:

   a. Further studies.

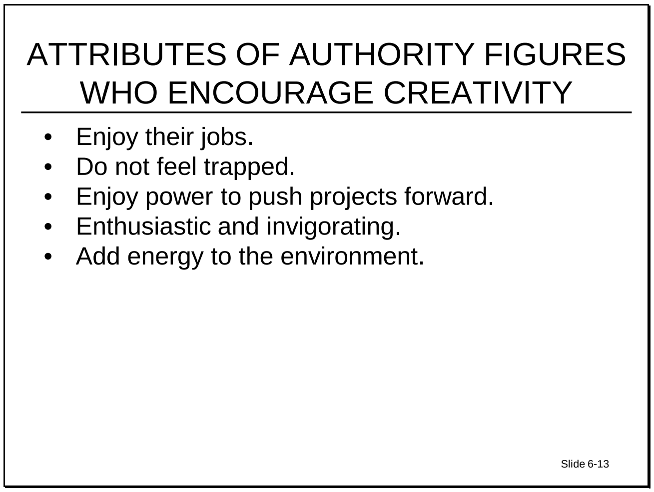
   b. Another committee.

   c. A new task force.

5. They are ready to begin tomorrow, even this afternoon, if the idea has merit.

6. They have good track records in recognizing which half-developed idea is worth betting on.

7. They have the courage to commit resources to carry out an idea immediately.



E. Attributes of authority figures who encourage creativity.

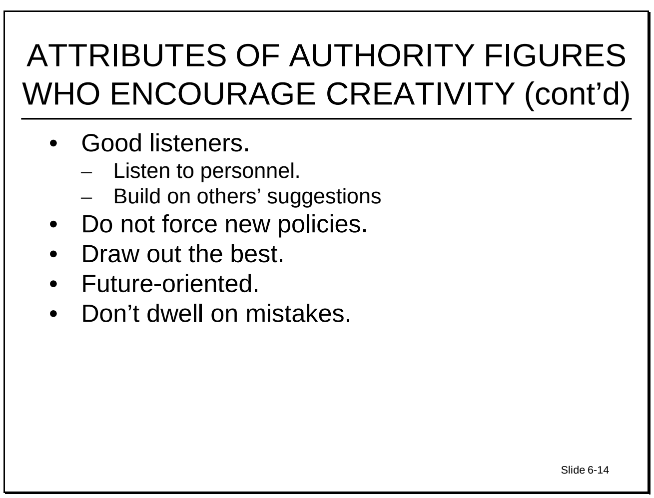
1. They enjoy their jobs.

2. They do not feel trapped in an administrative role.

3. They enjoy having the resources and power at their fingertips to push projects forward.

4. They are enthusiastic, invigorating individuals.

5. They add to, instead of detract from, the energy in their environments.



6. They are good listeners.

   a. They listen to their personnel.

   b. They build on their employees' suggestions.

7. They do not try to ram new policies or procedures down the throats of people without listening to the other side first.

8. They seem to have the ability to draw out the best in their subordinates and then add to it.

9. They are more future-oriented than past-oriented.

10. They don't dwell on mistakes.

ATTRIBUTES OF AUTHORITY FIGURES WHO ENCOURAGE CREATIVITY (cont'd)

- Do not wail over their or others' mistakes or hold mistakes against others.
- Willing to start with what is today.
- Learn from experience, but are not bogged down by it.

Slide 6-15

11. In reacting to mistakes:

    a. They do not wail over past mistakes, their own or those of others.

    b. They do not hold the mistakes of others against them indefinitely.

12. They are willing to begin with the world as it is today and work for a better future.

13. They learn from experience but do not get bogged down by it.

V. QUICK WAYS TO ENCOURAGE CREATIVITY

A. Brainstorming helps examine the preferred manner in which we apply creative thinking to:

1. Solve problems.

2. Make decisions.

3. Bring about changes.

B. The process of brainstorming is usually a first step to a larger process where the ideas generated will then be explained, grouped and eventually evaluated against predetermined criteria agreed to by the people using the information.

C. Definition, rules and methods of brainstorming.

1. Definition: Brainstorming is a process for soliciting ideas without judging, evaluating, justifying, explaining or favoritism. Quantity and outrageousness are encouraged.

2. Rules: All ideas are recorded visually for all to see (such as on an easel pad) verbatim. The recorder should not paraphrase or change any words said by the contributors.

3. Methods: There are many methods of brainstorming, including:

   a. **Nominal Group Technique:** Participants write ideas anonymously and provide them to a moderator. Each idea is voted on by the entire group, called distillation. After distillation, top-ranked ideas may be sent back to the group, or subgroups, for further brainstorming.

   b. **Freewheeling:** Ideas are expressed randomly from everyone at any time.

   c. **Round Robin:** Each person takes a turn sharing an idea or saying "pass" if without an idea. Typically, participants should have many turns before the process concludes.

   d. **Slip Method:** Participants write (anonymously) ideas on individual slips of paper, which are then collected and recorded on an easel pad.

   e. **Group Passing Technique:** Each person in a group, sitting in a circle, writes one idea on a piece of paper and then passes the paper to the person next to him or her in a clockwise direction. That person adds thoughts and then passes the paper to the person next to him or her. This continues until each person gets his or her original paper back. By the time each person gets his or her piece of paper back, each idea is likely to have been extensively elaborated upon.

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ACTIVITY 6.2

Brainstorming for Fun and Profit

Purpose

Explore factors that exist in fire/emergency environments that inhibit creative output.

Directions

1. Working in your table groups, you will be members of a “think tank” who have been brought together to help save a profitable company, Markers R Us. The EPA slapped a court order on the company to cease the manufacturing of scented writing markers until such time as a board of inquiry determines their safety. Users of the markers, because of the “tasty” odors of the various scents employed, have been tasting and ingesting the marker ink, causing severe stomach ailments and changes in skin color.

2. You will come up with alternative markets for the one item that has not been restricted from manufacturing and selling: the marker caps. If a way can be found to market these caps successfully as something other than marker caps, the company may be able to remain solvent until such time as it can modify its ink formulas to make them nontoxic.

3. Your group will be assigned a brainstorming technique to use to generate ideas for alternative uses. You will have 10 to 15 minutes to generate alternative techniques and to make observations about the brainstorming technique.

4. Your group will present your list of alternative uses.

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VI. SUMMARY

SUMMARY

- Challenges to creativity often include criticism, assumptions regarding the right way to do things, and personal preference, among others.
- Creativity can result from increased communication, commitment, the opportunity to think/ponder, increased diversity, and so on.

Slide 6-17

SUMMARY (cont'd)

- There are many myths about the ability to be creative and blocks that impede creativity.
- Authority figures who encourage creativity share characteristics.
- It is possible to encourage creativity.

Slide 6-18

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UNIT 7:
ORGANIZATIONAL CULTURE AND CHANGE

The climate or culture of an organization is analogous to the mortar in a brick wall. It can be so incredibly strong and supportive to the reason for the wall, or near a state of failure in need of change or repair … to exercise leadership is to assess, shape, and manage this mortar — to be a social architect. — Charles J. Burkell

TERMINAL OBJECTIVE

The students will be able to:

7.1 Use a case study to analyze the culture of an organization and relate this case study situation to the fire service.

ENABLING OBJECTIVES

The students will be able to:

7.1 Identify the characteristics of a culture, specifically of organizational culture.

7.2 Recognize the indicators that point to a legitimate need for an organization's culture to change.

7.3 Recognize diversity as a significant factor in cultural change.

7.4 Recognize that the Executive Fire Officer (EFO) should be an agent of cultural organizational change.

7.5 Use a case study to analyze the culture of an organization and relate this case study situation to the fire service.

7.6 Use the Fire and Emergency Services Organizational Culture Assessment Instrument to interpret self- and observer-feedback data.

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UNIT 7: ORGANIZATIONAL CULTURE AND CHANGE

Slide 7-1

ENABLING OBJECTIVES

- Identify the characteristics of a culture, specifically of organizational culture.
- Recognize the indicators that point to a legitimate need for an organization's culture to change.
- Recognize diversity as a significant factor in cultural change.

Slide 7-2

ENABLING OBJECTIVES (cont'd)

- Recognize that the Executive Fire Officer (EFO) should be an agent of cultural organizational change.
- Use a case study to analyze the culture of an organization and relate this case study situation to the fire service.

Slide 7-3

ENABLING OBJECTIVES (cont'd)

- Use the Fire and Emergency Services Organizational Culture Assessment Instrument to interpret self- and observer-feedback data.

Slide 7-4

I. OVERVIEW

OVERVIEW

- Introduction to organizational culture.
- Cultural change.
- Leading cultural change.
- Fire and Emergency Services Organizational Culture Assessment Instrument Feedback.

Slide 7-5

A. Introduction to organizational culture.

B. Cultural change.

C. Leading cultural change.

D. Fire and Emergency Services Organizational Culture Assessment Instrument Feedback.

II. INTRODUCTION TO ORGANIZATIONAL CULTURE

INTRODUCTION TO ORGANIZATIONAL CULTURE

- “A feeling or a climate” (Litwin & Stringer, 1968).
- “The rules of the game for getting along in a situation” (Schein, 2004).
- “The philosophy that guides an organization’s policy toward its employees and customers” (Ouchi, 1981).
- “The dominant values espoused by an organization” (Deal & Kennedy, 1982).

Slide 7-6

A. Definitions.

1. “A feeling or a climate” (Litwin & Stringer, 1968).

2. “The rules of the game for getting along in a situation” (Schein, 2004).

3. “The philosophy that guides an organization’s policy toward its employees and customers” (Ouchi, 1981).

4. “The dominant values espoused by an organization” (Deal & Kennedy, 1982).

INTRODUCTION TO ORGANIZATIONAL CULTURE (cont’d)

- The commonly held implicit understanding of “the way we do things around here.”
- “The glue that binds an organization together” (Tichy, 1982).
- “The set of important assumptions (often unstated) that members of an organization share in common” (Sathe, 1985).

Slide 7-7

5. The commonly held implicit understanding of “the way we do things around here.”

6. “The glue that binds an organization together” (Tichy, 1982).

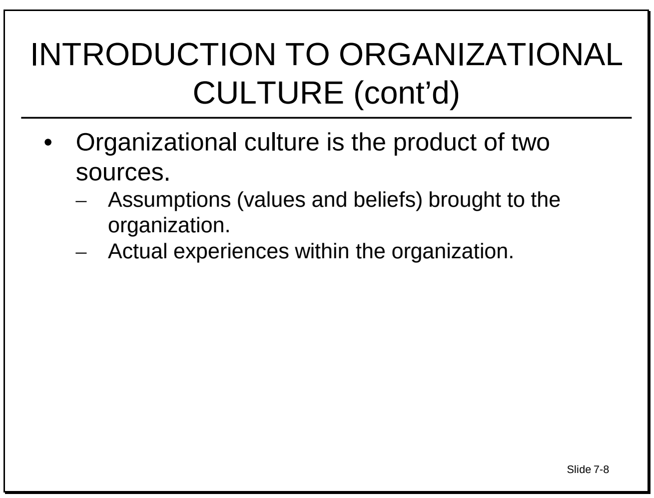
7. Schein (1990) and Sathe (1985), noted researchers of organizational culture, contend that the term "culture" should be reserved for the deeper level of "basic assumptions" and beliefs that are shared by members of an organization. These assumptions and beliefs are often unstated.

   Schein has also used the term "cultures" in reference to groups within organizations and suggested that there may be subcultures within organizations. The subcultures typically share values with the whole but over time may also have had different experiences that produce different assumptions.

8. Sathe (1985) calls culture "the set of important assumptions (often unstated) that members of an organization share in common."

9. Heifetz, Grashow and Linsky (2009) state that at the heart of adaptive leadership practice is the idea that if a system is broken, it must be diagnosed and remedied by taking risks and challenging the status quo in order to provoke change.

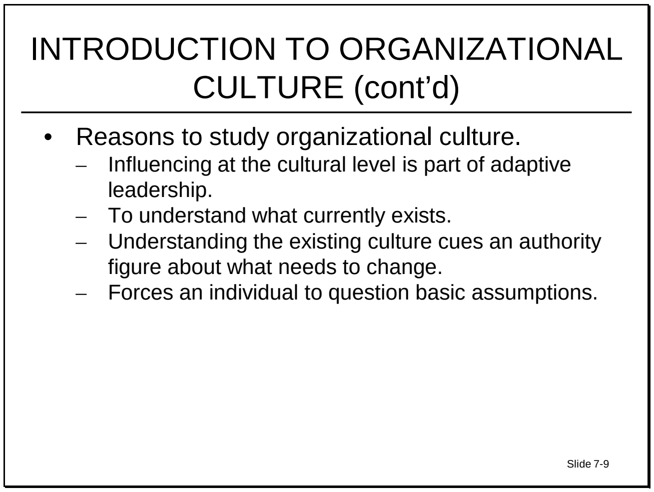
B. What do we study when we study culture?



C. Organizational culture is the product of two sources:

1. The assumptions (values and beliefs) that authority figures, founders and employees bring with them to the organization.

2. The actual experiences of people within the organization as they adapt to the internal and external environments.



D. Reasons to study organizational culture.

1. Influencing at the cultural level is an essential part of the adaptive leadership model as defined by Heifetz and Linsky.

2. Perhaps the most difficult and necessary types of change are those that involve altering elements of the culture of an organization.

3. It is important to have a clear understanding of the culture that currently exists in the organization.

4. Studying culture forces an individual exercising leadership to question basic assumptions about the organization. For the fire service, some examples of these types of assumptions might be:

   a. "The fire department operates like a family."

   b. "The fire department is a paramilitary culture."

   c. "Operations is the most important element of the fire department."

5. The study and understanding of culture allows an authority figure to ask "why" and find answers that are not purely technical.

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ACTIVITY 7.1

Life is Good

Purpose

Analyze the manner in which a strong and positive organizational culture developed and grew as a result of the energy and enthusiasm of the founding authority figures, as well as critical incidents in the company's development.

Directions

1. Read the discussion questions on the following worksheet prior to viewing the video. Make notes while watching the video.

2. In your table group, quickly reach consensus on the discussion questions assigned to your group.

3. Appoint a representative to present your group's answers to the class.

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ACTIVITY 7.1 (cont'd)

Discussion Worksheet

1. What are the most notable characteristics of the organizational culture of Life is Good?

____

____

____

2. To what extent does there appear to be a close alignment of the organizational culture and mission and goals of Life is Good?

____

____

____

3. To what extent did the founders of Life is Good influence the culture of the organization? Provide examples. To what extent does an Executive Fire Officer (EFO) influence the culture of a fire and Emergency Medical Services (EMS) department?

____

____

____

4. What kinds of rituals and traditions exist within the culture of Life is Good? What do they say about the organization?

____

____

____

5. What aspects of the culture have been influenced by key events in the organization's history?

____

____

____

6. What types of myths and legends provide support for the organizational culture?

____

____

____

7. What is the relationship between the policies and programs of Life is Good and its culture? What is the alignment of policies and procedures to organizational culture in the fire service and Emergency Medical Services (EMS)?

____

____

____

8. What parallels may be drawn between the environment in which Life is Good operates and that of the fire and emergency services?

____

____

____

III. CULTURAL CHANGE

CULTURAL CHANGE

- What factors indicate need for change?
  - Increased diversity.
  - Change of authority figures.
  - Practices no longer acceptable by society.
  - Structural changes: mergers, etc.
  - Singular events (e.g., Sept. 11, 2001).
- Factors can be internal or external.

Slide 7-12

A. What factors might indicate that culture needs to change?

1. Increasing diversity in the community and workforce.

2. Change in style and priorities of authority figures.

3. Old cultural norms no longer fit with change in larger society (e.g., hazing).

4. Structural changes (e.g., mergers with other departments, budget cuts that close stations or cut services).

5. Singular events (e.g., Sept. 11, 2001).

B. Factors influencing cultural change can be both internal and external, as well as both proactive and reactive.

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ACTIVITY 7.2

Case Study on Organizational Culture Change

Purpose

Study a real-world example of cultural change in a medical college setting.

Directions

1. You will be divided into groups. Each group will be assigned two pairs of the study questions on the Medical College of Virginia Hospital Case Study that was distributed at the beginning of class.

2. Discuss your questions in your group, and use the consensus approach to decision-making to arrive at your answers.

3. When your small group has reached consensus on your answers, prepare a brief presentation.

4. You may use visuals. They can be handmade easel pad pages, PowerPoint slides, or other creative visuals, but they must be clear and illustrative.

5. During this activity, keep in mind what you have learned in the previous class units about working effectively as a team.

6. Assign one or more representatives to make your group’s presentation.

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ACTIVITY 7.2 (cont'd)

Medical College of Virginia Hospital Case Study

Questions for Discussion and Presentation

1a. One of Carl Fischer's first initiatives as CEO of the Medical College of Virginia Hospital was to create the guest relations program. What specific factors led him to choose this course of action for improvement at the hospital? How did he feel that this program would improve service quality and efficiency of operations?

1b. Many fire departments have become involved with quality improvement programs. From your own experience of such programs, describe the specific types of improvements that these programs are designed to address.

2a. Describe the organizational culture of the Medical College of Virginia Hospital prior to the arrival of Carl Fischer. What was its primary mission? Was this mission shared by all employees there? What were its core competencies? What critical factors were limiting its ability to achieve its defined mission?

2b. What is the fundamental mission of the fire service? Is this mission reflected in the specific goals and objectives of your own organization? How well do people within your organization understand and buy into this sense of mission? What critical factors limit your ability to achieve your defined mission?

3a. The Medical College of Virginia Hospital operated under significant financial constraints. Describe these financial issues and how they affected the hospital's ability to change. What role did competition play in helping or hindering the hospital's ability to make effective changes?

3b. How do financial conditions affect a fire department's ability to achieve its mission or make significant changes? What sources of competition exist for the fire service, and how is the fire service generally, and your organization in particular, responding to these competitors?

4a. The Medical College of Virginia Hospital felt it had image problems. Describe the sources of these problems, both internal and external. In what ways did Carl Fischer intend to change this image?

4b. Does the fire service have an image problem? Give specific examples of how the fire service's image may have suffered or improved in recent years. Is the perception of the fire service accurate in terms of what services are offered and how the organization operates? In what ways has your fire department attempted to improve or clarify its image to community and to its own members? How successful have these efforts been?

5a. Many of the changes (both internal and external) initially made by Carl Fischer at the Medical College of Virginia Hospital were largely symbolic. Describe some of these symbolic changes. How effective were they in contributing to overall cultural change?

5b. Describe symbolic changes that have been made by the fire service or your particular fire service agency. How effective were they in contributing to desired cultural change?

6a. During the period of training associated with the cultural change at the hospital, doctors were treated differently from other employees at the hospital. Why did this occur? What effect did it have on the other employees and the effectiveness of the training?

6b. Are all department members in your organization treated the same when dealing with issues related to organizational change? Are all members held to the same standards of training and conduct? If not, what is the reason for the disparity, and what effects do the different standards have on morale and the ability to make organizational change?

7a. Nurses were particularly resentful of the program to improve customer relations at the Medical College of Virginia Hospital. What was the source of their resentment? What effect did the nurses' attitude have on others in the hospital? What could the hospital have done differently to create more buy-in from the nurses?

7b. Consider a change that was made within your own organization or the fire service generally. Did all stakeholder groups have equal buy-in for the change? If not, what was the source of the unwillingness to go along? Describe a specific example. What could have created more buy-in within this group?

8a. In what ways did the guest relations program at the Medical College of Virginia Hospital succeed? How was this success measured? In what ways did the program fail? What factors specifically led to these failures?

8b. How do you measure the success of a change that involves changing organizational culture? Give specific examples from your own organization or the fire service generally.

IV. LEADING CULTURAL CHANGE

LEADING CULTURAL CHANGE

- Highlight threats posed by lack of change versus benefits of change.
- Explain new direction and role-model change.
- Appoint change supporters to key roles.
- Systematically reward the adoption of new values.

Slide 7-14

A. According to Schein (1990), there are several ways that individuals exercising leadership can work to effect change in an organization's culture.

B. Authority figures and managers may use one or more of these techniques as methods of dislodging an outdated culture and developing a new culture to replace it.

1. Highlight threats to the organization posed by a lack of change, and at the same time encourage people to believe that change is possible and desirable.

2. Articulate the new direction or new assumptions, and provide clear role modeling.

3. Appoint people who hold new assumptions to key roles; consider bringing in outsiders if necessary.

4. Systematically reward the adoption of new values and assumptions.

LEADING CULTURAL CHANGE (cont'd)

- Reinforce desired behaviors.
- Use coercion or seduction, if appropriate.
- Discredit sacred vows and expose myths.
- Develop new symbols and artifacts associated with new assumptions and values.

Slide 7-15

5. Reinforce desired behaviors.

6. Use coercion or seduction, if appropriate, to encourage new behaviors that are more consistent with new assumptions and values.

7. Use high-profile scandals, as appropriate, to discredit sacred vows and to expose myths that preserve dysfunctional traditions.

8. Develop new symbols and artifacts associated with new assumptions and values.

ROLES OF THE EXECUTIVE FIRE OFFICER IN CULTURAL CHANGE

- Lead by example.
- Strictly enforce new or existing policies.
- Set priorities.
- Facilitate discussion and active listening skills.

Slide 7-16

C. The following are possible roles for the EFO in leading cultural change:

1. Leading by example. (For example, the president is the first to get a smallpox vaccination.)

2. Strictly enforcing new or existing policies.

3. Setting organizational priorities that reinforce the desired change (e.g., setting aside money and time for diversity training).

4. Developing personal skills in facilitating discussion and active listening as a way of including everyone in the change.

MOVING FROM A TECHNICAL PROBLEM ORIENTATION TO AN ADAPTIVE CHALLENGE PROCESS

- Move organization from a “process culture” to a “learning organization culture.”
- Provide support to complement changing and expanding mission and goals of the fire service organization.

Slide 7-17

D. Moving from a technical problem orientation to an adaptive challenge process.

1. Moving from a “process culture” toward a “learning organization culture.”

2. Providing the support and reinforcement necessary to complement the changing and expanding mission and goals of most fire service organizations.

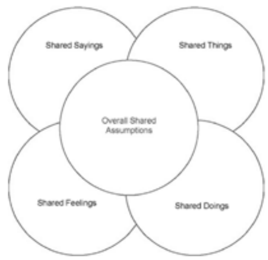
V. FIRE AND EMERGENCY SERVICES ORGANIZATIONAL CULTURE ASSESSMENT INSTRUMENT FEEDBACK

FIRE AND EMERGENCY SERVICES ORGANIZATIONAL CULTURE ASSESSMENT INSTRUMENT FEEDBACK

- Feedback report briefing.

Slide 7-18

FIRE AND EMERGENCY SERVICES ORGANIZATIONAL CULTURE ASSESSMENT INSTRUMENT FEEDBACK (cont'd)



Source: "Culture and Related Corporate Realities", Vijay Sathe, Richard D. Irwin, Inc., Homewood Illinois, 1985.

Slide 7-19

A. The Fire and Emergency Services Organizational Culture Assessment Instrument:

1. Developed to be used with the Executive Fire Officer Program (EFOP) under the National Fire Academy's (NFA's) sponsorship.

FIRE AND EMERGENCY SERVICES ORGANIZATIONAL CULTURE ASSESSMENT INSTRUMENT FEEDBACK (cont'd)

- Purpose is to provide awareness of:
  - Perception of the organizational culture.
  - Observer opinions.

Slide 7-20

2. The purpose of the instrument is to provide participants with awareness of:

a. Their perception of the organizational culture.

b. Observer opinions regarding the organization's culture.

B. The instrument is based on the construct that culture derives from shared:

1. Sayings.

2. Doings.

3. Things.

4. Feelings.

5. Assumptions.

C. Each component is closely related to and highly interactive with each of the others.

RESPECTIVE SCALES

Shared Sayings	Shared Things	Shared Feelings	Shared Doings	Shared Assumptions
Respect for Others	Facilities and Equipment	Getting Along with Others	Health and Safety	Service to Our Public
Communications	Compensation and Benefits	Feelings Toward Authority	Emergency Medical Services	Reward and Punishment: Value Systems
Trust and Honesty	Appearances and Detail	Feelings Toward All Members	Fire Suppression and Operations	Mission and Purpose
Training and Development	Technology	Feelings Toward the Public	Code Enforcement, Prevention and Education	Structure and Rules

Slide 7-21

D. Each component contains four scales that are rating elements with the instrument contains. By component, they are:

1. Shared sayings.

   a. Respect for others.

   b. Communications.

   c. Trust and honesty.

   d. Training and development.

2. Shared things.

   a. Facilities and equipment.

   b. Compensation and benefits.

   c. Appearances and detail.

   d. Technology.

3. Shared feelings.

   a. Getting along with others.

b. Feelings toward authority.

c. Feelings toward all members.

d. Feelings toward the public.

4. Shared doings.

   a. Health and safety.

   b. EMS.

   c. Fire suppression and operations.

   d. Code enforcement, prevention and education.

5. Shared assumptions.

   a. Service to our public.

   b. Reward and punishment: value systems.

   c. Mission and purpose.

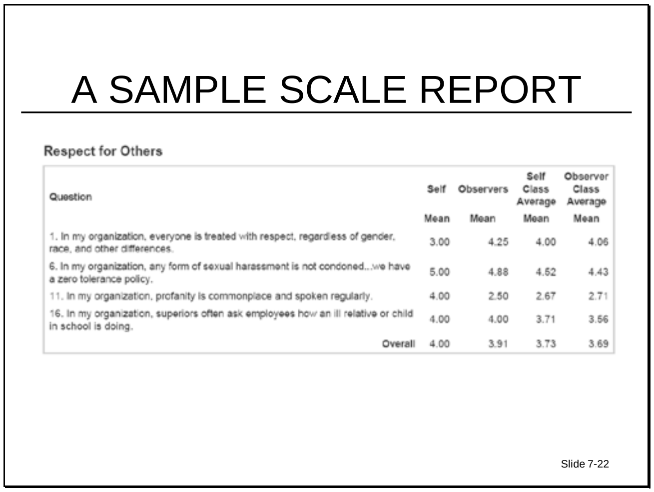
   d. Structure and rules.

6. Uses a five-item Likert Scale ranging from strongly disagree to strongly agree.

7. Provides scores and average scores for self- and observer-group.

8. Compares your rating of an item to all those within your group ("Executive Development" (ED) participants within the EFOP) who have rated the same item and reports the results as a z-score.

   Z-scores are standardized to allow comparison within the same population (in this case, participants in the ED course and EFOP now or in the past).

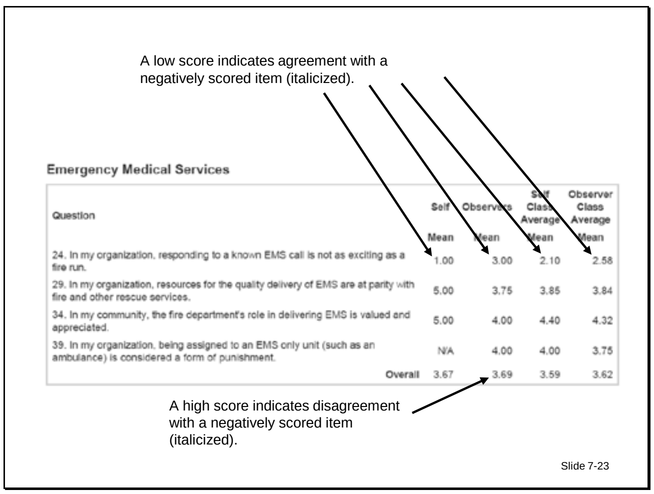


A SAMPLE SCALE REPORT

Respect for Others

Question	Self Mean	Observers Mean	Self Class Average Mean	Observer Class Average Mean
1. In my organization, everyone is treated with respect, regardless of gender, race, and other differences.	3.00	4.25	4.00	4.06
6. In my organization, any form of sexual harassment is not condoned...we have a zero tolerance policy.	5.00	4.88	4.52	4.43
11. In my organization, profanity is commonplace and spoken regularly.	4.00	2.50	2.67	2.71
16. In my organization, superiors often ask employees how an ill relative or child in school is doing.	4.00	4.00	3.71	3.56
Overall	4.00	3.91	3.73	3.69

Slide 7-22



Emergency Medical Services

Question	Self Mean	Observers Mean	Self Class Average Mean	Observer Class Average Mean
24. In my organization, responding to a known EMS call is not as exciting as a fire run.	1.00	3.00	2.10	2.58
29. In my organization, resources for the quality delivery of EMS are at parity with fire and other rescue services.	5.00	3.75	3.85	3.84
34. In my community, the fire department's role in delivering EMS is valued and appreciated.	5.00	4.00	4.40	4.32
39. In my organization, being assigned to an EMS only unit (such as an ambulance) is considered a form of punishment.	N/A	4.00	4.00	3.75
Overall	3.67	3.69	3.59	3.62

Slide 7-23

9. Scores can be plotted for each component against averages of:

   a. All self-scores.

   b. All observer-group scores.

   c. My observer-group scores.

   d. All self-scores and observer-group scores.

INTERPRETIVE COMMENTS
BY SCALE AND STRENGTH OF SCORE

Shared Sayings	Low Score	Moderate Score	High Score
	0-1.5	1.5-3.5	3.5-5.0
Respect for others	There is a general lack of respect for other members. This climate is evident through gender and racial inequity, language, and a lack of care.	While there is a climate of respect, there are some situations in which people could be treated with more equity.	Every member of the organization receives equal treatment most of the time. There is a general environment of care toward others.

Slide 7-24

10. Provides interpretive comments for each scale by strength of score.

    a. Low scores ranging from 0 to 1.5.

    b. Moderate scores ranging from 1.5 to 3.5.

    c. High scores ranging from 3.5 to 5.0.

11. Offers explanatory comments that reflect the general differences between scores that indicate a "weak organizational culture" and scores that indicate a "strong organizational culture."

STRENGTH OF SCORE

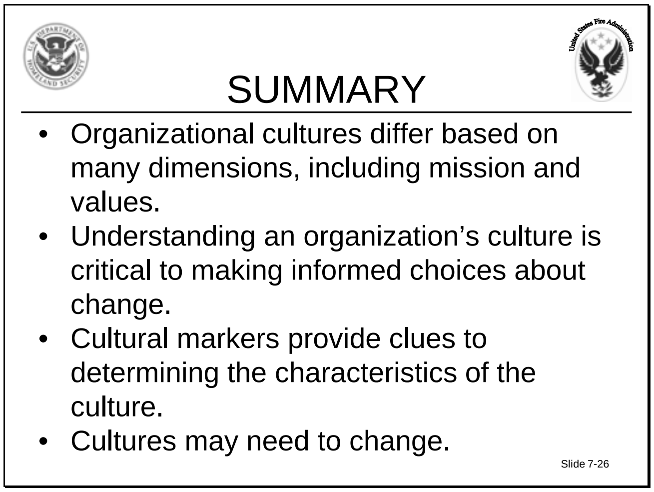
- Weak implies mixed shared values and a lack of agreement on strongly held values.
- Strong implies that values are shared. Agreement exists on what is important.

Slide 7-25

    a. **Weak** implies mixed sharing of values, disagreement about what is important, and lack of agreement on strongly held values when compared to fire/emergency cultures with more shared values.

b. **Strong** implies that values are shared; to a great degree, agreement exists regarding what is important; and there is agreement on strongly held values when compared to other fire/emergency cultures.

VI. SUMMARY



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UNIT 8: RESILIENCE UNDER STRESS

"Man never made any material as resilient as the human spirit." — Bernard Williams

TERMINAL OBJECTIVE

The students will be able to:

8.1 Describe the "hardi attitudes" (commitment, control, challenge) and their application in enhancing resiliency under stress.

ENABLING OBJECTIVES

The students will be able to:

8.1 Examine the theoretical aspects of hardiness.

8.2 Describe the elements that are the framework to the development of a hardi attitude (commitment, control, challenge).

8.3 Given a video case study on Abraham Lincoln, analyze the application of the hardi attitudes.

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UNIT 8:
RESILIENCE UNDER STRESS

Slide 8-1

ENABLING OBJECTIVES

- Examine the theoretical aspects of hardiness.
- Describe the elements that are the framework to the development of a hardi attitude (commitment, control, challenge).
- Given a video case study on Abraham Lincoln, analyze the application of the hardi attitudes.

Slide 8-2

I. OVERVIEW

OVERVIEW

- Evaluate what constitutes hardiness and a hardi attitude.
- Examine stressors that are a component of fire service operations.
- Analyze the use of hardi attitudes as demonstrated in the movie “Lincoln.”

Slide 8-3

A. The term “hardi attitudes” is described by Maddi and Khoshaba (2005): “Hardy attitudes — attitudes of commitment, control, and challenge — give you the courage and motivation to turn stressful changes to your advantage” (Chapter 5, Do you have the right attitude to thrive in adversity? pp. 49-64).

B. Evaluate what constitutes hardiness and a hardi attitude.

C. Examine stressors that are a component of fire service operations.

D. Analyze the use of hardi attitudes as demonstrated in the movie “Lincoln.”

II. HARDINESS — A PSYCHOLOGICAL PERSPECTIVE

HARDINESS — A PSYCHOLOGICAL PERSPECTIVE

- “A pattern of attitudes and skills that provides courage, motivation, and strategies to do the hard work of transforming stressful circumstances from potential disasters into advantages and growth opportunities instead” (Maddi, Harvey, Resurreccion, Giatras, & Raganold, 2007).

Slide 8-4

A. Hardiness defined.

“A pattern of attitudes and skills that provides courage, motivation, and strategies to do the hard work of transforming stressful circumstances from potential disasters into advantages and growth opportunities instead” (Maddi, Harvey, Resurreccion, Giatras, & Raganold, 2007).

HARDINESS — A PSYCHOLOGICAL PERSPECTIVE (cont'd)

- Theoretical aspect of hardiness.
  - "The concept of hardiness is theoretically grounded in the work of existential philosophers and psychologists such as Heidegger (1986), Frankl (1960), and Binswanger (1963), and involves the creation of meaning in life, even life that is sometimes painful or absurd, and having the courage to live life fully despite its inherent pain and futility" (Bartone, 2006).

Slide 8-5

B. Theoretical aspect of hardiness.

"The concept of hardiness is theoretically grounded in the work of existential philosophers and psychologists such as Heidegger (1986), Frankl (1960), and Binswanger (1963), and involves the creation of meaning in life, even life that is sometimes painful or absurd, and having the courage to live life fully despite its inherent pain and futility" (Bartone, 2006).

HARDINESS — A PSYCHOLOGICAL PERSPECTIVE (cont'd)

- The attitudes of hardiness (three C's).
  - Commitment.
  - Control.
  - Challenge.

Slide 8-6

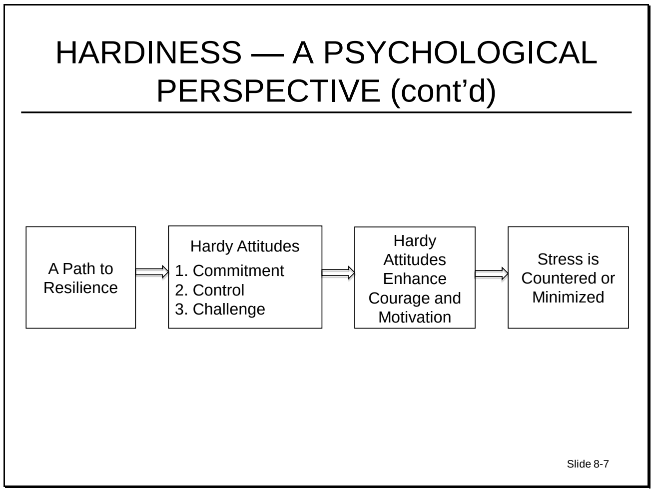
C. The attitudes of hardiness (three C's).

1. Commitment.

2. Control.

3. Challenge.

D. The attitudes of hardiness explained.



1. Commitment.

   "You believe in the importance of staying involved with the people and events ... no matter how much pressure there is" (Maddi et al. 2007).

2. Control.

   a. "You want to keep trying to influence the outcomes going on around you, however hard this may be" (Maddi et al. 2007).

   b. "If you believe that you can influence the outcome of a stressful change — control attitude — you are more apt to push yourself to cope with it" (Maddi & Khoshaba, 2005).

3. Challenge.

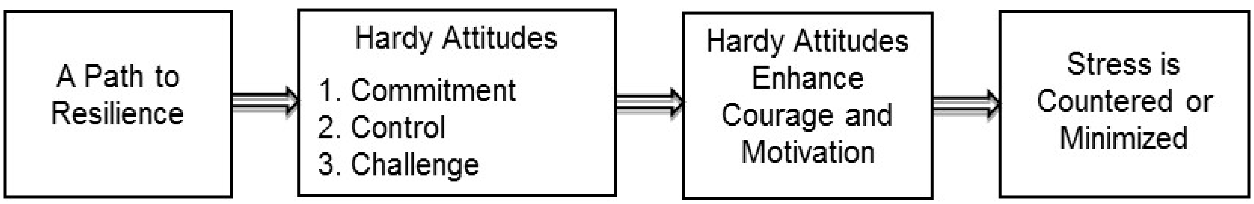
   "You see stressful circumstances as normal, and an opportunity to try your capabilities and learn from experience ... you do not believe in easy comfort and security as a birthright" (Maddi et al. 2007).

BARTONE'S PRIMARY STRESSORS

- In what ways would the modern military stressors relate to the fire service?

Slide 8-8

Table 8.1. Bartone's 2006 Study



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ACTIVITY 8.1

Dimensions of Stress in the Fire Service

Purpose

Compile a list of stressors that influence the attitudes (behaviors) of individuals in a unit engaged in fire service operations.

Directions

1. For the context of this assignment, frame your response to include those stressors that individuals are likely to experience during a work day a 24-hour operational period day (a duty day).

2. Each table group will define a unit or individual to use as the focal point in establishing stressors (fire prevention division, operations chief, fire marshal, fire chief, etc.).

3. Within each table group, you will discuss stressors that are likely to influence the unit or individual you have selected, and you will compile a list of three to five primary stressors using a single word descriptor (e.g., workload, ambiguity).

4. For each of the stressors, provide two to three characteristics (e.g., work long hours, unclear or changing mission).

5. On an easel pad, provide a heading that describes your target audience (e.g., fire chief), and list the three to five primary stressors with their corresponding two to three characteristics. Choose a member from your group to present the list to your classmates.

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III. "HARDI" LEADER INFLUENCE HYPOTHESIS

THE HARDI LEADER INFLUENCE

- Leader's who are high in hardiness exert influence on their subordinates.
- Hardiness proved to be an even stronger predictor of leader performance for women cadets as compared to men.

Slide 8-10

A. "Leaders who are high in hardiness themselves exert influence on their subordinates to interpret stressful experiences in ways characteristic of high-hardy persons … results indicate that Army cadets who are higher in hardiness — a characteristic sense of commitment, control, and challenge — are more effective as leaders in a military-type organization" (Bartone, 2006).

B. In a study by Bartone and Snook (2000), it was demonstrated that "hardiness proved to be an even stronger predictor of leader performance for women cadets [West Point] as compared to men."

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ACTIVITY 8.2

"Lincoln"

Purpose

Identify whether or not there is any demonstration of hardi attitudes portrayed in the movie "Lincoln" and, if so, whether all three attitudes are demonstrated or just one or two of the three.

Directions

1. Your instructor will divide you into three groups.

2. Your group will be assigned one of the hardi attitudes (commitment, control, challenge) to evaluate as all groups view the movie "Lincoln."

3. During the movie, you will evaluate whether hardi attitudes are observed, and you will cite examples, if any (50 minutes).

4. After the movie, your group will go to a breakout room and discuss observations and record on an easel pad four representative examples (15 minutes).

5. A member chosen from your group will present your group's findings to fellow classmates (10 minutes).

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IV. SUMMARY

SUMMARY

- The effectiveness of an Executive Fire Officer (EFO) is partly dependent on his or her resiliency under stress.
- A hardi attitude (commitment, control, challenge) can counter stress through enhancing both courage and motivation.
- Leaders that demonstrate resiliency have teams that are more resilient.

Slide 8-12

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APPENDIX

THINKING ETHICALLY: A FRAMEWORK FOR MORAL DECISION-MAKING

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THINKING ETHICALLY: A FRAMEWORK FOR MORAL DECISION-MAKING

Developed by Manuel Velasquez, Claire Andre, Thomas Shanks, S.J., and Michael J. Meyer (used with permission)

Moral issues greet us each morning in the newspaper, confront us in the memos on our desks, nag us from our children's soccer fields, and bid us good night on the evening news. We are bombarded daily with questions about the justice of our foreign policy, the morality of medical technologies that can prolong our lives, the rights of the homeless, the fairness of our children's teachers to the diverse students in their classrooms.

Dealing with these moral issues is often perplexing. How, exactly, should we think through an ethical issue? What questions should we ask? What factors should we consider?

The first step in analyzing moral issues is obvious but not always easy: Get the facts. Some moral issues create controversies simply because we do not bother to check the facts. This first step, although obvious, is also among the most important and the most frequently overlooked.

But having the facts is not enough. Facts by themselves only tell us what *is*; they do not tell us what ought to be. In addition to getting the facts, resolving an ethical issue also requires an appeal to values. Philosophers have developed five different approaches to values to deal with moral issues.

The Utilitarian Approach

Utilitarianism was conceived in the 19th century by Jeremy Bentham and John Stuart Mill to help legislators determine which laws were morally best. Both Bentham and Mill suggested that ethical actions are those that provide the greatest balance of good over evil.

To analyze an issue using the utilitarian approach, we first identify the various courses of action available to us. Second, we ask who will be affected by each action and what benefits or harms will be derived from each. And third, we choose the action that will produce the greatest benefits and the least harm. The ethical action is the one that provides the greatest good for the greatest number.

The Rights Approach

The second important approach to ethics has its roots in the philosophy of the 18th-century thinker Immanuel Kant and others like him, who focused on the individual's right to choose for herself or himself. According to these philosophers, what makes human beings different from mere things is that people have dignity based on their ability to choose freely what they will do with their lives, and they have a fundamental moral right to have these choices respected. People are not objects to be manipulated; it is a violation of human dignity to use people in ways they do not freely choose.

Of course, many different, but related, rights exist besides this basic one. These other rights (an incomplete list below) can be thought of as different aspects of the basic right to be treated as we choose.

- The right to the truth: We have a right to be told the truth and to be informed about matters that significantly affect our choices.

- The right of privacy: We have the right to do, believe, and say whatever we choose in our personal lives so long as we do not violate the rights of others.

- The right not to be injured: We have the right not to be harmed or injured unless we freely and knowingly do something to deserve punishment or we freely and knowingly choose to risk such injuries.

- The right to what is agreed: We have a right to what has been promised by those with whom we have freely entered into a contract or agreement.

In deciding whether an action is moral or immoral using this second approach, then, we must ask, Does the action respect the moral rights of everyone? Actions are wrong to the extent that they violate the rights of individuals; the more serious the violation, the more wrongful the action.

The Fairness or Justice Approach

The fairness or justice approach to ethics has its roots in the teachings of the ancient Greek philosopher Aristotle, who said that "equals should be treated equally and unequal unequally." The basic moral question in this approach is: How fair is an action? Does it treat everyone in the same way, or does it show favoritism and discrimination?

Favoritism gives benefits to some people without a justifiable reason for singling them out; discrimination imposes burdens on people who are no different from those on whom burdens are not imposed. Both favoritism and discrimination are unjust and wrong.

The Common-Good Approach

This approach to ethics assumes a society comprising individuals whose own good is inextricably linked to the good of the community. Community members are bound by the pursuit of common values and goals.

The common good is a notion that originated more than 2,000 years ago in the writings of Plato, Aristotle, and Cicero. More recently, contemporary ethicist John Rawls defined the common good as "certain general conditions that are...equally to everyone's advantage."

In this approach, we focus on ensuring that the social policies, social systems, institutions, and environments on which we depend are beneficial to all. Examples of goods common to all include affordable health care, effective public safety, peace among nations, a just legal system, and an unpolluted environment.

Appeals to the common good urge us to view ourselves as members of the same community, reflecting on broad questions concerning the kind of society we want to become and how we are to achieve that society. While respecting and valuing the freedom of individuals to pursue their own goals, the common-good approach challenges us also to recognize and further those goals we share in common.

The Virtue Approach

The virtue approach to ethics assumes that there are certain ideals toward which we should strive, which provide for the full development of our humanity. These ideals are discovered through thoughtful reflection on what kind of people we have the potential to become.

Virtues are attitudes or character traits that enable us to be and to act in ways that develop our highest potential. They enable us to pursue the ideals we have adopted. Honesty, courage, compassion, generosity, fidelity, integrity, fairness, self-control, and prudence are all examples of virtues.

Virtues are like habits; that is, once acquired, they become characteristic of a person. Moreover, a person who has developed virtues will be naturally disposed to act in ways consistent with moral principles. The virtuous person is the ethical person.

In dealing with an ethical problem using the virtue approach, we might ask, What kind of person should I be? What will promote the development of character within myself and my community?

Ethical Problem Solving

These five approaches suggest that once we have ascertained the facts, we should ask ourselves five questions when trying to resolve a moral issue:

- What benefits and what harms will each course of action produce, and which alternative will lead to the best overall consequences?

- What moral rights do the affected parties have, and which course of action best respects those rights?

- Which course of action treats everyone the same, except where there is a morally justifiable reason not to, and does not show favoritism or discrimination?

- Which course of action advances the common good?

- Which course of action develops moral virtues?

This method, of course, does not provide an automatic solution to moral problems. It is not meant to. The method is merely meant to help identify most of the important ethical considerations. In the end, we must deliberate on moral issues for ourselves, keeping a careful eye on both the facts and on the ethical considerations involved.

This article updates several previous pieces from *Issues in Ethics* by Manuel Velasquez — Dirksen Professor of Business Ethics at Santa Clara University and former Center director — and Claire Andre, Associate Center Director. “Thinking Ethically” is based on a framework developed by the authors in collaboration with Center Director Thomas Shanks, S.J., Presidential Professor of Ethics and the Common Good Michael J. Meyer, and others. The framework is used as the basis for many programs and presentations at the Markkula Center for Applied Ethics.

http://www.scu.edu/ethics/practicing/decision/thinking.html

UNIT 9:
EMPOWERING THE NEXT GENERATION OF LEADERSHIP

"As we look ahead into the next century, leaders will be those who empower others." — Bill Gates, co-founder of Microsoft

TERMINAL OBJECTIVE

The students will be able to:

9.1 Analyze and apply concepts, principles and philosophies of empowering the next generation of leaders.

ENABLING OBJECTIVES

The students will be able to:

9.1 Define the four principles used to influence leaders.

9.2 Examine the concepts of turning followers into leaders.

9.3 Validate the philosophy of empowering leaders.

9.4 Apply the process used in succession planning.

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UNIT 9:
EMPOWERING THE NEXT GENERATION OF LEADERSHIP

Slide 9-1

ENABLING OBJECTIVES

- Define the four principles used to influence leaders.
- Examine the concepts of turning followers into leaders.
- Validate the philosophy of empowering leaders.
- Apply the process used in succession planning.

Slide 9-2

I. OVERVIEW

OVERVIEW

- Four core principles in influencing future leaders.
- Turn followers into leaders.
- The exercise of empowering leadership.
- Succession planning.

Slide 9-3

A. Four core principles in influencing future leaders.

B. Turn followers into leaders.

C. The exercise of empowering leadership.

D. Succession planning.

II. FOUR CORE PRINCIPLES IN INFLUENCING FUTURE LEADERS

FOUR CORE PRINCIPLES IN INFLUENCING FUTURE LEADERS

- Control.
- Competence.
- Clarity.
- Coaching.

Slide 9-4

A. Control (Marquet, 2013, Part II, pp. 49-50).

1. Control is about making decisions concerning not only how we are going to work but also toward what end.

2. Capt. Marquet found the genetic code for control and rewrote it (changing the way your organization controls decisions).

a. “Act your way to new thinking” (Marquet, 2013).

b. “Short, early conversations make efficient work” (Marquet, 2013).

c. Use “I intend to … ” (Marquet, 2013) to turn passive followers into active leaders.

d. “Eliminate top-down monitoring systems” (Marquet, 2013).

e. “Think out loud” (Marquet, 2013) (both superiors and subordinates).

f. “Embrace the inspectors” (Marquet, 2013).

B. Competence (Marquet, 2013, Part III, pp. 115-116).

1. Means that people are technically competent to make the decisions they make.

2. They have taken courses to gain knowledge and expertise in their position.

3. They have passed qualification exams to demonstrate their competence.

4. As Capt. Marquet said, “Therefore we need to allow them to” (2013):

a. “Take deliberate action” (Marquet, 2013). (Engage your brain before acting, thus reducing mistakes and accidents.)

b. “Learn everywhere and all the time” (Marquet, 2013).

c. “Don’t brief, certify” (Marquet, 2013).

d. “Continually and consistently repeat the message” (Marquet, 2013).

e. “Specify goals, not methods” (Marquet, 2013).

f. “Establish a set of empowered phrases that the active doers” can use: (Marquet, 2013, Chapter 11, pp. 82-83) (a person who acts and gets things done).

- “I intend to … ” (Marquet, 2013).
- “I plan on … ” (Marquet, 2013).
- “I will … ” (Marquet, 2013).
- “We will … ” (Marquet, 2013).

C. Clarity (Marquet, 2013, Part IV, pp. 161-162).

1. Means that the people in the organization clearly and completely understand what the organization is about. This is necessary in order to make good decisions regarding what the organization is trying to accomplish.

2. “If clarity of purpose is not understood then the criteria by which a decision will be made will be skewed and a suboptimal decision made” (Marquet, 2013).

3. The mechanisms to ensure clarity include:

    a. “Achieve excellence, don’t just avoid errors” (Marquet, 2013).

    b. “Build trust and take care of your people” (Marquet, 2013).

    c. “Use your legacy for inspiration” (Marquet, 2013).

    d. “Use guiding principles for decision criteria” (Marquet, 2013).

    e. “Use immediate recognition to reinforce desired behavior” (Marquet, 2013).

    f. “Begin with the end in mind” (Marquet, 2013).

    g. “Encourage a questioning attitude over blind obedience” (Marquet, 2013).

D. Coaching (Marquet, 2013, Chapter 18, pp. 135-141).

1. Maintain the leader-leader model throughout the organization.

2. Focus on your people; give them the tools, equipment and training that they need.

3. Have good conversations.

4. Certify your people.

5. Think long-term.

6. Establish a mentor-mentor program (Marquet, 2013, Chapter 25, pp. 190-191; Chapter 27, p. 205).

7. Capt. Marquet also discusses the need for leadership at every level. To ensure that this is successful, he states that we must have commitment (Marquet, 2013, Chapter 23, p. 180):

    a. “Means we are present when we come to work” (Marquet, 2013).

    b. “We give it our best all of the time and every time” (Marquet, 2013).

    c. “We choose to be here” (Marquet, 2013).

8. He discusses the need to strive for continuous improvement and ensure that we establish a chain of command that does the same for all workers in the organization.

9. Finally, he states that you must have courage to make the choice to do the right thing even when it means you will be uncomfortable.

III. TURN FOLLOWERS INTO LEADERS

TURN FOLLOWERS INTO LEADERS

- The leader-follower model.
  - “The leader makes the decisions and the followers execute them” (Marquet, 2013).
- The leader-leader model.
  - The belief is that we can all be leaders.

Slide 9-5

A. The leader-follower model “is where the leader makes the decisions and the followers execute them. This model has worked for centuries and is a good model which is used in the military, when a formal chain of command approach is needed” (Marquet, 2013).

B. Establish the leader-leader model, where the core belief is that we can all be leaders. This model not only achieves great improvements in effectiveness and morale but also makes the organization stronger.

1. Be a leader who is supportive of ideas and provides encouragement.

TURN FOLLOWERS INTO LEADERS (cont'd)

- Support and encourage.
- Walk through your organization.
- Observe people in a meeting.
- Ask open-ended questions.

Slide 9-6

2. Walk through your organization to hear the good, bad and ugly.

3. Observe people in a meeting. Are they engaged, or are they just in the room?

4. Ask open-ended questions; be curious. What do you do? You'll get a better feeling of what people think they do.

TURN FOLLOWERS INTO LEADERS (cont'd)

- Team members need to become accountable.
- Authority has to be pushed down.
- If followers are made leaders in their field of expertise, then the performance quality of the entire system increases.

Slide 9-7

5. Team members need to take control of their own duties and become accountable to themselves, instead of hiding behind the command line of the imposed hierarchy.

6. Authority has to be pushed down, not up.

7. If followers are made leaders in their field of expertise, then the performance quality of the entire system increases.

TURN FOLLOWERS INTO LEADERS (cont'd)

- Educate followers to command their own actions.
- Create the right environment
- Leaders need to fix the environment, not the people.
- At the end of the day, leadership is about creating an environment where people go out and do great things.

Slide 9-8

8. The greatest challenge is to educate followers not to be followers but to command their own actions.

9. Create the right environment where people can express their thoughts. Leaders need to step back to create space for this to occur. Then they need to listen.

10. Leaders need to fix the environment, not the people.

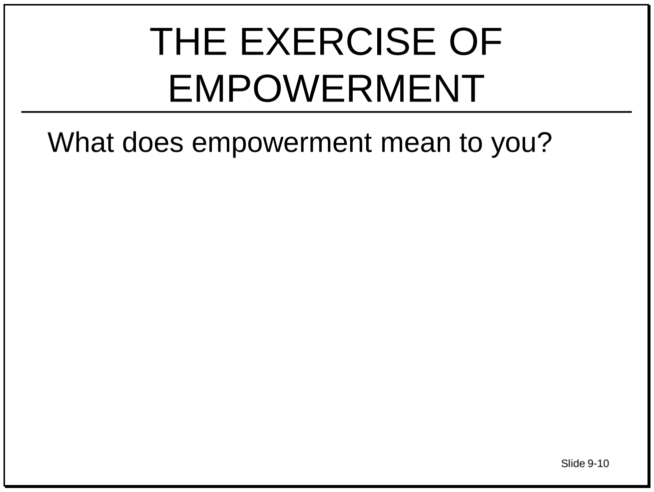
11. At the end of the day, leadership is about creating an environment where people go out and do great things.

TURN FOLLOWERS INTO LEADERS (cont'd)

- Does this mean we can all be leaders?
- What if the people are the environment?

Slide 9-9

IV. THE EXERCISE OF EMPOWERING LEADERSHIP



A. Leaders value individuals and their opinions very highly.

B. They encourage critical thinking and in turn get blessed with highly innovative, motivated followers.

C. They encourage those below them to take action and will support them if they make mistakes.

D. They exercise participative openness: freedom to speak one's mind.

E. They explain what they want and allow flexibility in how it is accomplished.

F. They put ideas on the line, responding effectively to the risks and living to celebrate the meaning of their efforts.

ACTIVITY 9.1

Turn the Ship Around

Purpose

Identify the techniques that Capt. David Marquet, retired U.S. Navy, used to develop the leader-leader model of leadership.

Directions

Part 1: Small Group

1. This activity follows the Organizational Culture Assessment Instrument (OCAI) results that you received in Unit 7: Organizational Culture and Change. Considering Capt. Marquet's leader-leader model, what environment are you currently in that would support this idea of free expression, innovation, etc.? What are your adaptive challenges to create an environment that supports a leader-leader environment?

2. Begin writing your responses on your easel pad provided. Each group's facilitator should capture key common threads amongst the group as they relate to the local, regional or national firefighter perspective on cultural change and adaptive challenge (22 minutes).

3. Select a representative from your group to report out. As you report out, make your responses additive of the other groups who have already reported out (10 minutes).

Part 2: Individual

1. Based upon your readings of "Leadership on the Line: Staying Alive through the Dangers of Leading" and "Turn the Ship Around! A True Story of Turning Followers into Leaders," answer the following questions:

   a. What techniques and philosophies will you use to create this environment where the "leader-leader" model is possible?

   b. Consider Heifetz and Linsky's Adaptive Leadership Model and Capt. Marquet's four C's — control, competence, clarity and coaching. What are the adaptive challenges to you in following these principles and creating this environment? Cite examples.

   c. Consider your own OCAI results, which you received in Unit 7. The OCAI allows for data-driven input to this analysis of getting from where you are now, the current state, to a desired state.

2. Look at the rubric for grading this assignment in the beginning section of the Student Manual (SM).

3. This will be a graded assignment, and you are to turn in your completed responses tomorrow morning, Tuesday (Week 2), by 8 a.m.

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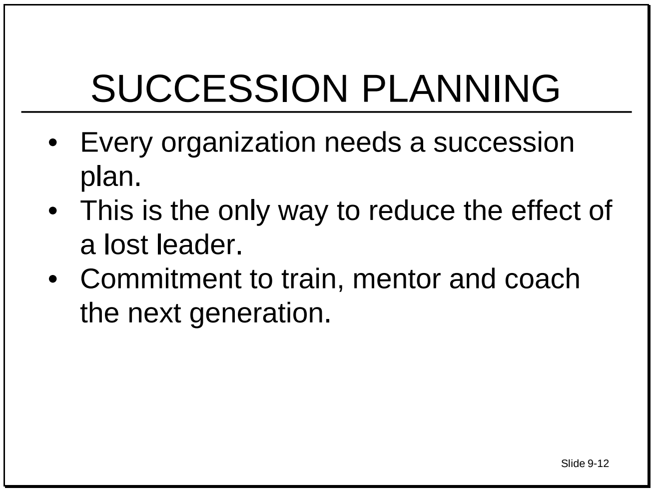
V. SUCCESSION PLANNING



A. Every organization needs a succession plan, whether it's for one high-ranking potential person or for the whole organization.

B. The only way to reduce the effect of a lost leader is through strong succession planning.

C. The kind of leadership commitment to train, mentor and coach the next generation of leaders is a vital component of succession planning.

  1. Having a culture where people want to help others succeed can't be understated.

  2. This doesn't cost a lot of money, but it does require a significant amount of time.

  3. Create a map for employee development. Continue to evaluate it (i.e., every three months, six months, nine months).

D. As you begin to conduct succession planning or are considering revising you current succession plan, consider the following:

SUCCESSION PLANNING (cont'd)

- Hire from within.
- Reward your managers. Create incentives.
- Make sure that you have support from the top.
- Use enterprise learning.
- Provide more than one way up in your organization.
- Ensure transparency.

Slide 9-13

1. Ensure that you have a coherent strategy for executive development. This also means developing a formal process for developing successor candidates. This plan should include four key elements:

    a. Alignment — focuses on both current and future needs.

    b. Accessibility — process eschews administrative hassles for the end user; process is simple and transparent.

    c. Assessment — target key positions in the company, and identify a pool of potential candidates.

    d. Advancement — provide a range of educational development experiences or workshops for potential candidates.

2. Reward your leaders who are developing talent to draw from: Organizations that value mentoring and coaching create incentives for leaders who develop potential candidates. Part of every leader's job is to identify high-performing employees. Develop a talent review program for your organization.

3. Make sure that you have support from the top: There is nothing worse than developing a candidate only to find out that the boss has different ideas.

4. Use enterprise learning as a performance lever: Candidate development without the "development" aspect is insufficient. There is more to the knowledge, skills and abilities (KSAs) than what is written in a position description. Understand the skills needed, behaviors desired, gaps in knowledge, as well as experience level required.

5. Provide more than one way up in your organization: Vertical movement is not always the only option; there is also horizontal movement within the organization. Employees have different needs during their different life stages.

6. Ensure that transparency is one of your priorities: Leaders must have all the necessary information, including measurement criteria and insight into talent gaps. Are career opportunities within the organization aligned with the organization's long-term strategic opportunities?

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ACTIVITY 9.2

Succession Planning

Purpose

Apply a process used in succession planning.

Directions

1. Answer the following questions in your assigned table group by putting your answers on your easel pad (30 minutes).

    a. What is the culture of your organization? Is it ripe for a true succession planning/ career development process, where everyone has equal opportunity and equal access? Describe your process.

    b. What are the adaptive challenges that can be faced when attempting to implement and sustain a succession plan process in your organization? Be specific.

    c. Many organizations say that they have a succession plan but do not really have one. Equal access and opportunity is often not the case. Put the elephant in the room — why do succession plans not work?

        - How will you ensure that there are multiple owners across the organization?

        - Who will be represented on the selection panel?

2. Select a representative to report out on your findings (20 minutes).

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VI. SUMMARY

SUMMARY

- Four principles used to influence leaders.
- Turning followers into leaders.
- Philosophy of empowering leaders.
- “Turn the Ship Around! A True Story of Turning Followers into Leaders” and TED Talk from Capt. David Marquet, retired United States Navy.
- Succession planning.

Slide 9-15

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UNIT 10: ETHICS AND CHANGE

"To lead is to live dangerously." — Heifetz and Linsky

TERMINAL OBJECTIVE

The students will be able to:

10.1 Apply an ethical decision-making model to solve an ethical dilemma in a given situation.

ENABLING OBJECTIVES

The students will be able to:

10.1 Define ethics, morality and values.

10.2 Apply the five approaches to thinking ethically presented by Velasquez et al.

10.3 Explain the link between the Adaptive Leadership Model and the role of the authority figure in identifying and responding to ethical issues.

10.4 Give examples of situations in which an authority figure used his or her leadership role to encourage or discourage ethical behavior in others.

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UNIT 10:
ETHICS AND CHANGE

Slide 10-1

ENABLING OBJECTIVES

- Define ethics, morality and values.
- Apply the five approaches to thinking ethically presented by Velasquez et al.
- Explain the link between the Adaptive Leadership Model and the role of the authority figure in identifying and responding to ethical issues.

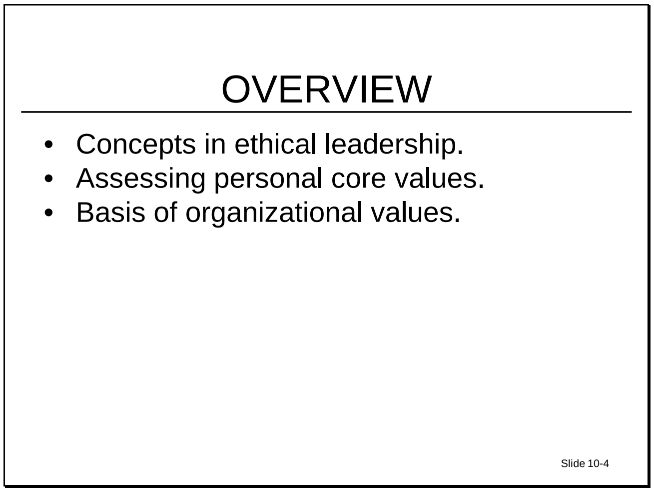
Slide 10-2

ENABLING OBJECTIVES (cont'd)

- Give examples of situations in which an authority figure used his or her leadership role to encourage or discourage ethical behavior in others.

Slide 10-3

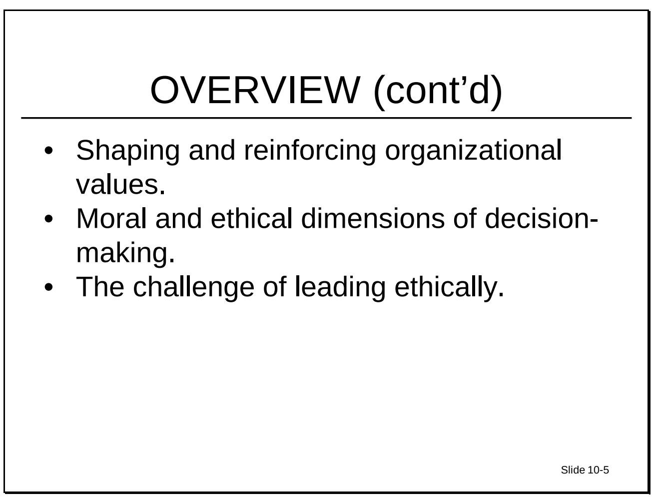
I. OVERVIEW



A. Concepts in ethical leadership.

B. Assessing personal core values.

C. Basis of organizational values.



D. Shaping and reinforcing organizational values.

E. Moral and ethical dimensions of decision-making.

F. The challenge of leading ethically.

II. CONCEPTS IN ETHICAL LEADERSHIP

CONCEPTS IN ETHICAL LEADERSHIP

- What is ethics?
  - The code of good conduct.
  - The process used to determine correct thinking and behavior.
  - Subset of philosophy.
  - Context of decision-making.
- What is morality?
  - The question of right and wrong.

Slide 10-6

A. General discussion of ethics.

1. What is ethics?

   a. The dictionary defines ethics as the code of good conduct for an individual or group.

   b. Ethics is the process used to determine correct thinking and behavior.

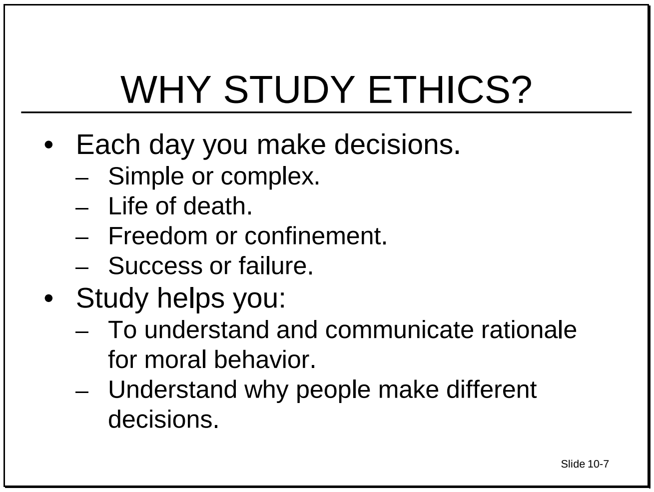
   c. The study of ethics grew out of philosophy. Ethics is a subset of philosophy, as jazz is a subset of music.

   d. Typically, one studies ethical systems in the context of decision-making.

2. What is morality?

   a. Morality is concerned with questions of right and wrong.

   b. It also focuses on the ability to distinguish between right and wrong and to justify those distinctions.



B. Why study ethics?

1. Each day you are asked to make decisions.

a. Simple or complex.

b. Life or death.

c. Freedom or confinement.

d. Success or failure.

2. The study of ethics helps you to:

a. Understand and communicate your rationale for moral behavior.

b. Understand why two people faced with the same ethical dilemma can reach and justify two different decisions.

C. Advantages of being ethical.

1. Being ethical gives you a competitive edge.

2. People prefer to work with/for those they consider ethical.

3. Credibility — people believe you.

4. Efficiency — trust makes decision-making faster and more economical.

5. Morale — people feel better about their jobs and themselves.

6. Loyalty — people feel better about their organization.

7. Being ethical gives you personal satisfaction — self-respect.

DISADVANTAGES OF BEING UNETHICAL

- Competitive weakness.
- Lack of credibility.
- Inefficiency.
- Slower, less economical.
- Low morale.
- People are less likely to work hard.
- Disloyalty.
- Personal dissatisfaction.

Slide 10-9

D. Disadvantages of being unethical.

1. Competitive weakness — people prefer to work with/for those they consider ethical.

2. Lack of credibility — people will not believe you.

3. Inefficiency — distrust makes decision-making slower, less economical.

4. Low morale — people feel bad about their jobs and themselves.

5. People are less likely to work hard and less likely to stay in the job.

6. Disloyalty — people feel bad about their organizations.

7. Personal dissatisfaction.

   a. Lack of self-respect.

b. Contempt, suspicion and criticism.

ULTIMATE JUDGMENT OF YOUR ACTIONS

You do the right thing even when it is not in your self-interest.

Slide 10-10

8. The ultimate judgment of character.

III. ASSESSING PERSONAL CORE VALUES

ASSESSING PERSONAL CORE VALUES

- What are values?
  - Checks and balances keep decision-making and problem-solving within the scope of guiding principles.
  - Solid understanding of one's own values and beliefs provides an anchor.

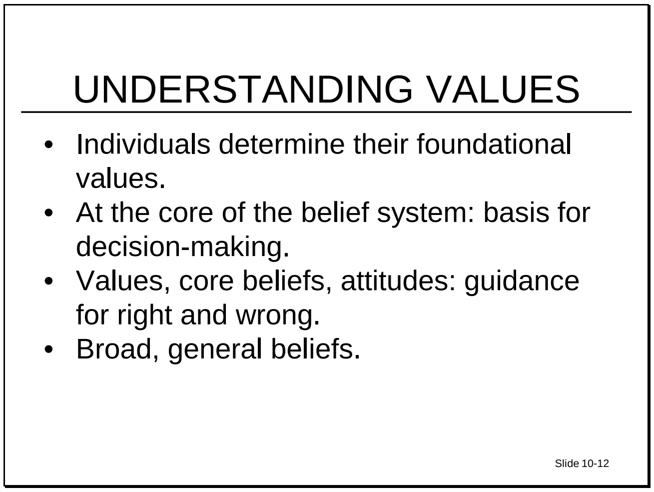
Slide 10-11

A. What are values?

1. An authority figure's value system is one of the checks and balances he or she constantly uses to keep decision-making and problem-solving tasks within the scope of his or her guiding principles.

2. In "Leadership on the Line: Staying Alive through the Dangers of Leading," a strong emphasis is placed on those exercising leadership being anchored within themselves. Having a solid understanding of one's own personal values and beliefs is the measure and method of being anchored.

3. The Executive Fire Officer (EFO) faces many difficult decisions. Often, the impact will affect not only organizational structure and processes but also people.



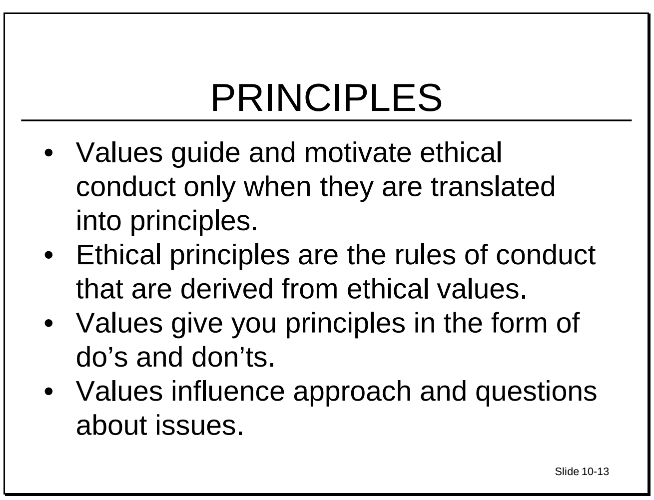
B. Understanding values.

1. The individual determines which personal values are foundational.

2. Foundational values are those at the core of an individual's belief system and are the basis from which most critical decisions are made.

3. According to Michael Josephson (2002), a personal value system encompasses all values, core beliefs, and attitudes that guide and motivate behavior and, therefore, includes personal convictions about right and wrong.

4. When you speak of values, you are referring to broad, general beliefs or attitudes about something you prize or desire.



C. Principles.

1. Values guide and motivate ethical conduct only when they are translated into principles.

2. Ethical principles are the rules of conduct that are derived from ethical values.

   For example, honesty is a value that becomes operational in a series of principles.

   a. Tell the truth.

   b. Do not deceive.

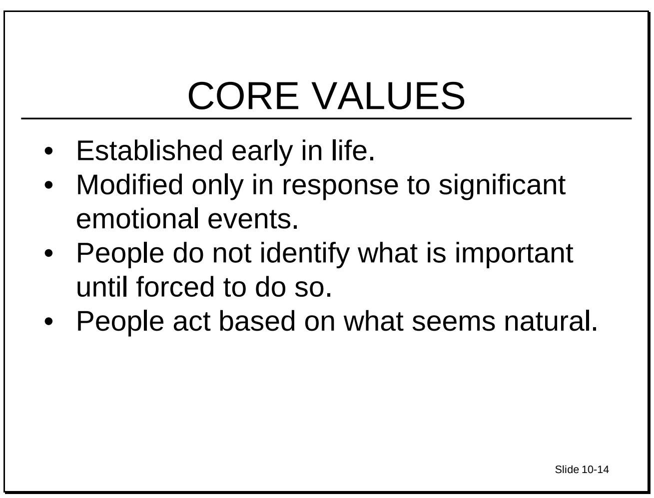
   c. Be candid.

   d. Do not cheat.

3. Values give you principles in the form of specific do's and don'ts.

4. Values influence the way you approach issues.

5. Values guide the questions you ask about an issue or about directions you may be given.



D. Identifying core values.

1. Core values are established early in life, and, often, it takes a significant event such as the birth of a child, death of a loved one, or divorce, to identify a core value.

2. In his video presentation, “What You Are Is What You Were When,” Dr. Morris Massey (1986) states that, in general, people are value-programmed around age 10. After that age, it requires a significant emotional event to modify a core value. These events may often be life-altering, such as a death in the family, birth of a child, or marriage, or a traumatic experience, such as an accident or injury.

3. In his book, “Look Within or Do Without” (2000), Dr. Tom Bay states that most people do not really identify what is important to them until they are forced to do so. As an example, Dr. Bay asks the question, “When do most people take time to recognize the value of good health?” He indicates that the universal answer is when they are sick.

4. Many people have never focused on identifying their own core values. They simply “act” based on what seems to fit naturally.

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ACTIVITY 10.1

Personal Values Assessment[1]

Purpose

Assess what values are truly important to you, and then prioritize those items to achieve a clear picture of your core beliefs.

Directions

1. Take a few minutes to review the pack of value cards you received. Then, select the five values most important to you. If a value you consider to be important is not included in the cards provided, write your value on one of the blank cards.

2. Review the value cards, and be prepared to explain why you selected the values you did.

3. Put your five value cards face-up on the table in front of you.

4. Follow the instructor's directions to complete the activity.

5. At the close of this activity, set aside the five value cards you selected. These cards will be used again in another activity.

[1] This activity has been adapted with permission from the International Public Safety Leadership & Ethics Institute (IPSLEI) curriculum.

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ACTIVITY 10.1 (cont'd)

Values Card Sort List	
Advancement	Growth, professional advancement, personal maturity
Beauty	Appreciation of loveliness (e.g., enjoying art, nature, work)
Cooperation	Communication, team effort, working together
Creativity	Freedom, imagination, desire for new ideas
Dedication	Passionate belief in something
Faith	Believing in yourself, a higher power, the goodness of life
Freedom	Absence of necessity or coercion; liberation, independence
Health	Physical and mental well-being
Helpfulness	Sense of concern for and outreach to the needs of others
Honesty	Fairness, straightforwardness, sincerity, truthfulness
Integrity	Moral and intellectual honesty
Justice	Fairness, balance, moral equality
Knowledge	Seeking and learning new insights
Life	Principle or force distinctive of animate beings
Love	Personal warm feelings of caring and affection
Loyalty	Faithfulness to another person; to an idea; to a vision
Morality	Ethical standards, conscience, sense of right and wrong
Openness	Willingness to try new things
Patience	Bearing pains or trials calmly; steadfastness in suffering or crisis
Pleasure	What you enjoy; what delights you
Power	Ability to lead, direct, persuade, control
Professionalism	Commitment to quality, pride in your work
Recognition	To receive special attention; to feel important
Religion	Belief in a Supreme Being; a spiritual relationship with others
Responsibility	Accountability, maturity, ability to respond
Security	Having the essentials you need to live
Sensitivity	Awareness, responsiveness, approachability
Social	A lot of fun, friends, companionship
Success	Attainment of wealth, favor or eminence, achieving your goals
Trustworthiness	Dependability deserving of confidence
Vitality	Spirit, life, intuition
Wealth	Material income, possessions
Wisdom	Mature understanding of life
Work	Feeling good about your job as challenging and rewarding
Worthiness	Acceptance and appreciation as a person — not a thing

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IV. BASIS OF ORGANIZATIONAL VALUES

This section looks closely at the source of the values an organization holds and how those sources contribute to its ethical choices.

A. A product of the people within the organization, the organization's purpose, and the customer services it provides.

B. Hersey, Blanchard and Johnson (2012) identify five basic categories of organizational values.

1. Economic — what is the bottom line?

   Example: A department strictly uses a lowest-bid approach to purchases rather than including quality of service, reliability or other characteristics.

2. Technological — how an organization does what it does.

   Example: A department accomplishes its primary mission of protecting lives and property through an emphasis on prevention rather than on operational forces.

3. Communal — how an organization treats its own.

   Example: An organization establishes and promotes a family auxiliary as a means of “taking care of our own.”

4. Sociopolitical — how an organization behaves toward its external world.

   Example: When selecting a fire-training site, a department uses, as a guide, proximity to residential units to avoid having training noise levels depress the values of nearby homes.

5. Transcendental — what the organization means, at a deeper level, to its external environment.

   Example: A community constantly supports the efforts of its fire department to have a vehicle fleet that is current, reliable and effective.

UNDERSTANDING ORGANIZATIONAL VALUES

- They influence the organization’s internal/external behavior.
- They guide the organization’s actions.
- They are often not understood within the organization.

Slide 10-18

ACTIVITY 10.2

Assessing Organizational Values[2]

Purpose

Force you to reflect on your organization's core beliefs and actions as these relate to understanding your organization's values and priorities. Understanding your organization's values will aid in developing congruity between your values and your organization's values.

Directions

1. Take out the set of value cards from the previous activity. Set aside your top-five personal value cards.

2. Review all the cards in the set from the perspective of your own fire department. Select the top-five values for your department and place them in priority order, from most important to least important to your fire department.

3. Then, in your small group, create a list of the top-five values for the fire service overall.

4. The entire class then will make a list of the top-five values for the fire service.

Key Questions for Reflection

1. Which of my values are not in harmony with my organization's values? What do Heifetz and Linsky see as potential reasons for this disequilibrium?

2. How might the variance between my values and my organization's values affect my ability to lead?

3. How will I approach an ethical dilemma if the proposed solution is contradictory to my personal values?

4. What will I do if my solution is congruent with my personal values but contradictory to my organization's values?

[2] This activity has been adapted with permission from the IPSLEI curriculum.

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V. SHAPING AND REINFORCING ORGANIZATIONAL VALUES

A. Organizations are driven by the collective values of the organization and its members.

B. These values guide behaviors, both inside and outside the organization.

THE AUTHORITY FIGURE'S ROLE

Must be conscious of:

- The organization's values.
- The members' personal values.
- The conflicts between organizational values and personal values.

Slide 10-20

C. Role of the authority figure.

1. An authority figure's values influence his or her decision-making and behaviors.

2. Authority figures must be conscious of the collective values of their organization, of members' personal values, and of whether the two sets of values are in conflict.

ORGANIZATIONAL VALUES

- Explicit (written or stated).
- Implicit (unwritten, but accepted).
- Congruent.

Slide 10-21

3. Authority figures need to be cognizant of the organization’s values.

   a. Explicit values — values that are written or stated (espoused).

   b. Implicit values — values that are unwritten, but accepted and practiced (in-action).

4. Explicit and implicit values that are different are a source of conflict.

5. Ideally, explicit values should drive implicit values, resulting in behaviors that are congruent with both the collective organizational values and the authority figure’s personal values.

D. Authority figures must survey the internal and external environment constantly for influences on the organization’s values.

AUTHORITY FIGURE AND ORGANIZATIONAL VALUES

An authority figure needs to “get on the balcony” to identify:

- Changes in political environment.
- Changes in customer wants or desires.
- Broad-based social adaptation.

Slide 10-22

E. An authority figure needs to “get on the balcony” to identify the factors in the internal and external environment that may influence values. For example:

1. Changes in the political environment.

2. Changes in customer wants and desires.

3. Broad-based social adaptation.

ORGANIZATIONAL CODES OF ETHICS

- Others may compose a code of ethics (companies, clubs, etc.)
- Makes known what is expected of you and of others.

Slide 10-23

F. Organizational statements (codes) of ethics.

1. Governments, companies, organizations, clubs and individuals may compose a code of ethics.

2. A code of ethics makes known to others what to expect from you and, in return, what you expect from them.

3. Appendix B: International Association of Fire Chiefs — Code of Ethics for Fire Chiefs and Handout 10-2: ICMA Code of Ethics with Guidelines provide two examples of codes of ethics.

   a. Fire chief code of ethics (International Association of Fire Chiefs (IAFC)), updated 1997.

   b. International City/County Management Association (ICMA), updated 1998.

VI. MORAL AND ETHICAL DIMENSIONS OF DECISION-MAKING

Moral and ethical decision-making are influenced by organizational culture and values, as well as individual moral development. This section seeks to examine questions of ethics in the context of exercising leadership.

A. Lawrence Kohlberg's levels of moral development (McLeod, 2013).

1. Obedience: acting because I have to — good behavior is associated with avoiding punishment.

2. Self-interest: acting because I want to — people develop ethical standards for their own well-being based on "What's in it for me?" without regard to social consequences.

3. Conformity: acting because I should — the concern is "What will people think of me?" or the desire for group approval.

4. Law and order: acting out of duty to maintain social order for its own sake. One's obligation to the law overrides one's obligation to family, friends and groups.

    a. The focus expands from the group to a society bound by laws.

    b. Codes of ethics are characteristic at this stage.

MORAL AND ETHICAL DECISION-MAKING (cont'd)

- Principle-centered ethics — protecting the rights of the individual.
- Universal ethics — universal moral principles/inherent respect for the individual.
- Spiritual enlightenment.
  - May be undisclosed ethical standard.
  - May be a power beyond that which is known.

Slide 10-25

5. Principle-centered ethics: Actions are often considered good or bad; they protect the rights of the individual according to rules agreed upon by the whole society.

   a. Life is more valuable than property.

   b. Individual rights are more important than social good.

6. Universal ethics: In this stage, there is a search for universal moral principles and an underlying inherent respect for the individual.

7. Spiritual enlightenment: This stage is speculative and may be based on two underlying assumptions.

   a. There may be an ethical standard as yet undisclosed.

   b. There may be a power beyond that which is known.

ETHICAL DIMENSIONS OF EXERCISING LEADERSHIP

- A morally good act involves:
  - The objective act.
  - The subjective motive of the actor.
  - The situation.
- A morally good act must involve all three.

Slide 10-26

B. Ethical dimensions of exercising leadership.

1. In their book "Ethical Dimensions of Leadership" (1996), Kanungo and Mendonca cite Thomas Aquinas as stating that a morally good act involves three factors.

   a. The objective act itself: It must be a good action.

   b. The subjective motive of the actor: He or she must have good intentions.

   c. The situation or context.

2. To be morally good, an act must meet all three of the criteria listed above. Controversy develops when one part is emphasized over another.

   a. Example: Was Hitler a good leader?

   b. No. He was able to get people to follow him, but his desired outcomes were not ethical.

C. Examples provided by Kanungo and Mendonca, with commentary.

1. A person gives charitable donations because it provides him or her with a tax advantage.

   The intent (subjective motive) negates the donation (objective act), and, as such, the act is not morally good.

2. A person chooses to give a donation to the poor for the purpose of contributing to the well-being of the poor.

   The intent (subjective motive) is to provide support through the donation (objective act) to the community's poor (situational factor). This is a morally good act.

3. A person refuses to give a donation to a poor person because he or she knows that the poor person will use the money to support his or her alcohol addiction.

   The refusal to donate (objective act) because of not wanting to support an addictive behavior (subjective motive) is also a morally good act.

D. Velasquez's framework for resolving ethical dilemmas.

1. Effective ethical decision-making uses a framework from which to analyze the issues, establish alternatives, and develop effective resolutions.

2. While there are many models of ethical decision-making, the Velasquez framework is a comprehensive, yet simple, model from which to guide ethical decisions.

VELASQUEZ'S DECISION-MAKING FRAMEWORK

- What are the relevant facts?
- What are the ethical issues?
- Who are the primary stakeholders?
- What are the possible alternatives?
- What are the ethical alternatives?
- What are the practical constraints?

Slide 10-27

3. Application of the model requires answering six questions. Effective use of the questions requires the participants to be objective, open and honest. The questions **are:**

   a. What are the relevant facts?

   b. What are the ethical issues?

   c. Who are the primary stakeholders?

   d. What are the possible alternatives?

   e. What are the ethical alternatives?

   f. What are the practical constraints?

ETHICAL TEST PROCESS

- Blanchard and Peale test:
  - Is it legal?
  - Is it balanced?
  - How does it make you feel?

Slide 10-28

E. Ethical test process.

1. Blanchard and Peale test.

a. Is it legal?

b. Is it balanced?

c. How does it make you feel?

ETHICAL TEST PROCESS (cont'd)

- Front Page of the Newspaper test.
  - How would a critical reporter report your decision?
  - What would the headline read?
  - What if your friends and family knew?

Slide 10-29

2. Front Page of the Newspaper test.

a. How would the critical reporter report your decisions?

b. What would the headline read?

c. What if your friends and family knew?

ACTIVITY 10.3

Ethical Decision-Making

Purpose

Apply Kohlberg's concepts and Velasquez's framework to decision-making for ethical problems.

Directions

1. Stay in your small table groups.

2. Each group will be assigned a specific problem to resolve.

3. In Part 1, use Kohlberg's concepts to solve the problem, asking the following questions:

    a. What would you do?

    b. What ethical dilemma, if any, is inherent in the situation?

    c. What language is used to help you recognize the ethical dilemma?

    d. What ethical level (Kohlberg's 1-6) corresponds to the ethical dilemma in the situation?

    e. What are the risks and/or rewards for you, as an individual exercising leadership, in making the ethical decision applicable to this situation?

4. In Part 2, apply Velasquez's framework and answer the following questions:

    a. What are the relevant facts?

    b. What are the ethical issues?

    c. Who are the primary stakeholders?

    d. What are the possible alternatives?

    e. What are the ethical alternatives?

    f. What are the practical constraints?

    g. If data are needed to answer a question, what are those data, and why are they important?

5. Write your answers to each question on your easel pads.

6. Select a representative to report out on your decisions.

Scenario for Group 1

Development of a new parking garage across the street from your building has been delayed because a lone specimen of an endangered flower has been spotted in the area. You have remarked to your staff how much you have been looking forward to that garage and how the environmentalists should mind their own business. The following day, one of your employees presents you with the flower in a clay pot, with a ribbon, placing it on your desk.

Scenario for Group 2

You've been appointed to a position on a two-year, limited basis since your predecessor accepted a similar offer in another agency and could return in two years. In reviewing your appointment document, you notice that an employee in the Personnel Office inadvertently made your appointment permanent. If you suggest a correction to the document, your job would end in two years. If you keep your mouth shut, you'd have a permanent job, and the agency would have to place your predecessor elsewhere.

Scenario for Group 3

You are serving on an interview panel for positions in the department. The other panel members advise you that the last competitor, whom you found to be otherwise qualified, is regarded as a troublemaker in his or her current position and should not receive a passing score. Since two disqualifying scores eliminate a competitor, it won't make a difference if you go along with the others for the sake of the panel.

Scenario for Group 4

One of your employees has been ill with chronic back problems. This employee's sick leave and vacation balances have been wiped out while he or she has been undergoing therapy. This employee has asked to take "informal" time off, which he or she will make up as soon as he or she is well and accumulates enough sick leave and vacation time. This employee urges you not to dock him or her, since it would place an economic hardship on him or her and his or her family. This employee has two very young children.

Scenario for Group 5, if Applicable

The state personnel board, upon completing a background check on an education program consultant you recently hired, has notified you that the employee did not receive a diploma from Harvard University as stated on his or her application. The diploma was actually granted by Harvard College, a small private school in southeast Arkansas. The employee’s work performance to date has been satisfactory.

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VII. THE CHALLENGE OF LEADING ETHICALLY

> **THE CHALLENGE OF LEADING ETHICALLY**
>
> The process of exercising leadership is one of both relationships and influence.
>
> Slide 10-31

A. The process of exercising leadership is one of both relationships and influence.

1. The EFO is subject to a multitude of influences, such as political, social, professional, personal, and so on.

2. The depth of personal relationships is an influence unto itself. The authority figure's personal relationship with a follower can often bring into play the issue of balancing the personal with the professional.

B. The influence to consider is situational, based on whether the EFO is facing a technical or an adaptive challenge. It may be a situation involving the availability of an arbitrary technical solution, such as applying a standard operating procedure (SOP) to an issue, versus the EFO's personal desire to seek an adaptive solution, which may be safer and more personally palatable.

C. When facing a situation resulting from a conflict in relationship influence and organizational process, EFOs must make decisions that may challenge their understanding of self and role. The understanding of being personally anchored is never more relevant than in times of a challenge to the exercise of leadership.

D. History is full of dilemmas in the exercise of leadership in which an authority figure has had to face a challenging situation that tried his or her personal **and** organizational values, thus forcing the individual exercising leadership to make a decision that, depending on perspective, if decided in one of the directions, could be professionally damaging. On the other hand, if the decision goes the other way, the individual exercising leadership may face grave personal harm.

E. Herman Melville (2006) writes of one such example in the classic novella "Billy Budd, Sailor." The story focuses on the difficulty and danger often associated with ethical decisions that pit technical solutions against adaptive challenges.

VIII. SUMMARY

SUMMARY

- Ethics is usually studied in the context of decision-making and provides the context for one's rationale for moral behavior.
- One's belief system, made up of values, core beliefs, and principles, forms the basis for most critical decisions.

Slide 10-32

SUMMARY (cont'd)

- Organizational values are a product of people, purpose and services. Five categories of organizational values include economic, technological, communal, sociopolitical and transcendental.
- Decision-making, both moral and ethical, is influenced by organizational values and individual moral development.

Slide 10-33

SUMMARY (cont'd)

- Authority figures have a role in shaping an organization's core values.
- Ethical dilemmas that arise can be recognized by comparing how things are said with what is being done.

Slide 10-34

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APPENDIX

INTERNATIONAL ASSOCIATION OF FIRE CHIEFS — CODE OF ETHICS FOR FIRE CHIEFS

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INTERNATIONAL ASSOCIATION OF FIRE CHIEFS

Code of Ethics for Fire Chiefs

The purpose of the International Association of Fire Chiefs is to actively support the advancement of the fire service, dedicated to the protection and preservation of life and property against fire, provision of emergency medical services and other emergencies. Towards this endeavor, every member of the International Association of Fire Chiefs shall represent those ethical principles consistent with professional conduct as members of the IAFC:

- Recognize that we serve in a position of public trust that imposes responsibility to use publicly owned resources effectively and judiciously.
- Not use a public position to obtain advantages or favors for friends, family, personal business ventures or ourselves.
- Use information gained from our positions only for the benefit of those we are entrusted to serve.
- Conduct our personal affairs in such a manner that we cannot be improperly influenced in the performance of our duties.
- Avoid situations whereby our decisions or influence may have an impact on personal financial interests.
- Seek no favor and accept no form of personal reward for influence or official action.
- Engage in no outside employment or professional activities that may impair or appear to impair our primary responsibilities as fire officials.
- Comply with local laws and campaign rules when supporting political candidates and engaging in political activities.
- Handle all personnel matters on the basis of merit.
- Carry out policies established by elected officials and policy makers to the best of our ability.
- Refrain from financial investments or business that conflicts with or is enhanced by our official position.
- Refrain from endorsing commercial products through quotations, use of photographs or testimonials, for personal gain.
- Develop job descriptions and guidelines at the local level to produce behaviors in accordance with the code of ethics.

- Conduct training at the local level to inform and educate local personnel about ethical conduct and policies and procedures.

- Have systems in place at the local level to resolve ethical issues.

- Orient new employees to the organization's ethics program during new employee orientation.

- Review the ethics management program in management training experiences.

- Deliver accurate and timely information to the public and to elected policymakers to use when deciding critical issues.

UNIT 11: THE SCHOLARLY APPLICATION OF RESEARCH

"Just write every day of your life. Read intensely. Then see what happens. Most of my friends who are put on that diet have very pleasant careers." — Ray Bradbury

TERMINAL OBJECTIVE

The students will be able to:

11.1 Describe the interconnection between a scholarly work (Applied Research Project (ARP), thesis, dissertation) and an article in a peer-reviewed journal, and argue the benefits of contributing to a body of knowledge within a community of scholars (e.g., fire service).

ENABLING OBJECTIVES

The students will be able to:

11.1 Discuss the relationship that reading has to writing proficiency.

11.2 Define an Executive Fire Officer (EFO) reading list, and contrast the reading list with others.

11.3 Debate the impact that scholarly work has on shaping the fire service.

11.4 Develop an article condensed from a larger body of work (ARP, thesis, dissertation).

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I. OVERVIEW

A. The relationship between reading and writing proficiency.

B. Peer-reviewed articles.

C. NETC Library (online resources).

"I am but a small child wandering upon the vast shores of knowledge, every now and then finding a small bright pebble to content myself with."

— Plato

Slide 11-4

II. THE RELATIONSHIP BETWEEN READING AND WRITING PROFICIENCY

THE RELATIONSHIP BETWEEN READING AND WRITING PROFICIENCY

- The interconnections of reading to writing.
- Discussion on Stephen King's philosophy of writing.
- Quotes from Andrew Carnegie and Gen. Raymond T. Odierno.
- "U.S. Army Chief of Staff's Professional Reading List."
- Series of discussion questions.

Slide 11-5

A. The novelist Stephen King (who has written over 50 books and reads 70 to 80 books a year) offered his advice on what is involved with being a writer: "If you want to be a writer, you must do two things above all others: read a lot and write a lot" (King, 2010).

B. The mission of the Carnegie Corporation of New York (philanthropic organization founded by the industrialist Andrew Carnegie) is to "promote the advancement and diffusion of knowledge and understanding" (www.carnegie.org/about/). Its president, Vartan Gregorian, offered the following: "In an age overwhelmed by information, the ability to read, comprehend, and write — in other words, to organize information into knowledge — must be viewed as tantamount to a survival skill" (Graham & Hebert, 2010).

C. “U.S. Army Chief of Staff’s Professional Reading List” at http://www.history.army.mil/html/books/105/105-1-1/CMH_Pub_105-5-1_2014.pdf.

1. Chief of Staff of the Army, Gen. Raymond T. Odierno explains the professional reading list as follows: “This reading list is an important element in the professional development of all leaders in the Army … There is simply no better way to prepare for the future than a disciplined, focused commitment to a personal course of reading, study, thought and reflection” (www.history.army.mil/html/books/105/105-1-1/CMH_Pub_105-5-1_2014.pdf).

2. Commanders from all branches of America’s military offer a professional reading list designed to enhance the personal and professional development of their members.

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ACTIVITY 11.1

Developing a Reading List

Purpose

Provide you with an opportunity to define your own Executive Fire Officer (EFO) reading list and to contrast your reading list with those offered by your classmates.

Directions

Part 1 (25 min.)

1. In your assigned group, briefly describe each book in your reading list, developed as part of your evening assignment.

2. After everyone in your group has offered his or her individual reading list, the group will then consider all the books offered and narrow the list down to a five-book reading list. (That is, what five books should every EFO read?)

3. Write your group's reading list on an easel pad to be used for presenting your group's recommendations to the class. For each book, list a few words that capture the essence of the book. (What is the essential message that the book offers the EFO?)

Part 2 (15 min.)

Each group will provide its reading list to the class. The group presenter will provide a few words that describe why each book was selected (its essential message).

Part 3 (10 min.)

A volunteer will facilitate a class discussion designed to condense the different groups' reading lists into a single reading list (five books). This final reading list will represent the collective thoughts and opinions of your "Executive Development" (ED) classmates. On a piece of easel paper, title the page with the class name ("Executive Development"). Below the title, write the reading list, and post the list in the classroom.

Part 4

1. This will be a homework assignment.

2. A volunteer will coordinate a group activity to create a letter addressed to the training specialist in charge of ED. The letter will include:

   a. An introduction.

   b. A list of the five books, including the essence of each book's content and its relation to the EFO.

   c. A conclusion.

3. The finished product will be due at the start of class on Thursday morning of Week 2. The instructors will review the letter and forward it to the training specialist. A sample letter for review is included in the Student Activity Worksheet (SAW). It demonstrates the basic elements and general layout of the assignment.

ACTIVITY 11.1 (cont'd)

Sample Letter

December 11, 2015

Mr. Kevin S. Brame, M.A., EFO
Training Specialist
U.S. Fire Administration
16825 South Seton Ave.
Emmitsburg, MD 21727

Dear Mr. Brame:

Subject: Executive Development Reading List

As a component of the "Executive Development" course curriculum, a professional reading list was developed; the audience for the reading list is the EFO, and the list represents the views and interests of the students who attended the course at the National Fire Academy during the dates of December 1-12, 2015. The directions for the student activity required that the reading list consist of five essential books. The book titles and a brief description (i.e., the essence of each book's content and its relation to the EFO) are listed below.

Angers, T. (2014). *The forgotten hero of My Lai: The Hugh Thompson story*. Lafayette, LA: Acadian House Publishing.

The book details a dark chapter of American military history wherein American soldiers killed 504 unarmed Vietnamese civilians. However, the focus is on Warrant Officer Hugh Thompson and how his courageous moral actions saved the lives of many innocent Vietnamese civilians. Thompson paid an enormous personal price for his actions — he was treated as a traitor — and it was 30 years before his record was cleared. In 1997, Thompson received the Soldier's Medal for his actions at My Lai. Over the course of an EFO's career, he or she will likely be faced with the decision to intervene in a situation in order to do what is morally and legally right — regardless of the repercussions.

Brooks, D. (2015). *The road to character*. New York, NY: Random House.

The book can best be described by using the author's own words: "Recently I've been thinking about the difference between the resume virtues and the eulogy virtues." The book reflects on the latter, wherein the focus is on developing an inner peace and a "solid sense of right and wrong." The author offers a "character-building method," touching on a range of moral essays (e.g., struggle, dignity, love, compassion, truth) that lead the reader to contemplate the notion of legacy ("eulogy virtues"). David Brooks offers The Humility Code, "a coherent image of what to live for and how to live." Just as a leader guides his or her personal life, he or she leaves a leadership legacy within his or her organization; David Brooks offers the EFO an opportunity for self-examination.

Collins, J. C. (2001). *Good to great: Why some companies make the leap . . . and others don't*. New York, NY: HarperBusiness.

Jim Collins set out to answer the question: "Are there companies that defy gravity and convert long-term mediocrity or worse into long-term superiority?" Ultimately, his findings focus on the concepts that lead from "good to great to built to last." The opening theme for the book is the idea "good is the enemy of great." Collins dedicates the remainder of the book to concepts that elevate organizations from good to great (e.g., first who … then what, confront the brutal facts, a culture of discipline, the flywheel, and the doom loop). The "timeless principles" offered by Collins will undoubtedly offer the EFO knowledge for future application.

Kurzweil, R. (2006). *The singularity is near: When humans transcend biology*. New York, NY: Penguin Books.

If an EFO has ever considered the notion that progress is exceeding his or her ability to comprehend it, then Ray Kurzweil's concept of Singularity will offer fodder for thought. Kurzweil suggests that at some point machine intelligence will exceed human intelligence. The concepts offered by Kurzweil will reinforce, or jolt, the EFO's paradigm — managing technology is an ever-present reality.

Salkind, N. J. (2014). *Statistics for people who (think they) hate statistics* (5th ed.). Thousand Oaks, CA: Sage.

An EFO is often engaged in examining an argument wherein conclusions are anchored to data analysis — not unlike the development of an Applied Research Project. The strength of conclusions is based — to a large part — on the validity of the data analysis. Neil Salkind offers the reader an opportunity to develop an understanding of statistical procedures and apply the knowledge using "Real World Stats." The rewards for staying engaged in over 400 pages of statistical procedures are the confidence and knowledge gained that ultimately should aid the EFO in evaluating the validity of arguments.

Finally, it is recognized that the list is not all-inclusive; however, it offers a snapshot of the collective thoughts of 25 students who are enrolled in the Executive Fire Officer Program.

Sincerely,

Mary Smith

III. PEER-REVIEWED ARTICLES

PEER-REVIEWED ARTICLES

- Scholar: "A person who has studied a subject for a long time and knows a lot about it: an intelligent and well-educated person who knows a particular subject very well" *(Merriam-Webster).*

Slide 11-7

A. Scholar.

"A person who has studied a subject for a long time and knows a lot about it: an intelligent and well-educated person who knows a particular subject very well" *(Merriam-Webster).*

PEER-REVIEWED ARTICLES (cont'd)

- Student: "One who studies: an attentive and systematic observer" *(Merriam-Webster).*

Slide 11-8

B. Student.

"One who studies: an attentive and systematic observer" *(Merriam-Webster).*

PEER-REVIEWED ARTICLES (cont'd)

- Popular periodicals.
  - Written by a journalist, columnist, essayist, etc.
  - Not peer-reviewed.
- Scholarly periodicals.
  - Written by an expert.
  - Peer-reviewed.

Slide 11-9

C. Periodicals.

1. Popular periodical (magazines and newspapers).

    a. Written by a journalist, columnist, essayist, etc. (i.e., a generalist).

    b. Not peer-reviewed (exceptions may be found in trade or professional magazines).

2. Scholarly periodicals (journals).

    a. Written by an expert.

    b. Peer-reviewed (refereed material).

PEER-REVIEWED ARTICLES (cont'd)

- Peer review: "A process by which a scholarly work (such as a paper or a research proposal) is checked by a group of experts in the same field to make sure it meets the necessary standards before it is published or accepted" *(Merriam-Webster).*

Slide 11-10

D. Peer review.

"A process by which a scholarly work (such as a paper or a research proposal) is checked by a group of experts in the same field to make sure it meets the necessary standards before it is published or accepted" *(Merriam-Webster).*

PEER-REVIEWED ARTICLES (cont'd)

- The goal of peer review: "In academic publishing, the goal of peer review is to assess the quality of articles submitted for publication in a scholarly journal" (Holland, Duncombe, Dyas, & Meester, 2014).

Slide 11-11

E. The goal of peer review.

"In academic publishing, the goal of peer review is to assess the quality of articles submitted for publication in a scholarly journal. Before an article is deemed appropriate to be published in a peer-reviewed journal, it must undergo the following process:

1. The author of the article must submit it to the journal editor who forwards the article to experts in the field.

2. These impartial reviewers [referees] are charged with carefully evaluating the quality of the submitted manuscript.

3. The peer reviewers check the manuscript for accuracy and assess the validity of the research methodology and procedures.

4. If appropriate, they suggest revisions. If they find the article lacking in scholarly validity and rigor, they reject it" (Holland, Duncombe, Dyas, & Meester, 2014).

F. The roles of the scholarly journal.

1. Building a collective knowledge base.

2. An archive of knowledge.

3. Communicating information.

4. Provides speed and interactivity.

5. Validating the quality of research.

6. Maintains a community standard.

7. Distributing rewards.

8. Provides scholarly evaluation — establish ownership of intellectual property.

9. Building forums of debate for scientific communities and staking out intellectual territory.

IV. NETC LIBRARY (ONLINE RESOURCES)

NETC LIBRARY

- EFO ARPs: over 7,000.
- Dissertations and theses: over 1,000 doctoral dissertations and masters' theses.
- All-hazards: over 20,000 scholarly and peer-reviewed articles.

Slide 11-12

A. Over 7,000 Applied Research Projects (ARPs).

B. Dissertations and theses: over 1,000 doctoral dissertations and masters' theses.

C. All-hazards: over 20,000 scholarly and peer-reviewed articles.

ACTIVITY 11.2

The Impact of a Scholarly Article

Purpose

Examine an argumentative essay (position paper), and evaluate the writing for validity of content and adherence to American Psychological Association (APA) standards.

Directions

Part 1 (20 min.)

In teams of two (three if required), exchange your argumentative essay (in response to "Advanced Cardiac Life Support in Out-of-Hospital Cardiac Arrest" available from http://dx.doi.org/10.1056/NEJMoa040325) with your fellow group member. You will then individually read your classmate's essay and grade the essay using the corresponding rubric in the beginning section of the Student Manual (SM). When grading the essay, you are encouraged to include proofreading marks and comments to alert the author to specific observations.

Part 2 (10 min.)

1. You will take five minutes to offer your observations regarding the content, organization and academic rigor of the essay. Additionally, you will explain any comments or proofreading marks, as well as the justification for how the grade was established (follow the rubric).

2. As you discuss your observations, consider the following:

    a. Did the content of the essay alter an existing perception?

    b. Are there elements of the essay that you are reluctant to accept? Why?

    c. Will the essay motivate you to conduct independent research?

    d. What new information (knowledge) did you acquire as a result of reading the essay?

    e. How did the adherence to academic rigor (APA style and format) impact readability and comprehension?

3. At the conclusion of the activity, you will staple the completed rubric to the essay and submit the documents to the instructors for final scoring and recording of the grade. On the scored rubric, add the name of the student who scored the essay.

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V. SUMMARY

SUMMARY

- The successful development of an EFO is linked to the dedicated practice of academic reading and scholarly writing.
- The EFO should develop his or her own reading list.

Slide 11-14

SUMMARY (cont'd)

- An ARP can serve as a foundational document for the development of a journal article.
- The EFO should share his or her major academic works through articles published in magazines and journals.

Slide 11-15

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UNIT 12: THE APPLICATION OF ATTITUDE

"Everything can be taken from a man but one thing: the last of the human freedoms — to choose one's attitude."
— Viktor Frankl

"Folks are usually about as happy as they make up their minds to be." — Abraham Lincoln

TERMINAL OBJECTIVE

The students will be able to:

12.1 Examine their role in the determination of attitude during adversity and its implications for the Executive Fire Officer (EFO).

ENABLING OBJECTIVES

The students will be able to:

12.1 Examine the concept that the individual dictates the application of attitude.

12.2 Analyze models (e.g., Covey and Plumb) that support the notion that the individual is responsible for his or her attitudinal behaviors.

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UNIT 12:
THE APPLICATION
OF ATTITUDE

Slide 12-1

ENABLING OBJECTIVES

- Examine the concept that the individual dictates the application of attitude.
- Analyze models (e.g., Covey and Plumb) that support the notion that the individual is responsible for his or her attitudinal behaviors.

Slide 12-2

I. OVERVIEW

OVERVIEW

- Attitude as a social orientation (self-selected response to a stimuli).
- Circle of Concern versus Circle of Influence.
- “Tough Choices in Challenging Times.”

Slide 12-3

A. Attitude as a social orientation (self-selected response to stimuli).

B. Circle of Concern versus Circle of Influence.

C. "Tough Choices in Challenging Times."

THE APPLICATION OF ATTITUDE

- Definition of attitude.
- Components of attitude.
  - Cognitive.
  - Affective.
  - Behavioral.

Slide 12-4

D. Definition of attitude: It is a social orientation — an underlying inclination to respond to something either favorably or unfavorably.

E. Components of attitude.

1. **Cognitive —** our thoughts, beliefs and ideas about something.

2. **Affective —** feelings or emotions that something evokes.

3. **Behavioral** — tendency or disposition to act in certain ways toward something.

"Folks are usually about as happy as they make up their minds to be."

— Abraham Lincoln

Slide 12-5

II. STEPHEN COVEY'S CIRCLE OF CONCERN AND CIRCLE OF INFLUENCE

CIRCLE OF CONCERN AND CIRCLE OF INFLUENCE

Stephen Covey's Habit 1: Be proactive.
- Taking responsibility for your life.
- You have the freedom to choose your responses to life circumstances.

Slide 12-6

A. Habit 1: Be proactive.

B. "Be Proactive is about taking responsibility for your life … Proactive people … don't blame genetics, circumstances, conditions, or conditioning for their behavior. They know they choose their behavior … external forces act as stimuli that we respond to. Between the stimulus and the response is your greatest power — you have the freedom to choose your response" (Covey, 2004).

C. Another excellent way to become more self-aware regarding our own degree of productivity is to look at where we focus our time and energy (Covey, 2004).

D. Proactive focus: Work on things you can do something about. The nature of the energy is positive, enlarging and magnifying, causing the Circle of Influence to increase (Covey, 2004).

E. Reactive focus: As long as we focus our efforts on those things in our Circle of Concern — we accomplish nothing except to increase our own feelings of inadequacy and helplessness (Covey, 2004).

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ACTIVITY 12.1

"Tough Choices in Challenging Times"

Purpose

Individually interpret and analyze specific terms and observations made by Capt. Charles Plumb, and then discuss those interpretations in a group setting.

Directions

1. As you view the video, consider all five sets of questions, listed below, from a personal perspective.

2. At the conclusion of the video, your instructor will divide your class into groups and assign each group one of the five sets of questions.

3. The groups will be given 15 minutes to discuss their individual observations and develop a collective response to their assigned questions. (Explain answers in detail.) You are encouraged to develop your responses based on your observations and experiences as an Executive Fire Officer (EFO) — take a balcony perspective.

4. A member from each group will then address the class and provide feedback on the questions assigned to discuss. There are 15 minutes allotted for this task.

While viewing the video, consider the following:

1. Is the concept of prison thinking unique to an individual, or can it exist within an organizational culture? As a leader in the fire service, how can you influence an individual or faction that is "suffering from prison thinking"?

2. Who were Capt. Plumb's coaches/mentors, and what key lesson did each offer to Capt. Plumb? Who are your coaches/mentors, and what key lessons did each offer?

3. What is the relationship between the concept of a parachute packer and your role as an EFO? Heifetz and Linsky write about finding partners; are there similarities in the two concepts (parachute packer and finding partners)?

4. What are Capt. Plumb's observations regarding the resilience and success of those individuals who have survived incredible physical, mental and emotional hardships (e.g., prisoners of war (POWs))? Do Capt. Plumb's conclusions align with your own observations and/or personal experiences? (Please provide example(s).)

5. Was Capt. Plumb's POW experience a technical problem or an adaptive challenge? Heifetz and Linsky write about the concept of losing heart; are there analogies to the concept of losing heart and Capt. Plumb's experiences as a POW?

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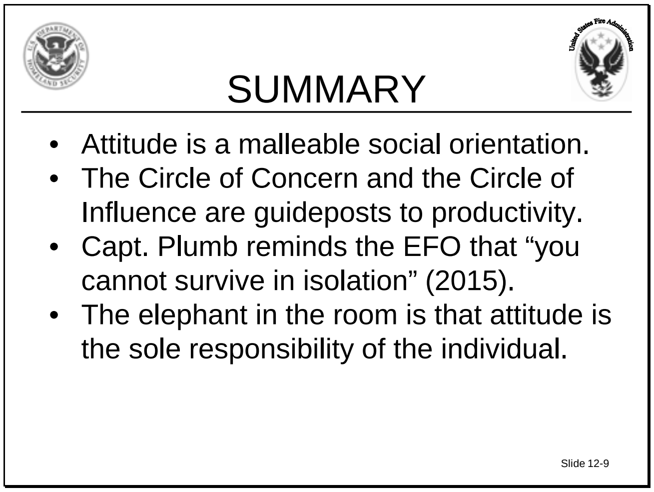
III. SUMMARY


SUMMARY
• Attitude is a malleable social orientation.
• The Circle of Concern and the Circle of Influence are guideposts to productivity.
• Capt. Plumb reminds the EFO that "you cannot survive in isolation" (2015).
• The elephant in the room is that attitude is the sole responsibility of the individual.
Slide 12-9

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UNIT 13:
COURSE CONCLUSION

TERMINAL OBJECTIVE

The students will be able to:

13.1 Relate what they learned in the course to their team experiences and to their own work environments, and reinforce key concepts presented in the previous course units and the relationship of those concepts to their own work responsibilities.

ENABLING OBJECTIVE

The students will be able to:

13.1 Describe lessons learned from their TED Talks, Adaptive Challenge Case Consultations, and readings on adaptive leadership in Heifetz and Linsky's "Leadership on the Line: Staying Alive through the Dangers of Leading."

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UNIT 13:
COURSE
CONCLUSION

Slide 13-1

ENABLING OBJECTIVES

Describe lessons learned from your TED Talks, Adaptive Challenge Case Consultations, and readings on adaptive leadership in Heifetz and Linsky's "Leadership on the Line: Staying Alive through the Dangers of Leading."

Slide 13-2

I. OVERVIEW

OVERVIEW

- Reflections on "Executive Development" (ED).
- Review of units of study.
- Graduation.
- Course evaluation.

Slide 13-3

A. Reflections on "Executive Development" (ED).

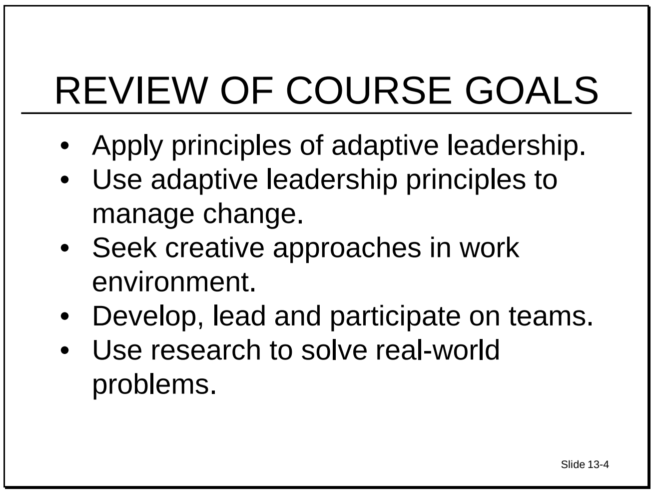
B. Week 1 review of units of study.

C. Week 2 review of units of study.

D. Graduation.

E. Course evaluation.

II. REFLECTIONS ON "EXECUTIVE DEVELOPMENT"



A. Help Executive Fire Officers (EFOs) to apply principles of adaptive leadership to lead their dynamic and complex organizations effectively and efficiently.

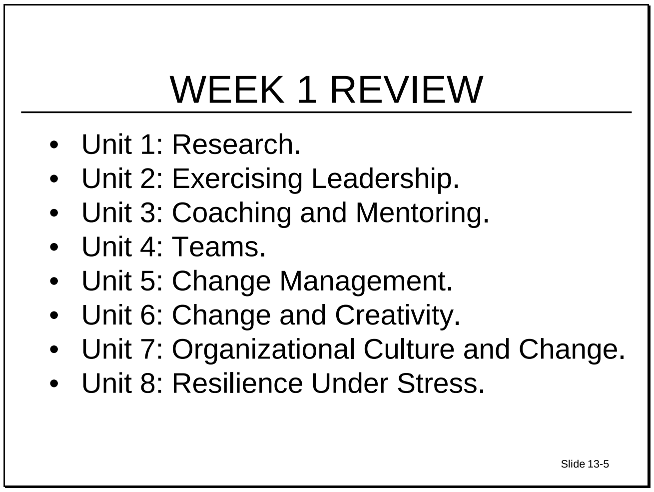
B. Help EFOs to use adaptive leadership principles to manage change.

C. Help EFOs to seek creative approaches in their work environments.

D. Help EFOs to develop, exercise leadership, and participate on teams that reflect a diversity of perspectives.

E. Provide EFOs with an opportunity to use research to solve real-world problems in their work environments.

III. WEEK 1 REVIEW OF UNITS OF STUDY



A. Introduction.

The ED course is designed to aid fire service personnel in the transition from manager to senior executive.

B. Unit 1: Research.

C. Unit 2: Exercising Leadership.

1. This unit introduced the students to Adaptive Challenge Case Consultation.

2. Stressed the need for EFOs to develop the ability to deal with adaptive challenges and to cope with disequilibrium as experienced by themselves as authority figures, and by their team members.

3. Discussed Heifetz and Linsky’s advice to authority figures to recognize adaptive challenges and especially to “go to the balcony” to see what is really happening in challenging situations.

D. Unit 3: Coaching and Mentoring.

The students applied the concepts, strategies and techniques involved in coaching and mentoring executive leaders.

E. Unit 4: Teams.

1. Focused on the role of the EFO as a team member and a team facilitator.

2. Examined how to develop team structures and select team members appropriate to the team objective, develop a collaborative relationship among team members, and establish standards of excellence for team performance.

F. Unit 5: Change Management.

1. Introduced two basic approaches to managing change.

a. The task-oriented, structured approach.

b. The personal/psychological approach.

2. Discussed the types of change that are amenable to each approach.

3. Discussed how having diverse perspectives facilitates change efforts and what happens when change fails.

G. Unit 6: Change and Creativity.

1. Discussed the need for EFOs to foster creativity in their organizations, and pointed out the ways that authority figures encourage or discourage creativity.

2. Challenged the myths about creativity and identified attitudes on the part of an authority figure that inhibit or encourage creative approaches.

H. Unit 7: Organizational Culture and Change.

1. Discussed organizational culture — what it is, and why and when the EFO may need to change organizational culture to be able to deal effectively with changing circumstances.

2. Discussed the advantages of diversity in helping an organization to recognize the elements of its unwritten culture.

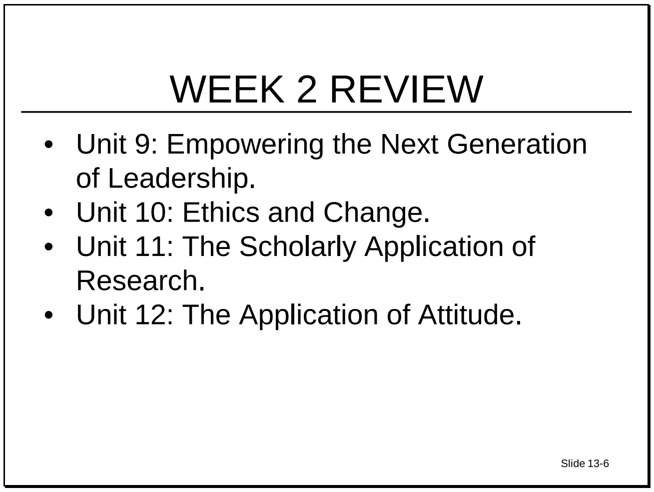
3. Discussed Bridges' and Schein's models of cultural change.

4. Discussed the implications of the EFO Organizational Culture Assessment Instrument (OCAI) results.

I. Unit 8: Resilience Under Stress.

The students described the "hardi attitudes" (control, challenge and commitment) and their application in enhancing resiliency under stress.

IV. WEEK 2 REVIEW OF UNITS OF STUDY



A. Unit 9: Empowering the Next Generation of Leadership.

Described the concepts, principles and philosophies of empowering the next generation of leaders.

B. Unit 10: Ethics and Change.

1. Discussed personal and organizational ethics and values, and the role of the authority figure in shaping organizational values.

2. Discussed the need for the authority figure to recognize not only explicit organizational values but also those that are implicit and may conflict with the explicit ones.

3. Discussed the need for the EFO to “go to the balcony” to identify the external and internal pressures that may require an organization to change its values.

4. Discussed the types of ethical dilemmas an EFO may face, and provided some tests for recognizing ethical behavior.

C. Unit 11: The Scholarly Application of Research

Described the interconnection between a scholarly work (Applied Research Project (ARP), thesis, dissertation) and an article in a peer-reviewed journal — and argued the benefits of contributing to a body of knowledge within a community of scholars (e.g., fire service).

D. Unit 12: The Application of Attitude.

Examined the role that attitude plays in the application of leadership.

E. Unit 13: Course Conclusion.

REMEMBER

- You are not your role!
- Develop broad perspective.
- "Go to the balcony!"

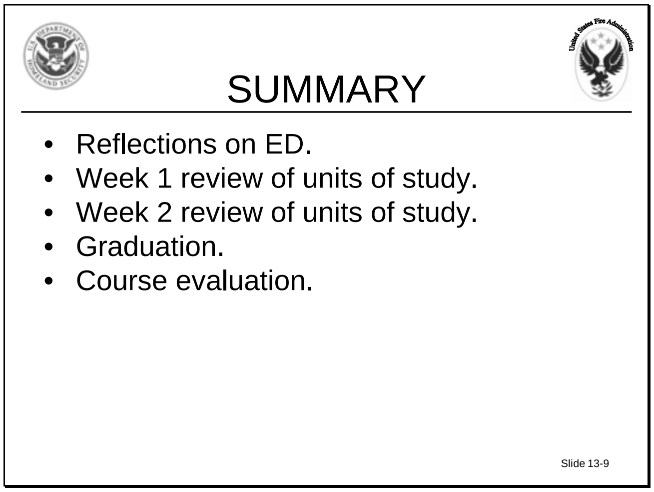
Slide 13-7

V. GRADUATION

GRADUATION

Slide 13-8

VI. SUMMARY



VII. COURSE EVALUATION

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ACRONYMS

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ACRONYMS

ACE	American Council on Education
ALI	Adaptive Leadership Instrument
ALS	advanced life support
APA	American Psychological Association
APIE	Analysis, Planning, Implementation and Evaluation
ARP	Applied Research Project
ASAP	as soon as possible
CBNR	Chemical, Biological, Nuclear and Radiological
CEO	chief executive officer
CLA	Cambridge Leadership Associates
CO	Company Officer
CPSE	Center for Public Safety Excellence
DVD	digital video disc
EACRR	"Executive Analysis of Community Risk Reduction"
EAFSOEM	"Executive Analysis of Fire Service Operations in Emergency Management"
ED	"Executive Development"
EFO	Executive Fire Officer
EFOP	Executive Fire Officer Program
EL	"Executive Leadership"
ELA	Executive Leadership Assessment
EMI	Emergency Management Institute
EMS	Emergency Medical Services

EPA	Environmental Protection Agency
ESPN	Entertainment and Sports Programming Network
FEMA	Federal Emergency Management Agency
IAFC	International Association of Fire Chiefs
ICMA	International City/County Management Association
IFSJLM	International Fire Service Journal of Leadership and Management
IG	Instructor Guide
IPSLEI	International Public Safety Leadership & Ethics Institute
IQ	intelligence quotient
IT	Information Technology
KSAs	knowledge, skills and abilities
NASA	National Aeronautics and Space Administration
NCAA	National Collegiate Athletic Association
NETC	National Emergency Training Center
NFA	National Fire Academy
NFIRS	National Fire Incident Reporting System
OCAI	Organizational Culture Assessment Instrument
PDF	Portable Document Format
POW	prisoner of war
Q&A	question and answer
SAT	Scholastic Aptitude Test
SAW	Student Activity Worksheet
SM	Student Manual

SOP	standard operating procedure
UCLA	University of California at Los Angeles
USFA	U.S. Fire Administration

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