

Executive Analysis of Community Risk Reduction

EACRR-Student Manual

4th Edition, 5th Printing-August 2016



FEMA

FEMA/USFA/NFA
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August 2016
4th Edition, 5th Printing

***Executive Analysis of Community Risk
Reduction***



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Acronyms

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COURSE DEDICATION

The “Executive Analysis of Community Risk Reduction” (EACRR) course is dedicated to the thousands of graduates of this course and the previous prevention classes who went home and made a difference in their communities. Their efforts and accomplishments have influenced and inspired many who ultimately will participate in this course.

We wish to remember all the positive contributions and support received from the scores of contract instructors. They include fire executives, educators and practitioners. Their efforts and excellence have truly made an impact on this curriculum.

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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.

We wish to thank the many second year Executive Fire Officer Program (EFOP) students who have taken the course and offered suggestions on how to make it better for students to follow. Their input has been invaluable to the process. A special thanks to the contract instructors who have taught the course and shared their expertise. We want to acknowledge their participation and contributions to this in-house development effort and extend our heartfelt thanks for making this quality product.

The following people participated in the creation of this course:

Mary Marchone
Training Specialist, Fire Prevention Management Curriculum
U.S. Fire Administration, National Fire Academy
Emmitsburg, Maryland

Mike Weller
Contract Instructor
Smithsburg, Maryland

Ed Kensler
Contract Instructor
Luray, Virginia

Michael Chiamonte
Contract Instructor
Clayton, North Carolina

Michael Wallace
Contract Instructor
Salem, New Hampshire

Linda Kirby
Contract Instructor
Tempe, Arizona

Jon Surbeck
Contract Instructor
Livermore, Colorado

Larry Morabito
Contract Instructor
Carleton, Michigan

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COURSE RATIONALE

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

Given this environment, EACRR is designed to develop fire service leaders who are committed, in word and deed, to comprehensive multihazard community risk reduction.

COURSE GOALS

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

1. Develop leaders in comprehensive multihazard community risk reduction.
2. Create a strategic community risk-reduction plan in the community.
3. Focus on reducing risks in the local community.
4. Reduce line-of-duty deaths (LODDs) among firefighters.

This course is designed to develop the skills necessary to achieve U.S. Fire Administration's (USFA's) 2014-2018 goals.

1. Goal 1: Reduce fire and life safety risk through preparedness, prevention and mitigation.
2. Goal 2: Promote response, local planning and preparedness for all-hazards.
3. Goal 3: Enhance the fire and emergency services' capability for response to and recovery from all-hazards.
4. Goal 4: Advance the professional development of fire service personnel and other people engaged in fire prevention and control activities.
5. Goal 5: Establish and sustain USFA as a dynamic organization.

TARGET AUDIENCE

The target audience for EACRR is the CEO or an officer who is preparing for that position. Students are required to complete the "Executive Development" (ED) course and complete their Applied Research Project (ARP) before attending EACRR.

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SCHEDULE

WEEK 1

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
AM	Intro: Introduction Unit 1: Getting Ready for Strategic Community Risk Reduction	Unit 1: Getting Ready for Strategic Community Risk Reduction (cont'd) Unit 2: Assessment	Unit 2: Assessment (cont'd)	Unit 3: Planning, Implementation and Results	Midterm Exam Unit 3: Planning, Implementation and Results (cont'd)
PM	Unit 1: Getting Ready for Strategic Community Risk Reduction (cont'd)	Unit 2: Assessment (cont'd) Review Culminating Project	Unit 2: Assessment (cont'd)	Unit 3: Planning, Implementation and Results (cont'd) Midterm Exam Review	Individual work on Applied Research Proposals and Culminating Project (weekend)
EVENING	Read Unit 2	Review Culminating Project	Read Unit 3 to analyze cost versus benefit	Read rest of Unit 3	Complete weekend assignment Read Unit 4

SCHEDULE

WEEK 2

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
AM	Unit 3: Planning, Implementation and Results (cont'd) Unit 4: Leading Organizational and Community Change	Unit 4: Leading Organizational and Community Change (cont'd) (Class photos 11:30 a.m.) Unit 5: Organizational and Community Politics	Unit 5: Organizational and Community Politics (cont'd)	Unit 6: Culminating Project	Graduation
PM	Unit 4: Leading Organizational and Community Change (cont'd)	Unit 5: Organizational and Community Politics (cont'd) Individual work on Culminating Project Final Exam Review	Unit 5: Organizational and Community Politics (cont'd) Final Exam Prepare for Culminating Project	Unit 6: Culminating Project (cont'd) Unit 7: Course Recap Graduation preparation Course evaluation	
EVENING	Read Unit 5	Study for Final Exam Work on Culminating Project	Prepare for Culminating Project		

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

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."	<ul style="list-style-type: none"> 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)."	<ul style="list-style-type: none"> 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."	<ul style="list-style-type: none"> 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."	<ul style="list-style-type: none"> 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."	<ul style="list-style-type: none"> 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."	<ul style="list-style-type: none"> 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."	<ul style="list-style-type: none"> 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."	<ul style="list-style-type: none"> 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."	<ul style="list-style-type: none"> 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."	<ul style="list-style-type: none"> The instructor did not explain the connection between NIMS and ICS. The student manual needs an illustrated guide to NIMS.

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COURSE EVALUATION PLAN

The following four assessment items comprise the evaluation plan for EACRR:

Assessment Tool 1: Pre-Course Assignment

A comprehensive pre-course assignment is to be completed by each student before acceptance into class. Students will submit a checklist at least one week prior to class and bring the assignment with them on the first day of class for review.

Units of Course for Criterion Reference: Pre-Course Assignment Workbook; Units 1, 2 and 3.

Assessment Tool 2: Course Midterm Exam

A comprehensive written midterm exam consisting of questions requiring essay responses will be administered to each student. This exam will be administered on Friday of the first week to enable review and evaluation by the faculty to ascertain progress of students.

Units of Course for Criterion Reference: Units 1 and 2.

Assessment Tool 3: Course Final Exam

A comprehensive written final exam consisting of questions requiring essay responses will be administered to each student. This exam will be administered on Wednesday of the second week to enable review and evaluation by the faculty prior to the last day of class.

Units of Course for Criterion Reference: Units 3, 4 and 5.

Assessment Tool 4: Individual Culminating Project

Each student shall present a 12- to 15-minute presentation following a prescribed project presentation evaluation form.

Units of Course for Criterion Reference: Units 1, 2, 3, 4, 5 and 6.

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EVALUATION PLAN SUMMARY/STUDENT RECORD SHEET

The evaluation plan summary for EACRR is as follows:

Assessment Item	Total Points	Student Score
Pre-Course Assignment	100	
Midterm Examination	100	
Final Examination	100	
Culminating Project Presentation	100	
Total	400	

A minimum final grade of at least 80 percent is required to pass this course.

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

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GRADING RUBRIC: PRE-COURSE ASSIGNMENT

The course requires completion of a comprehensive pre-course assignment that requires each student to send a checklist in at least one week before class and bring the pre-course assignment with them for review and critique on the first day of class.

Units of Course for Criterion Reference: Pre-Course Assignment Workbook; Units 1, 2 and 3.

The instructor will enter the student's score in the overall evaluation plan or record.

Grading Schedule

Grades for this assessment item shall be based on the following scale:

1. Did the student complete Assignment 1: Examination of America's Fire Problem? (25 points)
2. Did the student complete Assignment 2: Executive Fire Officer — Community Risk-Reduction Strategist? (25 points)
3. Did the student complete Assignment 3: Assessing Community Risk? (25 points)
4. Did the student complete Assignment 4: Leading Organizational and Community Change? (25 points)

Scoring

The instructor shall critique the pre-course assignment using the above schedule and the rubric on the following page. Total the number of points for the four rating elements. Enter the student's score in the overall evaluation plan or record.

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STUDENT PRE-COURSE SCORING SUMMARY

Name of student: _____

Score: _____

Assignment #	Point Value	Points Awarded
1	25	
2	25	
3	25	
4	25	
Total	100	

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ACTIVITY 6.1: CULMINATING PROJECT ASSESSMENT TOOL

Each student shall present a culminating project that integrates the elements of the activities from the course into a comprehensive risk-reduction plan for the EFO's home community.

Units of Course for Criterion Reference: Units 1, 2, 3, 4 and 5.

Grading Schedule

Grades for this assessment item shall be based on the following scale:

1. Explained his or her leadership potential and authority for the community risk-reduction issue and vision for a safer community. (10 points)
2. Identified and described the priority risk areas for the community and justified the selection of the particular risk issue. (10 points)
3. Summarized the implementation/evaluation plan for addressing the selected risk-reduction issue. (10 points)
4. Summarized a marketing strategy and identified community partners. (10 points)
5. Explained the cost/benefit of the plan and any fiscal implications. (10 points)
6. Identified and addressed potential change issues that may arise as a result of the community risk-reduction plan. (10 points)
7. Identified an achievable and ethical political action strategy for creating positive influence for the community risk-reduction plan. (10 points)
8. The EFO delivered the presentation in a professional manner appropriate for the intended audience. (10 points)
9. Responded to questions by students and instructors in a succinct and concise manner. (10 points)
10. Summary summarized key points of the presentation in a logical and informative manner and format. (10 points)

Scoring

The instructor shall critique the Culminating Project using the above schedule. Total the number of points for all 10 rating elements. Enter the student's score in the overall evaluation plan or record.

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ACTIVITY 6.1

Rubric for Assessment Tool — Culminating Project

Directions: For each of the 10 assessment areas in the left column, rate each on a scale from 4 to 10 points. Place an “X” through one of the five point value areas (Columns 3 to 6). Subtotal at the bottom, and then place the total number of points in the box at the lower left of the table. Transfer this score to the student’s summary course evaluation record.

Assessment Area	Total Point Value	Poor (4 points)	Fair (6 points)	Good (8 points)	Excellent (10 points)
Explained his or her leadership potential and authority for the community risk-reduction issue and vision for a safer community.	10	Insufficiently explained leadership potential and authority for the community risk-reduction issue and vision for a safer community.	Partially explained leadership potential and authority for the community risk-reduction issue and vision for a safer community.	Satisfactorily explained leadership potential and authority for the community risk-reduction issue and vision for a safer community.	Thoroughly explained leadership potential and authority for the community risk-reduction issue and vision for a safer community.
Identified and described the priority risk areas for the community and justified the selection of the particular risk issue.	10	Insufficiently identified and described the priority risk areas for the community and justified the selection of the particular risk issue.	Partially identified and described the priority risk areas for the community and justified the selection of the particular risk issue.	Satisfactorily identified and described the priority risk areas for the community and justified the selection of the particular risk issue.	Thoroughly identified and described the priority risk areas for the community and justified the selection of the particular risk.
Summarized the implementation/ evaluation plan for addressing the selected risk-reduction issue.	10	Insufficiently summarized the implementation/ evaluation plan for addressing the selected risk-reduction issue.	Partially summarized the implementation/evaluation plan for addressing the selected risk-reduction issue.	Satisfactorily summarized the implementation/ evaluation plan for addressing the selected risk-reduction issue.	Thoroughly summarized the implementation/ evaluation plan for addressing the selected risk-reduction issue.
Summarized a marketing strategy and identified community partners.	10	Insufficiently summarized a marketing strategy and identified community partners.	Partially summarized a marketing strategy and identified community partners.	Satisfactorily summarized a marketing strategy and identified community partners.	Thoroughly summarized a marketing strategy and identified community partners.
Explained the cost/benefit of the plan and any fiscal implications.	10	Insufficiently explained the cost/benefit and any fiscal implications.	Partially explained the cost/benefit and any fiscal implications.	Satisfactorily explained the cost/benefit and any fiscal implications.	Thoroughly explained the cost/benefit and any fiscal implications.

EXECUTIVE ANALYSIS OF COMMUNITY RISK REDUCTION

Assessment Area	Total Point Value	Poor (4 points)	Fair (6 points)	Good (8 points)	Excellent (10 points)
Identified and addressed potential change issues that may arise as a result of the community risk-reduction plan.	10	Insufficiently identified and addressed potential change issues that may arise as a result of the community risk-reduction plan.	Partially identified and addressed potential change issues that may arise as a result of the community risk-reduction plan.	Satisfactorily identified and addressed potential change issues that may arise as a result of the community risk-reduction plan.	Thoroughly identified and addressed potential change issues that may arise as a result of the community risk-reduction plan.
Identified an achievable and ethical political action strategy for creating positive influence for the community risk-reduction plan.	10	Insufficiently identified an achievable and ethical political action strategy for creating positive influence for the community risk-reduction plan.	Partially identified an achievable and ethical political action strategy for creating positive influence for the community risk-reduction plan.	Satisfactorily identified an achievable and ethical political action strategy for creating positive influence for the community risk-reduction plan.	Thoroughly identified an achievable and ethical political action strategy for creating positive influence for the community risk-reduction plan.
The EFO delivered the presentation in a professional manner appropriate for the intended audience.	10	Insufficiently delivered the presentation in a professional manner appropriate for the intended audience.	Partially delivered the presentation in a professional manner appropriate for the intended audience.	Satisfactorily delivered the presentation in a professional manner appropriate for the intended audience.	Thoroughly delivered the presentation in a professional manner appropriate for the intended audience.
Responded to questions by students and instructors in a succinct and concise manner.	10	Insufficiently responded to questions by students and instructors in a succinct and concise manner.	Partially responded to questions by students and instructors in a succinct and concise manner.	Satisfactorily responded to questions by students and instructors in a succinct and concise manner.	Thoroughly responded to questions by students and instructors in a succinct and concise manner.
Summary summarized key points of the presentation in a logical and informative manner and format.	10	Insufficiently summarized key points of the presentation in a logical and informative manner and format.	Partially summarized key points of the presentation in a logical and informative manner and format.	Satisfactorily summarized key points of the presentation in a logical and informative manner and format.	Thoroughly summarized key points of the presentation in a logical and informative manner and format.
Total Points	100				

INDIVIDUAL CULMINATING SCORING SUMMARY

Name of student: _____

Score: _____

Project Assignment #	Point Value	Points Awarded
1. Explained his or her leadership potential and authority for the community risk-reduction issue and vision for a safety community.	10	
2. Identified and described the priority risk areas for the community and justified the selection of the particular risk issue.	10	
3. Summarized the implementation/ evaluation plan for addressing the selected risk-reduction issue.	10	
4. Summarized a marketing strategy and identified community partners.	10	
5. Explained the cost/benefit of the plan and any fiscal implications.	10	
6. Identified and addressed potential change issues that may arise as a result of the community risk-reduction plan.	10	
7. Identified an achievable and ethical political action strategy for creating positive influence for the community risk-reduction plan.	10	
8. The EFO delivered the presentation in a professional manner appropriate for the intended audience.	10	
9. Responded to questions by students and instructors in a succinct and concise manner.	10	
10. Summary summarized key points of the presentation in a logical and informative manner and format.	10	
Total	100	

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UNIT 1: GETTING READY FOR STRATEGIC COMMUNITY RISK REDUCTION

TERMINAL OBJECTIVE

The students will be able to:

- 1.1 *Summarize the role of the Executive Fire Officer (EFO) in supporting strategic community risk reduction.*

ENABLING OBJECTIVES

The students will be able to:

- 1.1 *Describe strategic community risk reduction.*
 - 1.2 *Define community.*
 - 1.3 *Explain the value of managing risk.*
 - 1.4 *Analyze the responsibility of the EFO in community risk reduction.*
 - 1.5 *Develop a personal vision of a safer community.*
 - 1.6 *Evaluate the EFO's authority in supporting community risk reduction.*
-

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I. INTRODUCTION

INTRODUCTION

- 1947 — The President’s Conference.
- 1973 — “America Burning” (three editions).
- 2000 — all-hazards community risk reduction.
 - Resources supported community risk reduction.
- 2008 — Great Recession.

Slide 1-4

A. Throughout history, progress has been made to reduce the occurrence of fire in the United States.

1. 1947 — President Truman called a conference known as The President’s Conference on Fire Prevention in May 1947.

The publication can be viewed at <http://www.usfa.fema.gov/downloads/doc/47report/building.doc>.

2. 1973 — President Nixon’s initiative to investigate the effects of fire resulted in the report titled “America Burning.”

The publication can be viewed at <http://www.usfa.fema.gov/downloads/pdf/publications/fa-264.pdf>.

3. The recommendations published in the first “America Burning” report resulted in some of the following actions being initiated:

- a. Greater focus on fire safety and public education.
- b. Development of technology such as smoke alarms.
- c. Enactment of laws that required sprinklers in certain types of occupancies.
- d. Better training for firefighters.
- e. Ultimately, the creation of the National Fire Academy (NFA).

4. In 1987, a second “America Burning” report titled “America Burning Revisited” called for greater use of combined strategies to prevent or reduce the effects of fire.

The publication can be viewed at <http://www.usfa.fema.gov/downloads/pdf/publications/5-0133-508.pdf>.

5. That call was again made through a third report, “America At-Risk — America Burning Recommissioned,” which was released in 2002.

The publication can be viewed at <http://www.usfa.fema.gov/downloads/pdf/publications/fa-223-508.pdf>.

6. The final report of the America Burning series reached two major conclusions:

- a. The frequency and severity of fires in America is a result of our nation’s failure to adequately apply and fund known loss-reduction strategies.
- b. Firefighters and the communities they serve would benefit if the dedication to avoiding loss from fires and other hazards was equal to the dedication shown in firefighting and rescue operations.

- B. As we ascended toward the year 2000, many advocates for injury prevention encouraged the fire service to promote the concept of all-hazards community risk reduction.

1. For many fire and emergency services departments, this was a shift in thinking from delivering traditional fire prevention education programs to a risk-reduction program focusing on all-hazards.
2. The strategy was a sound one because many more people are injured or killed each year from incidents such as car crashes and falls as compared to fires.
3. This shift in thinking mirrors other shifts as departments not only extinguish fires but also provide Emergency Medical Services (EMS), hazardous material response and technical rescue service.

- C. Many fire departments embraced the task of providing all-hazards community risk reduction.

1. Personnel (both career and volunteer) engaged in proactive community risk reduction.

- a. In-kind donations, such as smoke alarms, child safety seats and stair rails for older adults, were donated by manufacturers and retail outlets.
 - b. Financial resources such as grants were available from corporations, the insurance industry and federal government.
2. Many people engaged in community risk reduction sought training that promoted taking a strategic approach to preventing and reducing the effects of risk.
- D. The economic recession (nearly depression) that rocked America starting in 2006 also impacted the ability of our industry to provide proactive risk-reduction service to the communities we serve.
1. Faced with the necessity of providing response services, many organizations were forced to downsize or, in many cases, eliminate prevention units.
 2. Not only were risk-reduction services curtailed, some fire departments were forced to furlough or lay off emergency responders.
 3. Overall, approximately 68 percent of respondents reported they had experienced fire prevention staff cuts. For departments that provide a particular service, the order of cuts was:
 - a. Public education (71 percent).
 - b. Inspection services (64 percent).
 - c. Plan review (40 percent).
 - d. Fire investigation (31 percent).
 4. For departments identifying as mostly career, approximately 68 percent reported fire prevention staff cuts. For those departments that provide a particular service, the order of cuts was:
 - a. Public education (75 percent).
 - b. Inspection services (62 percent).
 - c. Plan review (40 percent).
 - d. Fire investigation (39 percent).

5. For departments identifying as volunteer, approximately 31 percent reported fire prevention staff cuts. For those departments that provide a particular service, the order of cuts was:
 - a. Public education (87 percent).
 - b. Inspection services (39 percent).
 - c. Fire investigation (25 percent).
 - d. Plan review (21 percent).
 6. This survey demonstrates that given a preference, public education services are sacrificed first in local fire departments with any level of career staffing, followed by inspection services. The difference in cuts grows wider as the dependence on career staffing decreases (Source — Vision 20/20, 2013).
- E. As a result of the Great Recession, most communities were forced to streamline their general operations so they became leaner and more efficient.
1. As part of that process, communities were forced to employ a strategic process of learning how to do more with less while still maintaining efficient service.
 2. In sum, it entailed doing the same thing that has been recommended as a strategy to better address America’s fire and preventable injury problem:

Use a combination of strategies to address priority issues in the most effective and efficient manner possible.
- F. The days of having a unit dedicated to community risk reduction may be over.
- G. If you do have a person or team that is responsible for leading community risk reduction, you are fortunate.
- H. The role of leading community risk reduction has become the responsibility of company level officers in many communities.

VIDEO

“COMMUNITY RISK REDUCTION”

www.strategicfire.org

Slide 1-8

2. Community risk reduction will look a little different in each community, depending on the risks present in that community and the resources that are available to address them.

UNDERSTANDING STRATEGIC COMMUNITY RISK REDUCTION (cont'd)

- Community risk reduction helps you:
 - Identify risks.
 - Prioritize risks.
 - Determine how to prevent/mitigate risks.
 - Focus efforts.
 - Become more of a community player.
 - Provide value-added services.
 - Improve quality of life.

Slide 1-9

3. Community risk reduction is an approach that helps you:

- a. Identify fire and life safety risks.
- b. Prioritize those risks.
- c. Determine how to prevent or mitigate risks.
- d. Focus your efforts.
- e. Become more of a community player.
- f. Provide value-added services — providing services that residents do not expect.
- g. Improve the quality of life in your community.

4. Within the fire service context, this means that fire departments exist not only to respond to emergencies after the fact, but to prevent or reduce the effects of their occurrence in the first place.
5. It assumes that the fire service will act proactively as a risk-reduction entity for their community. It also assumes that they will partner with other community organizations as needed to accomplish their risk-reduction objectives.
6. By working proactively and with community partners, the fire service will be able to provide the highest level of protection.

UNDERSTANDING STRATEGIC COMMUNITY RISK REDUCTION (cont'd)

- Community risk reduction is not a new concept.
 - Done abroad for decades.
 - In the United States sporadically.
 - Can be a challenge in busy stations.

Slide 1-10

7. Community risk reduction is not a new concept.
 - a. United Kingdom (U.K.), New Zealand and Australia have been doing Integrated Risk Management (IRM), as it is known there, for over a decade.

VIDEO

“MERSEYSIDE FRS INTEGRATED RISK MANAGEMENT”

<http://strategicfire.org/page.cfm/go/CRR-Training-Materials>

Slide 1-11

- b. Community risk reduction is not a new concept for fire service in the U.S. For years, fire departments have been involved in some community risk reduction through building inspection, public education, fire investigation and plan review.
- c. Often done sporadically and on a much smaller scale compared to countries previously mentioned.
- d. Some U.S. fire departments have found it hard to integrate into a busy, resource-challenged fire department.
- e. It has been easy to “marginalize” as optional extras, and this does not harness the important talents and influence of fire departments.

UNDERSTANDING STRATEGIC COMMUNITY RISK REDUCTION (cont'd)

- Why your fire department needs community risk reduction:
 - Budgets being trimmed.
 - Communities facing new hazards.
 - Demographics are changing.
 - Need to reach high-risk groups.

Slide 1-13

- 8. Why we need community risk reduction.
 - a. City and fire service budgets are being slashed.
 - b. Facing new and emerging hazards.
 - c. Community demographics are changing.
 - d. Still not reaching those at high risk.

UNDERSTANDING STRATEGIC COMMUNITY RISK REDUCTION (cont'd)

- Improves firefighter safety.
- Decision-makers questioning productivity and expense of fire departments.
- Community risk reduction is an investment in the community.

Slide 1-14

- e. Firefighters' safety and occupational health.
 - f. Decision-makers are often questioning what firefighters are doing with their time when not responding to calls.
9. Community risk reduction is an investment in the community.

UNDERSTANDING STRATEGIC COMMUNITY RISK REDUCTION (cont'd)

Investments	Expenses
Prevention	Response
Preparedness	Recovery
Mitigation	Treatment
Resiliency	Rehabilitation

Slide 1-15

Investments	Expenses
Prevention	Response
Preparedness	Recovery
Mitigation	Treatment
Resiliency	Rehabilitation

- a. Failure to invest is accepting a high level of risk. No return on investment with response, recovery.

- b. One could say there is a return on investment with treatment and rehabilitation, but the costs far outweigh preventative measures.
10. Michigan State University study (<http://www.cip.msu.edu/cip.pdf>).
- A 2000 survey conducted on emergency planning and recovery reveals how important proper planning can be.
- a. Most businesses do not have an emergency or recovery plan, even though they know it is important.
 - b. A total of 47 percent of businesses that experience a fire or major theft go out of business within two years.
 - c. A total of 44 percent of companies that lose records in a disaster never resume business.
 - d. The majority of businesses spend less than 3 percent of their total budget on business recovery planning.

UNDERSTANDING STRATEGIC COMMUNITY RISK REDUCTION (cont'd)

- Characteristics of strategic community risk reduction:
 - Proactive.
 - Strategic.
 - Integrated.
 - Community-based.
 - Data-driven.
 - Community partners.
 - Effective.

Slide 1-16

11. Characteristics of strategic community risk reduction.
- a. Proactive — anticipates.
 - b. Strategic — deliberate and thoughtful.
 - c. Integrated — balances emergency response and prevention.
 - d. Community-based — ideally fire station-based.
 - e. Data-driven — fire/EMS, hospital data, demographics, housing, etc.

- f. Community partners — involved.
 - g. Effective — reduces risk.
12. When addressing community risk, a strategic approach is called for:
- a. An objective decision to be made on what risk(s) to address.
 - b. Creation and execution of a plan that applies multiple intervention strategies focusing on the root causes of risk and its impacts on the community.
 - c. The plan would be deliberate, thoughtful and cost-effective and include a funding strategy, a mechanism for evaluating how the program is performing, and a method for sustainment.

DEFINING COMMUNITY

- Group of people connected by visible and invisible links.
 - Can have physical or political boundaries.
 - Shared concerns or interests.

Slide 1-17

B. Defining community.

A community is a group of people connected by visible and invisible links. Communities are defined in different ways (Gutmacher, Kelly and Ruiz-Janecko, 2010).

- 1. Geographic communities have physical or political boundaries.
- 2. Communities of interest have shared concerns or interests bringing people together. These can include race and ethnicity or national background.
 - a. These can be further broken down into people’s work, school or other forms of activity.
 - b. From there, these can be broken down into grade levels and roles, for example.

3. Defining community is important to community risk reduction.
4. How a target community is defined determines how resources will be allocated, how an intervention will be delivered, and how a message will be framed (Guttmacher, Kelly and Ruiz-Janecko, 2010).

MANAGING RISK

- Risk is always present.
- Manage in a deliberate way.
- Government responsibility.

Slide 1-19

The slide features a dark header with the title 'MANAGING RISK' in white. Below the header, there are three bullet points. To the right of the text, there are two images: a photograph of a house with a large fire and a fire extinguisher. The slide number 'Slide 1-19' is located at the bottom right of the slide content area.

C. The value of managing risk.

1. Risk is something that all of us encounter, whether we are in our homes, at work or on the go.
2. Dealing with risks is an everyday part of life. It is not some “special” activity that relates only to particular people with certain jobs.
3. Some type of risk is always present.
4. The value of deliberate risk management comes from handling risk in a planned way instead of just accepting or allowing consequences of events to affect you without forethought or preparation.
5. Managing risk in the community.
 - a. Risk management is something we often see in our own communities.
 - b. There are many risks to the public at large, and our various levels of government spend a good deal of time trying to identify those.
 - c. Once risks are identified in the community, many factors go into the process of deciding if something could or should be done and exactly how to do that.
 - d. Communities manage risk by adopting a range of prevention, protection, mitigation, response and recovery measures.

D. Impact of community risk reduction.

MANAGING RISK (cont'd)

- Mission statements often include terms:
 - Protecting people and property.
 - Health.
 - Safety.
 - Quality of life.

Slide 1-20

1. Mission statements and strategic plans.

a. Many cities and towns mention such words as:

- Protecting people and property.
- Health.
- Safety.
- Quality of life.

b. It is an expectation of elected officials and city managers that our industry is working to reduce risks.

MANAGING RISK (cont'd)

- Insurance Services Office.
 - Public Protection Classification™ (PPC™), Section 1000.
 - Fire prevention code adoption and enforcement.
 - Public fire safety education.
 - Fire investigation.

 | 

Slide 1-21

2. The Insurance Services Office.

This organization grades and rates an entire city's operation to anticipate the capability of the city or town to respond to and extinguish large fires.

- a. The role of Insurance Services Office is to provide services to insurance companies to allow them to assess the risk of potential fire savings and loss from public fire protection provided by fire protection districts in cities, towns and rural areas.
- b. Insurance Services Office analyzes the relevant data and assigns a rating from 1 to 10. Class 1 represents exemplary public protection, and Class 10 indicates that the area's fire-suppression program doesn't meet the minimum criteria to apply Insurance Services Office's Fire Suppression Rating Schedule (FSRS).
- c. Virtually all U.S. insurers of home and business property use Insurance Services Office's Public Protection Classification™ (PPC™) program to assess property insurance policies because statistical data on insurance losses demonstrates the relationship between better fire protection and lower fire losses.
- d. Section 1000 of the Insurance Services Office Fire Protection Rating System pertains to community risk reduction.
- e. Section 1000 includes credits that communities can attain in the following areas:
 - Fire prevention code adoption and enforcement.
 - Public fire safety education.
 - Fire investigation.

MANAGING RISK (cont'd)

- National Fire Protection Association (NFPA).
 - Job performance requirements (JPRs) and knowledge, skills and abilities (KSAs).
 - Standards support community risk reduction.



Slide 1-22

3. NFPA standards help our industry develop minimum requirements so an authority having jurisdiction (AHJ) can qualify providers to deliver a professional service in a safe, ethical and efficient manner.
 - a. Each standard identifies the professional level of performance required for the commensurate position or title, specifically identifying the minimum job performance requirements (JPRs) that ensure requisite subject matter knowledge and professional competence.
 - b. The NFPA defines a JPR as “a written statement that describes a specific job task, lists the items necessary to complete the task, and defines measurable or observable outcomes and evaluation areas for the specific task” (NFPA, 2012, p. 6).
 - c. Through the promotional and development cycle, fire service personnel must meet and maintain the criteria set forth in preceding standards in the series.
 - d. Each standard builds on the knowledge, skills and abilities (KSAs) to provide personnel with the tools necessary to function at increasingly higher levels within the organization.
 - e. NFPA Standards 1031, 1033, 1035 and 1037 set detailed criteria for technical KSAs of fire prevention bureau leaders and specialists.
 - NFPA 1031, *Standard for Professional Qualifications for Fire Inspector and Plan Examiner.*
 - NFPA 1033, *Standard for Professional Qualifications for Fire Investigator.*
 - NFPA 1035, *Standard on Fire and Life Safety Educator, Public Information Officer, Youth Firesetter Intervention Specialist and Youth Firesetter Program Manager Professional Qualifications.*
 - NFPA 1037, *Standard for Professional Qualifications for Fire Marshal.*
 - f. NFPA 1730, *Standard on Organization and Deployment of Fire Prevention Inspection and Code Enforcement, Plan Review, Investigation, and Public Education Operations to the Public.*
 - Has excellent template for doing a community risk assessment.

MANAGING RISK (cont'd)

- Commission on Fire Accreditation International (CFAI).
- International Code Council (ICC).
- Center for Public Safety Excellence (CPSE).

Slide 1-23

4. Commission on Fire Accreditation International (CFAI) evaluated fire prevention/life safety and public education.
 - a. Core competencies include adoption of fire code.
 - b. Compliance with applicable fire protection law and agency objectives.
 - c. Adequate staff with specific expertise to meet program goals and objectives.
 - d. Program targets specific risks and risk audiences as identified through incident, demographic and program data analysis.
 - e. Current standard operating procedures (SOPs) or general guidelines are in place to direct the public education program.
 - f. An appraisal is conducted, at least annually, to determine the effectiveness of the fire prevention and public education program and its effect on reducing identified risks (CFAI, eighth ed., 2009).

5. Technical certifications and credentialing are available for fire marshals from certifying agencies, such as the International Code Council (ICC) and the Center for Public Safety Excellence (CPSE).
 - a. ICC was developed in 2006, and it certifies candidates through a testing process that measures competence and abilities in a variety of subject areas.
 - b. CPSE added Chief Fire Marshal (CFM) to their professional credentialing portfolio in 2011. CFM complements Chief Fire Officer (CFO), Chief Medical Officer (CMO) and fire officer.

NATIONAL COMMUNITY RISK REDUCTION CAMPAIGNS

- National Fallen Firefighters Foundation (NFFF).
 - Everyone Goes Home®.
 - The 16 Firefighter Life Safety Initiatives.
 - www.everyonegoeshome.com.



Slide 1-24

- E. National community risk-reduction campaigns.
1. Everyone Goes Home® is an initiative led by the National Fallen Firefighters Foundation (NFFF) to prevent firefighter line-of-duty deaths (LODDs) and injuries.
 - a. In March 2004, a Firefighter Life Safety Summit was held to address the need for change within the fire service.
 - b. At this summit, the 16 Firefighter Life Safety Initiatives were created and a program was born to ensure that Everyone Goes Home.
 - c. The goal of NFFF is to help the U.S. Fire Administration (USFA) achieve its objective of reducing the number of preventable firefighter fatalities.
 - d. Two of the 16 initiatives pertain to community risk reduction.
 - Initiative 14 — Public education must receive more resources and be championed as a critical fire and life safety program.
 - Initiative 15 — Advocacy must be strengthened for the enforcement of codes and the installation of home fire sprinklers.
 2. The Everyone Goes Home website is <http://www.everyonegoeshome.com/>.

NATIONAL COMMUNITY RISK-REDUCTION CAMPAIGNS (cont'd)

- Vision 20/20.
 - Initiated 2008.
 - Valuable resources.
 - Strategic approach to community risk reduction.
 - www.strategicfire.org.



3. In 2008, an ad hoc group of organizations and individuals interested in focusing on and improving fire prevention efforts in the U.S. initiated the Vision 20/20 project.
 - a. These veteran fire service leaders recognized that, while fire loss statistics in the U.S. had improved since the 1970s, progress had not equalized what was occurring in other industrialized nations.
 - b. This vision led to a 2008 national forum in Washington, D.C., where over 500 prevention personnel participated in Web-based preplanning meetings.
 - c. At the 2008 forum, 200 leaders in fire prevention identified strategies in specific areas that had the greatest potential to reduce fire losses in the U.S.
 - d. In addition, an “umbrella” initiative was added that focused on promoting model measurement of prevention programs.
 - e. The report from the forum and the guiding document for Vision 20/20, “National Strategies for Fire Loss Prevention,” focused on perceived gaps in our collective national fire prevention efforts.
 - f. These strategic areas were not new and, in fact, had been mentioned in previous national fire protection plans dating back to 1913.
 - g. Since 2008, the Vision 20/20 project and its host organization, the Institution of Fire Engineers, U.S. Branch, have secured additional grants and donations from the private sector to achieve progress in each strategic initiative.

- Strategy 1: Prevention Advocacy.
 - Advocate the value of prevention programs external to the fire service from a public policy perspective.
 - Strategy 2: Prevention Marketing.
 - Promote a national social marketing/ education campaign designed to reach the general public in a sustained and cohesive fashion.
 - Strategy 3: Prevention Culture.
 - Raise the importance of fire prevention within the fire service by focusing on integrating emergency operations, prevention and other mitigation strategies.
 - Strategy 4: Prevention Technology.
 - Identify and promote technologies that will improve fire prevention efforts nationally.
 - Strategy 5: Prevention Codes and Standards.
 - Promote the involvement of the fire service in the development, adoption and enforcement of codes and standards for the built environment.
4. Vision 20/20 and Model Prevention Evaluation Measures.
- Vision 20/20 supports a sustained, collaborative effort to raise the level of importance for prevention within the fire service through a continuum of activities, such as:
- a. Regional Model Evaluation Measures workshops and online training.
 - b. National Model Performance in Fire Prevention Symposia.
 - c. Case Studies Clearinghouse at the USFA's Education Exchange.
5. Fire is Everyone's Fight[®].

VIDEO

“FIRE IS EVERYONE’S FIGHT”

<http://www.usfa.fema.gov/prevention/outreach/fief/>

Slide 1-26

NATIONAL COMMUNITY RISK-REDUCTION CAMPAIGNS (cont'd)

- Fire is Everyone’s Fight.
 - Tagline.
 - Designed to unite fire service and others.
 - Valuable resources.
 - www.usfa.fema.gov/fireiseveryonesfight.



Slide 1-27

- a. Fire is Everyone’s Fight is a tagline and not a specific risk-reduction program.
- b. Taglines are slogans that promote an overall theme. Examples of taglines pertinent to risk reduction include:
 - Only You Can Prevent Forest Fires.
 - Everyone Goes Home.
- c. Fire is Everyone’s Fight is designed to unite the fire service and others in a collaborative effort to reduce home fire injuries, deaths and property loss.
- d. It invites fire departments, safety advocates, community groups, schools and others to rally behind a common and compelling theme.

- e. By doing so, USFA and its partners will communicate and reinforce key lessons across fire safety and prevention initiatives and programs.
- f. You can find out more about the initiative and how you can become involved by visiting the website: <http://www.usfa.fema.gov/prevention/outreach/fief/>.
- g. Once on the site, you can register to use the theme's graphic.
- h. Upon registering, you will be provided access to several resource pages that contain:
 - A variety of graphic formats.
 - Graphic usage guidelines.
 - Public service announcements (PSAs).
 - Downloadable and customizable materials to use in your own programs.
- i. After registering, you will also be invited to join the Fire is Everyone's Fight community. This will give you a forum to discuss ideas, pose questions, and share materials and events with other partners.
- j. The USFA has other fire and life safety campaigns that focus on smoke alarms, older adults, babies and toddlers, and smoking. You can find all of these resources by visiting the USFA website.

- A. Several elements are common to successful community risk-reduction initiatives.
 - 1. Leadership is essential for initiating the process and then keeping the momentum.
 - 2. There will be obstacles, but with cooperation and planning the obstacles can be overcome.
 - 3. By following a process, leaders ensure that all the issues are addressed and the proper steps are taken.

- B. Individual commitment.
 - 1. At the center of every successful risk-reduction effort, a catalyst will be found.
 - 2. These people are often motivated visionaries with great enthusiasm and organizing skills.
 - 3. One of the greatest contributors to a dysfunctional or absent risk-reduction program is lack of support from leadership toward subordinates who are motivated to reduce community risk.

- C. Organizational support.
 - 1. Members in an organization that has institutionalized risk reduction as a core value (leadership to new staff) willingly provide support to enhance risk-reduction efforts.
 - 2. Resources in the form of attention, time, people, equipment and funding are dedicated to support the process.
 - 3. A stagnant organizational culture can be a major detractor to risk reduction.
 - 4. The peer pressure that's present in a firehouse kitchen can either enhance or destroy organizational support for risk reduction.
 - 5. Support for reducing community risk should originate at the top of the organizational structure and transcend through the ranks.
 - 6. Cooperative organizational support is an essential component of risk reduction that should be solidified prior to asking the community for help.
 - 7. If an organization at large does not support reducing risk, how can a community be expected to exhibit buy-in?

D. Community support.

1. The community must know about and understand local threats before it can get behind an effort to reduce risk.
2. The community must be actively involved in the process from beginning to end.
3. The fire service remains a credible and trusted source of advice to the local community.
4. A community that understands what is wrong and how it plays a role in solving the problem is better positioned to help reduce risk.

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ACTIVITY 1.1

Current Risk-Reduction Programs

Purpose

Analyze the responsibility of the EFO in community risk reduction.

Directions

1. Individually, identify for your home community:

a. Programs currently in place (identified as a pre-course activity).

b. What problems in your community are these programs intended to address?

c. Who is responsible for managing the program?

- d. What percentage of the department budget is spent on risk-reduction programs?

- e. In your opinion, how strategic is your community risk-reduction effort?

- 2. You will be divided into table groups, where you will share your current efforts in community risk reduction. Select one community within you group that is considered by the group to be most active in achieving its community risk-reduction goals.

- 3. For your selected community, answer the following:

- a. How effective has the community been in preventing and mitigating incidents through risk-reduction efforts?

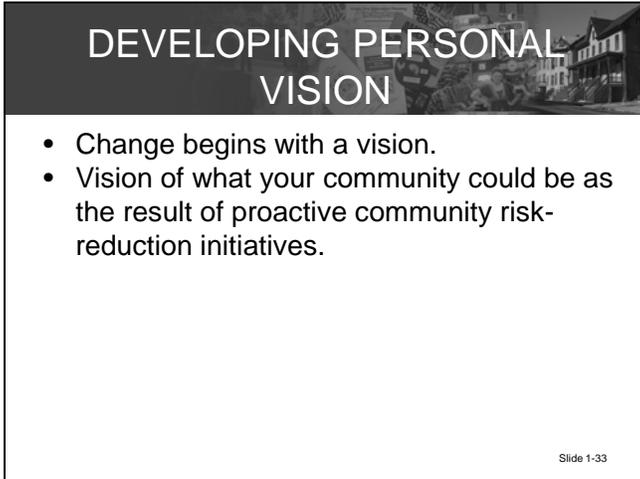
- b. How strategic is the community risk-reduction effort? Justify your answer.

c. How is the program evaluated?

4. The instructor will call on individuals from the selected communities to share their programs.

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IV. DEVELOPING PERSONAL VISION



DEVELOPING PERSONAL VISION

- Change begins with a vision.
- Vision of what your community could be as the result of proactive community risk-reduction initiatives.

Slide 1-33

A. Personal, organizational and community change always begin with a vision of what the future can be.

Great movements throughout history have begun with one person’s vision of what can be.

B. Many communities mention words such as protecting people and property, health, safety and quality of life in their vision and mission statement. The EFO must begin the process of community risk reduction with his or her own future vision of the community.

C. The mission of the fire service must be to prevent harm in the community.

1. A safe and vital community cannot happen if the EFO is not personally committed to the philosophy of prevention (preparedness and mitigation).

2. This commitment must be expressed through action, not simply intellectual understanding.

DEVELOPING PERSONAL VISION (cont'd)

- Effective vision characteristics:
 - Imaginable.
 - Desirable.
 - Feasible.
 - Focused.
 - Flexible.
 - Communicable.

Slide 1-34

- D. An effective vision and strategy has six important characteristics.
1. **Imaginable:** The vision can be understood easily and paints a clear picture of the desired outcome of the change process. A simple vision is better than a long, eloquent statement that no one can remember.
 2. **Desirable:** The vision must appeal to the long-term interests of the community.
 3. **Feasible:** The vision must be feasible within the resources and structure of the community.
 4. **Focused:** Unlike a mission statement, the vision is very focused on what can be achieved.
 5. **Flexible:** The vision must allow individuals to come up with alternatives when conditions change.
 6. **Communicable:** The vision must be able to be fully explained in less than five minutes. If it takes more than five minutes, people will lose interest in the message. This goes back to being simple. It must be easy to understand. Uses plain language.

VISION STATEMENT EXAMPLES

- Pompano Beach will be a safer community.
- Cedar Hill will be safe with an enhanced quality of life.
- The residents and businesses in the city of Vista will be safe from local and regional disasters and emergencies.
- The residents of and visitors to Nashville will have a safe environment in which to enjoy our beautiful city.

Slide 1-35

VISION STATEMENT EXAMPLES (cont'd)

- Clark County Fire District 6 will be a community where all the residents will be safe and prepared for emergencies.
- The residents and visitors of the San Ramon Valley will be safe from risk with one of the highest qualities of life in the region.
- The city of Sterling will be a safe and healthy community to live in and visit.

Slide 1-36

VISION STATEMENT EXAMPLES (cont'd)

- The city of Newton will be a safe, healthy community with economic vitality, controlled growth, and a robust quality of life.

Slide 1-37

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ACTIVITY 1.2

A Safer Community Begins With a Personal Vision

Purpose

Create a personal vision of what your community could be as a direct result of strategic community risk reduction.

Directions

Part 1 (Table Group Work)

1. Refer to your pre-course Assignment 2. Recall that you considered the knowledge, attitudes and behaviors that are necessary from the following groups to support prevention and/or mitigation of any risk:
 - a. City/County/Township administration (i.e., manager).
 - b. Local political leaders.
 - c. Citizens at large.
 - d. Executive leadership of your organization.
 - e. Midlevel officers from your organization.
 - f. Line staff from your organization.
2. Please discuss the following questions with members of your table group:
 - a. How is your fire department viewed by city/county/township administration, local political leaders and the citizens at large?
 - b. How do you engage decision-makers and the public so your department receives an adequate level of support?
 - c. What public and private partnerships does your organization have that are helping to support risk-reduction efforts?
 - d. What do your executive leadership, midlevel officers and line staff know about community risk reduction?
 - e. What are their attitudes toward community risk reduction?

- f. What behaviors are displayed toward community risk reduction?
- g. Does your organization's mission statement reflect prevention as a core objective?
- h. Is health, safety or quality of life mentioned in the mission statement of your city, county or township? What is the value of having your department's mission statement align with the municipality's mission statement?
- i. What level of resources (time, people and money) does your organization invest into risk reduction?
- j. Does your organization have a position dedicated to risk reduction?

Part 2 (Individual Work)

- 1. What could your organization be doing to advance overall prevention activities at the local level to support your municipality's mission and strategic plan?

- 2. After considering responses to the above, create a personal vision that expresses what your community could be as a direct result of strategic community risk reduction.

- 3. You will have 45 minutes to complete Parts 1 and 2.

V. EVALUATING EXECUTIVE FIRE OFFICER AUTHORITY

EVALUATING EXECUTIVE FIRE OFFICER AUTHORITY

- Career progresses — greater authority.
- EFO knowledge of and attitude toward community risk reduction is critical to success.
- Role is a strategist, coach, mentor, leader.
- Facilitate supportive culture.

Slide 1-39

- A. As an EFO’s career progresses, he or she attains greater levels of legitimate authority to influence and support community risk reduction.
- B. How he or she uses that authority affects the future success of risk reduction.
- C. The EFO’s knowledge level and attitude toward risk reduction has a huge influence over the opinion of peers and subordinates toward the subject.
- D. The EFO’s role in risk reduction is that of a strategist, coach, mentor and, most importantly, leader.
- E. The EFO does not have to be a practitioner who delivers educational programs.
- F. The EFO has a responsibility to help facilitate an organizational and community culture that values reducing risk. This includes supporting peers, subordinates and citizens who willingly participate in the process.
- G. The EFO carries authority to require supportive behaviors from subordinates who have potential to negatively affect an organization’s culture.
- H. Support from political leaders, local government decision-makers, organizational leadership, and line staff is necessary to institutionalize risk reduction as a core value.
- I. A major factor that can impede the advancement of community risk reduction is a lack of knowledge, interest and support from those who have ultimate responsibility for risk reduction.
- J. The political leaders, government, emergency service organization, EFO, and line staff all have a stake in risk reduction.

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ACTIVITY 1.3

Evaluating Executive Fire Officer Authority and Political Determinants

Purpose

Explore the following determinants that affect community risk reduction:

- Identify the level of authority they currently hold over community risk-reduction initiatives offered by their organization.
- Reflect upon and discuss their attitude toward preventing/mitigating risks that challenge their home community.
- Identify and discuss past behaviors that they have displayed in support of community risk reduction.
- Project their future role in community risk reduction.
- Examine political determinants that may challenge risk reduction at the local level.

Directions

Part 1

Working individually, provide a succinct bullet point summary of the following questions:

1. What is your current level of authority held over community risk-reduction initiatives offered by your organization?

2. What is your personal attitude toward preventing/mitigating risks that challenge your community?

3. What past actions have you taken to support risk-reduction initiatives offered by your organization?

4. Continuing on your present career path, what may be your next level of responsibility for reducing community risk?

5. What political issues (internal and external) must be overcome to garner support for your personal vision of a safer community?

Part 2

Share your responses with other members of your table group.

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APPENDIX

MERSEYSIDE FRS: INNOVATION TO MAINSTREAM

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Final Evaluation of the Home Fire Risk Check Grant and
Fire Prevention Grant Programmes – Case Studies
Fire Research 2/2009



www.communities.gov.uk
community, opportunity, prosperity



Final Evaluation of the Home Fire Risk Check Grant and
Fire Prevention Grant Programmes – Case Studies
Fire Research 2/2009

Nina Williams and Rachel Evans
Greenstreet Berman Ltd

March 2009
Department for Communities and Local Government

6 Merseyside FRS: Innovation to mainstream

This case study aims to demonstrate Merseyside FRS's approach to developing innovative and forward-thinking programmes of activity under the Home Fire Risk Check (HFRC) grant and Fire Prevention Grant (FPG); and how they were able to 'mainstream' these programmes in order to ensure their continuity and sustainability.

6.1 Setting the scene

"Why not?"

This question, as opposed to "Why?" is a core attitude within Merseyside FRS. Finding reasons to do something to improve the safety of the community is seen as a far more sensible use of energy than trying to imagine why things may not work. It is felt that individuals are key to the success of any organisation and it is this type of approach that creates an innovative-friendly environment.

Merseyside, like many FRSs, previously saw its main role as that of being reactive to emergencies with little time spent doing other activities – the culture being that everyone was too busy fighting fires to participate in community safety work. However, a change of thinking in the late 1990s recognised that a very rapid emergency response alone was not going to reduce the high rate of fire deaths. What was needed was a radically different approach that was based on prevention and that firefighters would be at the heart of that new approach.

At the end of 1999, the Fire Authority agreed to commit financial and human resources to community safety and Merseyside changed its approach with an aim of creating a proactive prevention response to match the continuing excellent emergency response.

As fire prevention became a fundamental role of firefighters, there was a need to communicate the importance of this work to all staff, as this new approach was not always easily accepted within the FRS. It was important that leadership at all levels accepted this new way of working in order to change the culture within Merseyside FRS.

Home Fire Safety Checks (HFSCs) have also formed an important part of our operational intelligence gathering framework. If crews or advocates come across operational risks (eg the presence of something unusual) then they can ensure that responding crews are made aware of the risk to assist in operational dynamic planning.

6.2 Provision of HFRC grant and FPG

All grant monies provided created a catalyst for the work of Merseyside FRS as they made it possible for the FRS to be creative and innovative in its approach to developing new strands of activity. They had already created resources to support new initiatives.

For example, the FRS was previously spending £600,000 on their HFSC programme. When the 'new' money came from the Government in the form of the HFRC grant, the FRS did not reduce their existing commitment, but regarded the 'new' money as additional resource. They therefore had a significant amount more to develop their community safety work.

They had previously considered innovation and development in their budget planning and created a 'Contestable Research Fund' (£25,000 per annum) that could be bid against by potential researchers and focuses particularly on Liverpool's three universities.

Even in their capital budget they had factored in a £50,000 per year amount to support community safety initiatives. Even with this thorough financial planning, the grants provided further impetus to a range of activities including:

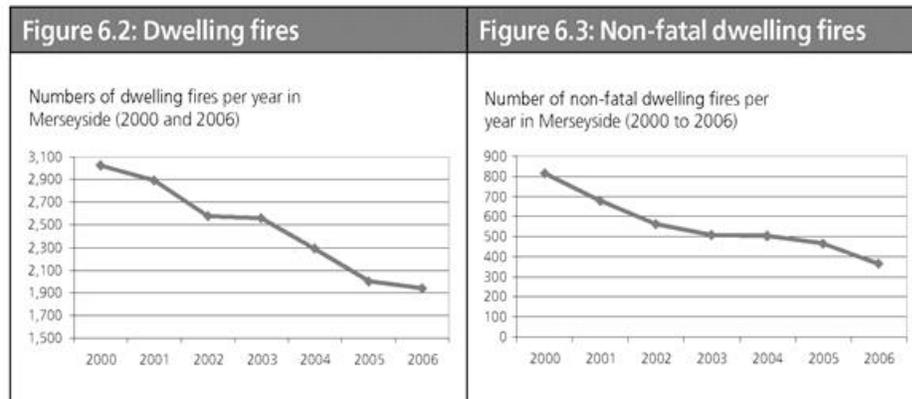
- Advocate and partnership work.
- Sprinklers – installation of domestic sprinklers in homes of high risk residents: an example of someone helped by this scheme is of a woman who was a great risk due to significant mental health problems compounded by a mixture of medication and alcohol. The risk extended to her three year old daughter and they had both been the subject of bullying from some local young people which had lead her to block many of the exits to her home. The FRS installed a domestic sprinkler which delighted her social worker as she had been very concerned for the safety of the child. Measures were also taken in partnership with the Police Hate Crime Unit to deter any would-be attackers.
- Threat response – arson and terrorism; and arson/antisocial behaviour reduction.
- Volunteer work through the charity Fire Support Network – the FRS set up an independent charitable arm of the service, to provide greater organisation of volunteer work and access to additional and alternative sources of funding.
- A range of youth engagement schemes including the 'embedded firefighter scheme' which sees a firefighter in a school for one day a week during term time. The scheme was piloted using the FPG and now extends to 20 schools. A range of material is available to deter children from anti-social behaviour including Street Heat which is a hard hitting interactive production allowing children to explore the consequences of deliberate fire-setting.



Street-cage soccer run by the Fire Support Network

6.2.1 Outcomes of the HFRC/FPG funded activities

Examples of the outcomes of the HFRC/FPG supported activities include a reduction in dwelling fires and non-fatal fires. Figure 6.2 demonstrates the overall drop in dwelling fires from around 3,000 to around 2,000 over the period 2000-2006. During the same period, the numbers of non-fatal dwelling fires halved in Merseyside as demonstrated in Figure 6.3.



6.3 How the activities were mainstreamed

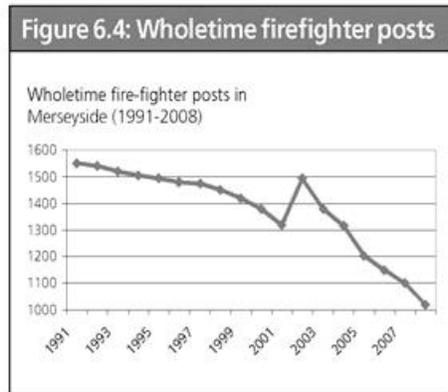
6.3.1 General funding

When the grant money had run out, Merseyside FRS realised there were two possible responses: *“We’ll have to stop the work, because the money has now run out,”* or *“What we’re doing is amazing: we’ll have to find another way to fund it,”* so they opted for the latter approach.

The grants enabled the FRS to try new things – if they worked, they found new ways of funding them; if they did not work, the activities were discontinued.

The amount of money received in total from the HFRC grant and the FPG was just over £1.5m. It was used to great effect in developing new and innovative programmes of activity. However, the total revenue budget of the Fire and Rescue Authority was over £70m per year and Merseyside FRS recognised that, although the amount of grant money received was a significant amount, it was still relatively small against their total budget.

The authority had a significant budget and their role was to make the difficult choices to ensure the excellent work continued. Trying to find additional money (through the Revenue Support Grant) or other forms of support was not always possible, although additional income streams were found particularly around youth activity. Merseyside FRS faced up to difficult decisions around staffing that meant reducing the overall number of firefighters whilst expanding the work they were doing.



They accepted that in order to achieve high levels of community safety (in addition to making use of core funding streams) the FRS needed to make use of those already being paid by the service, ie firefighters, and have the confidence that they could deliver a great service.

The vast majority of the very high number of HFSCs carried out in Merseyside have been conducted by firefighters while 'on call' and this work is now readily accepted as core activity. This proved to be a very effective way of improving the efficiency of the organisation.

As the work expanded, the community safety advocate scheme was developed, which provided additional skills to the organisation to help deal with the difficult issues discovered on visits scored as 'high risk'.



Merseyside HFSC

Merseyside FRS takes a targeted approach to HFSCs, seeking to reach the most vulnerable in the community. With the highest levels of social deprivation of anywhere in the country, it is a fact that there is a considerable proportion of the local population that could be regarded as high risk. Interestingly, they see no contradiction to carrying out large numbers of HFSCs and targeting the most vulnerable.

As the Deputy Chief Fire Officer said, *“When you have a proven way of reducing risk from fire in the homes and saving the lives of the most vulnerable, why place a restriction on reaching as many of these households as you possibly can?”*

6.3.2 Funding from partnerships

Developing partnerships was one way to try to save money or get additional work funded ‘in-kind’. Partnerships are considered vital to the success of Merseyside FRS and include Crime and Disorder Reduction Partnerships (CDRPs), health partnerships, Local Area Agreement (LAA) partnerships, Fire Support Network, the Roy Castle Foundation and Radio Merseyside Charitable Trust.

Use of FRS office space

One method was to allow businesses/partners to operate out of FRS office space and in some cases to negotiate a share of their business profits in return for office space.

A good example is at St Helens fire station. Spare capacity in the station is used by a number of different agencies. These include the Police neighbourhood action team, St Helens Alternative Motor Programme (STAMP – a programme for disaffected 13-16 year olds to deter car crime), St Helens Youth Inclusion Programme (YIP), youth offending services, Healthy Living Team Primary Care Trust (PCT)/local authority health initiative, social services family support team and National Association for the Care and Resettlement of Offenders (NACRO).

They also include Heartbeat (a charity using the station gym for rehabilitation of elderly people suffering heart problems) and ISS Ark (a private business continuity service following a fire).

Station facilities are rented out or offered for free depending on the broader partnership deal. For example, NACRO use office space in the St Helens fire station for free as they are a charity who also works closely in partnership with the FRS, while the police pay the FRS for use of office space. Similarly, the Heartbeat charity access the gym for free as they are bringing some of the target group for the Service’s HFSC, while the private business ISS Ark rent their space.

A significant added benefit of renting out/providing office space to a range of agencies, in addition to any financial benefits, is that the partners are able to work more easily and closely together and the partnerships are thereby strengthened, providing more opportunity to discuss in-kind work or financial support. For instance, a very good working relationship has developed with the police neighbourhood action team that encourages a very prompt response to any incidents of violent attacks on firefighters.

Financial support from partners

Reducing the risks of fire often creates a cost. For instance, in very high risk properties it may be judged that sprinklers are the only means of reducing that risk to acceptable levels,

but even the innovative 'standalone' sprinkler system pioneered by Merseyside costs £1,000. The FRS realised they would not be able to fund this alone, so they approached a number of potential funders including the Residential Social Landlords and the local authorities. Examples are listed below of the support provided to reach the most vulnerable in the community:

- In the last four years Liverpool, through the Neighbourhood Renewal Fund (NRF – now Working Neighbourhoods Funding), have provided £305,000 for the provision of fixed and standalone systems including some staffing costs.
- Knowsley Housing Trust (Registered Social Landlord) has recently given Merseyside FRS £10,000 for the provision of 10 stand alone systems.
- IKAN (Knowsley) has recently funded six standalone suppression systems.
- Helena housing (Registered Social Landlord) in partnership with Merseyside FRS received £50,000 for sprinkler provision in St. Helens.
- A bid has been submitted from the Area Based Grant in St Helens for £150,000 for fire suppression systems and deaf alarms.

6.3.3 Data sharing and referrals

Data sharing was considered vital in enabling Merseyside FRS to more effectively identify high risk individuals and concerning the provision of referrals.

Many partners working in the community became involved in referral to the FRS and were trained by the FRS in what the FRS can provide and what issues they would risk assess for. Having referrals passed onto the FRS saves a lot of FRS time in the identification of these high-risk individuals.

Merseyside FRS hold firm to the opinion that it is not true that data cannot be shared – their philosophy is that the data should be shared unless there is a good reason for not doing so.

The Data Protection Act is not intended to prevent sharing of data, but to ensure its security and safety. An example of working around security issues is of work with mental health data – name and address can be shared, but not other data; and information/referrals must be given by telephone or by fax, not via email or any other form of written correspondence.

Merseyside FRS found that once one agency had been persuaded to share data, it became a lot easier to convince others to follow the same path.

Examples of data sharing

Social services wrote to people they identified as vulnerable that had used their services, to inform them that they intended to share their information with the FRS for the purpose of the FRS offering a free HFSC. They gave the opportunity for residents to prohibit this data sharing rather than seek their permission to share the data. Out of 16,000 contacts, only

97 wrote to say that they did not want their information to be shared.

Merseyside FRS have agreed a system with the health service whereby they alert the FRS to any oxygen user that has been discharged from care into their own homes and this information is then stored in the emergency mobilising system to be available to crews responding to a fire.

6.3.4 Use of advocates

The image and uniform of a firefighter tends to be one that people respect and are less likely to be wary of than, for example, that of a policeman. Merseyside advocates have found that wearing a uniform has helped to raise awareness of the image and services available from the FRS.

Merseyside FRS has done a lot of work developing the community safety advocate scheme and there are numerous types of advocates working in Merseyside with all identified vulnerable, high risk and hard to reach groups.

The role of the advocates allows greater scope for the development of a range of partnerships which has helped to facilitate the mainstreaming process. Two examples of advocate roles are outlined below.

Refugees and asylum seekers

Refugees and asylum seekers often have a fear of authority and uniform due to experiences in their country of origin. Liverpool houses the only immigration office outside London where asylum seekers can apply for asylum, so there is a large immigrant population in Merseyside – there are also four houses that contain up to 1,000 new immigrants.

There tends to be a high rate of fire due to misuse of electrical appliances, home country traditional cooking methods, eg meals were known to be cooked in a big pan and then served from the floor – however with carpeted floors, this can be a fire hazard. Housing provided by private landlords can also be of a very poor quality with unsafe heating systems.

The FRS has a bilingual team providing translation services in languages such as Somali, Yemeni/Arabic, Chinese and South Asian languages. If the FRS requires translation services in other languages, they will make use of their partner organisations. As such, they find that networking is a key element of the work of an advocate.

Student advocate

The student advocate is a student on a sandwich course working her year in industry with the FRS. She attends all Freshers' Fairs and visits the halls of residence etc.

Her purpose is to raise awareness of fire hazards such as pans full of oil, covering up smoke alarms and unattended candles; and the impact of making hoax calls in terms of wasting

FRS time, taking resources away from genuine fires etc. This post is currently a pilot post for a year and the FRS will assess its success before renewing the funding for the post.

While Merseyside FRS had provided significant resources to community safety from 1999, it is fair to say the FPG and HFRC grant have been significant in providing an incentive for Merseyside FRS to pilot new initiatives and then allow time to properly evaluate their impact and outcome. This provides firm evidence to support (or not as the case may be) continuation of the schemes and including them in the authority's budget setting process, thus contributing to the mainstreaming process.

6.4 Leadership

The leadership within Merseyside FRS has provided the key driving force behind their work over recent years. The organisation is led by an ambitious Fire Authority and driven by individuals with a range of skills and abilities including someone with a creative and ideas-focused attitude; someone who is more process oriented and can turn those ideas into something practical that can work; and those who are practical and can actually put those plans into action. In order to make anything work, all these people have to work together as a team, each one bringing their own necessary skills to the process.

The Deputy Chief Fire Officer admits that it has not always been easy and being innovative is, by definition, a journey where you cannot always predict the outcomes. However, the FRS has now reached a point where staff are more likely to say "*Why not?*" when faced with a new challenge.

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UNIT 2: ASSESSMENT

TERMINAL OBJECTIVE

The students will be able to:

- 2.1 *Given a community risk-reduction tool, develop a problem statement and risk-reduction goal for a specific local risk.*

ENABLING OBJECTIVES

The students will be able to:

- 2.1 *Describe the community risk assessment process.*
 - 2.2 *Analyze local community risks.*
 - 2.3 *Assess vulnerability to risks.*
 - 2.4 *Summarize the importance of community involvement.*
 - 2.5 *Analyze acceptable level of risk.*
 - 2.6 *Establish risk-reduction priorities.*
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I. ANALYZING THE COMMUNITY

ANALYZING THE COMMUNITY
(cont'd)

- A multistep process that gathers and analyzes information about the community.

Slide 2-5

A. Definition of a community risk assessment.

1. A community risk assessment is a multistep process that gathers and analyzes information about the community.

ANALYZING THE COMMUNITY
(cont'd)

- Good risk assessment will help you:
 - Identify risks and causal factors.
 - Analyze who is contributing and impacted.
 - Analyze vulnerability.
 - Create a medium to establish priorities.

Slide 2-9

2. A good community risk assessment will accomplish the following objectives:
 - a. Identify risks and their causal factors — including the risk’s frequency and severity.
 - b. Analyze the community — including who is contributing to the risk and who is impacted by it.

- c. Analyze community vulnerability — including the ability of the community (both people and infrastructure) to resist the impact of the risk.
- d. Create a medium to establish risk-reduction priorities — ultimately including the identification of the community’s acceptable level of risk.

B. Degrees of risk assessment.

1. The community risk assessment process can be as complex and detailed as local resources permits.
2. Using basic skills and resources available to most organizations can be a more simplified process that will produce basic information that can be used effectively for a community risk-reduction program.
3. Several people or a small team may be most effective in completing the assessment.
4. Many communities have access to experts in assorted occupations that can be useful in the process.
5. Often these individuals and organizations are very willing to provide assistance to the local fire department.
6. Based on individual capabilities, each fire department and community will need to determine the extent to which they will conduct their risk assessment process.

ANALYZING THE COMMUNITY
(cont'd)

- Useful tools and resources (based on degree of assessment):
 - Spreadsheet software.
 - Geographic Information System (GIS) software.
 - Word processing software.
 - Human resources.



Slide 2-10

C. Useful tools and resources.

1. There are some useful tools and resources that should be considered before undertaking the risk assessment process:
 - a. Spreadsheet software — a computer application such as Microsoft Excel or similar spreadsheet-type program will enable detailed analysis from a variety of data sources.
 - b. A feature found in such programs is the ability to generate PivotTables from information stored in the spreadsheet. Among other functions, a PivotTable can automatically sort, summarize, count totals or give averages of data. PivotTables can make calculating and viewing data much quicker and simpler.
 - c. Spreadsheet applications are usually capable of creating a wide variety of charts and graphs that can be used in the analysis and written reports. For those with limited or no experience with spreadsheet applications, it would be well worth the time to take a training course to learn the basics, including the use of PivotTables.

2. Geographic Information System (GIS) software — an application such as ArcGIS (Environmental Systems Research Institute (ESRI)) is an extremely valuable tool for conducting a risk assessment.
 - a. More than just generating maps, it provides the power to manage data, perform advanced analysis, and much more. GIS applications can import incident data, demographic information, and other electronic records to produce a visual perspective of activity within your service area.
 - b. GIS software typically requires advanced training in order to use all of its features. Most fire departments do not have internal staff qualified to use such applications. However, many local government organizations have GIS departments or experts that can be recruited for assistance in generating maps.
 - c. For those who have access to ArcGIS-Online, ESRI provides an add-in tool that will generate maps using Microsoft Excel and, if desired, copy into PowerPoint for presentations.

3. Word processing software — an application such as Microsoft Word will be necessary to document the results of your assessment in a format that can be easily read and interpreted by others, as well as for continuing the planning process.

Most popular word processors can incorporate images, create tables, and import information from spreadsheet applications.

4. Human resources — individuals both within and outside the fire department can be valuable resources.
 - a. While firefighters may be tapped for their fire and Emergency Medical Services (EMS) expertise, there may be individuals within the department with other unique skills, such as writing, graphic design, experience in statistical analysis, and other abilities.
 - b. Private individuals and government employees with knowledge and skills in data analysis, population studies (demographics), crime rates, and other talents should be sought out.

II. IDENTIFYING RISKS

IDENTIFYING RISKS

- Use problem-related data.
 - Identify what is happening.
 - Explore current risks and trends.

Slide 2-11

A. Identify risks (problem-related data).

Identify the various risks to your community and/or service area.

1. This is accomplished by gathering data about what is occurring within your community.
2. The data will be used to identify both current risks and trends based on historical information.
3. Typically, there will be a large number of resources from which to acquire the data necessary to identify current and potential risks.

B. Acquire data that identifies risks.

1. Data elements to collect — There are a number of data elements that should be considered for acquisition. These might include:
 - a. Incident dates and times.
 - b. Incident types.
 - c. Incident locations (address and any other location data; preferably, latitude and longitude).
 - d. Causes of ignition of fires; heat sources; areas of origin.
 - e. Mortality rates (fire related; trauma; other medically related).
 - f. EMS mechanisms of injury and causes of illness; and EMS provider “impressions” (i.e., diagnosis).
 - g. Occupancy information.
 - h. Response times of all units involved (“fractile” method; not averages).
 - i. Rate of dollar loss to value.
2. You may want to obtain more or less data elements than the ones above. However, at the least, you will want to collect incident dates, times, types and locations in order to get a minimal perspective of what is occurring within your service area.

DATA SOURCES

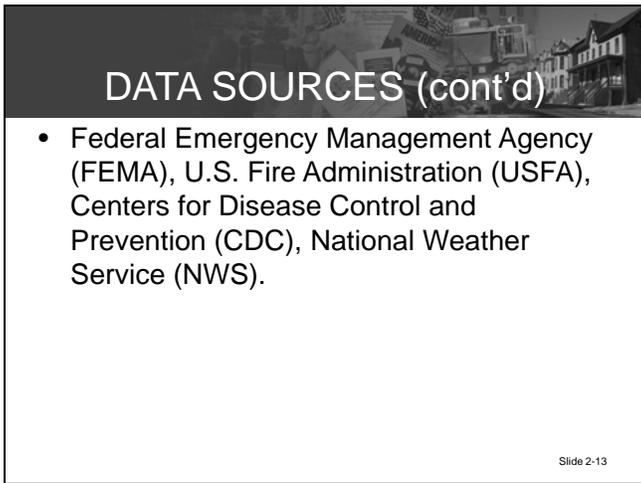
- Departmental records management system (RMS).
- National Fire Incident Reporting System (NFIRS).
- Dispatch center data.
- National EMS Information System (NEMESIS).

Slide 2-12

3. Fire department incident data.

- a. Many fire departments now document their emergency incidents electronically using computerized records management systems (RMS).
 - b. Most commercially available applications have been designed to collect incident data based on the National Fire Incident Reporting System (NFIRS). The U.S. Fire Administration (USFA) began NFIRS in 1975.
 - c. Under this program, local fire departments submit their data to a state organization who, in turn, reports this to USFA.
 - d. If your incident data is not easily accessible locally, you may be able to obtain the information from your state, or obtain an account with USFA, which will allow you to acquire specific reports.
 - e. Depending on the type of RMS you have, your system should be able to generate printed reports or export summary information in the form of a database or spreadsheet.
 - f. Obtain a minimum of three to five years of data (more, if in a very small, low-volume community), so as to ensure you have enough information to provide an adequate perspective of what is occurring.
 - g. Depending on the type of RMS your organization uses, and the extent of the information collected and entered into it, you will need to determine what data elements to extract (or what reports to generate).
4. Dispatch center data.
- a. In most communities throughout the U.S., the local public safety answering point (PSAP) and/or dispatch center collects valuable data through complex and sophisticated computer aided dispatch systems.
 - b. Although the information collected varies among systems, the data typically includes incident locations; dates apparatus dispatch and arrival times; incident type; and much more.
 - c. Often, computer aided dispatch data is downloaded or integrated into the fire department's RMS. In that case, the necessary data may already be in your RMS. If not, most computer aided dispatch systems can export incident records to a spreadsheet or other format to enable data analysis.

5. Other data sources.
 - a. The National EMS Information System (NEMSIS) Project is an effort to create a national EMS database.
 - b. The current NEMSIS National Highway Traffic Safety Administration (NHTSA) Version 3 Dataset defines over 500 standardized data elements that can be collected. Most state EMS agencies are participating to some degree in collecting EMS incident data from local agencies.
 - c. If your agency submits electronic EMS data to your state EMS office, you may be able to obtain reports or electronic data from there. You may also request local EMS data (with some limitations) from NEMSIS at www.nemsis.org.
6. Law enforcement agencies (local, state and federal) have a long history of collecting and maintaining incident records and other information. These records may include arson reports and drug-related incidents, assaults, and other information that can ultimately impact the fire department.



DATA SOURCES (cont'd)

- Federal Emergency Management Agency (FEMA), U.S. Fire Administration (USFA), Centers for Disease Control and Prevention (CDC), National Weather Service (NWS).

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7. The Federal Emergency Management Agency (FEMA) (www.fema.gov) and the Department of Homeland Security (DHS) (www.dhs.gov) websites contain substantial information that can be useful in risk assessment particularly in natural and human-caused disasters.
8. The National Weather Service (NWS) (www.weather.gov) can also serve as a source of information on weather-related events.

9. The Centers for Disease Control and Prevention (CDC) website is another excellent source for health- and injury-related sources and materials. Located on their website is the Web-based Injury Statistics Query and Reporting System (WISQARS). It is an interactive database system that provides customized reports of injury-related data.
10. Firefighter experience can be a valuable source of information. It can be used to conduct station-based risk assessment and preplanning. Information from these activities should be documented and recorded (preferably in an electronic database format).

III. DEVELOP A COMMUNITY DEMOGRAPHIC PROFILE

COMMUNITY DEMOGRAPHIC PROFILE

- Use people-related data.

Slide 2-16

- A. People-related data.
 1. The risk assessment should also include obtaining information on the people who are impacted by, or a part of, the problem.
 - a. Therefore, it will be necessary to acquire data to develop a community demographic profile.
 - b. Risk is often influenced by economic and social issues. Therefore, the community risk-reduction process must address socioeconomic issues.

COMMUNITY DEMOGRAPHIC PROFILE (cont'd)

- Build the following profile:
 - Age, gender, race and ethnicity.
 - Social and cultural information.
 - Income and education.
 - Housing demographics.

Slide 2-18

- c. The demographic composition of a community typically includes the statistical data of its population. This should include:
 - Age.
 - Gender.
 - Race and ethnicity.
 - Social and cultural information.
 - Income
 - Education.
 - Housing type, age and density (optional).

- 2. Demographic data sources.
 - a. For most communities, this information is readily available from a variety of sources.
 - b. This is where involving community partners can be of significant value, since they will often have more comprehensive information regarding the local population.
 - c. In some cases, a community profile may have already been completed by another government agency or organization.

DATA SOURCES (cont'd)

- City, state and county government.
- Chamber of commerce.
- School district board of education.
- Nonprofit organizations.
- Neighborhood associations.
- Public health organizations.
- GIS departments.

Slide 2-19

d. Local and regional demographic sources may include:

- City, state and county government.
- Chambers of commerce.
- School districts/boards of education.
- Nonprofit organizations.
- Neighborhood associations.
- Public health (state, local and federal).
- GIS departments.

DATA SOURCES (cont'd)

- U.S. Census Bureau data:
 - <http://www.usa.com/>.
 - Type in local community name.
 - Explore demographical data.
 - Drill down to census tract level.

Slide 2-20

3. U.S. Census Bureau and American FactFinder.

- a. These websites contain very powerful tools and instruments for obtaining a wealth of information concerning the demographics of your community.
 - b. Although the process for gathering data from these websites may be intimidating initially, it can be easily mastered with experience.
 - c. You should consider spending some time exploring each of these sites to determine what is available for your community and how to use the various tools.
 - d. The Census Bureau website contains a vast quantity of data regarding population, businesses, geography and other information. Much of this is limited to broader areas such as states, counties and, in some cases, cities.
 - e. Within the Census Bureau's website are two other valuable sources of data: the American Housing Survey and the American Community Survey:
 - The American FactFinder website may provide the most detailed demographic information about your community or service area.
 - It provides data on population, age, business and industry, education, housing, income, poverty and much more.
 - f. The site provides substantial versatility when generating data. Tables can be modified, printed and downloaded and, in some cases, maps can be created.
4. Community partners.
- a. Other state and local agencies and organizations can be quite useful in the development of your community profile.
 - b. Typically, they will have important information to share and may have a better insight into loss history, high-risk groups, local business issues, and specific demographics throughout the various neighborhoods.
5. Assessing community trends.
- a. In order to do a thorough assessment, it will be important to not just evaluate your community's current conditions but to look at its past and projected future.

- b. There are many components to this process, and it can become quite complex. Although a comprehensive analysis to determine future projections may be beyond the capacity of many fire departments, the data may already be available.
 - c. The U.S. Census Bureau assesses population trends, and local planning departments often have completed projections on community growth and other anticipated trends.
6. Building the community profile.
- a. Once you have gathered the necessary data, you can then begin to build and document your community profile and answer specific questions.
 - b. A bulleted summary table can be an easy way to describe the demographic characteristics of your service area.

Building the Community Profile

Category	Description	Questions to Answer
Demographical (people-related information)	Population, distribution, age, ethnicity and cultures	<ul style="list-style-type: none"> • Total community population? • Population of each census tract? • Which census tracts have the greatest concentration of high-risk populations: <ul style="list-style-type: none"> - Children under 5 years? - Older adults? - People in poverty? - People with disabilities? - People who speak little or no English?
Social Characteristics	Education levels and family profiles	<ul style="list-style-type: none"> • What are the demographics of education levels throughout your community? • What census tracts include the greatest populations of the following: <ul style="list-style-type: none"> - Single-parent homes? - Two-parent homes? - People living alone? - Older adults living alone?
Economic Characteristics	Employment profile and rates; income levels	<ul style="list-style-type: none"> • What is the employment profile? <ul style="list-style-type: none"> - Types of jobs? - Work in community or commute? - Major local employers? - Unemployment rate? - Income level ranges?
Housing Profile	Age of homes and occupants; types of residential occupancies; home ownership versus rental properties; transience among residents	<ul style="list-style-type: none"> • What is the overall housing profile of your community? <ul style="list-style-type: none"> - Average age of homes? - New (or recent) construction? - Homes with automatic detection and suppression equipment? - Types of residential construction? - Types of residential properties (single, family, duplex, multiunit)? - Renter versus owner occupied? - Transience (how often do people relocate)?
Growth Trends	Past and future population growth trends (consider using the U.S. Census Bureau website to obtain this information)	<ul style="list-style-type: none"> • How has the population changed in the previous 20 years? • What will the profile look like in 10 years?

7. Using GIS technology.
 - a. The use of GIS technology has continued to proliferate throughout the U.S. Fire Service. It has proven to be not only useful in risk assessment but also in other types of planning, preparedness, and incident response and recovery activities.
 - b. Once you have determined and acquired your data sources, you will need to identify available GIS expertise and potential training requirements.
 - c. This may include a GIS analyst/technician, other fire departments or government agencies using GIS, and training sources. It can also be useful to network with GIS user-groups in your area, as well as collaborate with other local fire departments.
 - d. While it would be useful to gain a basic understanding of GIS technology, it is not necessary to become an expert in this field to use GIS when conducting a risk assessment.
 - e. Many city and county governments have GIS experts that are often willing to assist the fire department in building a GIS project.
 - f. If your jurisdiction has access to GIS services, their potential value in risk assessment cannot be overstated, and you should cultivate positive relationships with the organization and staff.
 - g. GIS map projects are comprised of layers of data. Each of the layers can be created from various data sources and stored in a standard relational database. In this way, GIS is much more than a map; it is a location-aware information system that allows creating, managing and displaying relevant data.
 - h. Because information can be organized by a specific geographic location, it enables you to see the relationship between the various data layers.
8. Using GIS in the community profile.
 - a. The U.S. Census Bureau website also has the ability to generate a variety of demographic maps of your community, which can be printed or copied and used in your analysis.

- b. GIS technology is widely used by government agencies for a variety of applications. Local government agencies, such as planning or GIS departments, usually have substantial information about their communities.
- c. In some cases, they may already have a community profile documented in some form or another. The GIS department may be able to generate maps that can be used later in the community risk-reduction process.
- d. If your department has access to GIS, local census data can be accessed and used to generate custom maps. ArcGIS by ESRI is an application that can incorporate demographic, incident, and other data into useful maps that can provide much greater insight into what risks are occurring, where they are occurring, and within what types of populations.

IDENTIFY TARGET HAZARDS

- Health care facilities.
- Critical transportation infrastructure.
- Emergency Operations Centers (EOCs).
- Public utilities and communications.
- Hazardous materials locations.

Slide 2-21

- B. Identify target hazards.
 - 1. One component of conducting a community risk assessment is to identify specific target hazards within your service area. These are sometimes referred to as “critical facilities.” Examples of critical facilities might include:
 - a. Hospitals.
 - b. Assisted living centers.
 - c. Community shelters.
 - d. Schools.

- e. Airports.
 - f. Important government offices.
 - g. Emergency Operations Centers (EOCs).
 - h. Hazardous materials sites.
 - i. Roadways.
 - j. Water/Sewage treatment facilities.
 - k. Communications systems.
 - l. High-risk neighborhoods/residential occupancies.
2. Consider for inclusion among your list of target hazards, buildings with substantial value to the community (economic, historic, other) and other facilities that, if damaged or destroyed, would have a significant negative impact on the community.
- C. Target hazard data.
- 1. In most communities, the local assessor's office will have a database that includes a listing of all the tax parcels within a community. Tax parcel information includes the property boundaries, use description, building area, number of floors, assessed values, and more.
 - 2. Some fire departments maintain occupancy data in their RMS. Typically, this is required from information gathered from regular property inspections.
 - a. Such systems may provide much more comprehensive information for identifying target hazards and enable you to generate detailed reports that describe significant hazards.
 - b. In some jurisdictions, property inspections are performed by government organizations outside the fire department.
 - c. In these cases, this can be another valuable data source to help in identifying your target hazards.

IDENTIFY TARGET HAZARDS
(cont'd)

- Fire crews can help identify.
- GIS-based analysis.



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- D. Using fire crews to identify target hazards.
1. One option that can assist in determining target hazards is to use fire crews to identify facilities within their station’s emergency response service areas.
 2. Firefighters assigned to a particular station often have good insight into critical structures and facilities within their area.
 3. Sometimes referred to as a “windshield survey,” companies can be assigned to drive around their district and identify various target hazards.
 4. If possible, they can perform more comprehensive inspections and preincident surveys and document important details. This information can be combined with other target hazard data to develop the final analysis.
- E. GIS-based target hazard analysis.
1. Target hazards should be contained in listings and/or maps (which distinguish target hazards from other structures) that depict the details and locations of the vulnerable areas and critical structures and facilities. Probably the most effective method of generating a target hazard analysis is the use of a GIS-based model. As mentioned previously, GIS is being widely used among local government entities.
 2. A GIS-based assessment is comprised of four elements:
 - a. Identifying/Classifying community hazards.
 - b. Identifying risk factors, potential and probability.
 - c. Identifying/Classifying community assets/values.

- d. Fusing all of the elements into a visual display of the existing hazards: their potential impact on values, and the risk or likelihood of an unwanted event.
3. Data sources previously mentioned will be necessary to enable a complete GIS target hazard analysis. These data elements are available in most communities and will be critical in the process of building the target hazard analysis. Sources should include (but not be limited to):
- a. Locations of utilities (electric, gas, etc.).
 - b. Previous fire and other incidents.
 - c. Water supplies and hydrants.
 - d. Street layers.
 - e. Assessed value.
 - f. Census tracts.
 - g. Tax parcels.
 - h. ZIP code boundaries.
 - i. Occupancy data.
 - j. Hazmat permits.
 - k. Block groups.

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ACTIVITY 2.1

Discussing Problem-Related Data Sources

Purpose

Discuss potential options for locating objective and accurate problem-related data.

Directions

1. This is a small group activity.
2. Please work in your table group, and discuss the following questions.
 - a. When processing your pre-course assignment, what data sources did you use to locate problem-related data?
 - b. Did you encounter any challenges?

If so, what were they, and how did you overcome them?

How might these issues impact your department in the future if not corrected?
 - c. What did you learn about NFIRS while working on your pre-course assignment?
 - d. What did you learn about your fire department's RMS?
 - e. What is your responsibility as an EFO candidate in correcting any shortcomings you discovered with how data is entered by your fire department personnel?
 - f. Upon returning home, what actions are you going to take regarding data management?
 - g. What discoveries (if any) did you make through use of the American Red Cross Risk Mapping Tool?
3. You are allotted 20 minutes for small group discussion. The instructor will debrief the activity by asking each table group to provide a summary of its discussion.

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ACTIVITY 2.2

Analyzing a Dataset

Purpose

Analyze a dataset to determine a priority risk issue.

Directions

1. Locate the dataset on structure fires from Chesterfield Fire and EMS.
2. Work in your table group, analyze the dataset, and reach consensus on a priority fire risk that should be addressed.
3. Look deeper than simply frequency of occurrence. Also consider injuries, deaths and property loss.
4. You are allowed 15 minutes for small group work, and your group should be prepared to explain and justify your decision.
5. The instructor will spend 15 minutes debriefing the activity.

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ACTIVITY 2.2 (cont'd)

Analyzing a Dataset

Structure Fire Causes (Chesterfield Fire and EMS)
Report Period: 1/1/14 to 12/31/14

New Cause		Fires		Civilian Deaths		Civilian Injuries		Firefighter Deaths		Firefighter injuries		Property Loss		Contents Loss		Total Loss	
Code	Description	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
01	Intentional	28	6.65%	0	0.00%	2	4.26%	0	0.00%	0	0.00%	202,450	4.81%	44,044	2.40%	246,494	4.08%
03	Smoking	18	4.28%	1	25.00%	9	19.15%	0	0.00%	3	23.08%	570,800	13.56%	251,850	13.71%	822,650	13.60%
04	Heating	62	14.73%	0	0.00%	2	4.26%	0	0.00%	1	7.69%	158,218	3.76%	68,360	3.72%	226,578	3.75%
05	Cooking	161	38.24%	1	25.00%	23	48.94%	0	0.00%	0	0.00%	621,405	14.76%	307,739	16.75%	929,144	15.36%
06	Electrical Malfunction	34	8.08%	0	0.00%	2	4.26%	0	0.00%	2	15.38%	382,050	9.08%	80,605	4.39%	462,655	7.65%
07	Appliances	25	5.94%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	246,300	5.85%	74,485	4.05%	320,785	5.30%
08	Open Flame	19	4.51%	0	0.00%	5	10.64%	0	0.00%	1	7.69%	315,710	7.50%	228,300	12.42%	544,010	9.00%
09	Other heat	5	1.19%	0	0.00%	2	4.26%	0	0.00%	0	0.00%	90,000	2.14%	25,000	1.36%	115,000	1.90%
10	Other Equipment	1	0.24%	0	0.00%	0	0.00%	0	0.00%	2	15.38%	368,500	8.75%	200,000	10.88%	586,500	9.40%
11	Natural	8	1.90%	0	0.00%	0	0.00%	0	0.00%	1	7.69%	209,500	4.98%	169,000	9.20%	378,500	6.26%
12	Exposure	29	6.89%	0	0.00%	0	0.00%	0	0.00%	1	7.69%	210,600	6.22%	100,000	5.48%	310,600	5.99%
13	Unknown	12	2.85%	1	25.00%	1	2.13%	0	0.00%	1	7.69%	433,066	10.34%	146,001	7.95%	581,067	9.61%
14	Equipment Misoperation, Failure	3	0.71%	0	0.00%	0	0.00%	0	0.00%	0	0.00%	55,000	1.31%	10,500	0.57%	65,500	1.08%
15	Other Unintentional, Careless	16	3.80%	1	25.00%	1	2.13%	0	0.00%	1	7.69%	292,850	6.96%	131,000	7.13%	423,850	7.01%
Grand Total		421	100.00%	4	100.00%	47	100.00%	0	0.00%	13	100.00%	4,158,449	100.00%	1,838,884	100.00%	5,995,333	100.00%

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IV. ASSESSING VULNERABILITY

ASSESSING VULNERABILITY

Vulnerability is the susceptibility to suffer harm or loss from an event.

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- A. Vulnerability is the susceptibility to suffer harm or loss from an event.
 - 1. Vulnerability may vary based on numerous factors such as preparedness, capability of emergency services, etc.
 - 2. Vulnerability also may vary across communities and among households.

FIVE AREAS OF VULNERABILITY

- Human.
- Economic.
- Social.
- Political.
- Environmental.



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- B. There are five areas of vulnerability in a community.
 - 1. **Human vulnerability** includes the cost in personal injury and death due to an event. This also could include displacement from the community and human suffering. Has implications at individual, household and community levels.

2. **Economic vulnerability** includes the cost to replace or repair damaged property, the availability and cost of insurance, lost tax revenue, lost wages, the cost of business interruption, and medical costs, both short and long term, as well as the cost to provide emergency services.
3. **Social vulnerability** is the potential for an event to have a negative effect on the social fabric of a community.
 - a. For example, frequent crimes against persons or property can cause people in certain areas of the community to feel unsafe.
 - b. An event that requires the evacuation of portions of a community creates the need for shelters and can cause major disruptions in the daily lives of people.
 - c. Additionally, an event like Columbine can result in the long-term need for additional mental health and social services.
4. **Political vulnerability** includes the impact a disaster can have on the community and the political disruption that can occur during the recovery process.
 - a. Elected and nonelected officials can find the existing laws inadequate for the event.
 - b. The Station Nightclub Fire resulted in sweeping changes in the fire and building codes in Rhode Island and a number of other states as well.
 - c. Unfortunately, someone usually has to die in order for change to occur. For example, a traffic control device is rarely installed at an intersection until enough serious vehicle crashes occur.
 - d. One of the most tragic examples of this was the fire at the Triangle Shirtwaist Factory in 1911 that killed 146 young girls and resulted in some of the most sweeping changes to government's regulation of business in our history.
5. **Environmental vulnerability** refers to the health and welfare of the natural environment. An event may cause temporary or permanent damage to the environment within a community.

A severe drought or a hailstorm can damage or destroy crops and/or livestock; floods and mudslides can permanently alter the terrain; or a wildfire can destroy an entire forest.

- C. Describe risk attributes and vulnerability.
 - 1. Once vulnerability has been assessed, it is time to check with your superiors regarding moving ahead on a risk-reduction initiative.
 - 2. At this point, it will be important to describe the various attributes associated with the risks that have been identified.
 - 3. There are various tools and methods that can be used in this process.

V. ESTABLISHING PRIORITIES BASED ON RATED RISKS

- A. Once you have gathered and analyzed all of your data sources, it will be necessary to evaluate, quantify and determine the consequences; then prioritize the risks.

INCIDENT CHARACTERISTICS TO AID IN PRIORITIZING

- Frequency.
- Severity.
- Duration.
- Capacity.

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- B. Incident characteristics to aid in prioritizing.
 - 1. **Frequency** refers to how often an event occurs.
 - a. Some events, like a routine medical emergency, an automobile collision, or smoke alarm activations, may occur several times each day depending on the size of the community.
 - b. Other events, such as a structure fire, may commonly occur but with less frequency. Fortunately, an event like Hurricane Katrina may be a once in a lifetime occurrence.
 - c. Does the event occur daily, weekly, monthly, annually or rarely, or is it an extraordinary event such as Hurricane Katrina?
 - 2. **Severity** refers to the impact of the event.

- a. Some events result in minor property damage, inconvenience, or a slight injury such as a bruise or an abrasion.
 - b. Others may be more severe, resulting in life-threatening injuries, death, or the total destruction of one or more buildings.
 - c. Are the consequences and loss insignificant, minor, significant, major destruction or total destruction?
3. **Duration** refers to how long an event lasts.
- a. Fortunately, most incidents average less than one hour from the time of dispatch and are managed easily by the community’s on-duty emergency responders.
 - b. A few events, such as a winter storm, may last for a few days and may stretch a community’s resources to its full capacity.
 - c. Occasionally, however, a catastrophic event like a severe hurricane may exceed the community’s ability to manage the event with its own resources and may have a lasting impact on the community.
4. **Capacity** refers to the ability of an emergency response system or a community to accommodate a sudden or prolonged surge in a demand for certain services.
- a. For example, a large fire involving mutual-aid resources may exceed the capacity of a fire department’s radio system.
 - b. An outbreak of the flu might quickly overtax the local hospital’s capacity to care for the surge in patient load, or a large number of fatalities might exceed the capacity of the local medical examiner’s office.



RISK ASSESSMENT MATRICES

Table 1: Qualitative Measures of Risk Likelihood

Level	Description	Characteristics
A	Almost Certain	Event is expected to occur. High level of recorded incidents and/or very strong anecdotal evidence. Strong likelihood event will reoccur.
B	Likely	Event will probably occur. Regular recorded incidents and strong anecdotal evidence. Considerable opportunity, reason or means to occur.
C	Possible	Event should occur at some time. Few infrequent, random recorded incidents or little anecdotal evidence. Very few incidents in associated organizations or comparable facilities. Some opportunity, reason or means to occur.
D	Unlikely	Event could occur at some time. No recorded incidents or any anecdotal evidence. No recent incidents in associated organizations or facilities. Little opportunity, reason or means to occur.
E	Rare	Event may occur only in exceptional circumstances.

Source: City of Manningham (Victoria, Australia) Community Emergency Risk Management (CERM) Plan (2009)

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Table 1: Qualitative Measures of Risk Likelihood

Level	Description	Characteristics
A	Almost Certain	Event is expected to occur. High level of recorded incidents and/or very strong anecdotal evidence. Strong likelihood event will reoccur. Strong opportunity, reason or means to occur.
B	Likely	Event will probably occur. Regular recorded incidents and strong anecdotal evidence. Considerable opportunity, reason or means to occur.
C	Possible	Event should occur at some time. Few infrequent, random recorded incidents or little anecdotal evidence. Very few incidents in associated organizations or comparable facilities. Some opportunity, reason or means to occur.
D	Unlikely	Event could occur at some time. No recorded incidents or any anecdotal evidence. No recent incidents in associated organizations or facilities. Little opportunity, reason or means to occur.
E	Rare	Event may occur only in exceptional circumstances.

Source: City of Manningham (Victoria, Australia) Community Emergency Risk Management (CERM) Plan (2009)

Table 2: Qualitative Measures of Risk Consequence or Impact

Level	Description	Characteristics
1	Insignificant	<ul style="list-style-type: none"> • No injuries or fatalities. Small number or no people displaced, and only for short duration. Little or no personal support required (support not financial or material). • Inconsequential or no damage. Little or no disruption to community. • No measurable impact on environment. • Little or no financial loss.
2	Minor	<ul style="list-style-type: none"> • Small number of injuries, but no fatalities. Minor medical treatment required. Some displacement of people (less than 24 hours). Some personal support required. • Some damage. Some disruption (less than 24 hours). • Small impact on environment with no lasting effects. • Some financial loss.
3	Moderate	<ul style="list-style-type: none"> • Medical treatment required, but no fatalities. Some hospitalization. Localized displacement of people who return within 24 hours. Personal support satisfied through local arrangements. • Localized damage, which is rectified by routine arrangements. Normal community functioning with some inconvenience. • Some impact on the environment with no long-term effects, or small impact on environment with long-term effects. • Significant financial loss.
4	Major	<ul style="list-style-type: none"> • Extensive injuries, significant hospitalization, large number displaced (more than 24 hours duration). Fatalities. External resources required for personal support. • Significant damage that requires external resources. Community only partially functioning, some services unavailable. • Some impact on environment with long-term effects. • Significant financial loss — some financial assistance required.
5	Catastrophic	<ul style="list-style-type: none"> • Large number of severe injuries requiring hospitalization. Significant fatalities. General displacement for extended duration. Extensive personal support. • Extensive damage. Community unable to function without significant support. • Significant impact on environment and/or permanent damage. • Huge financial loss — unable to function without significant support.

Source: City of Manningham (Victoria, Australia) CERM Plan (2009)

Table 3: Qualitative Risk Analysis Matrix: Level of Risk

Likelihood	Consequence				
	Insignificant 1	Minor 2	Moderate 3	Major 4	Catastrophic 5
A (Almost Certain)	HR	HR	ER	ER	ER
B (Likely)	MR	HR	HR	ER	ER
C (Possible)	LR	MR	HR	ER	ER
D (Unlikely)	LR	LR	MR	HR	ER
E (Rare)	LR	LR	MR	HR	HR
Categories of Risk					
Extreme Risk (ER)	Detailed research and management planning required at senior levels. Action must be taken to reduce consequences or likelihood.				
High Risk (HR)	Chief officer or senior management attention required, further research might be required. Some action must be taken.				
Moderate Risk (MR)	Management responsibility must be specified, specific monitoring or response procedures required.				
Low Risk (LR)	Manage by routine procedures.				

Source: City of Manningham (Victoria, Australia) CERM Plan (2009)

ACTIVITY 2.3

Local Community Risks

Purpose

Identify pertinent risks for the Executive Fire Officer's (EFO's) local community.

Directions

1. Working individually, complete an assessment of three leading risks in your community.
2. Use the Risk Priority Worksheets — one per risk.
3. Use your judgment, the information gathered from the pre-course assignment, the risk assessment tools, and class discussion to complete the worksheets.

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ACTIVITY 2.3 (cont'd)

Risk Priority Worksheet 1

Risk 1

1. Briefly describe the risk.

2. Describe the groups specifically affected by the risk.

3. Describe the areas in the community affected by the risk or where the risk is present.

4. Select the frequency of the risk, i.e., how often the event occurs. Please justify your selection.

- Daily Weekly Monthly
 Annually Less than once a year

Justification: _____

ASSESSMENT

5. Select the severity of each event, i.e., the impact of the event to life, property, environment, community vitality. Please justify your selection.

- Minor severity Moderate severity Major severity

Justification: _____

6. Select the duration of the event, i.e., how long the event lasts. Please justify your selection.

- Short duration: hours or days
 Medium duration: weeks or months
 Long duration: years

Justification: _____

7. Describe your department's capacity to respond to and mitigate emergencies involving this risk. Please include the department's areas of strength and areas of weakness.

8. Describe the vulnerabilities to the risk:

Human: _____

Economic: _____

Social: _____

Political: _____

Environmental: _____

ACTIVITY 2.3 (cont'd)

Risk Priority Worksheet 2

Risk 2

1. Briefly describe the risk.

2. Describe the groups specifically affected by the risk.

3. Describe the areas in the community affected by the risk or where the risk is present.

4. Select the frequency of the risk, i.e., how often the event occurs. Please justify your selection.

- Daily Weekly Monthly
 Annually Less than once a year

Justification: _____

ASSESSMENT

5. Select the severity of each event, i.e., the impact of the event to life, property, environment, community vitality. Please justify your selection.

- Minor severity Moderate severity Major severity

Justification: _____

6. Select the duration of the event, i.e., how long the event lasts. Please justify your selection.

- Short duration: hours or days
 Medium duration: weeks or months
 Long duration: years

Justification: _____

7. Describe your department's capacity to respond to and mitigate emergencies involving this risk. Please include the department's areas of strength and areas of weakness.

8. Describe the vulnerabilities to the risk:

Human: _____

Economic: _____

Social: _____

Political: _____

Environmental: _____

ACTIVITY 2.3 (cont'd)

Risk Priority Worksheet 3

Risk 3

1. Briefly describe the risk.

2. Describe the groups specifically affected by the risk.

3. Describe the areas in the community affected by the risk or where the risk is present.

4. Select the frequency of the risk, i.e., how often the event occurs. Please justify your selection.

- Daily Weekly Monthly
 Annually Less than once a year

Justification: _____

ASSESSMENT

5. Select the severity of each event, i.e., the impact of the event to life, property, environment, community vitality. Please justify your selection.

Minor severity Moderate severity Major severity

Justification: _____

6. Select the duration of the event, i.e., how long the event lasts. Please justify your selection.

Short duration: hours or days
 Medium duration: weeks or months
 Long duration: years

Justification: _____

7. Describe your department's capacity to respond to and mitigate emergencies involving this risk. Please include the department's areas of strength and areas of weakness.

8. Describe the vulnerabilities to the risk:

Human: _____

Economic: _____

Social: _____

Political: _____

Environmental: _____

VI. IDENTIFY STAKEHOLDERS AND CREATE COMMUNITY GROUP

**IDENTIFY STAKEHOLDERS AND
CREATE COMMUNITY GROUP**

- Benefits of involving the community in the risk-reduction process.
 - Problems become “community” problems.
 - Partnerships established.
 - Collaboration and task sharing.
 - Enhanced productivity.

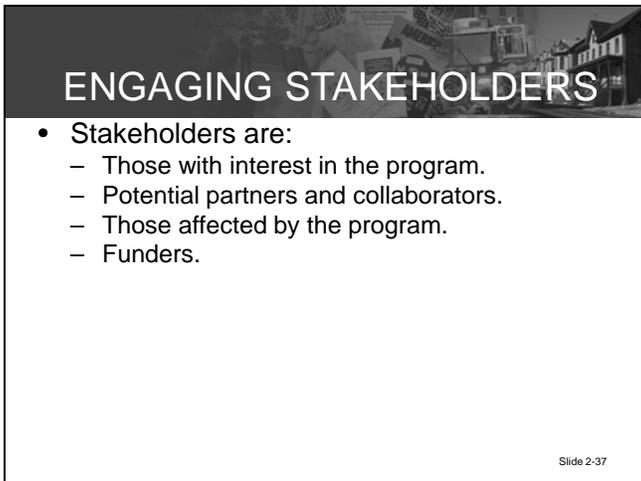
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- A. Benefits of involving the community.
1. The problems become community problems versus fire department problems.
 2. Partnerships are established, so the community as a whole is involved.
 3. Enables more minds, bodies and resources to tackle the problem.
 4. Shares the task of targeting the problem, developing a plan, and implementing the solutions.
 5. More productive in terms of creativity, credibility, visibility and overall effectiveness.
 6. The most successful risk-reduction efforts are those that involve the community in the planning and solution process.
 7. As in fire suppression, large fires require mutual aid; the same strategy should be applied to community risk-reduction programs.
- B. Involving the community.
1. The community can be invited to assist after the community profile and problem identification are completed, or the community can be invited to assist in determining what problems should be addressed.
 2. Involving the community early on avoids programs being developed and “dropped” into a community with little attempt to understand the political, cultural and economic environment.

C. Nothing for us without us.

1. Community support is essential to successful programs.
2. Meeting with community groups and individuals and explaining that the program cannot succeed without their participation and involvement at all phases is also essential.
3. A broad-based group of community agencies and members can be invited to help identify areas of concern.
4. Look for stakeholders who have the following characteristics: wisdom, wealth and workers.
5. They can assist in prioritizing community problems.
6. Involving the community gives it a stake in the solution.

D. Engaging stakeholders.



ENGAGING STAKEHOLDERS

- Stakeholders are:
 - Those with interest in the program.
 - Potential partners and collaborators.
 - Those affected by the program.
 - Funders.

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1. Stakeholders have been described as:
 - a. People with interest in the program.
 - b. People who fund the program.
 - c. Collaborators.
 - d. Those affected by the program.
 - e. All who have shared interest.

ENGAGING STAKEHOLDERS
(cont'd)

- Selecting stakeholders.
 - Be broad **and** inclusive.
 - Two types of stakeholders:
 - Those involved in funding and implementing the program.
 - Those served or affected by the program.

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- 2. Selecting stakeholders.
 - a. The success of your program depends on engaging the right mix of people.
 - b. Be broad **and** inclusive.
 - c. Includes two types of members:
 - Those involved in funding and implementing the program.
 - Community members.
 - Sponsors.
 - Partners.
 - Funding officials.
 - Administrators.
 - Managers.
 - Staff.
 - Those served or affected by the program.
 - Neighborhood organizations.
 - Advocacy groups.
 - Community residents.
 - Elected and appointed officials.

3. Ensure that those served or affected by the program represent a demographic cross-section of the community by age, gender, race/ethnicity, income, education, places of residence, marital status, sexual orientation, language, and employment.
4. Stakeholders must be part of the program so their unique perspectives are understood.
5. When stakeholders are not appropriately involved, the program may be ignored, criticized or resisted.
6. Feasibility. Even if you have decided that the problem really is important and worth solving, will you be able to solve it or at least improve the situation? The bottom line: Decide if the good you can do will be worth the effort it takes.
7. Are you the best organization to solve the problem? Is someone working on the problem already?
8. Negative impacts. If you do succeed in bringing about the solution you are working on, what are the possible consequences? If you succeed in having safety measures implemented at a local factory, how much will it cost? Where will the factory get the money? Will managers cut salaries or lay off some of their workers?

VII. DEFINE ACCEPTABLE LEVEL OF RISK

DEFINE ACCEPTABLE LEVEL OF RISK

- Balance between risk and resources.
- Involves policy decisions.
- Public need/Public funding.
- Community makes the determination.

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- A. Shared responsibility. Risk reduction is supposed to be a shared responsibility between government and citizens.
 1. Federal and state governments provide data, influence mandates, and often contribute funding to mitigation, response and recovery activities.

2. Mitigation and response to fire and preventable injury is usually the responsibility of the local authority having jurisdiction (AHJ).
 3. Mitigating risk and adequately protecting a community is a complex task.
 4. Today's litigious society can hold local government, the emergency services, and EFOs liable for ignored or inadequately addressed risk.
- B. Determining acceptable level of risk.
1. Individual members of the community make this determination every day when they decide whether or not to purchase life insurance or a homeowner's policy to protect their home and contents.
 2. They also determine the risk that they are willing to accept and able to afford when they set the deductible limits for their automobile insurance policies.
 3. Elected policymakers make this decision during the annual budget process when they weigh their constituents' competing demands for service versus their willingness and/or ability to pay taxes.
- C. Public policy decisions.
1. The balance between risk and resources involves policy decisions.
 2. Involves making tough decisions about public needs and public funding.
 3. The community determines the acceptable level of risk determined by decisions made by elected officials and high-level government officials.
 4. Public policy decisions also are made when voters decide a referendum question.
 5. It is dangerous for the EFO to make public policy decisions alone and in isolation.
- D. Economic decisions.
1. The economic reality is that most communities are either unable or unwilling to bear the cost of providing enough resources to fund every possible scenario.
 2. To do so would mean that schools, libraries, police and other essential services could not be adequately funded.

3. As frustrating as it might be to the EFO, funding is both an economic and a political decision.
4. The community is willing to accept the gap or deficiency known as the acceptable level of risk.

E. The role of the EFO.

1. When the EFO and his or her staff formulate their annual budget request, they also make recommendations concerning the acceptable level of risk they believe should be tolerated within the community.
2. It is much easier to arrive at this recommendation if a formal risk assessment has been conducted that includes vulnerabilities and incident characteristics to aid in prioritizing.

DEFINE ACCEPTABLE LEVEL OF RISK (cont'd)

- Use results of risk assessment.
- Help guide decision-makers by reviewing vulnerabilities.
 - Human.
 - Economic.
 - Social.
 - Political.
 - Environmental.

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3. Once again, the five areas of vulnerability are considered when conducting a risk assessment:
 - a. Human.
 - b. Economic.
 - c. Social.
 - d. Political.
 - e. Environmental.

DEFINE ACCEPTABLE LEVEL OF RISK (cont'd)

- Review incident characteristics.
 - Frequency.
 - Severity.
 - Capacity.
 - Duration.

Slide 2-42

4. Incident characteristics to aid in prioritizing:
 - a. Frequency.
 - b. Severity.
 - c. Capacity.
 - d. Duration.
5. Reviewing historical loss data as well as considering potential problems for the community is required also.
6. The EFO must work with the community to determine the acceptable level of risk.
7. The EFO can guide local decision-makers to decide which types of scenarios are more important to their community, given their own history and a review of the potential problems they face.

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ACTIVITY 2.4

Potential Ramifications of Underaddressed or Ignored Risks

Purpose

Explore the potential ramifications of under addressing or ignoring risks in the local community.

Directions

1. You will read the summary of the causal factors, costs and settlements associated with the Station Nightclub Fire. The summary is located at the end of this activity.
2. After you read the summary, you will view the YouTube video, Station Nightclub Documentary (Part 1), that features a survivor's story (<https://www.youtube.com/watch?v=TgR3Q4H7fMA>).

Next, you will view the YouTube video, Station Nightclub Documentary (Part 3), that features a firefighter's story (<https://www.youtube.com/watch?v=asHW7tw2rAk>).

3. Upon completion of the videos, you will perform the following actions.
 - a. Review the causal factors listed by John Barylick. More will be discussed in Unit 3 on causal chain analysis.
 - b. Individually, identify a current or potential risk that poses a potential liability to your department and municipality. The risk must threaten the human, economic, social, political and/or environmental vitality of your community.
 - c. Share the response and possible solutions with peers seated at your table.

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ACTIVITY 2.4 (cont'd)

Potential Ramifications of Underaddressed or Ignored Risks

The Station Nightclub Fire occurred on the night of February 20, 2003, at 211 Cowesett Avenue, West Warwick, Rhode Island. A band that was performing that night used pyrotechnics that ignited polyurethane foam insulation lining the walls and ceilings of the stage platform. The fire quickly spread along the ceiling area over the dance floor. Smoke was visible in the exit doorways in a little more than one minute, and flames were observed raking through a portion of the roof in less than five minutes.

Of the 462 people in attendance, two-thirds were either killed or injured. Of the 100 people who lost their lives in the fire, 95 were due to the inability of the occupants to evacuate before becoming overcome by the untenable conditions along the egress path (National Institute of Standards and Technology (NIST), 2011). There were 230 injuries.

The Station Nightclub was less than 4,500 square feet. The longest travel distance to an exit was less than 50 feet.

John Barylick in his book “Killer Show” (2012) lists what he considers to be causal factors of the Station Nightclub Fire. They include:

- Illegal use of pyrotechnics, unsuited to the venue, by unlicensed personnel.
- Improper use of foam plastic insulation as sound insulation on interior walls.
- Overcrowding of the club allowed by owners.
- Absence of safety devices such as automatic sprinklers.
- Lack of training for club employees.
- Issuance of inflated maximum building occupancies by fire inspector.
- Nonenforcement of fire codes by inspectors.
- Design of entranceway with pinchpoint inhibiting rapid egress.

It was Barylick’s belief that “the absence of any one of which would have avoided the tragedy.” This will be discussed more in causal chain analysis in Unit 3.

Barylick (2012) estimated the civil suits at approximately \$176 million. Of that:

The State of Rhode Island; State Fire Marshal Irving Owens named as a defendant to pay \$10 million.

The town of West Warwick; Denis Larocque, fire marshal; Steven Murray, town building inspector; Anthony Bettencourt, town police officer hired as a “private detail,” all named as defendants to pay \$10 million (Barylick, 2012).

- West Warwick population — 29,191.
- Rhode Island population — 1 million.
- Cost to each West Warwick man, woman and child — \$342.57.
- Plus an additional \$176.19 for the state’s cost of the fire.

VIII. IDENTIFICATION OF LEADING RISK ISSUE AND DEVELOPING A PROBLEM STATEMENT

IDENTIFY PRIORITY RISK AND DEVELOP PROBLEM STATEMENT

- Identify priority risk and target populations.
 - Decide what will be addressed.
 - Refine a target population.
 - Identify problem in specific terms.
 - Bring problem down to manageable size.

Slide 2-44

- A. Identify priority risk and target population(s).
1. This is the time to pinpoint as precisely as possible what efforts will be addressed to whom and where.
 2. During this phase, fire officials and other local decision-makers have the ability to direct their effort toward the population and problems they feel will provide the highest return on their investment.
 3. The problem is identified in specific terms and is brought down to a manageable size.
 4. It allows for the design of a prevention program tailored to the needs and preferences of the groups.
 5. It maximizes the use of resources by targeting our efforts where they will have the greatest impact.
 6. This information is critical in developing a problem statement and in identifying target audiences.
 7. Describing the risk issue is critical in developing a problem statement and in identifying target audience(s).

IDENTIFY PRIORITY RISK AND DEVELOP PROBLEM STATEMENT (cont'd)

- Problem statement.
 - Rationale for addressing problem.
 - Creates sense of urgency and ownership.
 - Provides focus.

Slide 2-45

- B. Problem statement.
1. Provides the rationale for why the identified problem should be addressed. The best problem statement should include the basics:
 - a. Who.
 - b. What.
 - c. When.
 - d. Where.
 - e. Why.
 2. Three benefits of a problem statement:
 - a. Creates a sense of ownership for the team.
 - b. Focuses the team on an accepted problem.
 - c. Describes the problem so best interventions can be applied.
 3. The problem statement is clear, concise and well-written. It is usually no more than one or two sentences.
 4. Guidelines for creating a problem statement:
 - a. Should not address more than one problem.
 - b. Should not assign a cause.

- c. Should not assign blame.
 - d. Should not offer a solution or recommendations.
5. Outline for a problem statement.
- a. Who does it affect — women, children, racial/ethnic minorities?
 - b. Magnitude of the issue — how big is the problem?
 - c. Level of the problem — national, state, local?
 - d. Status — is the problem improving/staying the same/getting worse?
 - e. Keep it simple — “Everything should be simple as it can be, but not simpler” — Albert Einstein.

EXAMPLE PROBLEM STATEMENTS

- The problem is that severe weather poses a significant risk to residents of Cedar Hill.
- The problem is that high school students in the town of Ontario are at risk to lifestyle injuries.
- The problem is that residents are experiencing flooding in low areas in the city of Smithsburg.

Slide 2-46

EXAMPLE PROBLEM STATEMENTS (cont'd)

- The problem is that the Sterling fire/ Emergency Medical Services (EMS) continues to have high-speed single vehicle crashes on I-76.
- The problem is that older adults residing in 10 census tracts in Baltimore City are at a high risk to diabetes.

Slide 2-47

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ACTIVITY 2.5

Identification of Leading Community Risk Issue and Developing a Problem Statement

Purpose

Identify the leading risk issue in your community and develop a problem statement for that risk issue.

Directions

1. Working individually, refer to Activity 2.3.
2. Considering both vulnerability and incident characteristics from your Student Activity Worksheets (SAWs), select the risk you would like to focus on for the rest of this course.
3. Develop a problem statement. Refer to information from the pre-course assignment if needed.
4. Be prepared to present your statement to the class. You will have 25 minutes to complete the activity.

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IX. ESTABLISHING A RISK-REDUCTION GOAL

ESTABLISHING A RISK-REDUCTION GOAL

Goals.

- Provide focus and direction.
- Broad, general statement of the long-term change the program intends to achieve.

Slide 2-49

- A. Goals.
1. Provide focus and direction for work.
 2. Establish what the program aims to do and accomplish.
 3. Are expected results and outcomes rather than methods and activities.
 4. Written as a broad, general statement of the long-term change the program intends to achieve.

EXAMPLE GOALS

- To reduce the risks severe weather poses to the residents of Cedar Hill.
- To reduce lifestyle injuries to high school students in the town of Ontario.
- To reduce flooding in the low areas of the city of Smithsburg.

Slide 2-50

- B. Examples of goals.
1. To reduce the risks severe weather poses to the residents of Cedar Hill.
 2. To reduce lifestyle injuries to high school students in the town of Ontario.

3. To reduce flooding in the low areas of the city of Smithsburg.

EXAMPLE GOALS (cont'd)

- To reduce single vehicle crashes on I-76 in the Sterling response area.
- To reduce diabetes in older adults residing in 10 census tracts in Baltimore City.

Slide 2-51

4. To reduce single vehicle crashes on I-76 in the Sterling response area.
5. To reduce diabetes in older adults residing in 10 census tracts in Baltimore City.

ACTIVITY 2.6

Developing Your Risk-Reduction Goal

Purpose

Review your vision statement and develop a goal for your community issue.

Directions

1. Review your problem statement developed in Activity 2.5 and a goal for your risk.
2. Based on the example given in the Student Manual (SM), develop a risk-reduction goal. You will be given 10 minutes for this activity.
3. Be prepared to share what you have written with the class.

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X. SUMMARY

SUMMARY

- Described the community risk assessment process.
- Discussed local community risks.
- Assessed vulnerability risks.
- Defined acceptable level of risk for their community.
- Selected risk.



Slide 2-53

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UNIT 3: PLANNING, IMPLEMENTATION AND RESULTS

TERMINAL OBJECTIVE

The students will be able to:

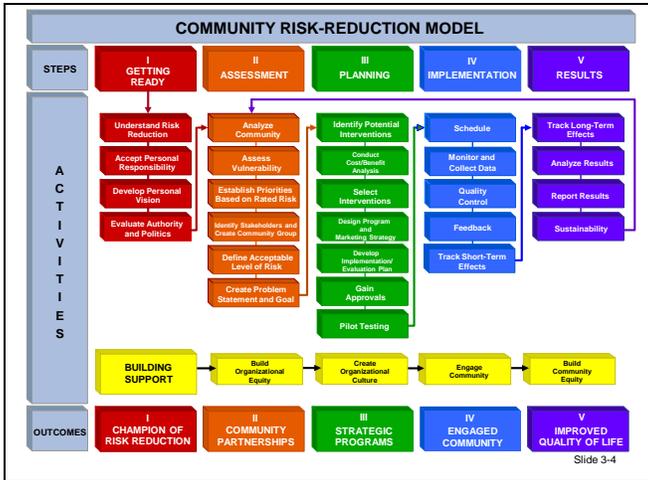
- 3.1 *Develop an action/evaluation plan to address a specific risk in their local community.*

ENABLING OBJECTIVES

The students will be able to:

- 3.1 *Demonstrate how to apply a scientific approach to strategic community risk reduction.*
 - 3.2 *Select integrated risk-reduction strategies.*
 - 3.3 *Analyze cost/benefit of specific risk-reduction strategies.*
 - 3.4 *Design a marketing strategy for a specific risk-reduction program.*
 - 3.5 *Discuss the approval process for a risk-reduction program.*
 - 3.6 *Discuss how to communicate the results of program evaluation to partners and stakeholders.*
-

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I. A SCIENTIFIC APPROACH TO STRATEGIC COMMUNITY RISK REDUCTION

SCIENTIFIC APPROACH TO COMMUNITY RISK REDUCTION

- Damage is due to a transfer of energy or an absence of essentials like heat or oxygen.
- Many man-made caused events are predictable, preventable and understandable.

Slide 3-5

- A. We have the ability to apply science to community risk reduction whether we are dealing with natural or man-made causes.
- B. Requires considering the social, cultural, economic, political and environmental factors that may contribute to risk.
- C. Damage is due to the transfer of energy (kinetic, thermal and chemical energy; electrical; and radiation) or the absence of essentials, such as heat or oxygen.
- D. Many man-made caused events are predictable, preventable and understandable.

SCIENTIFIC APPROACH TO COMMUNITY RISK REDUCTION (cont'd)

- Pre-event — time before.
- Event — exact time of energy transfer.
- Post-event — time following the event.



Slide 3-6

- E. We can understand how they occur because it happens during pre-event, event and post-event phases.
1. Pre-event phase is the time before the event occurs.
 2. Event phase is the exact time when the energy transfer occurs.
 3. Post-event is the time following the event.

INJURY VERSUS DISEASE

Pulmonary Effect	Agent	Exposure	Concentration
Disease	Toxic gas	Long term	Low level
Injury	Toxic gas	Brief	High level

Slide 3-7

- F. Injury versus disease.
1. No basic scientific distinction between injury and disease.
 2. In some cases, the agents are identical.
 3. Brief exposures to high concentrations of toxic gas whether by human or natural causes is called “injury.”

Pulmonary Effect	Agent	Exposure	Concentration
Disease	Toxic gas	Long term	Low level
Injury	Toxic gas	Brief	High level

4. The eventual pulmonary effect of chronic exposure to low concentrations of the same agent is called “disease.”

SCIENTIFIC APPROACH TO COMMUNITY RISK REDUCTION (cont'd)

- Community risk can be characterized by:
 - Epidemics in certain populations.
 - Seasonal variations.
 - Long-term trends.
 - Demographic distribution.

Slide 3-8

- G. Community risk, like classic infectious disease, can also be characterized by:
1. Epidemics in certain populations.
 2. Seasonal variations.
 3. Long-term trends.
 4. Demographic distribution.

	Disease Flu Outbreak	Human-Caused Heating Fires	Natural Tornado
Epidemic in certain populations	By region	By region	Can occur anywhere in U.S.; Great Plains and Gulf Coast States have greatest experience.
Seasonal variation	December to March	December to March	April to June
Long-term trends	Yes	Yes	Yes
Demographic distribution	Older adults; people who already have weakened immune systems.	Economically disadvantaged; the very young; the older adults.	Homes without basements; manufactured homes.

**SCIENTIFIC APPROACH TO
COMMUNITY RISK REDUCTION (cont'd)**

- Host — victim involved in event.
- Agent — form of energy (kinetic, chemical, thermal, electrical, radiation) — absence of heat or oxygen.
- Vehicle — mechanism transferring energy.
- Environment — physical, social, cultural, economic and political.

Slide 3-9

- H. Like diseases, these incidents can be studied by looking at the occurrence and distribution of diseases and injuries. This is known as epidemiology.
1. Host: the victim involved in the injury/illness event and factors that contribute to the outcome.
 2. Agent: the form of energy that damages humans or property.
 - a. Kinetic.
 - b. Chemical.
 - c. Thermal.
 - d. Electrical.

- e. Radiation.
 - f. Absence of heat or oxygen.
3. Vehicle: the mechanism that transfers the energy causing damage.

A **vehicle** is an **inanimate** object such as an automobile or a hurricane, and a **vector** is a **living** object such as a mosquito or a dog that transfers the energy through a bite.

4. Environment: includes physical, social, cultural, economic and political.

COMMUNITY RISK REDUCTION AS A PROCESS

Epidemiological Model

Human Damage	Agent	Vector/Vehicle	Exposure Event
Malaria	P. Vivax	Mosquito	Mosquito bite
Fractured skull	Kinetic energy	Motor vehicle	Crash
Property loss	Thermal energy	Kerosene heater	House fire

Slide 3-10

Epidemiological Model

Human Damage	Agent	Vector/ Vehicle	Exposure Event
Malaria	P. Vivax	Mosquito	Mosquito bite
Fractured skull	Kinetic energy	Motor vehicle	Crash
Property loss	Thermal energy	Kerosene heater	House fire

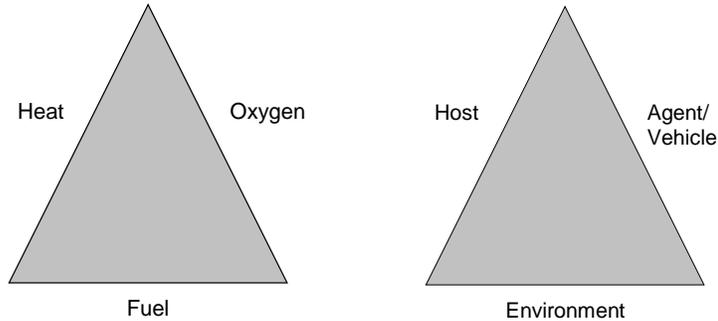
- I. Epidemiological versus fire models.

SCIENTIFIC APPROACH TO COMMUNITY RISK REDUCTION (cont'd)

- Just as you need heat, fuel and oxygen to have a fire, you need to have a host, agent and environment to sustain injury to a person.

Slide 3-11

1. Just as you need heat, fuel and oxygen to have a fire, you need to have a host, agent and environment to sustain injury to a person.
2. In community risk reduction, the prevention and mitigation of events causing death, injury and destruction deserve to be studied holistically by looking at how the parts are interdependent.



CAUSAL CHAIN ANALYSIS

- A **behavioral root cause** is an action by a human that puts that person or others at risk.
- An example of a behavior that leads to risk is smoking in bed.

Slide 3-12

J. Causal chain analysis.

1. Permits the strategic analysis of the incident so its root cause(s) be clearly understood.
 - a. A behavioral root cause is an action by a human that puts that person or others at risk.
 - b. An example of a behavior that leads to risk is smoking in bed.

CAUSAL CHAIN ANALYSIS
(cont'd)

- Once a priority risk has been identified, and you have chosen to address it, conduct causal chain analysis to explore its root causes.

Slide 3-13

2. Once a priority risk has been identified, and you have chosen to address it, conduct causal chain analysis to explore its root causes.
3. Causal chain analysis is considered a best practice of risk reduction because it explores the action/factors that directly contribute to the cause of the risk.
4. Causal chain analysis is the process of listing each action/factor that occurs during an incident.

CAUSAL CHAIN ANALYSIS
(cont'd)

- Causal chain analysis is the process of listing each event that occurs during a fire or injury incident.
 - Through this process, root causes are better understood.
 - Explore the chain of events that sets the stage for the fire or injury event to occur, including the outcome of the event.

Slide 3-14

- a. Key component of exploring the root factors contributing to an incident.
- b. Causal chain analysis examines the sequence of events that lead to the occurrence of a risk incident.

CAUSAL CHAIN ANALYSIS
(cont'd)



- A method to determine the behavioral and environmental factors that can lead to a loss so that proactive interventions may be directed at mitigating or preventing the loss.

Slide 3-15

- 5. A method to determine the behavioral and environmental factors that can lead to a loss so that proactive interventions may be directed at mitigating or preventing the loss.
 - a. To conduct causal chain analysis, explore the following components of a risk that has been selected:

CAUSAL CHAIN ANALYSIS
(cont'd)

- To conduct causal chain analysis, explore the following components of a risk that has been selected:
 - What succession of events caused the incident?
 - Who is contributing to its cause?
 - What populations are being affected by occurrence?
 - Is the risk being exacerbated because of social, cultural, economic or environmental influences?

Slide 3-16

- What succession of events caused the incident?
- Who is contributing to its cause?
- What populations are being affected by occurrence?
- Is the risk being exacerbated because of social, cultural, economic or environmental influences?

b. The more complex the incident, the more steps there will be in the chain.

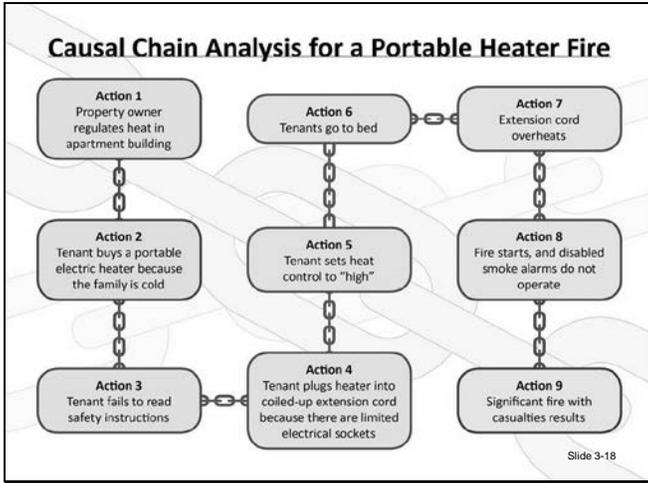
CAUSAL CHAIN ANALYSIS
(cont'd)

- By removing or eliminating any given link in the sequence, the outcome will be altered.
 - If the link is removed prior to the start of the fire or injury event, the event will not occur.
 - If the link is removed after the fire or injury begins, but before injury occurs, the event is mitigated, limiting the severity of the damage or injury.

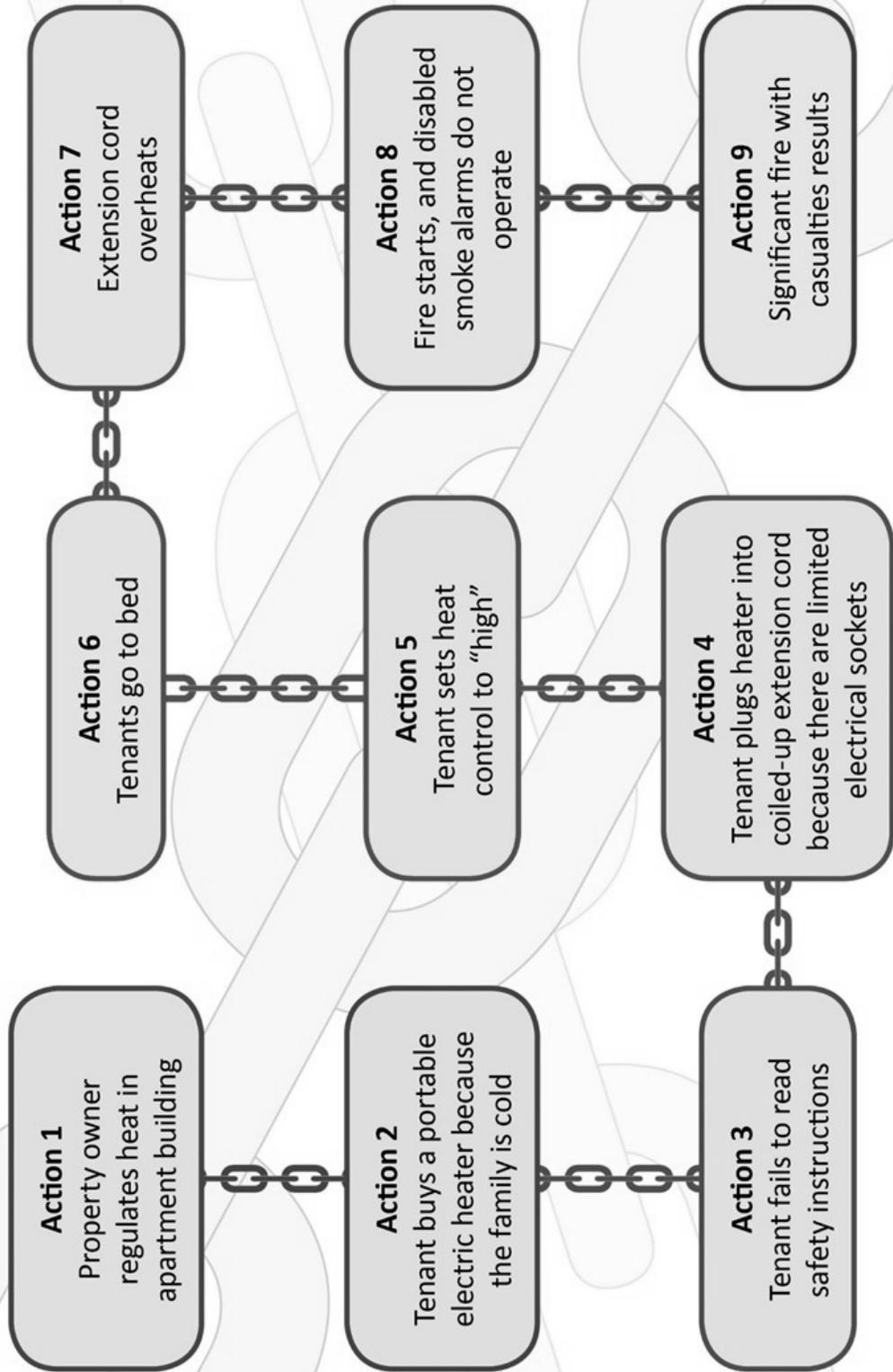
Slide 3-17

- c. By removing or eliminating any given link in the sequence, the event will be altered.
- If the link is removed prior to the start of the event, it will not occur.

- If the link is removed after the event begins, but before injury occurs, the event is mitigated, limiting the severity of the damage or injury.



Causal Chain Analysis for a Portable Heater Fire



CAUSAL CHAIN ANALYSIS
(cont'd)

- In the home, the occupant is not likely to recognize and address the sequence on his or her own.
- It will take your intervention, directly or in the form of education, to remove a link from the chain.



Slide 3-20

- b. In the home setting, the occupant is not likely to recognize and address the sequence on his or her own.
- c. It will take your intervention, either directly or in the form of education, to remove a link from the chain.

CAUSAL CHAIN ANALYSIS
(cont'd)

- Without a basic understanding of the pertinent risk sequencing and root cause:
 - You are making assumptions that may merely be off-base or may be radically wrong.
 - Consequently, the actions you take may have no effect. They could even make matters worse.



Slide 3-21

- K. Embarking on risk-reduction efforts without a basic understanding of the pertinent root cause(s) is risky.
 - 1. You make assumptions that may be incorrect.
 - 2. The actions you take may have no effect or could make matters worse.

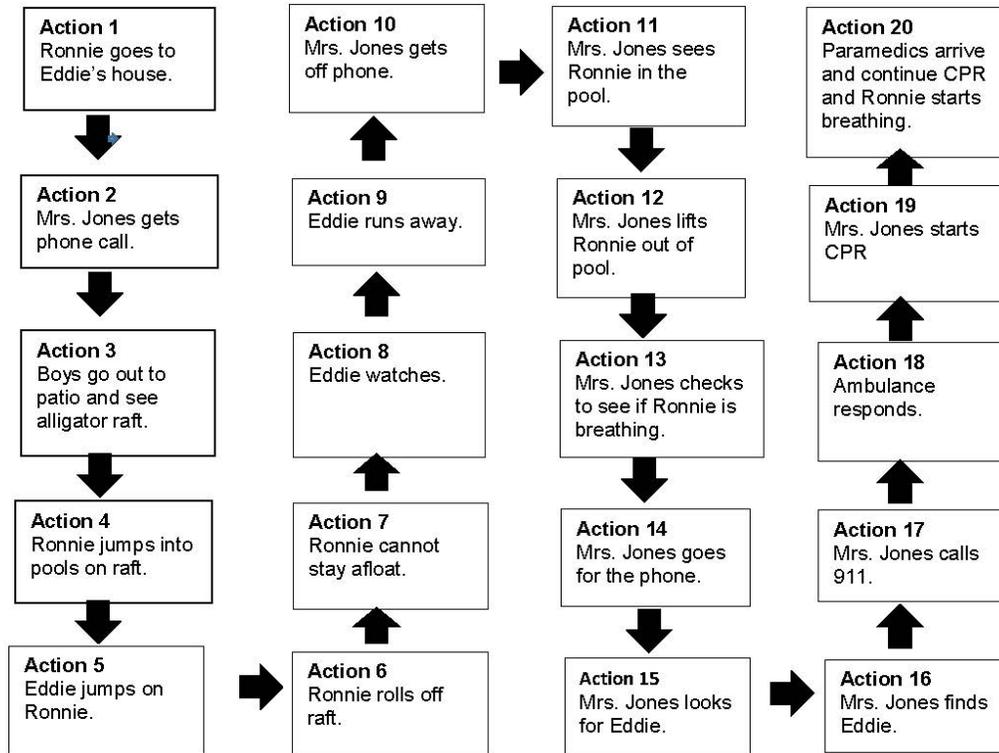
CAUSAL CHAIN ANALYSIS
(cont'd)

- There is no such thing as an “accident.”

Slide 3-22

- L. Conducting a causal chain analysis supports what many advocates promote — there is no such thing as an “accident.” They are predictable, preventable and understandable.

CAUSAL CHAIN ANALYSIS FOR A DROWNING INCIDENT



1. Think of it as a chain of events that sets the stage for the incident to occur.
2. By removing any given link in the chain, the outcome will be altered.

**CAUSAL CHAIN ANALYSIS:
NATURALLY OCCURRING EVENTS**

- Effects of most naturally occurring events can be mitigated.



Slide 3-23

3. Causal chain analysis can be used to identify how incidents occur, who is responsible for occurrences, and where preventive interventions can be applied to prevent or mitigate risk.

**CAUSAL CHAIN ANALYSIS: NATURALLY
OCCURRING EVENTS (cont'd)**

- While naturally occurring risks often cannot be prevented, their effects can be mitigated.
- Citizen preparedness for severe weather, earthquake-resistive buildings, shelters, and river levees are examples.

Slide 3-24

4. While naturally occurring risks often cannot be prevented, their effects can be mitigated.
5. Citizen preparedness for severe weather, earthquake-resistive buildings, shelters, and river levees are examples.

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ACTIVITY 3.1

The Epidemiological Triangle and Causal Chain Analysis

Purpose

Study events epidemiologically by looking at the host, the agent/vehicle, and the environment and conducting a causal chain analysis.

Directions

1. Read the case study, and answer the following questions:

a. Who was the host, and what factors were associated with the host?

b. What was the agent and the vehicle, and what factors are associated with them?

c. What were the environmental factors?

2. Develop a causal chain analysis. Identify pre-event, event and post-event phases in the causal chain analysis on an easel pad. It is suggested to take the case study line by line. At this point you are only looking at the facts of the incidents. You are not to develop interventions at this point. Those will be discussed later in this unit.

3. What link or links in the causal chain analysis would have altered the outcome?

ACTIVITY 3.1 (cont'd)

Case Study

The weather forecast on this August day predicted a high of 102 F, and Ronnie Smith was spending the day at the home of Eddie Jones, whose family had a backyard pool. Both boys were 7 years old.

At about 9:30 a.m., Mrs. Jones received a phone call from her mother. The two boys, who had been playing video games in the living room, sauntered out to the patio. They immediately spotted a large inflatable alligator raft that lay at the side of the deep end of the pool. Ronnie jumped onto the raft and pronounced himself “king of the crocodile killers.” Eddie insisted that he was the “head king” and plopped himself down on top of Ronnie. In the resulting tussle, Ronnie rolled off the raft and into the pool. Although Ronnie had taken a few swimming lessons at the local YMCA, Ronnie was unable to keep himself afloat or reach the side of the pool. Eddie watched his friend struggle for a minute, and then Eddie was able to get to the side of the pool and get out. Eddie was afraid, so he ran into the garden shed at the side of the house, where he hid and cried. All this took about seven minutes.

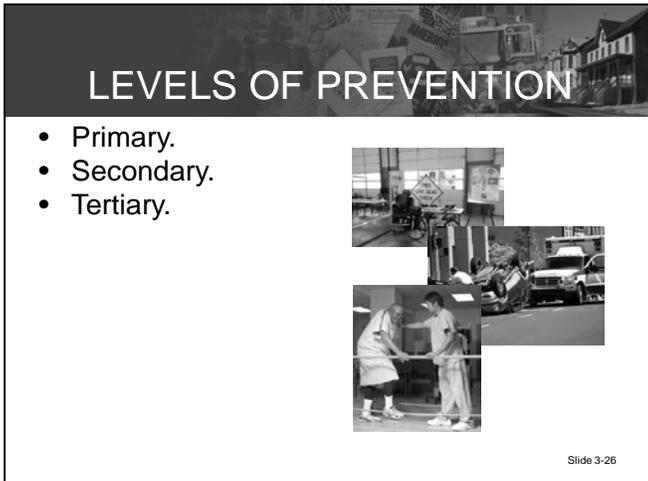
At about 9:40 a.m., Mrs. Jones got off her cellphone and laid it on the kitchen counter. Returning to the living room, she saw the open sliding doors. She stepped out onto the patio. She saw Ronnie at the shallow end of the pool, where she lifted him out. She checked to see if Ronnie was breathing. He wasn't. She started for the phone, and then an awful thought hit her: Where was Eddie?

It took Mrs. Jones another minute to find Eddie in the garden shed, and another 30 seconds or so to get to the phone and call 911. It took the fire and emergency services about four minutes to get to the Jones' house. While waiting, Mrs. Jones was given instructions by the dispatcher to start CPR on Ronnie. When the ambulance arrived, the paramedics continued CPR. Ronnie started breathing again within a few minutes but did not regain consciousness. The paramedics rushed him to the hospital.

Eight months later, Ronnie still had not regained consciousness. It is hard to predict what the total costs will be. With good medical care, Ronnie could live for many years.

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II. LEVELS OF PREVENTION



- A. What researchers mean by primary, secondary and tertiary prevention.
1. Scientists are always looking for new and better ways to prevent disease and injury — both to avert human suffering and to control the tremendous economic costs of ill health. But when researchers and health experts talk about “prevention,” what do they mean?
 2. Going upstream: Imagine you’re standing beside a river and see someone drowning as he floats by.
 - a. You jump in and pull him ashore. A moment later, another person floats past you going downstream, and then another and another.
 - b. Soon you’re so exhausted, you know you won’t be able to save even one more victim.
 - c. So you decide to travel upstream to see what the problem is.
 - d. You find that people are falling into the river because they are stepping through a hole in a bridge.
 - e. Once this is fixed, people stop falling into the water.
 - f. When it comes to health, prevention means “going upstream” and fixing a problem instead of saving victims one by one.
 3. In general, prevention includes a wide range of activities — known as “interventions” — aimed at reducing risks or threats to health. These are usually grouped into three categories.

- B. Primary prevention. Here the goal is to protect healthy people from developing a disease or experiencing an injury in the first place. For example:
1. Education about good nutrition, the importance of regular exercise, and the dangers of tobacco, alcohol and other drugs.
 2. Education and legislation about proper seatbelt and helmet use.
 3. Regular exams and screening tests to monitor risk factors for illness.
 4. Immunization against infectious disease.
 5. Controlling potential hazards at home and in the workplace.
- C. Secondary prevention: These interventions happen after an illness or serious risk factors have already been diagnosed. The goal is to halt or slow the progress of disease (if possible) in its earliest stages; in the case of injury, goals include limiting long-term disability and preventing reinjury. Mitigating or minimizing the event is part of secondary prevention. For example:
1. Telling people to take daily, low dose aspirin to prevent a first or second heart attack or stroke.
 2. Recommending regular exams and screening tests in people with known risk factors for illness.
 3. Providing suitable modified work for injured workers.
 4. Firefighting tries to minimize the destructive force of fires.
- D. Tertiary prevention: This focuses on helping people manage complicated, long-term health problems such as diabetes, heart disease, cancer and chronic musculoskeletal pain. The goals include preventing further physical deterioration and maximizing quality of life. For example:
1. Cardiac or stroke rehabilitation programs.
 2. Chronic pain management programs.
 3. Patient support programs.

		Factors					
P H A S E S		Prevention Effort	Host/Human (Individual)	Agent/Vehicle (Equipment)	Environment		
					Physical	Social/Economic	
	Pre-event	Primary: reducing the number of events with potential to cause injury.					
	Event	Secondary: provide an appropriate environment in which exposure to destructive event can be managed or minimized.					
Post-event	Tertiary: provide conditions to reduce the severity, commence treatment, and optimize outcome.						

**Figure 3-1
The Haddon Matrix**

- A. Developed by Dr. William Haddon, a physician, epidemiologist, engineer, the first administrator of NHTSA, and considered the father of modern injury prevention.
 - 1. Dr. Haddon suggested an epidemiological approach to assessing injury risk.
 - a. This means that there are factors affecting health, including distribution and patterns, occurrence, and determinants.
 - b. These can be analyzed so risks can be prevented and in some cases mitigated.

- c. Once we know what to expect, we can think about how to intervene.
 2. The goal of the Haddon Matrix is to identify major modifiable factors that lead to unhealthy outcomes. It can help to examine the wide range of potential intervention points before trying to decide which are most feasible for political, economic, cultural and other practical reasons.
 3. Dr. Haddon thought injuries occur with a certain time sequence.
 4. The concept of phases was related to his definition of injury as the uncontrolled release of energy in one of its forms, i.e., kinetic, chemical, thermal, electrical and radiation or the absence of essentials such as heat or oxygen.
 5. Dr. Haddon said that there are factors involved in injury occurrence.
 - a. The human is the person experiencing the injury or illness.
 - b. The agent causing damage is energy (electrical, thermal, kinetic, etc.).
 - c. The vehicle is the mechanism that transfers the energy. A vehicle can be an inanimate object, such as an automobile or a tornado, or a vector, a person or animal that transmits the energy (e.g., a bite).
 6. There are also different **environmental factors**, such as the physical and social environments, in which an injury or damage might take place.
 - a. The physical environment includes all the characteristics of the setting in which the event takes place (e.g., streets, buildings, playgrounds).
 - b. The social environment includes cultural, economic, political and legal norms and practices in the culture and society at the time (e.g., norms about alcohol consumption, policies about licensing drivers, use of seatbelts).
- B. Dr. Haddon described phases in which injury and damage occur. This is known as causal chain analysis.
 1. It is the chain of events that sets the stage for the event to occur and the outcome.
 2. By removing or eliminating any given link in the chain, the event and the outcome can be eliminated or reduced.

EVENT PHASES

- Pre-event phase:
 - Remove link before start = prevention.
 - Primary prevention.
 - Stop event by acting on its causes.

Slide 3-28

C. Event phases.

1. The time before the event occurs is called the **pre-event phase**. This is the period during which the interplay of factors determines whether an event will take place.
 - a. If the link is removed prior to the start of the event, it will not occur.
 - b. Interventions applied to this phase are known as primary prevention (e.g., staying in the kitchen while frying, fencing around pools, conducting a home safety survey).
 - c. This is about preventing the event from occurring by acting on its causes.
 - d. Addresses if an event with the potential to cause injury and/or damage will occur.

EVENT PHASES (cont'd)

- Event phase:
 - Precise time when transfer of energy occurs.
 - Secondary prevention needed.
 - Influence degree of damage that will occur.

Slide 3-29

- 2. The precise time when the transfer of energy occurs is the **event phase**.
 - a. If the link is removed after the event begins, it is secondary prevention.
 - b. This period at the moment of crisis includes all factors that influence the degree of injury that results from the incident.
 - c. Relies on designing and implementing protection that needs to have been in place prior to the event occurring to provide the appropriate environment in which exposure can be managed or minimized.
 - d. Addresses whether an injury and/ or damage will occur.
 - Examples include bike helmets, properly used occupant restraints, personal alert safety system (PASS) devices, shower grab-bars, safe rooms, and smoke alarms and fire sprinklers.
 - e. Firefighting is conducted during the event stage. The event stage includes secondary prevention, which addresses managing and minimizing the destructive energy.

EVENT PHASES (cont'd)

- Post-event phase:
 - Provide conditions in which further damage can be avoided and treatment can be started.

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- 3. The time following the event and the factors about the state of the host, agent, vehicle or environment that affects what the energy does is the **post-event phase**.
 - a. If the link is removed and the severity of injury and/or damage is reduced, it is tertiary prevention.

- b. Attempt to reduce the seriousness of an injury or disability immediately after the event (e.g., CPR, first aid and prompt response of EMS).
 - c. Includes everything that determines whether the severity can be reduced.
 - d. Much of what we do in emergency response is tied to tertiary prevention. In many of the calls that we respond to, the injury and damage has occurred already.
 - e. Addresses what will be the outcome.
 - f. These tertiary prevention measures provide conditions in which further damage can be avoided and treatment can be started.
 - g. To be effective, they also must have been in place or easily accessed prior to the event.
 - Examples include support and services such as first aid, the proximity of rescue equipment, and access to acute care, trauma services, rehabilitation, and community reintegration services.
 - Can also include recovery as in Katrina involving personal, organizational and community recovery.
 - A common misunderstanding is to look at the post-event phase in terms of post-injury and focuses on medical services and rehabilitation.
 - h. All of the Haddon analysis is intended to focus on prevention and intervention that affect the post-event phase and would mostly need to be accomplished prior to an injury event occurring.
 - Examples include involving adults in exercise programs or calcium regimen programs.
 - These can have beneficial affects at the post-fall time.
4. When you put these two axes together, you get the Haddon Matrix.

VALUE OF HADDON MATRIX

- Each cell represents potential intervention.
- Looks at host, agent/vehicle and environment.
- Multistrategy approach to community risk reduction.

Slide 3-31

- D. The value of the Haddon Matrix.
1. It points out different areas in which interventions can be mounted.
 2. It was thought the host/pre-event cell deserved the most attention.
 3. It would be wrong to focus our attention on only one cell.
 4. Each one of the cells represents an opportunity to think about prevention possibilities.
 5. An opportunity to apply vulnerability assessment techniques.
 6. Largely directed not at the host but at the agent/vehicle and environment.
 - a. This changed how we think about safety.
 - b. At one time, it was thought that education/behavior modification was the only way to address community risk reduction.
 7. This introduced a major shift in thinking to include a multistrategy approach that had to be planned in advance.
 - a. Intervention applied to the pre-event phases is designed to prevent the injury and/or property loss.
 - b. Interventions applied to the event stage can prevent an injury or reduce the amount of damage when the event is occurring.
 - c. Interventions applied to the post-event phases are designed to avoid further damage and start treatment after the event.

8. Can be applied to disease, man-made incidents, and natural disasters.
9. As a planning tool, this kind of framework allows cataloging what can be changed or enhanced, what will have bearing on the outcome, and what is possible with existing resources.
10. It is just a tool. It is more important to generate a comprehensive list of risk factors than to worry about where they fit on the matrix.

		Factors			
A Motor Vehicle Crash	Prevention Effort	Host/Human (Individual)	Agent/Vehicle (Equipment)	Environment	
				Physical	Social/Economic
Pre-Event Phases	Primary: factors to avoid or prevent exposure to destructive energy.	Poor vision, poor reaction time, alcohol, speeding, risk-taking, experience, fatigue, age, size	Size, braking and maneuvering ability, center of gravity, ease of control, brakes, lights, warning systems	Visibility, congestion, road design, surface, shoulders, signals	Cultural norms permitting speeding, red light running, driving under the influence (DUI), driver training and licensure, attitudes about alcohol, laws related to impaired driving
Event Phases	Secondary: Provide an appropriate environment in which exposure to destructive energy can be managed or minimized.	Failure to wear seatbelt	Vehicle size, automatic restraints, speed capability, force, direction, and number of impacts	Impact surfaces, guardrails, roadside embankments, fixed objects, other vehicles	Road and environmental design policies, maintenance
Post-Event Phases	Tertiary: provide conditions in which further injury can be avoided and treatment commenced.	Age, physical condition, pre-existing conditions, EMS care, and rehabilitation	Fuel system integrity, OnStar [®]	Emergency communication systems, distance to and quality of EMS, rehabilitation programs	Support for trauma care, training of EMS personnel, provision of care, financial, legal, and social resources

Note: The Haddon Matrix is just a tool. It is more important to generate a comprehensive list of risk factors than to worry about where they fit on the matrix.

Figure 3-2
The Haddon Matrix Applied to a Motor Vehicle Crash

ACTIVITY 3.2

Applying the Haddon Matrix: Windows of Opportunity

Purpose

Recognize that a wide range of interventions may exist for a particular injury problem. It is possible to intervene at a number of points.

Directions

1. Refer to the completed Haddon Matrix on a motor vehicle crash. The model is meant to serve as a guide. The instructor will assign each table one of the following risks:
 - a. Table 1: Cooking fires in kitchens.
 - b. Table 2: Children age 5 and under drowning in swimming pools.
 - c. Table 3: Flash flooding.
 - d. Table 4: Falls to people 65 and older in their homes.
2. On an easel pad, draw a Haddon Matrix.
3. You will list in each block as many different causal and contributing factors as possible that need to be considered in the prevention and cause of an injury or risk. When complete, circle the cell or cells that lend themselves to the greatest opportunities to prevent and or mitigate risk.
4. Be prepared to report to the class.

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ACTIVITY 3.2 (cont'd)

Applying the Haddon Matrix: Windows of Opportunity

	Factors			
Cooking Fires	Host/Human (Individual)	Agent/Vehicle (Equipment)	Environment	
			Physical	Social/Economic
Pre-Event Phase				
Event Phase				
Post-Event Phase				

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ACTIVITY 3.2 (cont'd)

Applying the Haddon Matrix: Windows of Opportunity

	Factors			
Children Age 5 and Under Drowning in Swimming Pools	Host/Human (Individual)	Agent/Vehicle (Equipment)	Environment	
			Physical	Social/Economic
Pre-Event Phase				
Event Phase				
Post-Event Phase				

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ACTIVITY 3.2 (cont'd)

Applying the Haddon Matrix: Windows of Opportunity

	Factors			
Flash Flooding	Host/Human (Individual)	Agent/Vehicle (Equipment)	Environment	
			Physical	Social/Economic
Pre-Event Phase				
Event Phase				
Post-Event Phase				

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ACTIVITY 3.2 (cont'd)

Applying the Haddon Matrix: Windows of Opportunity

	Factors			
Falls to People 65 and Older in Their Homes	Host/Human (Individual)	Agent/Vehicle (Equipment)	Environment	
			Physical	Social/Economic
Pre-Event Phase				
Event Phase				
Post-Event Phase				

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IV. HADDON'S COUNTERMEASURES

HADDON'S COUNTERMEASURES

- Contributed to shift away from education as primary method of prevention.
- Emphasis on modifying environment.
- Developing multistrategy approaches.

Slide 3-33

- A. In 1973, Dr. Haddon argued that if injuries result from energy being transferred from a hazard to an individual that it would be possible to think of ways to prevent damage.
1. He suggested 10 countermeasure strategies as ways of preventing that transfer.
 2. As with the matrix, this is another brainstorming tool for considering a wide range of strategies for interventions.
- B. Haddon's pioneering work on his matrix and countermeasures has had a major influence on later thinking about safety.
1. As mentioned previously, it has contributed to the shift away from education as the primary method of injury prevention.
 2. Emphasis on modifying the environment.
 3. Developing multistrategy approaches.

Haddon Countermeasures	Examples
1. Prevent the creation of the hazard.	Prevent the incident; ban three-wheel all-terrain vehicles (ATVs); baby walkers; restrict types of ammunition; stop producing poisons; bathtubs; scatter rugs; fireworks; eliminate handguns; eliminate cigarettes.
2. Reduce the amount of the hazard.	Limit package sizes of pain medication; decrease water temperature; control speed at which vehicle can operate; limit number of guns and cigarettes sold.
3. Prevent the release of the hazard.	Child-resistant lighters; handrails and grab bars; improve brakes; make bathtubs less slippery; store firearms in locked cases; install locks on handguns; limit sales of tobacco to certain age groups; remove diving boards from pools of unsafe depth.
4. Alter the rate of release of the hazard.	Speed limits; traffic-calming mechanisms; air bags; seatbelts; the amount of hot water a tap can deliver; release binding on skis; eliminate automatic handguns; cigarettes that burn more slowly.
5. Separate the person and hazard in time and space.	Bicycle paths; sidewalks; remove trees near roads; divided highway; evacuation during hurricanes; pedestrian crossing lights.
6. Place barrier between person and hazard.	Personal protective equipment (PPE); helmets; pool fences; insulated electrical cords; safe houses during tornadoes.
7. Modify basic qualities of the hazard.	Building and electrical codes; energy absorbing playground surfacing; breakaway poles; width of crib slats; padded dashboards; use nonslip floor wax; round corners on furniture.
8. Strengthen resistance to the hazard.	Swimming lessons; physical conditioning through nutrition and exercise; wellness programs; provide adaptive equipment; improve the ability to anticipate harm and take action.
9. Detect quickly and begin to counter damage.	Smoke alarms; fire sprinklers; early warning devices; first aid; CPR; advanced life support (ALS) at incident.
10. Stabilize, repair and rehabilitate the object of damage.	Emergency response; ALS at incident; trauma care; treatment and rehabilitation; provide best practice standards of emergency.

Figure 3-3
Haddon Countermeasure Strategies

- C. According to Haddon, the sequence of the countermeasure strategies is logical.
1. This refers to the fact that the strategies are ordered according to the downstream energy flow path from the source to the target.

HADDON'S COUNTERMEASURES (cont'd)

- The larger the amounts of energy in relation to the resistance, the earlier the strategy must lie in the countermeasure sequence.
- Injury and damage result only when there is energy transfer beyond the ability of the body or structure to resist it.
- Education alone will not work.

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2. The larger the amounts of energy involved in relation to the resistance, the earlier the strategy must lie in the countermeasure sequence.
- D. Two major concepts advanced by Haddon.
1. Injury and damage result only when there is energy transfer beyond the ability of the body or structure to resist it.
 2. To reduce injuries and property damage solely by addressing education and behavior modification will not work.
 - a. For example, to attribute house fires solely to actions of humans and only intervene by trying to change people's behavior will not work in Haddon's estimation.
 - b. He mentions the possibility of eliminating the damage of teacups by packaging them properly (the sixth strategy — place a barrier between person and a hazard) even though they are placed in motion in the hands of the postal service.
 3. This is considered the most difficult to accept, and where the opportunity for further community risk-reduction lies.

**HADDON'S
COUNTERMEASURES (cont'd)**

1. Prevent creation of the hazard.
2. Reduce amount of the hazard.
3. Prevent release of the hazard.
4. Alter rate of release of the hazard.
5. Separate person and hazard in time and space.
6. Place barrier between person and the hazard.

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**HADDON'S
COUNTERMEASURES (cont'd)**

7. Modify basic quality of the hazard.
8. Strengthen resistance to the hazard.
9. Detect quickly and begin to counter damage.
10. Repair the damage.

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ACTIVITY 3.3

Applying Haddon's Countermeasures

Purpose

Apply the 10 countermeasures to a specific community risk issue.

Directions

1. You will work in your table groups to process this activity.
2. Revisit the Haddon Matrix that you completed for a specific risk issue in Activity 3.2. You performed this work on an easel pad.
3. Review the list of 10 countermeasures and apply them to your Haddon Matrix. It is acceptable to use the number that corresponds with the countermeasure.
4. You are allotted 20 minutes for small group work.
5. You are allotted 10 minutes for group reporting.

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V. SELECTING RISK-REDUCTION STRATEGIES

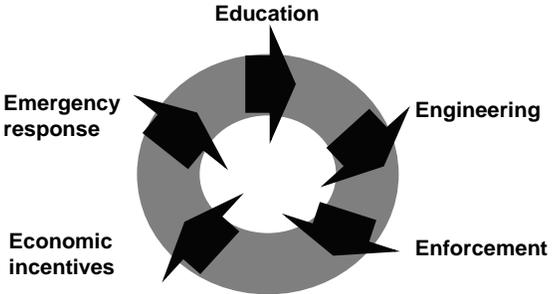
SELECTING RISK-REDUCTION STRATEGIES

- Education.
- Engineering.
- Enforcement.
- Economic incentives.
- Emergency response.



Slide 3-38

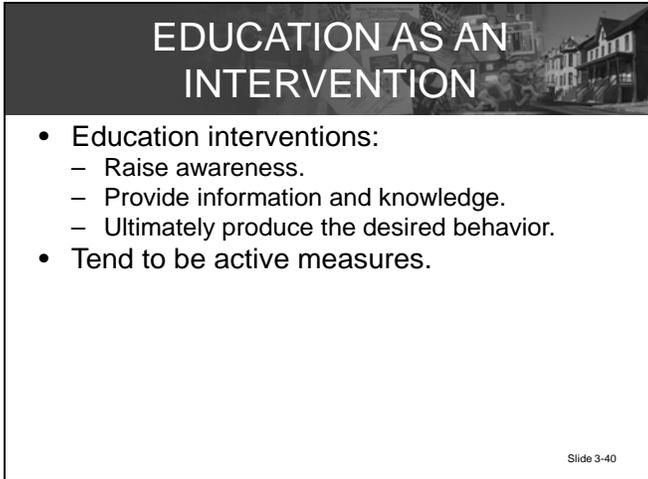
THE FIVE E's



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- A. The concept of the five E's.
1. Education, engineering and enforcement, the three E's, were coined in President Harry S. Truman's 1947 conference on fire prevention.
 2. Economic incentives and Emergency response were added later in the National Fire Academy (NFA) courses because of their importance to community risk reduction.
 3. Each of the E's can contribute to the development of realistic, comprehensive and effective solutions.
 4. Each of the E's produces a synergistic effect on the others.
 5. Together they are more effective than individually.

- B. Education/Behavior change interventions.
 - 1. Measures involving the education of a population at large, targeted groups, or individuals and efforts to alter specific behaviors.
 - 2. To influence voluntary behavior change in such a way as to increase the ability of people to control their own destiny.
- C. Characteristics of educational interventions.



EDUCATION AS AN INTERVENTION

- Education interventions:
 - Raise awareness.
 - Provide information and knowledge.
 - Ultimately produce the desired behavior.
- Tend to be active measures.

Slide 3-40

- D. The education intervention influences the behavior of the audience to refrain from the risky behavior or to take action to reduce risk.
 - 1. Raise awareness.
 - 2. Provide information and knowledge.
 - 3. Ultimately produce the desired behavior.
- E. Most often, educational interventions tend to be active measures.
 - 1. Active interventions depend on someone doing something in order to be safe.
 - 2. Effective only if people do what they are supposed to do.
 - a. Firefighters wear seatbelts.
 - b. Check temperature of bath water.
 - c. Put on a motorcycle or bicycle helmet.

EDUCATION AS AN INTERVENTION (cont'd)

- There is a difference between true education and promotion/marketing.



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- F. Differences among information, promotion/marketing and education.
1. Contacts with the public and presentations are, in most cases, informational.
 2. The International Fire Service Training Association (IFSTA) describes information presentations as those covering theory and technical knowledge, such as the facts of fire growth and spread, and provides the background information that is often essential to skills development sometimes called a technical lesson.

EDUCATION AS AN INTERVENTION (cont'd)

- Effective education will:
 - Increase knowledge.
 - Change attitudes.
 - Encourage behavior change.
 - Be measurable.

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3. Educational programs and materials include information to increase knowledge, change attitudes, and encourage behavior change; they also are measurable.

EDUCATION AS AN INTERVENTION (cont'd)

- Promotional materials and efforts are used to sell the image of the fire service.
 - Going to every community event without measurable outcomes falls into the category of information and promotion/marketing.

Slide 3-43

4. Promotional materials and efforts are used to sell or market the image of the fire service, considered advertising hype.
 - a. Promotion is important to advance community risk reduction and to have visibility in the community.
 - b. If it cannot be measured, it falls into the category of informational, raising awareness or promotional.
5. You must consider where to get the biggest bang for the buck. If you are doing education, you will plan strategically. Going to every community event without measurable outcomes falls into the category of information and promotion/marketing.

EDUCATION AS AN INTERVENTION (cont'd)

- The role of behavioral science.
 - Understand why people do what they do.
 - The role risk and perception of risk play.
 - Factors that influence people to protect themselves.

Slide 3-44

- G. The role of behavioral science in community risk reduction.
 1. We need to understand why people do what they do as it relates to community risk.

2. The role risk and the perception of risk play.
3. Factors that influence people to protect themselves and others from risk-taking and unhealthy behaviors.
4. Research on seatbelt use suggests the following:
 - a. Participative education: contracts and participant commitment. When people are asked for a written or oral commitment, there is stronger motivation to use seatbelts. Many students at NFA have signed a contract to wear their seatbelts.
 - b. Incentives: The likelihood increases that an individual will change his or her behavior when positive reinforcement or rewards are involved.
 - c. Behavioral feedback: Signs placed on highways or in vehicles have been successful in reminding people to fasten seatbelts and reduce their speed.
 - d. Modeling: critical to model the correct behavior. Whether at home, vehicle or workplace, we all have a responsibility to model the right behavior.

EDUCATION AS AN INTERVENTION (cont'd)

- Addressing behavioral factors.
 - Predisposing factors.
 - Enabling factors.
 - Reinforcing factors.

Slide 3-45

- H. Addressing behavioral factors.
1. Predisposing factors: What makes people likely to adopt healthy or risky behaviors or lifestyles?
 - a. Includes knowledge, beliefs, values and perceptions, all of which facilitate or hinder motivation for change.

- I. Engineering/Environmental modification interventions.
 - 1. Measures involving changes in the physical environment; the design, development and manufacture of safety products.

ENGINEERING/ENVIRONMENTAL INTERVENTIONS (cont'd)

- Changes are the result of advances in technology. Proven interventions:
 - Fire sprinklers.
 - Smoke alarms.
 - Helmets.
 - Air bags.
- Tend to be passive in design.



Slide 3-47

- 2. Changes are the result of advances in technology. These are proven interventions:
 - a. Fire sprinklers.
 - b. Smoke alarms.
 - c. Helmets.
 - d. Air bags.
- 3. Products are designed to be safe for people to use every day.
- 4. Tend to be passive in design.
- 5. Passive measures protect without anyone having to do anything.
 - a. Generally are built into products, equipment or the environment such as shortening electrical cords on coffee pots, manufacturing hot water heaters with preset safe water temperatures, and child-resistant caps on medicine bottles.
 - b. Generally more effective since they work automatically, with no action required by the people being protected.
 - c. Once passive measures are instituted, they are immediately and permanently successful.

6. Very few measures are truly passive. Many require some involvement.
 - a. Changing batteries in smoke alarms.
 - b. Putting on helmets and seatbelts.
 - c. Placing child in safety seat.
7. Proxy measure is proven by research or is generally accepted to be associated with reduced injury morbidity, mortality and dollar loss.

ENACTMENT/ENFORCEMENT INTERVENTIONS

- Involve:
 - Passing, strengthening, enforcing laws.
 - Issuing and enforcing regulations.
 - Developing standards and guidelines for devices and products.
- Used with penalties for not following laws.

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- J. Enactment/Enforcement interventions.
 1. Involve:
 - a. Passing, strengthening and enforcing laws.
 - b. Issuing and enforcing regulations.
 - c. Developing standards and guidelines for devices and products.
 2. Used with penalties for not following laws to influence the actions of people and businesses to reduce risk.

ENACTMENT/ENFORCEMENT INTERVENTIONS (cont'd)

- Public policy may involve:
 - Changing behavior.
 - Changing environments.
 - Requiring products to meet standards.
- Takes place in political arena.
- Executive Fire Officer (EFO) responsibility.

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3. Public policy may involve changing behavior, changing environments in structures, or requiring products to meet certain standards.
 - a. Fear of penalties is a motivation.
 - b. Laws prohibiting smoking in public buildings are legislating behavioral change.
 - c. Life safety codes, with their descriptions of exit widths, occupant capacity, and fabric flammability ratings, are developed to modify the physical environment.
4. Public policy takes place in the political arena and is primarily an EFO responsibility.
5. Political action is required in determining service levels, program implementation and project funding.

ECONOMIC INCENTIVES

Measures to influence behavior.

- Positive economic incentives:
 - Reward people monetarily.
- Negative economic incentives:
 - Punish people monetarily.

Slide 3-50

3. In the Haddon Matrix, emergency response is used during the event (e.g., house fire or post-event in extricating a person from an auto crash).
4. Some risks can be mitigated only by adding new emergency capability or enhancing current emergency response capability.
 - a. Emergency service personnel are the best trained and equipped to handle emergencies.
 - b. There are occasions when emergency services are overwhelmed by demands.
5. Emergency service capability can be greatly enhanced by well-organized, well-managed Community Emergency Response Teams (CERTs).
6. CERTs have a twofold role:
 - a. To **prepare** for a disaster by:
 - Identifying potential hazards in their homes and workplaces.
 - Reducing the hazards to the degree possible before a disaster strikes.
 - b. To **respond** after a disaster by:
 - Locating and turning off utilities wherever possible.
 - Suppressing small fires.
 - Treating life-threatening injuries until assistance can be obtained.
 - Conducting light search and rescue operations.
 - Helping disaster victims cope with their emotional stressors.
 - c. To recover, by learning.

VI. ANALYZE COST VERSUS BENEFIT

ANALYZE COST VERSUS BENEFIT

- Assess the case for a project or proposal.
- Weigh the total expected costs against the total expected benefits to guide choosing the best option.

Slide 3-52

- A. Cost/Benefit analysis is a term that refers both to:
1. A formal discipline used to help assess the case for a project or proposal.
 2. An informal approach to making decisions of any kind.
- B. Cost/Benefit analysis helps to:
1. Determine estimates of the resources to perform the program.
 2. Formulate program objectives.
 3. Decide whether to undertake the program.
- C. Involves weighing the total expected costs against the total expected benefits of one or more actions to guide choosing the best option.
- D. Since resources such as money and time are limited, an organization usually cannot undertake every proposed program or project.
- E. Decision-makers decide whether to undertake a program by weighing the benefits of the program against the cost of the resources required.
1. Generally, a program or project is approved when its benefits exceed its costs.
 2. Cost/Benefit analysis provides the structure and support for making such decisions.

3. Some benefits are monetary benefits, such as the dollar amount of reducing operating costs or increased revenues.
 4. Assigning a monetary value to express costs and benefits will help decision-makers assess the value of a program.
- F. Cost/Benefit analysis typically is used by governments to evaluate the desirability of a given intervention in markets.
1. The aim is to gauge the efficiency of the intervention relative to keeping the status quo.
 2. The costs and benefits of the impacts of an intervention are evaluated in terms of the public's willingness to pay for them (benefits) or willingness to pay to avoid them (costs).

ANALYZE COST VERSUS BENEFIT
(cont'd)

- Dollar value is assigned to everything.
- Cost/Benefit examines:
 - Direct costs.
 - Indirect costs.
- View two videos on cost/benefit analysis.
 - At <https://www.youtube.com/watch?v=-BP0BcfTjyw>.
 - At <https://www.youtube.com/watch?v=KKDzm4Wb3DI>.



Slide 3-53

- G. Assign a dollar value to everything.
1. All phases of the program are considered.
 2. Costs may be direct.
 - a. Direct costs are those costs that can be identified specifically with a particular sponsored project, an instructional activity or any other institutional activity, or that can be directly assigned to activities relatively easily with a high degree of accuracy.
 - b. Examples of direct costs:
 - Salaries, wages and fringe benefits of fire department personnel associated with community risk-reduction initiative or program.

- Materials and supplies such as chemicals, glassware, compressed gases and liquids, and program supplies.
 - Travel, consulting services, equipment, toll charges, express mail, subject costs, and subcontracts.
3. Costs may be indirect:
- a. Indirect costs are those costs that are incurred for common or joint objectives and therefore cannot be identified readily and specifically with a particular sponsored project, an instructional activity, or any other institutional activity.
 - b. Examples of indirect costs:
 - Services of the budget staff.
 - Salaries of personnel engaged in a broad range of department support activities such as clerks, administrative assistants or other general staff.
 - Cost of utilities for buildings.
 - Office supplies, postage, local telephone and communications infrastructure.

VII. SELECT RISK-REDUCTION STRATEGIES/DESIGN THE PROGRAM

SELECT RISK-REDUCTION STRATEGIES/DESIGN THE PROGRAM

- Consider what interventions might work.
- Combining interventions is best strategy.
- Not all potential interventions are feasible.
- Select interventions that are reasonable.
- Tailor interventions to meet community need.
- Use a team effort to design the program.

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Designing the program.

- A. By following an organized process, the planning team develops an idea of what risk interventions might work and how best to get the job done.
- B. The next step is to identify the types of interventions that will be pursued and the supporting resources they will require.
- C. Although it is important to aim high and pursue the use of combined interventions, be realistic when designing the program. Not every intervention identified during the process can possibly be implemented.
- D. Using the community profile and problem statement, the planning team should select interventions that have a reasonable chance of success.
- E. Intervention resources must be tailored to meet the needs of the local community. Materials must target the population and focus only on the key program messages.
- F. Designing the program is a team effort. The planning team can ensure the program does what it is intended to do.

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ACTIVITY 3.4

Selecting Risk-Reduction Strategies (Table Group Risk Issue)

Purpose

Given a specific risk issue, propose how a combination of interventions (five E's) can be used to strategically address the risk.

Directions

1. Each table group will be assigned one of the following risks:
 - a. Table 1: Cooking fires in kitchen.
 - b. Table 2: Children age 5 and under drowning in swimming pools.
 - c. Table 3: Flash flooding.
 - d. Table 4: Falls to people 65 and older in their homes.
2. Your group will perform a causal chain analysis on the risk issue. This action will set up use of the five E's. A worksheet to support the process is located in the Student Manual (SM).
3. Your group should then consider how a combination of the five E's could be used to strategically address the risk. Reflect on your group's responses to Activities 3.2 and 3.3 as you consider possible strategies. Intervention strategies for the pre-event, event and post-event phases should be proposed.
4. Once a proposed strategy has been agreed upon, your group should post it using a series of easel pad sheets so it can be presented to the class at large. The strategy should identify the ultimate outcome envisioned and outline how it will be achieved using a combination of interventions.
5. You are allotted 60 minutes for this task.
6. Your group will be given five minutes to summarize your recommendations.

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ACTIVITY 3.4 (cont'd)

**Selecting Risk-Reduction Strategies
(Table Group Risk Issue)**

Casual Chain Analysis (sequence of events)	ED	ENG	ENF	EI	ER
Pre-Event					
Action 1:					
Action 2:					
Action 3:					
Action 4:					
Action 5:					
Action 6:					
Action 7:					
Event					
Action 8:					
Post-Event					
Action 9:					
Action 10:					
Action 11:					

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VIII. MARKETING YOUR PROGRAM



MARKETING YOUR PROGRAM

- Marketing helps you:
 - Decide who to influence.
 - Reach your target audience.
 - Determine how to influence behavior.

Slide 3-56

Reaching your audience.

A. Why promote your program?

There can be many reasons why a community risk-reduction program has been developed for a community. No matter the reason behind the program, the intended audience must be convinced of the need for the program and motivated to participate in it. A marketing plan for your program will communicate its benefits, which include lives saved, injuries prevented, property protected, and expenses avoided.

B. Developing a marketing plan.

1. “Social” marketing applies commercial marketing techniques to social problems. Marketing principles are the same for selling shoes or pizza as they are for promoting fire safety. It comes down to one basic principle: changing people’s behavior.
2. Creative promotion of your program uses easy-to-understand messages and repeats those messages through various channels to reach the largest audience.
3. Marketing helps you:
 - a. Decide who you want to influence.
 - b. Reach your target audience.
 - c. Determine how to sway people to change their behavior.

C. Marketing defined.

1. “The process of planning and executing the conception, pricing, promotion and distribution of ideas, goods and services to create exchanges that satisfy individual and organizational objectives” (American Marketing Association).
2. Marketing is more than just selling. It is everything your organization does to transfer your “product” (your service) to your “customer” (the public).

MARKETING YOUR PROGRAM
(cont'd)

- Relationship between sales and marketing.
 - Selling involves telling.
 - Marketing is asking and then listening.
 - Good marketing — product sells itself.

Slide 3-57

D. Relationship between sales and marketing.

1. Sales are only one element of marketing.
2. With effective marketing, selling is unnecessary.
 - a. Selling = telling (one-way process).
 - b. Marketing = asking (two-way process), then listening, then responding.
 - c. With effective marketing, you should know the customer’s needs so well that the product sells itself.
3. Marketing is actually a continuous, cyclical process, whereby everything is designed, implemented, assessed and redesigned in light of its impact on the consumer.

MARKETING YOUR PROGRAM
(cont'd)

- Four P's of Marketing.
 - Product.
 - Price.
 - Place.
 - Promotion.
- Identify examples of the four P's as related to the emergency services.



Slide 3-58

E. The four P's of marketing.

1. Product — goods or services offered to the consumer.
2. Price — what the consumer must pay for the product.
3. Place (also known as distribution) — in other words, what makes the product accessible to the consumer?
4. Promotion — vehicles to communicate the product's value to the consumer.

F. Use the four P's of marketing when putting your plan together.

1. Product: What is the desired action you are asking your audience to take? What kind of fire safety program will you be providing?
2. Price: What is the cost, or what loss can be prevented by participating? How much time and effort will your audience have to expend to participate? Will the organization benefit financially? Are benefits to participants greater than their costs?
3. Place: Where will the audience perform the desired behavior, or where will your program take place? Will you make presentations at elementary schools or install smoke alarms in homes?
4. Promotion: How will you use direct communication, publicity and advertising to reach your audience and encourage participation in your program?

G. In a nutshell, when conducting a community risk-reduction marketing campaign:

1. Identify what program to promote (e.g., increase use of smoke alarms in a given area).
2. Identify your audience. What message do you want to get across? You may want to get a message across to several different groups; and in that case, it may be more effective to use different ways to influence each group.

IX. THE BUYER

THE BUYER

- Identify your buyer.
 - Broader than your service population.
 - Anyone or group you want to market to.
 - Internal market — your people.
 - External market — the public.

Slide 3-59

- A. Who is your buyer?
1. Broader than merely your service population.
 2. Any individual or organization to which you wish to “sell” (market) your product.
 3. Different markets — internal and external.
 - a. Internal — your own people.
 - b. External — the public.
- B. The internal market.
- Define the internal market — your own people.
- C. The external markets.

THE BUYER (cont'd)

- Marketing to the external buyer.
 - Assess your customer's needs.
 - Fashion programs to address those needs.
 - Communicate value of program.

Slide 3-60

1. Marketing effectively to the external “buyer.”
 - a. Assess your “customer’s” needs.
 - b. Fashion your programs (“products”) to address those needs.
 - c. Communicate the value of your product — that it will meet those needs.
2. Controlling your message.
 - a. Work through the internal market. Speak with one voice.
 - b. Communicate with your market via multiple sources.
 - c. Remember, marketing involves everything your organization does.
 - d. Work through key external markets to enhance your message.

THE BUYER (cont'd)

- Key external markets — elected and government officials.
 - Educate elected officials and government employees.
 - Build relationships.
 - Win support.



Slide 3-61

D. Key external markets: elected and government officials.

Marketing allows you to:

1. Educate elected officials and government employees.
2. Build relationships.
3. Win support.

THE BUYER (cont'd)

- Key external markets — media.
 - Build positive relationships.
 - Mutual respect and trust.
 - Educate about our service.
 - Cooperation.

Slide 3-62

E. Key external markets: the media.

1. The media are another one of our “external” markets.
2. The media give us an important channel to communicate our message to our community.
3. How is working with the media similar to working with elected officials?
 - a. Seeking to build positive, long-term relationships.
 - b. Achieve mutual respect and trust.
 - c. Educate about our service and its needs and constraints.
 - d. Cooperate for mutual benefit.
4. Media can serve as an intermediary between the emergency services and the public.
5. Note that both efforts require a long-term, ongoing effort to achieve success.

THE BUYER (cont'd)

- Key external markets — funders.
 - Communicate.
 - Distribute message.
 - Convey needs.
 - Sell your need.



Slide 3-63

- F. Key external markets: funders.
1. Our market: any prospective funder.
 2. Depends on type of project.
 3. Can be public, governmental agencies or private organizations.
 4. Everything you do reflects your image.
 - a. Communicate the nature of your services (product).
 - b. Distribute your message to the right prospects (place).
 - c. Convey financial needs and return on investment (price).
 - d. “Sell” your product or need — communicate product value (promotion).

STRATEGIES FOR PROMOTING PROGRAMS

- Distribute teaser material first.
- Plan a kickoff rally.
- Identify and reduce barriers.
- Pretest ideas.
- Publicize benefits of program.
- Assess results.

Slide 3-64

- G. Strategies for promoting programs.
1. Getting the word out. Developing a program can be a challenging task, especially when you think about all the different audiences you are trying to reach. This section includes additional information and materials that will further help to promote your program in your community with your target audience in mind. Below are some strategies you can use for getting your program off the ground.
 - a. Distribute teaser material for the upcoming program.
 - b. Plan a kickoff rally.
 - Announce your program to potential collaborators.
 - Provide handouts that explain the mission of the program for attendees to take home.
 - c. Identify barriers to participation. Use interviews, surveys, focus groups, or other methods to find out what makes it difficult or unattractive for people to participate. Put yourself in the shoes of each of your target audiences. Is escape planning too silly for high school students? Do parents know two ways out of every bedroom — on the second floor?
 - d. Reduce barriers to participation. Plan ways to make participation easier, more accessible, and more attractive. Your fire department might provide incentives for participation.
 - e. Pretest your ideas on a small number of people, and then revise your plan based on the results.
 - f. Publicize the benefits of the program and the way in which people can take advantage of your efforts.
 - g. Assess the results of your program, and make revisions where necessary.
 2. Publicize success stories. Has anyone escaped a fire using information learned from a fire department presentation? When called to a home to respond to a fire, ask questions to determine how occupants escaped and how they knew what to do. You can use success stories to:
 - a. Respond to public inquires about the program.
 - b. Educate decision-makers.

- c. Reveal that funds are well spent.
 - d. Make the target population aware of your program.
 - e. Display program progress.
 - f. Request needed resources.
3. The following table gives you an overview of each step in a sample marketing plan in order to help you develop your own. Marketing steps for a “Promoting Smoke Alarm Installation” program are included as an example.

Sample Marketing Plan

Step	Description	Example: Promoting Smoke Alarm Installation
Identify the program	A product or service related to fire safety.	Smoke alarm installation program
Identify your audience	The target audience for the program and the motivation (the benefits of the program for the audience).	Older adults
Identify barriers	Use interviews, surveys, of focus groups to find out what gets in the way of program. Consider awareness, access and cost.	Accessibility and price
Remove barriers	Change cost, where you get the product/service; use communication, publicity and advertising.	<ul style="list-style-type: none"> • Discounts for smoke alarms. • Smoke alarm installation days.

- a. Use an elevator speech that focuses on the heart of your program. An elevator speech is a prepared 15- to 30-second presentation that grabs attention in a few words.
- b. Conduct a mail campaign.
- c. Hand out brochures and fact sheets:
 - To neighbors when called to respond to house fires.
 - To employees when called to worksites.

- During fire safety month activities and events.
 - d. Plan safety messages based on seasonal risks such as:
 - Summer barbeques.
 - Winter heating.
 - Holiday cooking.
 - Holiday trees and decorations.
 - e. Contact local media and key players to discuss and distribute promotional material for your event.
- H. Marketing materials.
1. You will need a variety of materials to get your message out and promote your program. First, determine what key messages are appropriate for your specific program — for instance in a fire safety program:
 - a. Get out and stay out.
 - b. Go to your family's meeting place.
 - c. Crawl low under smoke.
 - d. Test smoke alarm batteries monthly.
 2. There are a number of materials you can develop at little or no cost to you. Use your key program messages in these essential materials.
 - a. PowerPoint presentations.
 - b. Brochures.
 - c. Fact sheets.
 - d. Success stories.
 - e. Advertisements and news articles.
 - f. Posters.

I. Beyond the basics.

1. Media coverage is important in educating your community about your program because it carries your message to a much larger audience.
 - a. To keep things simple, think about designating a representative who is comfortable with public speaking as your media contact.
 - b. This will help to ensure that the message is being communicated each time and the materials you've developed support that message.
2. Working with the media is essential to raise awareness and communicate important information to the public.
 - a. It can seem a bit overwhelming if you aren't prepared to give an interview, create a press release, or even answer questions at a public event.
 - b. Use the tips below, compiled from the Colorado Nonprofit Association "Working With the Media: Nonprofit Toolkit," to prepare for working with the media.

STRATEGIES FOR WORKING WITH MEDIA

- Develop short, key messages.
- Avoid acronyms and jargon.
- Have a key media contact.
- Develop a press kit.
- Pick media outlets according to needs.

Slide 3-65

- Develop short, key messages that you can refer to quickly.
- Remember your audience and try to avoid using acronyms and jargon.
- Try to relate your information/ program to current local events.
- For consistency, have one key person designated as the media contact.

- Develop a press kit with fact sheets, quotes and background information for announcing larger events or programs in your community.
 - Make sure you have all the details for your message by answering the following five W's:
 - Who are you? Who do you represent?
 - What news are you reporting? Is there an event? Are you publicizing a particular issue or event?
 - When will the event take place?
 - Where will the event take place?
 - Why should others care about what you are doing?
3. Determining which media outlets.
- a. First think about who your program is trying to reach — general community, children, adults, teens, etc.
 - b. Then think about where that group of people gets most of their information about local news and events.
 - c. Defining your audience will help you determine which media outlets (newspapers to online social media for communication), but traditional channels are still important.
 - d. A sample list of sources that can be used for your media effort is given below:
 - TV, radio and newspaper reports or other individuals, such as well-known community bloggers.
 - Local newsletter editors (church, school, etc.).
 - Hosts and producers of local television and radio news programs.
 - Online social media outlets such as email lists, personal blogs, Facebook, GooglePlus, Twitter, etc. can provide free publicity quickly and to large groups of people with the ability to promote your event on your audience's own pages.

4. Help the media help you.
 - a. Develop a press information packet that contains material on the program you are trying to promote “in a nutshell.”
 - b. Have these packets ready to share electronically so you can use them to educate reporters on the issue and interest in a story.
 - c. Materials you may want to include in your press information packet consist of:
 - Information about your department and prevention program.
 - Contact information for the press representative.
 - Background data (such as fact sheets) on fire statistics and other relevant information.
 - Information on how the program will address community needs.
 - Materials that help reporters write a story, such as recent research on local fire statistics, quotes from the community, and an overview of the program.

5. Make the best use of social media tools.
 - a. Use online social media tools such as Facebook and Twitter to connect to other organizations and potential supporters who might not be aware of your program. These tools quickly broadcast your message to a large audience.
 - b. A blog post can be promoted by a Twitter message (“tweet”) and by posting on your Facebook page. Videos can be uploaded to YouTube and shared via Twitter and Facebook; likewise photos can be uploaded to Flickr and shared.
 - c. Any videos, fact sheets, or other materials that you have developed for your program are easy to post to Facebook — In fact, it is easier to post materials to Facebook than to a regular website.
 - d. If you have a valuable message or program to promote, others will help share your information on their own Facebook pages or Twitter accounts.

- e. The specific services mentioned here may become yesterday's news by the time that you read this; these services are examples only.
- f. Stay up to date on the latest popular social media tools by talking to your partners and your audience and find out what they are using, and follow them.

STRATEGIES FOR REACHING THE PUBLIC

- Word of mouth.
- Social media.
- Surveys and inserts.
- Take home materials from schools.
- Community postings; national campaigns.

Slide 3-66

- J. Final tips: spreading the word to reach people.
 - 1. Use word of mouth.
 - a. The best source of a referral is someone who was helped and thought you offered a good service.
 - b. Encourage your users to “tell a friend about us.” Getting user referrals is a true indication of a program’s reach into a community.
 - 2. Use social media.
 - a. Your audience and your supporters and partners are online.
 - b. Use blogs, email discussion lists, and social networks (such as Facebook and Twitter) to expand your safety message outreach.
 - 3. Identify and target “gatekeepers” who affect your population’s ability to participate.
 - a. In rural areas or some cultures, for example, fathers are often seen as “gatekeepers” for the entire family.
 - b. If they say “No,” no one in the family will take part.

- c. Reach out directly to fathers, mothers, grandparents or teens — whomever you can identify as gatekeepers/decision-makers.
 4. Distribute or conduct a basic survey concerning your issue.
 - a. Surveys provide a vehicle for communication with individuals or households.
 - b. You can distribute a survey in schools (with permission from the principal or school district), at community events, or one-to-one on the street.
 - c. Keep questions simple and request contact information for follow-up.
 5. Place inserts in local/regional newspapers.
 - a. Distribution of inserts/flyers in local papers is cost effective and allows for broad distribution.
 - b. They reach many people who would not otherwise see your material.
 - c. Use the free newspaper if one exists in your community.
 6. Send information home with students in school materials.

Work with local schools to send flyers home with children’s report cards or other “must see” school communications.
 7. Create a display window in a prominent area.

Put your information in a window on a well-traveled street, at a popular gathering area, or in a bus depot.
 8. Use children’s artwork in your promotional material.

Children’s artwork uses unconventional language and has community appeal.
 9. Use businesses that distribute products in the community.
 - a. Get flyers/inserts in supermarket shopping bags or in take-out food containers, such as pizza boxes.

- b. These messages reach many people throughout the community, at low cost to you.
- 10. Advertise in restaurants.
 - a. Place your program's message on food tray liners or paper placements at restaurants.
 - b. This provides a nontraditional context for getting the message to many people in a potentially fun setting.
- 11. Participate in national promotional campaigns.
 - a. Create activities to tie in with Fire Prevention Week in October, the Great American Smokeout, or even Grandparents Day to spread awareness of your program.
 - b. Many of these campaigns provide materials to help develop community.
- 12. Be creative and interactive at health fairs and community events.
 - a. Provide incentives for people to take information, fill out a questionnaire, or complete an application.
 - b. These may include raffles, small gifts for children or adults, or children's activities.
 - c. Have unusual attention-getting table displays or have staff wear costumes or eye-catching attire, such as T-shirts saying, "Need a free smoke alarm? Talk to me."
- 13. Offer training to those who can help spread your fire safety messages.

Don't overlook teachers, senior center administrations and staff, scout leaders, camp counselors, and others who might spread the word.
- 14. Be creative in seeking partnerships.

Work with services and agencies that commerce with your population.
- K. As your program begins to take off and you are out in the community delivering your fire safety messages, you should begin to take note of the impact your program is having on the community.

ACTIVITY 3.5

Selecting Risk-Reduction Strategies (Home Community Risk Issue)

Purpose

Given a specific risk issue, propose how a combination of interventions (five E's) can be used to strategically address the risk.

Directions

1. This is an individual activity that builds a foundation for your culminating project. You will apply the process conducted in the previous table group activity to your home community risk.
2. Please perform a causal chain analysis on the risk issue you are focusing on. This action will set up use of the five E's. A worksheet to support the process is located in your SM.
3. You should then consider how a combination of the five E's could be used to strategically address the risk you are focusing on. Intervention strategies for the pre-event, event and post-event phases should be proposed.
4. The strategy should identify the ultimate outcome envisioned and outline how it will be achieved using a combination of interventions.
5. You are allotted 60 minutes of in-class work time for this task (if available). Final completion of the activity may need to occur after class.

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ACTIVITY 3.5 (cont'd)

**Selecting Risk-Reduction Strategies
(Home Community Risk Issue)**

Casual Chain Analysis (sequence of events)	ED	ENG	ENF	EI	ER
Pre-Event					
Action 1:					
Action 2:					
Action 3:					
Action 4:					
Action 5:					
Action 6:					
Action 7:					
Event					
Action 8:					
Post-Event					
Action 9:					
Action 10:					
Action 11:					

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ACTIVITY 3.6

Marketing Strategy for a Selected Risk-Reduction Program

Purpose

Design a marketing strategy for a selected risk-reduction program.

Directions

1. You will work in your table groups to process this activity.
2. Consider the risk-reduction program that you are proposing for your assigned table group issue and perform the following actions.
 - a. Propose a marketing strategy that includes the four P's of marketing for your program.
 - b. Suggest how the various types of media could be used to support your strategy.
3. There are 20 minutes allotted for this task.
4. There are 10 minutes allotted for table groups to share their responses with the class at large.

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X. DEVELOPING AN IMPLEMENTATION PLAN/EVALUATION STRATEGY

DEVELOPING AN IMPLEMENTATION PLAN/EVALUATION STRATEGY

- Reasons given for not evaluating:
 - We think it worked.
 - They loved our program.
 - Participation greater than expected.
 - We handed out a lot of stuff.



Slide 3-69

A. Why we don't evaluate.

Oftentimes we don't evaluate because:

1. We think it worked.
2. People tell us they love our program.
3. Participation is much greater than expected.
4. We handed out 100 smoke alarms.
5. We gave away 300 bike helmets.

B. What is **not** evaluation?

1. Do your statements say anything about the value of your program?
2. Do you have data to back up your program claims?
3. Does your data say anything about your program?

C. Why is evaluation so important to community risk-reduction programs?

D. What can evaluation tell us about program activities?

1. Did they work?
 - a. Yes. Why?

b. No. Why?

2. Evaluation can give you answers.

DEVELOPING AN IMPLEMENTATION PLAN/EVALUATION STRATEGY (cont'd)

- Evaluation can reveal:
 - Good things you already know.
 - Good things you don't know.
 - Bad things you know.
 - Bad things you don't know.

Slide 3-71

E. There are only four things evaluation can reveal.

1. Good things you already know about.
2. Good things you don't know about.
3. Bad things you already know about.
4. Bad things you don't know about.

F. What is program evaluation, really?

DEVELOPING AN IMPLEMENTATION PLAN/EVALUATION STRATEGY (cont'd)

- Program evaluation is the systematic collection of information about the activities, characteristics and outcomes of a program to make judgments about the program, improve program effectiveness, and/or informed decisions about future programming.

— Michael Quinn Patton, 1997

Slide 3-72

Program evaluation is the systematic collection of information about the activities, characteristics and outcomes of a program to make judgments about the program, improve program effectiveness, and/or informed decisions about future programming (Michael Quinn Patton, 1997).

- G. Having used data, conducted community assessment, analyzed interventions, and selected specific interventions, it is time to develop an implementation/evaluation plan. This is also known as descriptive evaluation.

DEVELOPING AN IMPLEMENTATION PLAN/EVALUATION STRATEGY (cont'd)

- Think in terms of drawing an itinerary.
 - Where are you going?
 - For what purpose?
 - How will you get there?
 - What may influence your choices?

Slide 3-73

1. Think of this as drawing up an itinerary.
 - a. Where are you going?
 - b. For what purpose?
 - c. How will you get there?
 - d. What may influence your choices?

DEVELOPING AN IMPLEMENTATION PLAN/EVALUATION STRATEGY (cont'd)

- Vision.
- Problem statement.
- Goal.
- **Specific, Measurable, Achievable, Realistic and Time framed (SMART) objectives:**
 - Outcome.
 - Impact.
 - Process.
 - Formative.

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2. The plan consists of:
 - a. Vision.
 - b. Problem statement.
 - c. Goal.
 - d. **Specific, Measurable, Achievable, Realistic and Time framed (SMART) objectives.**
 - Outcome.
 - Impact.
 - Process.
 - Formative.
 - e. The plan is written to document what you intend the program to do.

DEVELOPING AN IMPLEMENTATION PLAN/EVALUATION STRATEGY (cont'd)

- Steps in evaluation:
 - Define population.
 - Define evaluation questions.
 - Identify types of information to be collected.
 - Choose suitable methods.

Slide 3-75

- H. Steps in evaluation.
1. Define the population.
 2. Define the evaluation based on the goals and objectives.
 3. Identify the types of information to be collected.
 4. Choose suitable methods for collecting the information.

DEVELOPING AN IMPLEMENTATION PLAN/EVALUATION STRATEGY (cont'd)

- Design instruments to collect information.
- Collect and analyze information.
- Analyze and interpret findings of evaluation.
- Communicate results.

Slide 3-76

5. Design instruments to collect information.
6. Collect and analyze information.
7. Analyze and interpret findings of the evaluation.
8. Communicate results.

DEVELOPING AN IMPLEMENTATION PLAN/EVALUATION STRATEGY (cont'd)

- Practical problems:
 - Small numbers.
 - Rare events.
 - Limited data.
 - Limited time frame.
 - Community mobility.
 - Program contamination.



Slide 3-77

- I. Practical problems in conducting evaluations of community programs.
 1. Small numbers.
 2. Rare events.
 3. Limited data.
 4. Limited time frame.
 5. Community mobility.

IMPLEMENTATION/EVALUATION PLAN

Central City Life Safety Coalition Bike Safety Program

Vision: Central City will be one of the safest communities in the region.

Problem Statement: The problem is Central City has a high rate of bicycle incidents involving children between the ages of 10-18 years as compared to similar communities.

Goal: To decrease the number of bicycle incidents involving children between the ages of 10-18 years in Central City.

Outcome Objectives

By December 2020, reduce bicycle injuries requiring hospitalization to children between the ages of 10-18 years in Central City from 18.6 per 10,000 population in 2015 to 15.9 per 10,000 population. Target setting method 20 percent. Evaluation methods: EMS reports, hospital records and anecdotes. (Example uses rates per 10,000.)

or

As compared to baseline data, the following changes will have occurred:

By December 2020, there will be a 20 percent reduction in bicycle injuries requiring hospitalization to children 10-18 years in Central City. Evaluation methods: EMS reports, hospital records and anecdotes.

By December 2020, there will be a 20 percent reduction in bicycle vehicle collisions involving children 10-18 years cycling in Central City. Evaluation methods: EMS reports, police reports and anecdotes.

Impact Objectives

By January 2016, the Central City Council will have adopted a bike helmet law for children 18 years and younger. Evaluation measures: passage of law. Interventions: Education, Engineering and Enforcement.

By January 2016, each public and private school in Central City will adopt and enforce written policies requiring safe bicycle practices to and from school, including proper use of bicycle helmets on school property. Evaluation measures: adoption and enforcement of policies. Interventions: Education, Engineering and Enforcement.

By June 2016, the Central City Police Department will begin enforcing bicycle laws, and all laws that affect the safety of bicyclists, including those aimed at aggressive drivers. Evaluation measures: enforcement of law. Interventions: Education and Enforcement.

By June 2016, the Central City Department of Public Works will have installed signage for bicycle routes throughout the city. Evaluation measures: signs installed. Interventions: Education and Engineering.

By August 2016, the local school board will adopt a state-approved K-12 health and safety curricula with emphasis on highway safety in general, and bicycle safety in particular. Evaluation measures: adoption of curricula. Interventions: Education.

By January 2018, the Central City Council will have adopted a citywide off-road bicycle trail. Evaluation measures: adoption of bicycle trail. Interventions: Education and Engineering.

By December 2019, the Department of Public Works will have marked lanes for on-road bicycle routes in Central City. Evaluation measures: marked lanes for on-road bicycle routes. Intervention: Education and Engineering.

As compared to baseline data, the following changes will have occurred:

By December 2018, there will be a 50 percent increase in the number of children 10-18 who know rules of the road as they pertain to cycling. Evaluation methods: observational surveys, self-report surveys, and pretests and post-tests. Interventions: Education.

By December 2018, there will be a 50 percent increase in the number of children 10-18 who obey all traffic signs, signals and other traffic control devices. Evaluation methods: observational surveys, self-report surveys, and pretests and post-tests. Intervention: Education.

By September 2018, there will be a 50 percent increase in the number of children 10-18 who wear bike helmets and wear them correctly. Evaluation methods: observational surveys, self-report surveys, and pretests and post-tests. Interventions: Education, Engineering and Enforcement.

By December 2017, there will be a 60 percent increase in the number of bicycles outfitted with safety equipment required by law. Evaluation methods: observational surveys, self-report surveys, and pretests and post-tests. Interventions: Engineering and Enforcement.

By December 2017, there will be a 50 percent increase in the number of parents/caregivers who can name three ways their children can be safe bike riders. Evaluation methods: pretest and post-tests. Intervention: Education.

Process Objectives

Starting January 2015, the project coordinator will monitor changes in the prevalence, incidence and severity of child bicycle injuries by collecting and analyzing data from city EMS run report data, the county's medical examiner's logs on fatalities, trauma registry data on children treated in three hospital emergency rooms and local clinics, police reports, and city traffic engineering department reports. Evaluation methods: injury/loss statistics and anecdotes. Intervention: Education.

By January 2015, the coalition will have drafted legislation requiring children 18 and under to wear bike helmets when cycling. Evaluation method: drafting of legislation. Intervention: Enforcement.

By April 2015, the project coordinator will begin implementing a social media campaign to raise awareness about bike safety and use various mediums to reach the target audience throughout the life of the program. Evaluation methods: counting number of tweets, tags, posts, news releases and articles, and estimating percent of public receiving the communications. Intervention: Education.

By June 2015, the coalition will develop a calendar to conduct regular meetings to review crash trends and to provide guidance in implementation. Evaluation measure: number of meetings planned.

By September 2015, the coalition will have acquired 300 bicycle helmets and developed a plan for distribution. Evaluation measure: counting number of helmets distributed. Interventions: Education, Engineering, and Economic incentive.

By September 2015, the coalition will get approval from local schools to install two bike racks at each school by the end of the fall semester. Evaluation measure: approvals. Interventions: Education and Economic incentive.

By December 2015, the project coordinator will recommend to the board of education to adopt a specific health and safety education curricula to address highway safety in general, and bicycle safety in particular meeting state-approved K-12 health and safety objectives. Evaluation measure: recommendation made to board of education. Intervention: Education.

By September 2016, the project coordinator will receive commitment from local merchants to offer discounts on bicycle helmets and display posters.

By October 2016, the project coordinator will have received permission from the school board to expand the program to three additional schools in Cleveland Park. Evaluation measures: letter of agreement and adoption of curriculum. Intervention: Education.

By November 2016, the coalition will provide training to law enforcement personnel on effective measures to reduce crashes among bicyclists. Evaluation measure: training to law enforcement personnel. Intervention: Education.

By December 2016, each member of the coalition will have conducted a training/presentation to a local government agency or a community group about the bicycle safety program. Evaluation measure: counting. Intervention: Education.

By January 2017, the project coordinator will have trained teachers in the three additional schools to use the curriculum consisting of classroom instruction, skill training in traffic, correct fit of helmets, and reinforcement by parents/caregivers. Evaluation measures: skill testing, counting and questionnaires. Intervention: Education.

By October 2017, the station commander at the Cleveland Park Station, with the assistance of the coalition, will have conducted three bike rodeos a year (2017-2020) and offered bike helmets to those qualifying. Evaluation measures: estimating number of people in attendance, number of helmets given away, number of children going through bike rodeo course. Intervention: Education, Engineering and Economic incentive.

By December 2019, the coalition will have distributed 300 bicycle helmets to children between the ages of 10-16 years in Cleveland Park who participate in the free and reduced lunch program and provided education about use, fit, and maintenance of bicycles and bicycle helmets. Evaluation measures: counting number of bicycle helmets distributed. Intervention: Education, Engineering and Economic incentive.

Formative Objectives

By April 2014, the Life Safety Coalition will have conducted a community risk assessment of Central City. Evaluation measure: risk assessment conducted.

By April 2014, the Life Safety Coalition will select the risk issue and target population to address in Central City. Evaluation measure: risk issue and target population selected.

By May 2014, the Life Safety Coalition will identify core stakeholders in Central City and the Cleveland Park District to join the bicycle safety program. Evaluation measure: stakeholder identified.

By August 2014, the Life Safety Coalition will develop goals, interventions and objectives for the bicycle safety program. Evaluation measure: goals, interventions and objectives developed.

By September 2014, the Life Safety Coalition will begin a fundraising campaign to raise \$10,000 to purchase helmets for children and props for bicycle rodeos. Evaluation measure: fundraising campaign initiated.

By October 2015, the project coordinator will have received commitment from local merchants to offer discounts on bicycle helmets and display posters. Evaluation measure: commitment from merchants.

By December 2015, the project coordinator and coalition will review various health and safety education curricula and textbooks to ensure that highway safety in general, and bicycle safety in particular, are included in the state-approved K-12 health and safety curricula.

By January 2015, the coalition will have developed culturally relevant and multilingual materials and resources to promote bicycle safety. Evaluation measure: development of materials.

By April 2015, the project coordinator will have trained all firefighters in the Central City stations on bike safety, how to conduct a bike rodeo, and fit helmets. Evaluation measures: training.

By April 2015, the coalition will have identified one elementary school to pilot the bicycle safety program. Evaluation measure: pilot selection.

By September 2016, the project coordinator will have trained teachers in the pilot school to use the curriculum consisting of classroom instruction, skill training in traffic, correct fit of helmets, and reinforcement to be given by parents/caregivers. Evaluation methods: skill testing, counting and questionnaires.

By January 2016, teachers in the pilot program will have taught lessons on bike safety and conducted pilot testing of students. Evaluation measure: lesson taught.

By March 2016, project coordinator with the assistance of coalition, will review materials and make changes based on teachers' recommendations. Evaluation measure: review of materials.

XI. DEVELOPING PROGRAM OBJECTIVES

DEVELOPING PROGRAM OBJECTIVES

- SMART objectives:
 - Specific.
 - Measurable.
 - Achievable.
 - Realistic.
 - Time framed.



Slide 3-81

- A. SMART objectives refer to an acronym designed around the five leading indicators of a solid program.
1. **Specific:** What precisely is going to be done, with or for whom?
 2. **Measurable:** Is it quantifiable, and can it be measured?
 3. **Achievable:** Can we get it done in the proposed time frame/in this political climate/for this amount of money/with resources and support available?
 4. **Realistic:** Will this objective have an effect on the desired goal or strategy?
 5. **Time framed:** When will the objective be achieved?
- B. Smart objectives are developed for each evaluation stage.

DEVELOPING PROGRAM OBJECTIVES (cont'd)

- Ask stakeholders to help.
- Use a team approach.
- Weigh different perspectives.
- Reach consensus on what signals success.
- Nothing for us without us.

Slide 3-82

C. Getting started.

1. Writing objectives is best handled as a group exercise among stakeholders.
2. Allows the team to be involved in planning implementation and management of the program.
3. Allows opportunity to weigh different perspectives.
4. Consensus on what signals success.
5. Better chance of support for program.
6. Nothing for us without us.

OUTCOME EVALUATION

- What it shows:
 - Degree to which program has met goal.
 - Reduction of incidents, deaths and injuries.
 - Saves; sustained changes over time.
 - Cost effectiveness and benefits.
 - Directly related to acceptable level of risk.

Slide 3-84

D. Outcome Evaluation.

1. What it shows.
 - a. The degree to which the program has met its ultimate goal.
 - b. Reduction in deaths, injuries, property loss or emergency calls.
 - c. Saves attributed to the program.
 - d. Changes sustained over time.
 - e. Cost effectiveness of program.
 - f. Cost benefit of the program.
 - g. Directly related to community's acceptable level of risk.

OUTCOME EVALUATION (cont'd)

- Why it is useful.
 - Continuation.
 - Replication.
 - Improved interventions.
 - Provides evidence of success.

Slide 3-85

2. Why it is useful.

- a. Continuation of funding program growth, replication, improved interventions.
- b. Provides evidence of success.

OUTCOME EVALUATION (cont'd)

- When to use.
 - Appropriate intervals.
 - At end of program.
 - Generally three to five years.
 - Out of your control.

Slide 3-86

3. When to use.

- a. At appropriate intervals for ongoing programs.
- b. At the end when program is complete.
- c. In the future, generally three to five years.
- d. Out of your control.

**OUTCOME EVALUATION
BASED ON:**

- Long-term implications.
- Statistical evidence.
- Anecdotal proof.
- Expected outcome.

Slide 3-87

4. Outcome Evaluation is based on:
- a. Long-term implications.
 - b. Statistical evidence.
 - c. Anecdotal proof.
 - d. Expected outcome.

**EXAMPLES OF OUTCOME EVALUATION
OBJECTIVES**

- By Dec. 31, 2020, as compared to baseline data, there will be a 20 percent reduction in nonfatal bicycle injuries requiring hospitalizations to children ages 10 to 16 years on public roads in Cleveland Park.

or

- By Dec. 31, 2020, reduce nonfatal bicycle injuries requiring hospitalizations to children ages 10 to 16 years on public roads in Cleveland Park from 18.6 per 10,000 population in 2015 to 15.9 per 10,000 population. Target setting method 20 percent.

Slide 3-88

E. Examples of Outcome Evaluation Objectives.

1. By Dec. 31, 2020, as compared to baseline data, there will be a 20 percent reduction in nonfatal bicycle injuries requiring hospitalizations to children ages 10 to 16 years on public roads in Cleveland Park.

or

2. By Dec. 31, 2020, reduce nonfatal bicycle injuries requiring hospitalizations to children ages 10 to 16 years on public roads in Cleveland Park from 18.6 per 10,000 population in 2015 to 15.9 per 10,000 population. Target setting method 20 percent.

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ACTIVITY 3.7

Developing Outcome Evaluation Objectives

Purpose

Provide experience in developing Outcome Evaluation objectives.

Directions

1. Each table group will be assigned one of the following risks:
 - a. Table 1: Cooking fires in kitchens.
 - b. Table 2: Children age 5 and under drowning in swimming pools.
 - c. Table 3: Flash flooding.
 - d. Table 4: Falls by people 65 and older in their homes.
2. You are to develop questions that you would like to know about concerning the Outcome Evaluation stage.
3. You are to develop at least two Outcome Evaluation objectives for your table group's risk issue.
4. You are allowed 15 minutes to complete this portion of the activity. Place your responses on an easel pad.
5. One table group will look at another table group's work and provide feedback.

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XII. DEVELOPING FORMATIVE OBJECTIVES

DEVELOPING FORMATIVE OBJECTIVES

- What it explores:
 - Risk assessment.
 - Stakeholder identification and involvement.
 - Program development.
 - Resource allocation.
 - Pilot testing.

Slide 3-90

Formative Evaluation (during development).

A. Formative Evaluation is used to:

1. Assess understanding of the causes of the problem.
2. Assess understanding of project goals, objectives, strategies and timelines.
3. Assess involvement of stakeholders and help target the evaluation.

B. What is Formative Evaluation?

1. Pilot testing of interventions.
2. Troubleshooting.

C. Why it is useful.

1. Allows for revisions.
2. Helps to ensure the program succeeds.

DEVELOPING FORMATIVE OBJECTIVES (cont'd)

- When to use:
 - During planning stages of a program.
 - When a program is not performing as planned.
 - Program modification.
 - Program used with new target group.
 - In your control.

Slide 3-91

D. When to use.

1. During development of a new program.
2. When an existing program:
 - a. Is being modified.
 - b. Has problems with no obvious solutions.
 - c. Is being used with a new population, or to target a new problem or behavior.
3. Developing formative objectives is in your control.

E. Formative Evaluation measures:

1. Problem.
2. Target problem.
3. Stakeholders.
4. Knowledge levels of target populations.
5. Ability to reach target population.
6. Resources.
7. Plans and strategies.
8. Methods for implementing and evaluating program.

9. Pilot testing.
 10. Barriers to success.
 11. Acceptance by personnel.
- F. Examples of Formative Evaluation questions.
1. What is the problem?
 2. What populations are most affected?
 3. What are our resources?
 4. Do participants understand that support is available from the fire department?
 5. Are the materials culturally and gender sensitive?

EXAMPLES OF FORMATIVE EVALUATION OBJECTIVES

- By Sept. 1, 2015, the project coordinator with the assistance of the Fire and Life Safety Coalition will have conducted a community risk assessment of Central City.
- By Jan. 1, 2016, the Fire and Life Safety Coalition will select a risk issue and target population to address in Central City.

Slide 3-93

Examples:

- a. By Sept. 1, 2015, the project coordinator with the assistance of the Fire and Life Safety Coalition will have conducted a community risk assessment of Central City.
- b. By Jan. 1, 2016, the Fire and Life Safety Coalition will select a risk issue and target population to address in Central City.
- c. By March 31, 2016, the Fire and Life Safety Coalition will identify stakeholders in the Cleveland Park District to join the coalition.

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ACTIVITY 3.8

Developing Formative Evaluation Objectives

Purpose

Provide experience in developing Formative Evaluation objectives.

Directions

1. Each table group will be assigned one of the following risks:
 - a. Table 1: Cooking fires in kitchens.
 - b. Table 2: Children age 5 and under drowning in swimming pools.
 - c. Table 3: Flash flooding.
 - d. Table 4: Falls by people 65 and older in their homes.
2. You are to develop questions that you would like to know about the Formative Evaluation stage.
3. You are to develop at least three Formative Evaluation objectives for your table group's risk issue.
4. You are allowed 15 minutes to complete this portion of the activity. Place your responses on an easel pad.
5. One table group will look at another table group's work and provide feedback.

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XIII. DEVELOPING PROCESS OBJECTIVES

- Assesses ongoing activities.
 - Implementation.
 - Progress.
 - Number of programs.
 - Outreach.

Process Evaluation (during the program).

- A. Can be used to assess ongoing project activities at two levels.
 1. Implementation: Assess whether project is being conducted as planned.
 2. Progress: Assess progress made by participants.

- Measures:
 - Anything that can be counted.
 - Program outputs and efficiency.
 - Ability to stay within budget.

- B. Measures:
 1. Anything that can be counted.
 2. Adherence to program timeline.
 3. Outputs and efficiency.

- 4. Program monitoring.
 - 5. Ability to stay within budget.
- C. Changes must be documented in the Implementation/Evaluation Plan.

DEVELOPING PROCESS OBJECTIVES (cont'd)

- Why it is useful.
 - Helps keep program delivery on track.
 - Early detection of problems.
 - Describes who is accountable for tasks.
 - In your control.

Slide 3-97

- D. Why it is useful.
- 1. Helps to keep track of what you are doing organizationally to accomplish the program's objectives.
 - 2. During this time, the early detection of problems in implementation enable program mangers to make adjustments before problem gets out of hand.
 - 3. If changes are made, they must be documented in the Implementation/Evaluation Plan and new program objectives or program activities recorded.
 - 4. Addresses what you want to know about specific numbers and types of activities to be completed by specific dates.
 - 5. Describes who will be accountable.
 - 6. Written using action verbs (like monitor, coordinate, plan, write or publish) to show accountability.
- E. When to use.
- 1. Process Evaluation objectives normally are developed after the interventions have been selected and decisions are made based on who is going to do what when — not considered strategic.

2. Your project's milestones.
3. Most of the time under your control. You have control to make sure activities, meetings and trainings are conducted.

F. Examples of Process Evaluation questions.

1. How many people can we reach?
2. How many lessons were given to my teachers on bike safety?
3. How many bike helmets can the coalition distribute?
4. How many meetings does the coalition need to have?
5. How many presentations can coalition members give?

EXAMPLES OF PROCESS EVALUATION OBJECTIVES

- By April 1, 2016, the project coordinator will have implemented a social media campaign to raise awareness about bike safety.
- By Dec. 31, 2016, the station commander at the Cleveland Park Station, with the assistance of the coalition, will have conducted three bike rodeos and offered bike helmets to those qualifying.

Slide 3-99

G. Examples of Process Evaluation objectives:

1. By April 1, 2016, the project coordinator will have implemented a social media campaign to raise awareness about bike safety.
2. By June 30, 2016, the coalition will have distributed 200 bike helmets to children in the district who participate in the free/reduced lunch program.
3. By Dec. 31, 2016, the station commander at the Cleveland Park Station, with the assistance of the coalition, will have conducted three bike rodeos and offered bike helmets to those qualifying.

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ACTIVITY 3.9

Developing Process Evaluation Objectives

Purpose

Give students experience in developing Process Evaluation Objectives.

Directions

1. Each table group will be assigned one of the following risks:
 - a. Table 1: Cooking fires in kitchens.
 - b. Table 2: Children age five and under drowning in swimming pools.
 - c. Table 3: Flash flooding.
 - d. Table 4: Falls by people 65 and older in their homes.
2. You are to develop questions that you would like to know about concerning the Process Evaluation stage.
3. You are to develop at least three Process Evaluation objectives for your table group's risk issue.
4. You are allowed 15 minutes to complete this portion of the activity. Place your responses on an easel pad.
5. One table group will look at another table group's work and provide feedback.

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DEVELOPING IMPACT OBJECTIVES (cont'd)

- When to use.
 - At baseline and after each encounter.
 - Measured by a variety of methods.

Slide 3-102

C. When to use.

1. At baseline and after each encounter with a target group.
2. The impact of the program can be measured by a variety of methods ranging from short questionnaires to observation.

DEVELOPING IMPACT OBJECTIVES (cont'd)

- Out of your control.
- Looking for an increase in knowledge.
- Change in the environment.
- Adoption of a policy.

Slide 3-104

D. Most of the time out of your control, meaning that Impact Evaluation objectives are based on being able to determine change in someone else's knowledge, behavior, physical environment, or adoption of a public policy.

E. Examples of short-term Impact Evaluation questions:

1. Can the coalition get bike helmet legislation passed?
2. How many parents/caregivers know bike safety rules of the road?
3. What is the knowledge gain of second graders after presentation?

4. What percent of children are wearing helmets after exposure to the program?

EXAMPLES OF IMPACT EVALUATION OBJECTIVES

- By Dec. 31, 2018, as compared to baseline data, there will be 25 percent increase in the number of children who wear bike helmets in the Cleveland Park District.
- By June 30, 2019, as compared to baseline data, there will be a 25 percent increase in children ages 10-16 who can name three rules of the road pertaining to cycling.

Slide 3-105

F. Examples of Impact Evaluation objectives:

1. By Dec. 31, 2018, as compared to baseline data, there will be a 25 percent increase in the number of children who wear bike helmets in the Cleveland Park District.
2. By June 30, 2019, as compared to baseline data, there will be a 25 percent increase in children ages 10-16 who can name three rules of the road pertaining to cycling.
3. By Dec. 31, 2019, as compared to baseline data, there will be a 25 percent increase in the number of parents/ caregivers who can name three ways their children can be safe bike riders.

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ACTIVITY 3.10

Developing Impact Evaluation Objectives

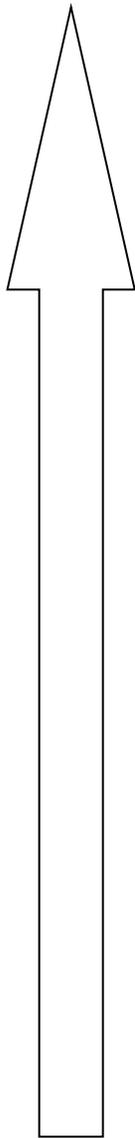
Purpose

Provide experience in developing Impact Evaluation objectives.

Directions

1. Each table group will be assigned one of the following risks:
 - a. Table 1: Cooking fires in kitchens.
 - b. Table 2: Children age 5 and under drowning in swimming pools.
 - c. Table 3: Flash flooding.
 - d. Table 4: Falls by people 65 and older in their homes.
2. You are to develop questions that you would like to know about concerning the Impact Evaluation stage.
3. You are to develop at least three Impact Evaluation objectives for your table group's risk issue.
4. Identify what "E" each objective is classified under. Place your responses on an easel pad.
5. You are allowed 15 minutes to complete this portion of the activity.
6. One table group will look at another table group's work and provide feedback.

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Feature Measure	Type of Evaluation	Examples of Evaluation Measures	Instruments and Methods to Measure Change
1. End result	Outcome	Number of deaths, injuries, dollar loss, number of calls Saves attributed to program	Injury/Loss statistics
2. Public policy	Impact	Passage of legislation ordinances, and codes	Legislation
3. Behavior	Impact	Percent of children wearing helmets Percent of homes conducting home safety checks Children who can do stop, drop, and roll	Observational survey Questionnaire Skill testing
4. Environment	Impact	Percent of chimneys cleaned annually	Home visit
5. Knowledge	Impact	Percent of public that knows how to extinguish a grease fire	Pretest/Post-test Self-report survey
6. Extent of program	Process	Percent of public receiving prevention materials	Estimating number of people attending presentations Counting, attendance sheets
7. Appeal and usage	Formative	Percentage of teachers who think materials meet state objectives and use them	Pilot testing of forms, questionnaire, personal interviews, focus groups
8. Institutional change	Formative	Introduction of safety curriculum Funding for programs Forming/Joining coalition	Letter of agreement, adoption of curriculum Budget Minutes of meeting

Adapted from Schaenman, Stambaugh et al., "Proving Public Education Works." 1990.

Figure 3-4
Evaluation Measures for Community Risk Reduction

ACTIVITY 3.11

Quiz on Objectives

Purpose

Quiz each table group on its ability to determine the types of objectives.

Directions

1. Instructor will show a slide with a table number assigned.
2. That table group is to discuss what type of objective is on the slide and report to the class.

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XV. GAINING PROGRAM APPROVAL



GAINING PROGRAM APPROVAL

- Community risk-reduction programs need official approval.
- Begins with fire chief.
- May ascend to higher levels.
- Know your local process of approval.

Slide 3-118

- A. Just as with emergency response policies, the creation of risk-reduction programs needs official approval so they can move forward.
- B. The initial approval usually begins with the fire chief and may extend as far as the municipality’s administration or elected officials.
- C. Depending on the type of program, it may be necessary for the program to be reviewed by legal counsel.
- D. This process could be lengthy, but it is an important step that cannot be overlooked.
- E. Since risk-reduction programs are often comprehensive, it is critical to have relationships with all departments that comprise the municipality and with private organizations that provide community services.
- F. Oftentimes, research will identify other departments or private organizations that already have or are working on initiatives similar to what the fire department is about to propose.
- G. Knowing your municipality and community will help build collaboration so resources are ultimately directed in the right places.

XVI. PILOT TESTING

PILOT TESTING

- Helps confirm readiness of program.
- Gauge target population's reaction.
- Decision-making tool.
- Ensure preparedness.

Slide 3-120

- A. Why conduct a pilot test?
1. To confirm if you are ready for a full-scale implementation.
 - a. Serves as a trial run for your program.
 - b. Determine if any adjustments to your implementation plan or adaptations to the program are necessary.
 - c. Reveals unforeseen challenges that might arise during implementation.
 - Issues with setting and logistics.
 - Particular lessons or activities for which more staff training or attention may be necessary, etc.
 - d. Ensures that your staff is well prepared to handle issues that come up during the full-scale implementation.
 2. Opportunity to gauge your target population's reaction to the program.
 - a. Best to select a pilot group that is demographically similar to your program's specific target population.
 - b. Help confirm whether or not your program is a good fit for your population and whether minor adaptations to the program are appropriate and/or necessary.
 3. Make better decisions about how to allocate time and resources.

- a. Determine if you need to spend more time or resources on particular aspects of the program.
 - b. You might learn that changes to your implementation plan are necessary or you need to allocate more time for completing certain activities than originally anticipated.
4. Ensure that you are well prepared to measure the success of your program.
- a. Can highlight if any adjustments to your evaluation plan might be necessary to ensure that you are measuring the desired impact and outcomes in the best way possible.
 - b. An opportunity to test your evaluation instruments as well.
 - c. Gives the implementation team a chance to work together before full implementation and troubleshoot any logistical issues that might arise.

PILOT TESTING — HELPFUL TIPS

- Have a system in place.
- Implement according to plan.
- Share early positive results about program.

Slide 3-121

- B. Helpful tips for pilot testing.
- 1. Have a system in place to monitor and capture information about how well the program is working.
 - a. Have a plan for soliciting feedback, tracking the activities, and recording any adjustments from both the facilitators and the participants. This is part of your Process Evaluation.
 - b. Develop a work plan and timeline to guide program implementation and to ensure that all tasks are completed as scheduled to successfully run the program.

- c. Facilitators must understand the importance of data collection and evaluation for this project and be well-trained to ensure that the relevant tasks are completed.
 2. Implement according to your plan, and then adjust as necessary.
 - a. Once you have piloted the program as it is written, things may come to light about the implementation that you may not have considered.
 - b. Think about creative ways to address issues that need more attention before full-scale implementation.
 - c. The pilot test will raise issues that may make it tempting to overhaul your plans. Remember, these findings are preliminary. Make moderate adjustments as necessary, but resist the urge to make sweeping predictions or assumptions about the full-scale implementation based on these early findings.
 - d. If you have chosen your program based on a recent assessment of the needs and resources in the community, it is unlikely that a complete overhaul is necessary.
 3. Share the good news and involve the community.
 - a. Results from your pilot test are not the same as evidence from a large-scale evaluation. It can provide you with some early information about positive efforts that your program has that can be shared with those in the community who are interested in your program, such as funders and policymakers.
 - b. The pilot test is a good opportunity to begin building community awareness and strengthening key partnerships, which will be important and helpful for a successful full-scale implementation as well as with sustainability of the project.
 - c. Consider inviting members of the community to a gathering to celebrate the kickoff of your program once you have compiled the pilot results.

XVII. MONITORING BENCHMARKS/OBJECTIVES

**MONITORING BENCHMARKS/
OBJECTIVES**

- Benchmarks can be viewed as short-term or interim accomplishments.
- Encourages team to discuss alternatives.
- Can provide sense of achievement.

Slide 3-122

- A. Purpose of monitoring benchmarks.
 - 1. Can be viewed as short-term or interim accomplishments.
 - 2. Allows team to break objectives into tasks.
 - 3. Tasks divided into a set of subtasks, each with their own solution.
 - 4. Often developed as the team develops its timeline for completing the task.

- B. Value of benchmarking.
 - 1. Encourages team to discuss alternative approaches to the task.
 - 2. Team members have a better understanding of what is involved in each task.
 - 3. Provides team with a sense of achievement as tasks are completed.
 - a. A team meeting its benchmarks is likely to be doing well.
 - b. On the other hand, a team missing its benchmarks needs to understand why this is happening and what can be done.

XVIII. REPORTING RESULTS

REPORTING RESULTS

- Report the results of an evaluation to:
 - Stakeholders.
 - Department personnel.
 - Target populations.
 - Community decision-makers.
 - Community risk-reduction team members.
 - Public.

Slide 3-123

- A. Purpose of reporting results.
- B. Stakeholders: those interested, involved and invested in the program.
 - 1. Elected officials.
 - a. Elected officials should receive ongoing reports, especially those who have constituents affected by the risk.
 - b. Reports to elected officials should be concise, with key points emphasized.
 - 2. Department personnel.
 - a. Keep department personnel informed — even those not involved directly. This will reinforce that community risk-reduction initiatives are important.
 - b. Give frequent updates to personnel directly involved in programs.
 - 3. Target populations.
 - a. Keep neighborhood leaders for the citizens involved updated on the progress and results of the initiative. Their ongoing **support** depends on being informed.
 - b. Citizens affected by the risk have a direct vested interest in the success and progress of the initiative.
 - 4. Community decision-makers.

- a. Many key decision-makers have an interest in the risk-reduction initiative.
 - b. The decision-makers could influence resources, the target audiences, elected officials, etc.
5. Community risk-reduction team members.
- a. Members will be kept abreast of progress during meetings.
 - b. Members have a vested interest in progress and results to learn what works and how to improve implementation.
6. General public.
- a. The general public will have an interest in the results of the risk-reduction initiative.
 - b. By raising public awareness of risk reduction, doors may be opened for work on other risk areas.
 - c. Informing the public also raises the credibility of the fire department.

REPORTING RESULTS (cont'd)

- Reporting methods:
 - Face-to-face meetings.
 - Public presentations.
 - Written reports and briefs.
 - Video reports.
 - Mass media.
 - Journal articles.

Slide 3-124

- C. Reporting methods.
- 1. Face-to-face meetings.
 - a. Direct reporting allows a personal exchange of information, including feedback and questions.
 - Works best in smaller groups.

- Ideal method when persuasion about the risk reduction is required.
- b. Distribute factsheets or short briefs during meetings.
- 2. Public presentations.
 - a. Ideal for community groups.
 - b. Presentations should be concise and address key information, approximately 20 minutes.
- 3. Written reports, executive summary and briefs.
 - a. Allow sharing of in-depth information about the results.
 - b. An executive summary and briefs can be developed from the written reports to summarize results.
 - Use an executive summary and briefs with elected officials and organizational leaders who need a “snapshot” of the results.
- 4. Video reports.
 - a. Is the most emotional type of report. It also is the most difficult to produce in a professional manner.
 - b. The video puts the viewer in the position of the target populations.
 - c. The video report should be less than 15 minutes.
 - d. Can be used to reach large audiences through public access television, news reports, etc.
- 5. Mass media.
 - a. Best method for reaching the general public.
 - b. Usually report the results in the form of a news story.
 - c. Can focus on community change and reduction of risks.
 - d. Can create interest in community risk reduction.

6. Journal articles.
 - a. Used to report results to professional peers and other professional groups.
 - b. Must be written with the specific needs of the reader in mind.
 - c. Articles follow specific formats of the editor.

ACTIVITY 3.12

Reporting Results

Purpose

Communicate results to interested parties in the community using a variety of methods.

Directions

1. Each table is assigned one of the following:
 - a. Table 1: Cooking fires in kitchens.
 - b. Table 2: Children age 5 and under drowning in swimming pools.
 - c. Table 3: Flash flooding.
 - d. Table 4: Falls to people 65 and older in their homes.
2. In your table groups, determine the following:
 - a. Who in your community would be interested in progress and results?
 - b. Why would they be interested?
 - c. What methods would be best to communicate with each group?
 - d. As an EFO, what is your role in reporting results to these groups?

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XIX. SUSTAINABILITY

SUSTAINABILITY

- Developing sustainability.
 - Continuation of program over long term.
 - Building on what works.
 - Evaluation integral to sustainability.
 - Policy change and sustainability are related.

Slide 3-127

A. Developing sustainability.

1. Refers to the continuation of a program over the long term.
2. Means not starting over, but rather building on what works.
3. Evaluation is integral to sustainability. Be able to show why your program is worth supporting.
4. Policy change and sustainability go hand in hand. The best prevention is policy change.
5. Build a case for support by putting into writing a clear statement of why people should pay attention to your program.

SUSTAINABILITY (cont'd)

- Goals of sustainability.
 - Integration into the community.
 - Acceptance by community.
 - Institutionalization by fire department.

Slide 3-128

B. Goals of sustainability.

1. Integration into the community.
 - a. Accepted by the community.
 - b. Used by the community.
2. Institutionalized into the core mission of the fire department.
 - a. Part of the larger network of services and resources.
 - b. Reflected in mission statement and budget.



SUSTAINABILITY (cont'd)

- Steps to sustainability.
 - Promote visibility.
 - Community involvement.
 - Create diverse base of support.
 - Show how program benefits the organization and the community.

Slide 3-129

- C. Steps to sustainability.
1. Promote visibility.
 2. Community involvement.
 3. Create diverse base for project funding and support.
 4. Identify how programs can improve the quality of life in the community.
 5. Show how programs benefit the organization and the community.

SUSTAINABILITY (cont'd)

- Alternatives to sustaining.
 - Grow or spin off.
 - Change focus.
 - Cut back or end.

Slide 3-130

D. Alternatives to sustaining.

1. Grow.
2. Spin off.
3. Change focus.
4. Cut back.
5. End.

E. Terminating programs.

1. Goals and objectives have been met.
2. No longer support or interest for the program.

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ACTIVITY 3.13

Writing an Implementation/Evaluation Plan

Purpose

Develop an Implementation/Evaluation Plan to address a specific risk in your home community.

Directions

1. Focus on the selected risk that is a problem in your home community.
2. Using your home risk, develop a written Implementation/Evaluation Plan based on the model format. The plan must incorporate SMART objectives and must have outcome, impact, process and formative objectives.
3. Integrate as many E's as practical into your program design.
4. Use the example Implementation/Evaluation Plan as a model.

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APPENDIX

EVALUATION AT A GLANCE

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Evaluation at a Glance

Phase 1: Formative Evaluation

When to use:

- During the development of a new program.
- When an existing program 1) is being modified, 2) has problems with no obvious solutions, or 3) is being used in a new setting, with a new population, or to target a new problem or behavior.

What it shows:

- Whether proposed messages are likely to reach, to be understood by, and to be accepted by the people you are trying to serve (e.g., shows strengths and weaknesses of proposed written materials).
- How people in the target population get information (e.g., which newspapers they read or radio stations they listen to).
- Whom the target population respects as a representative (e.g., a sports celebrity or the local preacher).
- Details that program developers may have overlooked about materials, strategies or mechanisms for distributing information (e.g., that the target population has difficulty reaching the location where training classes are held).

Why it is useful:

- Allows programs to make revisions before the full effort begins.
- Maximizes the likelihood that the program will succeed.

Phase 2: Process Evaluation

When to use: As soon as the program begins operation.

What it shows: How well a program is working (e.g., how many people are participating in the program and how many people are not).

Why it is useful:

- Identifies early any problems that occur in reaching the target population.

- Allows programs to evaluate how well their plans, procedures, activities and materials are working and to make adjustments before logistical or administrative weaknesses become entrenched.

Phase 3: Impact Evaluation

When to use: After the program has made contact with at least one person or one group of people in the target population.

What it shows:

- The degree to which a program is meeting its intermediate goals (e.g., how awareness about the value of bicycle helmets has changed among program participants).
- Changes in the target population's knowledge, attitudes and beliefs, environment and any change in policy.

Why it is useful:

- Allows management to modify materials or move resources from a nonproductive to a productive area of the program.
- Tells whether the program is moving toward achieving goals.

Phase 4: Outcome Evaluation

When to use:

- For ongoing programs (e.g., safety classes offered each year): at appropriate intervals.
- For one-time programs (e.g., a six-month program to distribute car seats): when program is complete.

What it shows: The degree to which the program has met its ultimate goals (e.g., how much a smoke alarm has reduced injury and death due to house fires).

Why it is useful:

- Allows programs to learn from their successes and failures and to incorporate what they have learned into their next project.
- Provides evidence of success for use in future requests for funding.

Source: Nancy J. Thompson, Ph.D. and Helen O. McClintock. "Demonstrating Your Program's Worth." CDC: Revised March 2000.

UNIT 4: LEADING ORGANIZATIONAL AND COMMUNITY CHANGE

TERMINAL OBJECTIVE

The students will be able to:

- 4.1 *Apply change management model to a new or existing community risk-reduction initiative.*

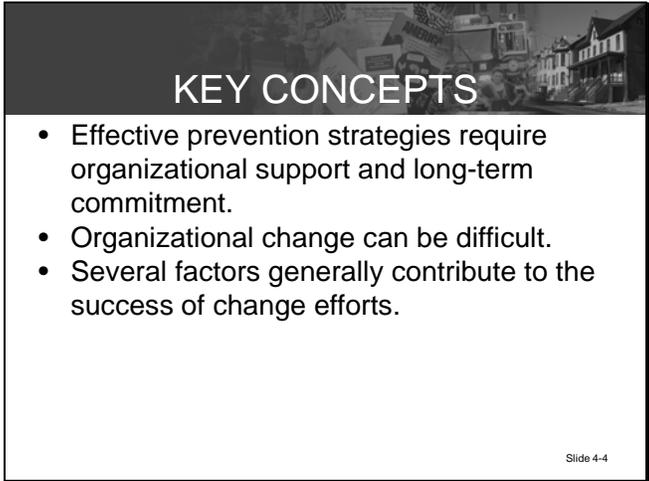
ENABLING OBJECTIVES

The students will be able to:

- 4.1 *Explain the leadership challenges associated with creating change in the organization and community.*
 - 4.2 *Describe the elements of the eight stages of successful change processes.*
 - 4.3 *Explain the common reasons why organizational change efforts fail.*
 - 4.4 *Explain the role of leadership during an organizational or community change effort.*
 - 4.5 *Develop a strategy for leading change as part of a community risk-reduction initiative.*
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I. KEY CONCEPTS



KEY CONCEPTS

- Effective prevention strategies require organizational support and long-term commitment.
- Organizational change can be difficult.
- Several factors generally contribute to the success of change efforts.

Slide 4-4

- A. Organizational change is necessary to keep pace with social, cultural and economic changes at the local, state and national levels.
- B. Organizational change can be difficult. Fire departments tend to resist change that is viewed as unnecessary. Success depends upon strong leadership and effective management of the change process.
- C. Community risk-reduction initiatives may require change at both the organizational and community level. This will require the Executive Fire Officer (EFO) to be able to lead the change process both inside the organization and in the community.
- D. Several factors generally contribute to the success of change efforts. However, in all successful efforts there is a common thread —strong, visionary leadership accompanied by effective management of the change process.

II. THE NATURE OF CHANGE

- A. Common characteristics of change.
 - 1. There are several characteristics that seem to be present during any organizational change initiative.
 - 2. The scope of the initiatives seems to determine how many are present and to what degree each one impacts the overall change process and the outcome of the initiatives.

3. The same characteristics can be seen in change initiatives that involve a neighborhood or community.
 4. The EFO needs to understand that these characteristics will be present and that they are a normal part of the change process.
- B. Reasons for change initiatives.

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ACTIVITY 4.1

Challenges of Organizational Change

Purpose

Identify common challenges from initiatives that require organizational change.

Directions

1. Working as a group, discuss initiatives in your organizations that involved significant organizational change. Select two initiatives from your table group, one that succeeded and one that failed. Share your own experiences and the lessons that you learned directly or from observing the process.
2. During your discussion, answer the questions assigned to your group. Record your answers on an easel pad. The answers should be based on your shared or common experiences during change.
3. Select a representative to share your answers with the class. You have 20 minutes to complete the activity.

Questions for Initiatives that Failed

1. What were the reasons why the change initiatives failed?

2. What role did leadership play in the failed initiatives?

3. How urgent or critical was the issue involved in the initiatives?

4. In general, what are the characteristics common to failed initiatives involving organizational change?

Questions for Initiatives That Succeeded

1. What were the reasons why the change initiatives succeeded?

2. What role did leadership play in the successful initiatives?

3. How urgent or critical was the issue involved in the initiatives?

4. In general, what are the characteristics common to successful initiatives involving organizational change?

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II. THE NATURE OF CHANGE (cont'd)

THE NATURE OF CHANGE

- Why do people in your department resist change?



Slide 4-7

C. Resistance to change.

THE NATURE OF CHANGE (cont'd)

- Why people resist change.
 - Self-interest.
 - Misunderstanding reasons for change.
 - Low tolerance to change.
 - Different assessment of situation.

Slide 4-8

1. Self-interest: Some change initiatives may cause an individual or group of people to lose something that they perceive as valuable.
 - a. The loss may involve money, stature, work freedom, benefits, etc. Also, the loss may involve an off-duty issue, such as time available for personal business.
 - b. For example, a change in rank structure may eliminate a specific rank level. Those who are in that rank may lose their supervisory role, stature, salary, etc.
 - c. Resistance due to self-interest can be the most difficult to overcome.

2. Misunderstanding the reasons for change: In some cases, leadership fails to communicate the reasons (justification) for the change adequately. This leaves department members questioning the need for the change.
 - a. Misunderstanding usually can be resolved through frequent communication about the change initiative.
 - b. Misunderstanding, when not addressed, can evolve into resistance due to self-interest.
3. Low tolerance to change: There are some individuals and organizations that have a low tolerance for any significant change, such as fear of the unknown. Regardless of the issue, change is resisted.
 - a. Low tolerance to change generally is caused by an overall feeling of worry about the outcome of the change initiative. In other words, members don't feel safe about the potential outcomes from the change.
 - b. Resistance from low tolerance to change is usually the result of several unsuccessful change initiatives or change initiatives that resulted in personal loss to the individual or group. Putting up barriers is a learned response.
 - c. Low tolerance to change can be overcome through change initiatives that lead to positive outcomes.
4. Different assessment of the situation: In this case, individuals or groups have heard the "company line" about the reason for the change, but they do not believe it is valid.
 - a. This can be caused by competing agendas within the department. In other words, another group has a perspective about the change that is different than the department leadership. That different perspective is communicated formally or informally throughout the department.
 - b. This may also be a reason for resistance when the fire chief or other senior leadership lacks credibility on the issue.

III. STAGES OF ORGANIZATIONAL CHANGE PROCESS

A. Team development model.

Dr. Bruce Tuckman published his four stages of team development model in 1965. A fifth stage was added in 1977. It was Dr. Tuckman’s belief that all stages are necessary in order for the team to grow, confront problems, work on solutions, and produce results.

The five stages are as follows.

FIVE STAGES OF ORGANIZATIONAL CHANGE

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

Slide 4-9

1. Forming — Stage 1.
 - a. Individuals want be accepted by others and avoid conflict in this first stage. The focus in this stage is on sizing-up the other individuals. The work is generally focused on routines, such as team organization and who is going to be responsible for what. Nothing much gets done in this stage.
 - b. Team members are usually on their best behavior and generally absorbed with themselves.
 - c. The leaders must be ready to answers questions about the team’s purpose and objectives. There is a high dependence on the leader in this stage.
2. Storming — Stage 2.
 - a. Team members open up and compete with each other on how to address issues in this stage. Factions develop, and there may be power struggles.

- b. Some storming can be resolved quickly, while other teams never leave this stage. The maturity of the team members determines whether the team will move out of this stage.
 - c. This stage is necessary for the team to grow. It can be a painful process for team members who are adverse to conflict. Tolerance for different perspectives should be emphasized. The team will fail without tolerance and patience.
 - d. The leader coaches.
3. Norming — Stage 3.
- a. In this stage, the team starts to come together. The team starts to resolve their individual differences, appreciate the individual perspective, and respect the leader's authority.
 - b. The team comes together to develop ground rules and establish how things will get done. The individuals develop a commitment to the team. The organization begins to see progress toward the organizational goal.
 - c. Members may begin to socialize and ask each other for feedback.
 - d. There is often a lengthy overlap between storming and norming. This is because as new duties take shape, the team or group may lapse back into behavior from the storming stage.
 - e. The leader gains respect and some of the leadership is shared by the team. The leader facilitates and enables.
4. Performing — Stage 4.
- a. The team is functioning without friction and achieving the organizational and team goals. The team develops synergy. Team members work effectively together.
 - b. The team develops a heightened degree of autonomy. Disagreements are now resolved within the team and the team makes the necessary changes as needed. The team does not need to be assisted or instructed.
 - c. The leader oversees and delegates.

3. The process is based on eight progressive stages rather than steps. Several stages should be occurring simultaneously with stages overlapping. This is different than a step-by-step process.
4. The stages may take months, with some ongoing from the beginning to the end of the initiative.
5. The change process can be used for both large and small initiatives. Also, it can be used to lead community change in the area of risk reduction.

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ACTIVITY 4.2

Eight Stages of Successful Change

Purpose

Help you identify the eight stages of successful change and give you the opportunity to connect each stage to real-life situations.

Directions

1. You will be divided into four working groups.
2. Your group will be assigned two of the stages.
3. Your group will prepare a presentation to teach the class about the two stages of change that you have been assigned.
4. You can choose the method and materials to use in your presentation.
5. Your group will provide in the presentation examples of situations that you have experienced in your fire departments relating to the stage that your group was assigned as it pertains to community risk reduction.
6. One member or the whole group can deliver your classroom instruction about the two stages of change that your group was assigned.

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IV. THE EIGHT STAGES OF SUCCESSFUL CHANGE (cont'd)

THE EIGHT STAGES OF SUCCESSFUL CHANGE

- Stage 1: Establish a sense of urgency.
 - Urgency is critical to motivating action.
 - No urgency — people may not act.
 - Staff may not recognize need for urgency.
 - Example: a community risk issue.

Slide 4-14

B. Stage 1: Establish a sense of urgency.

1. Establishing a sense of urgency is critical to gaining the support of personnel for the change initiative.
2. Without urgency, personnel are unwilling to invest time or energy that is necessary for change.
3. Fire department personnel may not realize that there are urgent issues that should be addressed. A good example is a community risk issue.

THE EIGHT STAGES OF SUCCESSFUL CHANGE (cont'd)

- Build a compelling case.
 - Need statistics/hard facts.
 - Human side of the issue (testimonies).
 - Easy to understand.
 - Personnel must be able to relate to issue.
- Don't underestimate forces of complacency.

Slide 4-15

4. The role of the EFO is to build a compelling case for change (i.e., a sense of urgency).
 - a. The case must be a combination of statistics and hard facts, as well as the human side of the issue that compels the heart.

- b. The case must be easy to understand, and personnel must be able to relate to the issue. Generally this is best done by incorporating an operations perspective.
- 5. A common mistake by organizational leaders is to underestimate the forces of complacency within an organization (i.e., the desire to maintain the safe status quo).

THE EIGHT STAGES OF SUCCESSFUL CHANGE (cont'd)

- Stage 2: Create a guiding coalition.
 - Build a strategy for causing change.
 - Guiding coalition must be selected carefully.

Slide 4-16

- C. Stage 2: Create a guiding coalition.
 - 1. The guiding coalition’s purpose is to build a strategy for causing the change to happen.
 - 2. The guiding coalition must be selected carefully to ensure the members have the skills and traits to be successful.
 - a. Formal power in his or her position in the department. This allows the guiding coalition members to enact the change.
 - b. Expertise in the area of change. Each member of the coalition must understand the issue to be able to provide useful input.
 - c. Credibility is needed to influence the views of other personnel in the department. This must be based in trust and earned credibility instead of formal authority.
 - d. Leadership is needed to push the change and vision forward.
 - e. Understand the inner workings of the department and its personnel. This helps the coalition member understand the impact of the change and how that change will effect operations.

- f. Every member must be trustworthy. This is required in order for the coalition to have candid conversations on the change process. Also, department personnel must be able to trust the information coming from the guiding coalition.
- 3. There must be a balance of leadership skills and managerial skills on the coalition.
 - a. Leadership skills are needed to promote the vision and move the change forward.
 - b. Management skills are needed to ensure that all the details of change are implemented.
- 4. There must be a variety of experiences and roles represented in the coalition.
 - a. This provides a multidimensional perspective of all those areas involved in, or impacted by, the change.
 - b. Without this multidimensional perspective, the coalition may create a vision or implementation strategy that is not feasible and cannot succeed.
- 5. There are two types of people to avoid on the coalition, even if it means that a level of senior leadership is not represented.
 - a. Those with large egos. This type of person will force their own agenda and ego onto the coalition. This destroys trust amongst the group and takes the focus off of the change vision.
 - b. Those who cause dissension and mistrust. This type of person will prevent the coalition from coalescing into a cohesive force for change. This eventually results in the change process failing.
- 6. The EFO must work initially to build trust among the members of the guiding coalition. After it is established, maintaining a trusting, honest and candid environment is critical to the success of the change process.

THE EIGHT STAGES OF SUCCESSFUL CHANGE (cont'd)

- Stage 3: Develop a vision and strategy.
 - Vision — picture of the future as a result of the change initiative.
 - Vision serves as organizational compass.
 - Effective vision and strategy has several important characteristics:
 - Imaginable and desirable.
 - Focused but flexible.
 - Communicable.

Slide 4-17

D. Stage 3: Develop a vision and strategy.

1. A vision is a picture of the future as a result of the change initiative. The vision describes the destination of the change and why people in the organization should strive for the change.
2. The vision serves as an organizational compass in terms of action. A good vision statement helps everyone in the organization make correct decisions that are in support of the change. This aligns individual behavior with the change.
3. An effective vision and strategy has six important characteristics.
 - a. Imaginable: The vision can be understood easily and paints a clear picture of the desired outcome of the change process. A simple vision is better than a long, eloquent statement that no one can remember.
 - b. Desirable: The vision must appeal to the long-term interests of the department personnel and others who may be affected, such as citizens in the area of the community risk-reduction initiative.
 - c. Feasible: Both the vision and the strategy must be feasible within the resources and structure of the department. Any vision that seems unfeasible will be written off by personnel and other leaders in the organization.
 - d. Focused: Unlike a mission statement, the vision is very focused on what is to be achieved by the change process, in this case a reduction in some type of community risk. By being focused, the vision helps supervisors and leaders in the organization make decisions that are consistent with, and in support of, the vision.

- e. Flexible: This is a key to successful change in a fire department. The vision and strategy must allow individuals and companies to come up with alternatives when conditions change. This flexibility is a key to allowing decision-making at the neighborhood (individual company) level.
 - f. Communicable: The vision must be able to be fully explained in less than five minutes. If it takes more than five minutes, people will lose interest in the message. This goes back to being simple.
4. When developing the vision statement, the guiding coalition must answer three questions about the overall desired change. The answer to each question must be carefully considered and built into the vision:
- a. If the vision becomes reality, how will it affect the target audience in the community?
 - b. How will the vision impact elected and senior officials and other departments and agencies in the local government?
 - c. How will the vision affect the personnel of the department, especially those involved in implementing the strategy?

THE EIGHT STAGES OF SUCCESSFUL CHANGE (cont'd)

- Must address the heart and the head.
- Guiding coalition must develop strategy.
- May be a time-consuming step.
- Strategy must focus on the results desired.

Slide 4-18

5. The vision must address both the heart and the head. This means that it must appeal to the values and emotion of the personnel. It must also be sound in terms of operations.
6. Following the development of the vision statement, the guiding coalition must develop a strategy for implementation of the change. This is the management task associated with the vision and the strategy. The strategy will be used for the implementation of the change.

7. The development of the vision statement and strategy may be a time-consuming step. If the guiding coalition involves members of the target audience in the community, this step may take months.
8. The strategy must focus on the results desired rather than simply activity. For example, if the vision is to reduce the number of wildland fires by 15 fires a year, then the strategy must include those tasks which will make that a reality. The EFO must avoid filling the strategy with administrative details and meaningless activities.

THE EIGHT STAGES OF SUCCESSFUL CHANGE (cont'd)

- Stage 4: Communicate the change vision.
 - Several key elements:
 - Simplicity of message.
 - Use examples to tell the story.
 - Multiple communication mediums and repetition.
 - Leadership behavior consistent with the message.
 - Explanation of perceived inconsistencies.
 - Two-way communication.

Slide 4-19

- E. Stage 4: Communicate the change vision.
1. The vision for change only has power when it has been communicated throughout the organization. Every member of the organization should hear the vision, especially when it is time to implement the change.
 2. “A vision has power when it is communicated to the organization.” — Kotter
 3. There are several key elements in the effective communication of a vision.
 - a. Simplicity of message. The message that is being communicated must be free of jargon and hard-to-understand language. Avoid business and administrative phrases.
 - b. Use examples to tell the story. The use of stories and metaphors creates a verbal picture. This is powerful, especially when trying to touch the heart.
 - c. Multiple communication forms. The vision should be communicated in a variety of ways. Direct meetings, debriefings, reports, newsletters, etc. The communication methods should be both informal and formal.

- d. Repetition. Personnel must hear the vision numerous times for it to sink into their values and beliefs. The repetition may be in short bits instead of formal meetings. The important thing is to get the message out as many times as possible.
 - e. Leadership behavior consistent with the message. While this does not involve verbal or written communication, “walking the talk” communicates strongly about the value of the vision. Leaders must communicate that they believe in the vision through their behavior.
 - f. Explanation of perceived inconsistencies. There will be perceived inconsistencies between what is envisioned and the reality of the situation. These perceived inconsistencies must be explained adequately and aggressively. However, it must be in a positive, open dialogue versus a defensive posture about the change.
 - g. Two-way communication. The EFO and other leaders must provide opportunities for personnel to share their concerns, ask questions, and provide feedback. If only one-way communication is allowed, it will cast doubt and suspicion on the vision and the change process.
- 4. During communication, consideration must be given to how those receiving the message are feeling about the vision and the change process. This allows the communicator to empathize with those involved in the change.
 - 5. Organizational leaders must be willing to address the anxieties, fears and mistrust of personnel positively and frequently.
 - 6. The use of modern communication technology should be considered, such as email, text messages, etc. Technology provides the means for reaching more personnel more often with the message.

THE EIGHT STAGES OF SUCCESSFUL CHANGE (cont'd)

- Stage 5: Remove barriers to action.
 - Empower department personnel to implement the change at lowest levels.
 - Try to identify and address barriers during Stage 3.
 - Barriers will be discovered as change is implemented.

Slide 4-20

F. Stage 5: Remove barriers to action.

1. The purpose of Stage 5 is to empower department personnel to implement the change at the lowest levels possible, ideally at the neighborhood and company level. This requires giving company officers the latitude and resources needed to take action.
2. The guiding coalition should attempt to identify and address barriers during Stage 3. However, barriers will be discovered as the change is implemented.

THE EIGHT STAGES OF SUCCESSFUL CHANGE (cont'd)

- Actions to empower personnel:
 - Continue to communicate vision.
 - Ensure that policies/procedures support the change.
 - Provide personnel with training in community risk reduction.
 - Confront officers who resist change.

Slide 4-21

3. There are several actions that the EFO can take to empower personnel in the change process.
 - a. Continue to communicate the vision whenever possible. Explain how the change will bring the vision to a reality. Personnel must be able to relate the change to their day-to-day world.
 - b. Ensure that the department's policies and procedures support the change, especially with officers having the latitude to implement the change at the company level.
 - c. Provide personnel with training in community risk-reduction methods. Personnel must be given the skills needed to implement the change before being expected to do so.
 - d. Confront officers who resist or impede the change.

THE EIGHT STAGES OF SUCCESSFUL CHANGE (cont'd)

- Stage 6: Create short-term successes.
 - Increase momentum and show that vision can be accomplished.
 - Short-term success is one of the best methods for reducing resistance to change.

Slide 4-22

G. Stage 6: Create short-term successes.

1. Short-term successes in the change process increase momentum and show that the vision can be accomplished. This builds credibility for the change initiative.
2. Short-term success is one of the best methods for reducing resistance to the change.

THE EIGHT STAGES OF SUCCESSFUL CHANGE (cont'd)

- Characteristics of short-term success:
 - Visible to everyone involved in the change.
 - Clear and measured.
 - There can be no doubt that it is an actual success.
 - Directly a result of the change initiative.
- Reward the change agents.
- Provide evidence that the sacrifices are worth it, especially when success involves the public.

Slide 4-23

3. The successes must be readily identifiable and clearly a result of the change initiative. There are three characteristics of a short-term success:
 - a. The success is visible to everyone involved in the change.
 - b. The success is clear and measured. There can be no doubt that it is an actual success.
 - c. The success is directly a result of the change initiative.

4. Short-term successes reward the change agents and those involved in implementing the change.
5. Short-term successes provide tangible evidence that the sacrifices associated with the change are worth it, especially when the success involves the public.

THE EIGHT STAGES OF SUCCESSFUL CHANGE (cont'd)

- Stage 7: Consolidate gains.
 - As progress occurs, keep moving forward.
 - Counter any regression.
 - Continue to support change agents.

Slide 4-24

H. Stage 7: Consolidate gains.

1. As progress is made toward the vision, organizational leaders must keep the change initiative moving forward.
2. Until the change is part of the organizational culture, it will be at risk of regression, especially if those who still oppose the change are allowed to slow or stop further change.
3. Stage 7 depends on officers at the lowest level of change being given ongoing support to make change occur. These companies must be allowed to continue to foster change without dependence on other parts of the organization.

THE EIGHT STAGES OF SUCCESSFUL CHANGE (cont'd)

- Stage 8: Anchor new approaches to culture.
 - The champion/leader and executive leadership work to anchor the new approach to community risk reduction in the culture.

Slide 4-25

- I. Stage 8: Anchor new approaches to culture.
 - 1. During Stage 8, the EFO and the organization’s leadership work to anchor the new approach to community risk reduction in the culture.

THE EIGHT STAGES OF SUCCESSFUL CHANGE (cont'd)

- Organizational culture is powerful for three main reasons:
 - Individuals are indoctrinated early into the organization’s culture.
 - Culture exerts itself through the actions of all the experienced and senior personnel.
 - Culture occurs without intent or thought.
- Change that is not consistent with existing culture will regress without leadership.

Slide 4-26

- 2. Organizational culture is powerful for three main reasons.
 - a. Individuals in the organization are generally selected and indoctrinated early into the organization’s culture. For firefighters, this begins in recruit training.
 - b. The culture exerts itself through the actions of all the experienced and senior personnel, especially those with formal and informal power.
 - c. The culture occurs without much conscious intent or thought and is thus hard to discuss and challenge.

3. If the new change is not consistent with the existing culture, it will regress if leadership quits pushing the change. The greater the difference between the new change and the existing culture, the harder it will be to sustain the change.

**THE EIGHT STAGES OF
SUCCESSFUL CHANGE (cont'd)**

- Keys to moving new change into the existing culture:
 - Require the new behavior.
 - Ensure that there are tangible benefits.
 - Connect benefits to the new behavior.

Slide 4-27

4. Keys to moving the new change into the existing culture.
 - a. Require the new behavior (program, services, etc.) for a long period of time.
 - b. Ensure that there are tangible benefits to the personnel as a result of the new behavior. This requires the change to produce results.
 - c. Connect the benefits to the new behavior through evaluations, discussions, personal experiences, etc. This requires a great deal of organizational discussion about the changes.
5. The effort to change the culture should come at the end of the change process instead of the beginning. This is due to the need to show tangible results from the change.

V. THE ROLE OF LEADERSHIP DURING CHANGE

THE ROLE OF LEADERSHIP DURING CHANGE

- Common causes of failure:
 - Failure to create a sense of urgency.
 - Failure to create a strong leadership team.
 - Failure to create a feasible, sensible vision.
 - Failure to communicate the vision and strategy.

Slide 4-28

A. Common causes of failure.

1. Failure to create a sense of urgency about the need for change. This is the most common cause of failure.
 - a. If the EFO doesn't create a sense of urgency about the need for community risk reduction, personnel and the community believe that the status quo is acceptable.
 - b. A lack of urgency provides personnel with a reason to resist the change, as they don't believe it will be lasting.
 - c. Without the sense of urgency, personnel aren't willing to make sacrifices associated with the change.
 - d. Leadership fails to understand the level of resistance to change in the organization and the amount of urgency required to overcome that resistance.
2. Failure to create a strong leadership team.
 - a. No individual EFO, regardless of personal skills, can lead a change initiative.
 - b. Many times the EFO does not include leaders from the operational group that will implement the change.
 - c. Failure to create a diverse leadership team causes the EFO to have a limited view of the issues, which frequently results in errors in judgment during the change initiative.

3. Failure to create a feasible, sensible vision.
 - a. Without a clear guiding vision, the change effort breaks down into fragmented programs and actions.
 - b. In-depth plans and programs do not replace clear visions.
 - c. A vision that is too difficult to understand leads to confusion about direction of the change initiative.

4. Failure to communicate the vision and strategy. This is common in fire departments, especially with community risk-reduction efforts.
 - a. A common mistake is to hold only a few meetings with a small portion of the personnel.
 - b. Another mistake is for the EFO to be the sole person communicating the vision. All key leaders in the organization must be communicating the vision.
 - c. One of the worst problems with communication is when the leadership team does not exemplify the vision.

**THE ROLE OF LEADERSHIP
DURING CHANGE (cont'd)**

- Failure to remove obstacles.
- Failure to create short-term wins.
- Failure to make the change part of the fire department culture.

Slide 4-29

5. Failure to remove obstacles to the vision and strategy.
 - a. The EFO must give everyone responsible for implementing the change the ability to overcome obstacles to change.
 - b. The EFO must receive communication from the implementation level to be able to understand the obstacles and address them.

6. Failure to create short-term wins.

- a. Without short-term wins, the personnel become discouraged with the vision.
 - b. Many times the lack of short-term wins is due to a lack of an effective measurement system to identify progress with the change. This problem is due to inadequate strategy.
7. Failure to make the change part of the fire department culture.
- a. Some EFOs believe that the need for leadership ends when a few short-term wins occur. This allows any remaining resistance to grow and put the change at risk.
 - b. Many times this occurs when the positive results of the change initiative are not communicated within the organization. Those implementing the change never realize that their efforts are making a difference.

THE ROLE OF LEADERSHIP DURING CHANGE (cont'd)

- Leadership lessons:
 - Focus the strategy on creating results.
 - Address organizational policies, systems and procedures that are barriers to change.
 - Develop promotional requirements and opportunities for officers and personnel who believe in and support change.

Slide 4-30

- B. Leadership lessons.
- 1. Focus the change strategy on creating results instead of activities.
 - a. Activities are required to create change, but the **results** of those activities are the goal.
 - b. The results also provide short-term wins.
 - c. Consider creating results that are tangible and observable.
 - 2. Address organizational policies, systems and procedures that are barriers to change. This will be a challenge to the EFO.

- b. By being able to measure the results, modification of the strategy is possible. Modifications will be required in most change initiatives.
 - c. If the results are not able to be measured accurately and in a timely fashion, it is very difficult to identify short-term wins and a reduction in risk.
 - d. The fire department may need to seek external assistance in developing the system for measuring results.
5. Hold leaders and supervisors accountable for implementing the change strategy.
- a. In general, personnel will do what they are held accountable for. If there is no accountability, it sends the message that the change is not important.
 - b. The accountability should be built into the regular performance evaluation.
 - c. There should also be positive accountability (i.e., recognition of those personnel who are supporting the change strategy).
6. Listen to the feedback from others in the organization, especially those tasked with implementing the change.
- a. The most valuable feedback is from those who are implementing and managing the change strategy. This is generally officers and personnel at the company level.
 - b. Feedback from diverse groups in the organization provide the EFO and leadership team with a broad perspective.
 - c. It is the responsibility of the EFO to seek out honest feedback.
7. Be ready for opportunities.
- Opportunities will arise for promoting the risk-reduction change. The opportunity could be a large fire, natural disaster, etc. The EFO must be ready to use those windows to move the change initiative forward.
8. Walk the talk. The EFO must be a visible advocate for community risk reduction and the change initiative.
- a. The EFO will be judged by his or her actions rather than what he or she says.

- b. Other leaders in the department will generally only be willing to go as far as the EFO in supporting the change.
- c. The EFO's actions will also be a model for other community leaders in regard to community risk reduction.

ACTIVITY 4.3

Bend, Oregon, Case Study

Purpose

Analyze a case study involving a community risk-reduction initiative to determine how the stages of change were addressed.

Directions

1. You will see the video “Beyond the Flames: The Story of Project Wildfire.” It is about a collaborative Fire Wise effort dealing with wildland fire interface risk-reduction efforts of the community in Bend, Oregon. During the video segment, make notes on the stages of change that your table was assigned.
2. Following the video, and working with your assigned group, answer the questions listed below. Be as specific as possible.

- a. What was the critical risk-reduction issue for Bend, Oregon?

- b. Who were the members of the leadership team for the initiative?

- c. Which of the eight stages of change were used by the leadership team?

- d. What were the leadership keys to the success of the initiative?
- _____
- _____
- _____
3. You have 20 minutes to complete the activity. Be prepared to share your answers with the class.

ACTIVITY 4.4

Developing a Change Management Strategy

Purpose

Propose a change management strategy for a fire department.

Directions

1. This is a small/large group activity.
2. Please read the following case study.
3. Reflecting on the lecture on the eight stages of change, please perform the following directives:
 - a. Explain what background work needs to be performed to set the stage for a successful change management strategy.
 - b. Outline a proposed change management strategy that the chief could use to help address the situation described in the case study. Clearly articulate the role of the chief in the overall strategy.
 - c. Propose a timeline for the strategy (six months, one year, longer, etc.).
4. Post the key points on an easel pad, and be prepared to present your suggestions to the class at large. There are 45 minutes allotted for this task.
5. Each group will have five minutes to summarize its suggestions.
6. Complete the activity within 90 minutes.

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ACTIVITY 4.4 (cont'd)

Case Study

After two years of actively searching for a position, you have recently been hired to serve as fire chief of a combination fire department serving a community of 60,000 people. Simultaneously, you are working through the National Fire Academy's (NFA's) Executive Fire Officer Program (EFOP). You completed the second-year course on risk reduction eight months ago.

Part of the reason you got the job as chief was your enthusiasm (and vision) of using community risk reduction to help enhance the quality of life in the city where you will now live in and serve. The city administrator and council members were very impressed that you had conducted research and identified that the department responds to a disproportionately high number of structure fires as compared to communities of similar size.

During your first week on the job, you met with the former fire chief to determine what the department had done in the past in community risk reduction. You learned that the department has done very little. Here's why:

- The former chief told you that he had never thought to make community risk reduction a priority for the department. He was honest and admitted that he really did not know how to get started. He also admitted that it was never on his bucket list of priorities.
- He said that, in general, the department's career line staff has a history of resisting any type of change. Many seasoned firefighters believe they were hired to fight fires, know how to do it well, and prefer to maintain the status quo. All line staff are members of the labor union. The union is strong and organized, and it will take action against management if it believes its members are being treated unfairly. The chief didn't want to disturb a potential "hornets' nest."
- He indicated that both senior and midlevel leadership of the department is also happy with the status quo, feel they are busy, and resist being given "extra" things to do.
- The chief indicated that the department's small group of volunteer firefighters has always been interested in doing new things. Unfortunately, the relationship between the career and volunteer firefighters often becomes strained for various reasons. The volunteers often feel "outnumbered" and will stand down to the status quo.

During your final interview for chief, mayor and council members indicated that they felt the department needed to change and start providing proactive programs that contribute to the city's mission of creating a high quality of life for constituents. In sum, your bosses like you and like your vision of creating a safer community. They respect that you are pursuing executive officer status (it helped you get the job) and want to hear a plan for how you can use change management tactics to accomplish the mission.

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ACTIVITY 4.5

Creating Cultural Change Within the Fire Service

Purpose

Propose a change management strategy for the fire service so that community risk reduction becomes an institutionalized value.

Directions

Part 1

1. Participate in a class discussion to identify what you believe to be the five greatest challenges facing our industry that often stymie community risk reduction from becoming an institutionalized value within our history. Based on consensus, your table group will post challenges on an easel pad and circle the one you believe is the biggest challenge.
2. You are allowed 20 minutes for this part.

Part 2

1. Work in your table groups, and respond to the following directive: Considering the responses by the class at large, propose a change management strategy of how the executive fire officer can lead an organization to adopt community risk reduction as an institutionalized value. You are allowed 30 minutes for this part.
2. Post the key points on an easel pad, and be prepared to present your suggestions to the class at large. You are allowed 20 minutes for this part.
3. Complete the entire activity within 90 minutes.

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UNIT 5: ORGANIZATIONAL AND COMMUNITY POLITICS

TERMINAL OBJECTIVE

The students will be able to:

- 5.1 *Develop and implement a strategy for changing local policy regarding a pertinent community risk-reduction issue.*

ENABLING OBJECTIVES

The students will be able to:

- 5.1 *Organize strategies for building organizational equity for community risk reduction.*
 - 5.2 *Organize strategies for building community equity for community risk reduction.*
 - 5.3 *Define politics.*
 - 5.4 *Analyze organizational and community political dynamics.*
 - 5.5 *Explain the role of ethics in politics.*
 - 5.6 *Explain strategies for maintaining public trust and credibility.*
 - 5.7 *Describe strategies for converting community equity into political action to support a community risk-reduction program.*
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ENABLING OBJECTIVES
(cont'd)

- Describe strategies for converting community equity into political action to support a community risk reduction program.

Slide 5-4

I. KEY CONCEPTS

KEY CONCEPTS

- Must identify and engage stakeholders.
- This needs to happen early in process.
- Executive Fire Officer (EFO) needs to build equity among stakeholders.
- Equity is similar to a savings account.

Slide 5-5

- A. It is the role of the Executive Fire Officer (EFO) to identify and engage stakeholders in the communities who have an interest in the community risk-reduction process. This engagement must be done even before the risk-reduction process begins. It must be part of the normal operations of the fire department.
- B. The key to gaining the support of a community or neighborhood group is to first gain its trust by building community equity. That equity is similar to deposits in a bank account — nothing deposited, nothing to be withdrawn. The department must build trust and credibility on a day-to-day basis by the services and programs provided to the community.
- C. Successful community risk reduction is 60 percent public policy and local politics and 40 percent programmatic. This requires the EFO to be an effective politician at the local level. This is a role that is required if that person is to be able to influence policy decisions. Politics cannot be separated from the policymaking process in the community.

II. BUILDING ORGANIZATIONAL EQUITY

ORGANIZATIONAL EQUITY
(cont'd)

- Potential for support of leadership.
- Meet needs of personnel — deposit made.
- Equity builds credibility and trust.
- Need support — withdrawal from account.

Slide 5-7

- A. An overview of organizational equity (internal influence).
1. Organizational equity is the positive potential for support of the organization’s leadership due to the day-to-day actions of the EFO.
 2. When an EFO has high organizational equity, he or she has influence within the organization. When organizational equity is lacking, the EFO is not able to effectively influence the values or actions of those in the organization.
 3. Organizational equity is developed when the EFO meets the needs of the personnel. When needs are met, a deposit is made to an organizational “savings account.”
 4. By building equity, the EFO builds credibility and trust with personnel. This credibility and trust is crucial to the support of any future initiative.
 5. When support is needed, the EFO may make a withdrawal from the organizational “savings account.” This comes from the equity that has been built over time.
 6. When no equity is established, it is not possible to make withdrawals. An empty “savings account” means that the EFO’s future initiatives may be met with resistance.
 7. Organizational equity is built every day by the EFO. Meeting the little needs as well as the big needs makes deposits to organizational equity. Building equity must become part of the EFO’s leadership style.
 8. Building organizational equity is a cornerstone of effective leadership.
- B. Building organizational equity for community risk reduction.

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ACTIVITY 5.1

Case Study — A Lesson in Change Leadership, Hagerstown, Maryland

Purpose

Analyze a case study that chronicles the career of a champion for risk reduction who struggled to gain organizational support for risk reduction.

Directions

1. View the video “Hagerstown, MD: A Community Risk-Reduction Case Study.”
2. Working in your small groups, you have 30 minutes to respond to the questions below.
3. Be prepared to report your group’s findings to the class at large. Other groups should supplement the reporting group’s responses.

Questions

1. What were some mistakes made by Mike in his initial quest to create/advance the smoke alarm program?

2. Why did the firefighters resent someone doing something that they didn’t apparently want to do themselves?

3. Initially the fire chief and Mike failed to discuss the plan to visit all residences in the city as part of the smoke alarm program. How did this affect the attitude of the firefighters toward the program?

4. What actions did Mike take to gain the support of the firefighters for the smoke alarm program?

5. Mike lists four important skills that he learned through this experience: how to listen, be patient, communicate and compromise. Which of these skills have you developed well as a leader? Which of these skills do you need to develop?

6. What was the strongest evidence that Mike's strategies for gaining the support of the firefighters had been successful?

7. What did Mike and his chief learn about change leadership and building organizational equity to support community risk reduction?

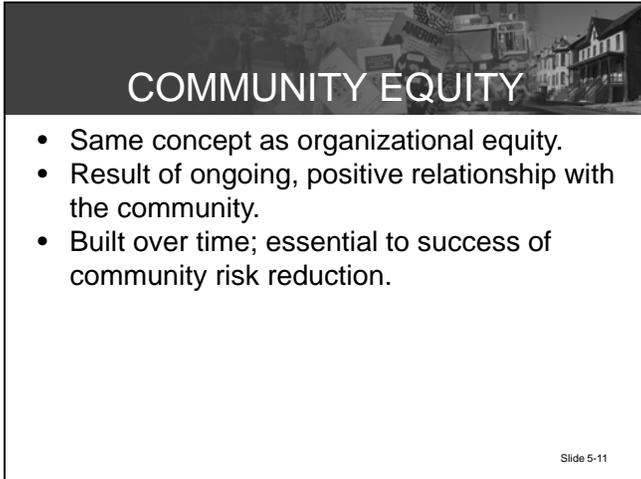
8. What are some of the strongest pieces of evidence that prove the Hagerstown Fire Department has institutionalized risk reduction as a core organizational value?

9. What are some benefits enjoyed by the Hagerstown Fire Department (and the community at large) that can be directly attributed to their aggressive and strategic approach to community risk reduction?

10. How can you mentor/coach a person like Mike, who is assigned to community risk reduction, so he or she can build organizational equity?

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III. BUILDING COMMUNITY EQUITY



COMMUNITY EQUITY

- Same concept as organizational equity.
- Result of ongoing, positive relationship with the community.
- Built over time; essential to success of community risk reduction.

Slide 5-11

A. Community equity.

1. Community equity is the positive potential for support, from the community and the stakeholders, for the community risk-reduction initiative.
2. Community equity is a result of an ongoing, positive relationship with the community.
3. Community equity must be built over time. It is not something that happens in a few days or a few weeks. It is the total sum of all the programs and services of the fire department and its members.
4. Community equity is essential to the success of any community risk-reduction process.
 - a. Having equity built in the community will bring stakeholders, other groups, organizations, etc., to the table to be involved with risk reduction.
 - b. Without community equity, these key players may not be willing to be in the process.

B. Building community equity.

1. Community equity is built each time a member of the community has a positive interaction with the department. This includes both emergency and nonemergency situations.

COMMUNITY EQUITY (cont'd)

- Of course, good emergency response is essential.
- Public education, customer service, and others that improve the quality of life.
- Value-added services.

Slide 5-13

2. Services such as public education, customer service, and others that improve the well-being and quality of life are most effective. More than a service, it is an attitude about serving the public.
 - a. These services are viewed as value-added by the public.
 - b. These types of services may have more positive impact with the public because they are not an expected service from the department.
 - c. There are numerous more opportunities to interact with the public during nonemergency situations than during emergencies.
3. Every person on the department has a responsibility to work to build community equity. The EFO must be a role model in this regard and must ensure that personnel are prepared to provide positive, win-win customer service.
4. The department should be active in developing services that meet the needs of the public. Some call this customer service.
5. Implement an evaluation process that provides the EFO with feedback from the public. Use this information to guide development of new services and modification of current services.

COMMUNITY EQUITY (cont'd)

- Strategies for building community equity:
 - Visibility.
 - Interaction.
 - Participation.
 - Response to citizen needs.

Slide 5-14

6. The strategy for building community equity can be summarized by four elements. The four elements, taken collectively, put a human face on the fire department.
 - a. **Visibility:** The department units and personnel must be visible in the neighborhoods in nonemergency roles. This visibility should be informal and face-to-face with the citizens.
 - b. **Interaction:** The firefighters must interact with the residents in the neighborhoods. Again, the interaction should be personal and face-to-face.
 - c. **Participation:** Fire department staff, leaders and officers — especially the EFOs — must actively and frequently participate in community organizations and events.
 - d. **Response to citizen needs:** The companies and department as a whole must be willing to respond to nonemergency and nontraditional requests for assistance. In addition, Company Officers (COs) must be given the authority to be responsive.

VIDEO

“WILMINGTON, NC COMMUNITY RISK REDUCTION”

<https://www.youtube.com/watch?v=3McRG2lOkJM>

Slide 5-16

C. Challenges to community equity.

IV. COMMUNITY ENGAGEMENT

COMMUNITY ENGAGEMENT

- Working with and through stakeholders.
- Involve target populations.
- Reach out to community continuously.
- Before, during and after community risk-reduction project.

Slide 5-18

A. Community engagement.

1. Engaging the community means working with and through stakeholders to achieve common risk-reduction goals.
2. Community involvement and collaboration are the foundation for community risk-reduction initiatives.
3. The community, especially target audiences, must be involved in identifying the problems and developing solutions. The risk-reduction initiative has a direct impact on their well-being, and they have a right to be involved.

4. It is the responsibility of the EFO to reach out to the community each and every day to build relationships with the various groups and target audiences in the community. This is done through the services and activities of the department.
5. The engagement process must occur before, during and after the risk-reduction initiative. It is an ongoing process that should never end.

COMMUNITY ENGAGEMENT
(cont'd)

- Principles of engagement process:
 - Be clear about goals.
 - Become knowledgeable about groups.
 - Establish relationships and gain trust.
 - Self-determination is right of stakeholders.

Slide 5-19

- B. Principles of the community engagement process.
1. Be clear about the purpose of goals of the engagement effort and the groups being engaged in the process.
 - a. Identify stakeholders early.
 - b. Learn about their issues, environment, demographics, etc.
 2. Become knowledgeable about the community or group.
 - a. Economic conditions.
 - b. Political structures.
 - c. Group values.
 - d. Demographic trends.
 - e. History in the community.
 - f. Experiences with previous risk-reduction efforts.
 - g. Perceptions of the fire department.

- h. Agendas in the community.
- i. Formal and informal leaders.
- 3. Establish relationships and gain the trust of the group or target audience.
 - a. This involves working with the formal and informal leaders on a regular basis.
 - b. Develop trust prior to starting the community risk-reduction initiative.
- 4. Remember that self-determination of the group is the right of the stakeholders.
 - a. Avoid being “Big Brother” or being perceived as “we’re from the government, and we have all the answers to your problems.”
 - b. The stakeholders must be involved in the process from beginning to end.

COMMUNITY ENGAGEMENT
(cont'd)

- Elements of successful engagement:
 - Establish partnerships early.
 - Recognize and respect diversity.
 - Mobilize community assets.
 - Provide leadership and guidance.
 - Release control to community.

Slide 5-20

- C. Elements of successful engagement processes.
 - 1. Community partnerships with the stakeholders are established early in the risk-reduction process.
 - 2. All the groups involved recognize and respect community diversity. This includes diversity of income, interests, ethnicity, needs, etc.
 - 3. The assets of the community are mobilized during the engagement and risk-reduction initiative. Where no assets existed, resources are developed through the process.

4. The control of the risk-reduction process is released to the community. The fire department and the EFO provide leadership and guidance, but ultimate control is in the hands of the stakeholders.
5. Each organization involved makes a long-term commitment to the stakeholders and the process. This commitment is both in terms of human resources and future risk-reduction programs and services.

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ACTIVITY 5.2

Building Organizational Equity to Advance Community Risk Reduction — Your Role

Purpose

Assess your organization’s commitment to community risk reduction, and articulate your role in enhancing the overall effort.

Directions

1. This is an individual activity that ultimately supports your culminating project. You will reflect on the topic of building organizational equity as you process this activity.
2. You will respond to the questions, word process your responses, and submit for review to the instructors.
3. Please respond to the following questions:

- a. Where is your organization now in the world of community risk reduction?

- b. Where would you like your organization to be?

- c. Considering your present position, what should be your leadership role in building organizational equity to support the overall risk-reduction efforts of your organization?

- d. Considering your identified local risk and proposed risk-reduction effort (culminating project), what internal challenges may you be facing that could impede its development/implementation? How will you build organizational equity to help overcome the challenges?

4. You have 40 minutes of individual work time to process this activity. At the end of the 40 minutes, 20 minutes are allotted for class members to share their responses. The entire activity should be completed in 60 minutes.

ACTIVITY 5.3

Building Community Equity

Purpose

Develop a strategy for building community equity with local stakeholders for a risk-reduction initiative.

Directions

1. Working individually, consider your proposed risk-reduction initiative in your community. Describe the risk-reduction issue and an overview of your planned initiative.
2. Next, identify the community stakeholders for your risk issue. The stakeholders may be individuals, interest groups, community groups, etc. The stakeholders should have a specific interest in some aspect of the risk issue. List the stakeholders on the form, and be as specific as possible. Limit the list to four stakeholders.
3. Next, identify what you believe is the agenda for each stakeholder in relation to the risk issue. Remember, each agenda may support community risk reduction or it may be opposed to risk reduction.
4. Finally, develop a fire department strategy for building community equity with each stakeholder group. The strategy must be plausible and achievable with your department's resources, policies and cultural values.
5. You have 45 minutes to complete the activity.

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ACTIVITY 5.3 (cont'd)

Worksheet

Community Stakeholder Group 1

Agenda of Community Stakeholder Group 1

Relative Support for Risk-Reduction Initiative

- | | | | | |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| <input type="checkbox"/> |
| Strong Support | Moderate Support | Neutral Support | Moderate Resistance | Strong Resistance |

What can you do at your level to influence the community stakeholder group to support your proposed risk-reduction initiative?

Strategy for Gaining Support of Community Stakeholder Group 1

Community Stakeholder Group 2

Agenda of Community Stakeholder Group 2

Relative Support for Risk-Reduction Initiative

Strong Support Moderate Support Neutral Support Moderate Resistance Strong Resistance

What can you do at your level to influence the community stakeholder group to support your proposed risk-reduction initiative?

Strategy for Gaining Support of Community Stakeholder Group 2

Community Stakeholder Group 3

Agenda of Community Stakeholder Group 3

Relative Support for Risk-Reduction Initiative

Strong Support Moderate Support Neutral Support Moderate Resistance Strong Resistance

What can you do at your level to influence the community stakeholder group to support your proposed risk-reduction initiative?

Strategy for Gaining Support of Community Stakeholder Group 3

Community Stakeholder Group 4

Agenda of Community Stakeholder Group 4

Relative Support for Risk-Reduction Initiative

Strong Support Moderate Support Neutral Support Moderate Resistance Strong Resistance

What can you do at your level to influence the community stakeholder group to support your proposed risk-reduction initiative?

Strategy for Gaining Support of Community Stakeholder Group 4

V. POLITICS AND PUBLIC POLICY

POLITICS AND PUBLIC POLICY

- Politics.
 - The art of building and using influence to achieve an individual or group public policy goal.

Slide 5-23

A. Politics.

1. The art of building and using influence to achieve an individual or group public policy goal.
2. The process of creating or revising public policy.
3. The governmental process of policymaking.

POLITICS AND PUBLIC POLICY (cont'd)

- Public policy.
 - A series of decisions by elected or appointed officials that create a comprehensive set of standards for guidelines for dealing with an issue.

Slide 5-24

B. Public policy.

1. A series of decisions by elected or appointed officials that create a comprehensive set of standards for guidelines for dealing with an issue.
2. Public policy is generally formal and is the result of a policymaking process.

3. Public policy also may be informal and includes those services or operations that local government has decided not to provide. For example, if a community's city manager decides that clearing the streets after a snowfall is not necessary, the public policy becomes that snow removal is not provided.
4. Public policies include fire codes, traffic laws, developmental and zoning laws, and services provided to the public such as health care, etc.

POLITICS AND PUBLIC POLICY (cont'd)

- Successful public policy characteristics:
 - Public support.
 - Legislative history.
 - Consistent with mission.
 - Compatible with social values.
 - Accurate identification of problem and solution.
 - Clear statement of policy.

Slide 5-25

- C. Successful public policy has unique characteristics.
1. Public support.
 2. Legislative history.
 - a. Often public policy changes are attempted many times before they succeed and, as in motorcycle helmets, revised after originally adopted. Prior to attempting adoption of a new public policy, it is wise to review its history.
 - b. Determine if it has been tried before.
 - c. Research to see if a model policy or law has been developed or is in use.
 - d. Find out when and where it was successful, if it was.
 - e. Research the history of the attempts at the local, state and federal levels.
 3. Consistent with the mission.

4. Compatibility of the policy with a social value.
5. Accurate identification of problem and solution.
6. Clear statement of policy.

POLITICS AND PUBLIC POLICY (cont'd)

- Who will implement and enforce.
- Consistency of enforcement.
- Commitment by enforcers and implementers.
- Incentives for implementation and compliance.
- General support of the law by the community.

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7. Identification of bureaucracy responsible for implementation and enforcement.
8. Consistency of enforcement.
9. Commitment to law by enforcers and implementers.
10. System of incentives to encourage implementation and compliance.
11. General support of the law by the community.

POLITICS AND PUBLIC POLICY (cont'd)

- Limitations and restrictions.
 - Society must see need for the rule.
 - Difficult to convince people.
 - Opponents argue against legislation.

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D. There are limitations and restrictions to implementation of public policy (Martinez, 1990).

1. Society must see the need for the rule.
2. Generally, Americans support a law if they perceive that it will stop someone else from injuring them (e.g., regulating drunk drivers and speeders).
3. Generally, Americans oppose a ruling that prevents one from harming oneself (e.g., gun control, motorcycle helmets laws, and seatbelt laws) and laws that affect us individually.
4. Difficult to convince people that the increased costs of preventable injuries to society affects them as well.
5. Opponents argue against using legislation, mainly due to personal freedom and cost.

E. Motivations for compliance (Randolph, 1983).

1. The majority of laws are not easily observable.
2. The fear of being caught in noncompliance is not effective for the majority of people.

POLITICS AND PUBLIC POLICY (cont'd)

- Why do people comply?
 - Civic-mindedness.
 - Morality.
 - A sense of fairness.
 - Trust.
 - Legitimacy.



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3. Why do people comply?
 - a. Civic-mindedness: obeying a rule because it is good for others or for society as a whole.
 - b. Morality: obeying a law because it is ethical to obey the law.

- c. A sense of fairness: obeying a law because it applies to everyone equally.
 - d. Trust: believing that the law reflects the interest of the community.
 - e. Legitimacy: having faith or trust in the legal procedure.
- F. Public policy requires good organizational skills, patience and understanding of the political process, timing and persistence.

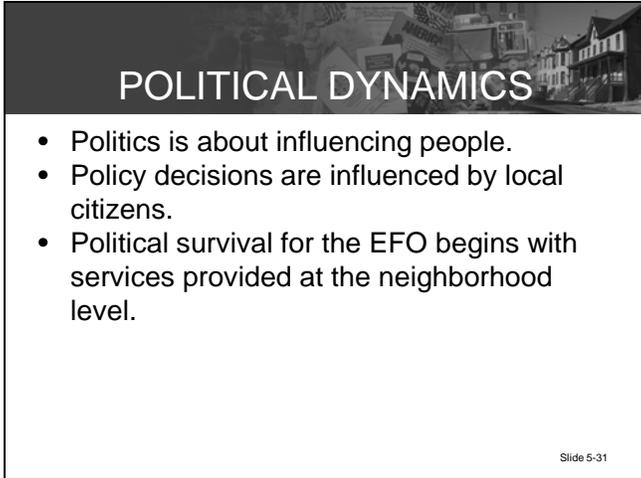
POLITICS AND PUBLIC POLICY (cont'd)

- Most successful public policies are accompanied by education and engineering interventions.



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- G. Most successful public policies are accompanied by education and engineering interventions.
1. Education is the foundation for all the E's. Education may be needed to create the environment for public policy.
 2. An engineering solution may have to be developed before a public policy can be enacted.
- H. Public policy requires that some agency enforce the policy. This can affect the organization, the policy itself, the political support base, and the community in various ways.



POLITICAL DYNAMICS

- Politics is about influencing people.
- Policy decisions are influenced by local citizens.
- Political survival for the EFO begins with services provided at the neighborhood level.

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I. Political dynamics.

1. “All politics are local politics” — a famous quote by former Congressman Tip O’Neil.
 - a. Politics is about influencing citizens and interest groups at the neighborhood or community level.
 - b. Policy decisions are made by the influence of local citizens.
 - c. The EFO works almost exclusively on local policy issues. State and national politics are outside the responsibility of most fire chiefs.
 - d. Political survival for the EFO begins with the services provided at the neighborhood level. The better the service provided to citizens, the more political survivability for the EFO.



POLITICAL DYNAMICS (cont'd)

- Public policy is a political outcome.
 - Interest groups influence decision-makers.
 - Politicians listen to constituents.
 - Build relationships with key people.

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2. Public policy is first and foremost a political outcome.
 - a. Policymaking is always political. Different interest groups try to use their influence to affect the content of the policy or the adoption of the policy.
 - b. The democratic process of adopting policies, laws, rules, etc., was meant to be political and involve citizen debate.
 - c. The amount of politics involved in the policymaking process will depend on the nature of the policy, the amount of public interest, the personality of the council, and the political culture of the community.

3. Politics is about influence. Influence is about relationships between individual citizens, interest groups and decision-makers.
 - a. Elected officials generally make decisions based on input from their constituents.
 - b. Those constituents with the best relationship have the greatest influence with the decision-makers.
 - c. Individuals and interest groups who wish to influence political decision-making will take the time to build relationships with elected and appointed officials.

POLITICAL DYNAMICS (cont'd)

- Political relationships and partnerships change based on issues.
- Political influence is a tradeoff with political independence.
- Elected officials are influenced most effectively by direct, personal communication.

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4. Political relationships and partnerships readily change based on the issues being considered.
 - a. Political alliances change based on the issue being considered.

- b. Loyalty between interest groups is always secondary to the needs of the members of the group.
 - c. When a group can assist another group without risking a negative outcome to their own members, that group may be supportive of the policy being considered.
 - d. Policymakers tend to be most loyal to those groups that can be most beneficial to them.
5. Political influence is a tradeoff with political independence.
- a. There is a cost of being influenced by a specific group. As the elected official makes political decisions to gain the support of an interest group, the more dependent the elected official becomes on the group.
 - b. A elected official who is indebted to an interest group is less likely to oppose the wishes of that group during policymaking.
 - c. On the other side, a elected official who wishes to maintain independence generally does not gain political support from interest groups. This may make re-election difficult.
 - d. If an EFO directly ties himself or herself to an individual official or group politically, the EFO's influence will be tied to the political standing of that individual or group.
6. Elected officials are influenced most effectively by direct, personal communication.
- a. Elected officials measure citizens' attitudes about a given policy by the amount of contact they receive on the issue.
 - b. Direct contact puts a "face" on the issue for the decision-maker.
 - c. This is a benefit from building a relationship with decision-makers in advance of the issue being considered.
 - d. This is one of the best investments in time by the EFO. However, the EFO must follow local policies about contact with elected officials.

POLITICAL DYNAMICS (cont'd)

- Every community has power brokers who have influence with elected and appointed officials.

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- 7. Within each community, there are power brokers who have significant influence with elected and appointed officials.
 - a. These power brokers may be prominent business owners, former elected officials, etc.
 - b. Some power brokers are behind the scenes and seldom seen publicly influencing decisions.
 - c. These power brokers have an established “power pattern” in each community.
 - d. In some cases, it is necessary to influence the opinions of the power brokers in order to influence political decisions.
 - e. Influencing these power brokers who are not elected or appointed officials is the greatest political challenge for the EFO.

POLITICAL DYNAMICS (cont'd)

- At the local level, organized neighborhood and interest groups have the most influence on elected and appointed officials.

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8. At the local level, organized neighborhood and interest groups have the most influence on elected and appointed officials.
 - a. These groups tend to have the most influence because they are perceived as being closest to the citizens (voters) in the community. They put a “face” on the issue.
 - b. Groups that are organized locally tend to have more influence than nationally organized groups.
 - c. Historically, neighborhood groups with a political agenda are formed in order to **oppose** some specific policy or action by local government.
 - d. Neighborhood groups tend to form around a specific issue and then disorganize once the issue is resolved. Interest groups tend to be longer organized.

POLITICAL DYNAMICS (cont'd)

The rank of political influence:

- Neighborhood/Interest groups.
- Business interests.
- Older adults/Senior groups.
- Realtor/Developer interests.
- Minorities.

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9. Local elected officials rank the relative influence of groups and associations as listed below.
 - a. Neighborhood/Interest groups.
 - b. Business interests.
 - c. Older adults/Senior groups.
 - d. Realtor/Developer interests.
 - e. Minorities.

POLITICAL DYNAMICS (cont'd)

- Municipal employees.
- Women's groups.
- Environmental interests.
- Ethnic groups.
- Labor unions.

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- f. Municipal employees.
- g. Women's groups.
- h. Environmental interests.
- i. Ethnic groups.
- j. Labor unions.

POLITICAL DYNAMICS (cont'd)

- Remember that local decision-makers have direct ties to the community and its people.
- Decision-makers will make decisions carefully after considering all information.
- Policymaking process must be ethical.

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- 10. In local politics, the end cannot be separated from the means used to achieve it.
 - a. At the local level, the decision-maker is from that community and has strong ties to its people and institutions.

- b. When undesirable means are used to make a policy decision, the reputation of the decision-maker is damaged immediately. His or her family and friends are affected also. The most common undesirable issue is dishonesty or a breach of trust by the politician.
- c. Once a decision-maker gets a reputation for acting without integrity, his or her ability to be involved effectively in local policymaking is lost or compromised.
- d. The policymaking process must be ethical. This includes all those who are part of the process, including the EFO.
- e. An EFO's ability to influence policymaking is only as great as his or her perceived integrity by the community.

POLITICAL DYNAMICS (cont'd)

- Elected officials always consider the political context of an issue before supporting it.

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- 11. Elected officials always consider the political context of an issue before supporting it.
 - a. Elected officials want to be informed on the issue before making a decision. They depend on the EFO for information about fire department-related issues. The EFO is the technical expert.
 - b. The elected official always considers the impact to his or her constituents. He or she counts on neighborhood and interest groups for information on the local impact of the policy.
 - c. The EFO should put a local face on any fire department policy issue so that the elected official relates the policy to the needs and welfare of their constituents.

- d. If an issue does not appear to have any serious political consequence, elected officials tend to support the recommendations of government officials.
- e. If an issue has a real or perceived negative impact to the constituents or a negative political consequence, most elected officials will oppose the policy. This is especially true when there is strong citizen input against the policy.
- f. Social merit of an issue is considered and may influence decision-making if it does not have high political consequences.
- g. To the politician, every vote has a political implication.

J. Community values and politics.

ROLE OF CITIZEN PARTICIPATION

- Essential component of local policymaking.
- Personal presentation is most effective.
- Citizens take action when a policy will have an impact on the status quo.

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K. Role of citizen participation.

- 1. Citizen participation is an essential component of local politics and policymaking.
 - a. Few local policies are adopted without some form of citizen participation.
 - b. Elected officials depend on citizen participation for guidance on policy issues, especially those policy issues that are controversial.
 - c. The participation of citizens can ensure either the success or the failure of a policy initiative.
- 2. The most effective tactic used by citizens to influence decision-makers during policymaking processes is personal presentation.

- A. Concept of ethics.
1. Ethics is a system or code of conduct based on universal moral duties or obligations that indicate how one should behave.
 2. Ethics is the ability to distinguish between right and wrong.
 3. Personal ethics and professional ethics may be different, especially for a public official.
 4. An ethical framework develops over many years, sometimes decades.
 - a. The framework may be for a given professional or organization. For example, most professions have adopted a set of ethics that guide the behavior of the members.
 - b. The framework is influenced directly by the moral beliefs and values of the group. These moral beliefs and values are the foundation for the code of ethics.
 - c. For the public official, the laws of the community, state and nation are also built into the framework.
 - d. An individual's personal framework or ethical code is influenced by his or her experiences — both positive and negative.
 5. Ethics of a democracy.
 - a. There is an ethical framework that has developed for elected and appointed officials who are tasked with the job of governing. This is known as democratic ethics.
 - b. The ethics of democracy is built on values and obligations to use administrative discretion and personal leadership to advance social values, public interest, due process and social equity.
 - c. Ethics of democracy obliges the EFO to act with fairness, with equity, and in the interest of the public.



ETHICAL VALUES

- Economical.
- Confidentiality.
- Impartial.
- Individual rights.
- Public interest.
- Politically aware.

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B. Ethical values.

1. Economical: The official uses the resources provided in an efficient manner.
2. Confidentiality: The official keeps pertinent information confidential.
3. Impartial: The official always acts in an impartial manner in decision-making and personal choices.
4. Individual rights: The official respects the rights of the individual citizen.
5. Public interest: The official acts with the interest of the public in mind — the common good.
6. Politically aware: The official understands the local political environment.

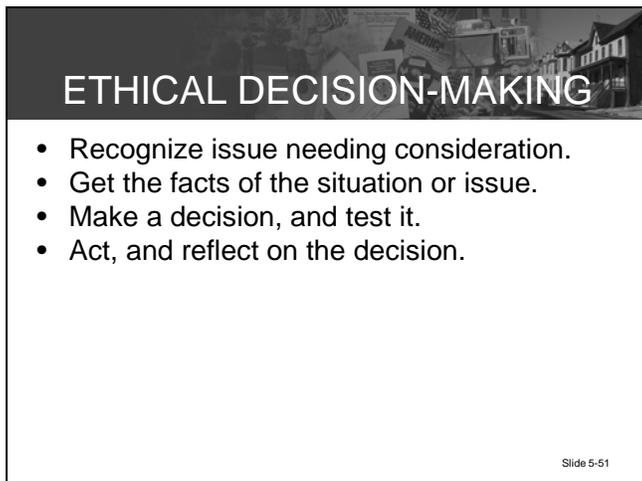


ETHICAL VALUES (cont'd)

- Compassionate.
- Accountable.
- Predictable.
- Competent.
- Advocate.
- Trustworthy.

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7. Compassionate: The official is compassionate toward the needs of individuals and groups in the community.
8. Accountable: The official holds himself or herself personally accountable for decisions and actions.
9. Predictable: The official is predictable in decision-making and policymaking.
10. Competent: The official is competent in his or her professional duties.
11. Advocate: The official is an advocate for the needs and issues of the citizens in the community.
12. Trustworthy: The official acts with integrity, keeps his or her word, and follows through on commitments.



ETHICAL DECISION-MAKING

- Recognize issue needing consideration.
- Get the facts of the situation or issue.
- Make a decision, and test it.
- Act, and reflect on the decision.

Slide 5-51

C. Ethical decision-making.

1. Recognize an issue as having a specific ethical consideration.
 - a. Is there something wrong socially that requires action?
 - b. Could the issue or situation be damaging to the citizens or the community in general?
 - c. Does the issue go beyond legal or constitutional concerns?
 - d. What does it do to people who have dignity, rights and hopes for a better life?
2. Get the facts of the situation or issue.

- a. What are the relevant facts of the case?
 - b. What individuals and groups in the community have an important stake in the outcome?
 - c. Do some have a greater stake due to a special need or special obligations to them?
 - d. What are the options for acting?
 - e. Have all the relevant individuals or groups been consulted?
 - f. Which option will produce the most good and do the least harm?
 - g. Will everyone's rights and dignity be respected?
 - h. Is there an option that is fair to all stakeholders?
3. Make a decision, and test it.
- a. Considering all of the options, which of the options is the right or best thing to do?
 - b. If you had to explain your decision to the groups affected by the decision, would you be comfortable doing so?
4. Act, and then reflect on the decision later.
- a. How did it turn out for all concerned?
 - b. If you had it to do all over again, what would you do differently?
5. When a complex decision with an ethical consideration is required, the EFO should work with the department management team and/or the other officials to ensure that the most ethical decision is made.
- a. If the decision is going to have a significant impact on a specific group, neighborhood or interest, the EFO should consult a trusted member and get their counsel.
 - b. If time allows, the EFO should do research on other communities who faced a similar issue to identify their course of action and its outcome.
- D. Personal ethical accountability.

VII. CREATING LOCAL POLITICAL ACTION

STAGES OF PUBLIC POLICYMAKING

- Issue creation.
- Agenda building.
- Issue resolution.
- Policy implementation.
- Policy outcomes, evaluation and feedback.

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A. Stages of policymaking.

1. Issue creation — The first step in policymaking is for the issue that will be addressed to be identified clearly.
 - a. Creating an issue involves transferring the problem into an issue that can be addressed by a public policy.
 - b. There must be a lead agency, department or group that works to identify the problem and get it pushed into the issue creation stage.
 - c. Generally, there is a coalition of groups and agencies working together prior to the first stage.
 - d. It is critical that the neighborhood groups and citizens affected by the problem believe that a problem exists and that it requires immediate attention. Otherwise, it is very difficult to get the issue created.
2. Agenda building.
 - a. In this stage, the stakeholders for the issue come together to form a unified partnership for the issue.
 - b. The groups develop a clear agenda on the issue, including identifying the desired policy action to be taken by local government.

- c. The agenda should be easy to understand and clearly describe the problem and the positive change that will come as a result of the policy.
 - d. During agenda building, the stakeholders use influence to gain political support for the proposed policy.
 - e. During agenda building, at least one local elected official becomes an advocate for the issue.
3. Issue resolution.
- a. During this stage, the issue becomes a formal policy proposal to be considered by elected and appointed officials.
 - b. It is during this stage that public political debate occurs during meetings and hearings.
 - c. Stakeholders maximize their influence during this stage to convince elected officials to support and approve the policy.
 - d. During this stage, elected officials seek input from senior appointed officials, such as EFOs.
 - e. At the end of this stage, the council or board approves or rejects the proposed policy.
4. Policy implementation.
- a. Once the policy has been approved, it is up to the individual departments and agencies to implement the programs and services required.
 - b. A well-written policy allows for straightforward implementation.
 - c. It is up to the EFO to ensure that the policy is implemented by the fire department as intended by the stakeholders and elected officials.
 - d. A positive working relationship with the stakeholders is very beneficial during the implementation, especially if the stakeholders used significant political influence on behalf of the fire department.
5. Policy outcomes, evaluation and feedback.

- a. Once the policy has been implemented, it is necessary to evaluate it to ensure that it is achieving what was intended.
- b. Elected officials are going to want feedback, preferably positive, that indicates a positive change for the stakeholders.
- c. Stakeholders also will want to know how effectively the problem is being addressed.
- d. Bottom line for all involved is to determine how effectively the community risk is being reduced.

**FACTORS AFFECTING
POLITICAL DECISION-MAKING**

- Amount of information available.
- Urgency of the issue.
- Fiscal implications.
- Political consequences.
- Visibility in the community.

Slide 5-54

B. Factors affecting political decision-making.

- 1. Amount of information available to the elected official.
 - a. Elected officials want to have a good understanding of any issue that is being considered.
 - b. The elected official counts on the EFO to provide the technical information on the issue. It is essential that the elected official believe the information provided by the EFO is accurate and credible.
 - c. Information also should be provided by the stakeholders.
 - d. Information provided by both the EFO and the stakeholders must put a face on the issue. In other words, the information must explain clearly the impact of the risk to the constituents.
 - e. The EFO should avoid making the information an emotional appeal for action. Facts, figures and reasonable anecdotes are best.

2. The necessity or urgency of the issue.
 - a. Elected officials seldom take action on issues that are not urgent. There are enough urgent issues that those which do not require immediate action are postponed or ignored.
 - b. It is the responsibility of the EFO and the leaders in the stakeholder groups to make the issue urgent. This may require the EFO to educate the stakeholders about the nature of the risk.
 - c. Again, the urgency should not be one of emotion, but rather proven through facts and figures.
 - d. During policymaking, timing is critical. The best time for a community risk policy initiative is when the risk is in the media and on the minds of the community. Many times this is the time period immediately following a disaster or significant issue or incident.

3. Fiscal implications.
 - a. All policy changes have a fiscal implication. In other words, public policies that effectively reduce community risk cost money.
 - b. The EFO and stakeholders must be able to forecast the cost of the policy in funds, resources, etc. It may be difficult to be exact, but the forecast does need to be accurate.
 - c. The EFO should involve the city treasurer, city clerk or other officials in the planning process to ensure that all costs are addressed.
 - d. Another source of information on the cost of a risk-reduction initiative is other communities who have implemented similar policies.

4. Political consequences.
 - a. Elected officials always consider the political consequences for supporting a policy initiative.
 - b. The EFO must see the political aspect of the issue through the perceptions of the elected officials.
 - c. The EFO and stakeholders must ensure that the elected official believes the political consequence of supporting the risk-reduction policy is more positive than negative.

- d. Stakeholders are the key to persuading elected officials that there are positive political consequences for supporting the risk-reduction policy.
 - e. Stakeholders are perceived as having the ability to punish an elected official if that official does not support their agenda.
5. Visibility in the community.
- a. Elected officials like to have visibility or association with issues that are supported by neighborhood groups.
 - b. Elected officials are more likely to support an issue that provides an opportunity for positive visibility, especially if it is with their constituents.
 - c. The EFO should create opportunities for elected officials to be seen as the advocate for the risk-reduction issue.
 - d. Elected officials prefer publicity events where they can interact and be seen with their constituents. These provide opportunities for the elected official to be perceived as working hard for the needs of the voters.

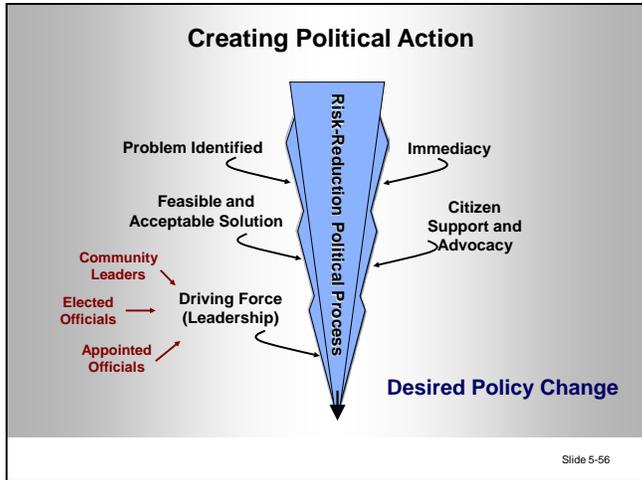
LEVEL OF INVOLVEMENT BY THE EXECUTIVE FIRE OFFICER

- Indirect.
- Direct.
- In between direct and indirect.

Slide 5-55

- C. Level of involvement by the EFO.
- 1. The EFO may have indirect involvement, direct involvement, or a level of involvement in between. The political situation and the needs of the policymaking process will determine the appropriate level of involvement.
 - 2. During direct involvement, the EFO may be active in three areas.

- a. Facilitate political action by having direct contact with elected officials.
 - b. Influence decision-making through information provided to elected officials and by personal contact with decision-makers.
 - c. The EFO will be a visible and prominent representative for the risk-reduction issue. The EFO will use his or her credibility to promote the urgency of the risk and the need for a policy change. The EFO is a recognized advocate on behalf of the issue.
3. During indirect involvement, the EFO may be active in three areas.
- a. Observe the politics involved in the initiative. The EFO will evaluate the political dynamics and provide feedback to the leaders of the policy initiative.
 - b. The EFO will act as a coach to community leaders, stakeholder leaders, etc., who are promoting and leading the initiative.
 - c. The EFO will respond to public inquiries about the risk issue or the policy initiative. Once an inquiry is received, the EFO will respond with factual and accurate information. The EFO endorses the issue.
4. Factors affecting the level of involvement by the EFO.
- a. Local laws and policies regarding the political involvement of the EFO.
 - b. The professional risk to the EFO by being directly and visibly involved in the policymaking process.
 - c. The need for the EFO to be involved directly.
 - d. Community values and expectations regarding the political activity of the EFO.



D. Creating political action.

1. A problem is identified clearly.
 - a. The who, what, when, where and why of the problem have been identified and communicated to local elected and appointed officials and the community at large.
 - b. The problem is communicated in the context of its impact on the social welfare and needs of the stakeholders. In other words, a “human face” is put on the problem.
 - c. The problem can be explained in terms of costs to the community, impact on services, etc. Emotion is minimized as a marketing point.
2. There is immediacy to the problem.
 - a. The problem requires immediate action by elected officials and local government.
 - b. The EFO and other community leaders with credibility must communicate the immediacy of the problem.
 - c. Timing may be essential in terms of convincing elected officials that immediate action is required. For example, the best time to promote a policy initiative for building more tornado shelters is at the beginning of the severe weather season.
3. A feasible solution is possible through a policy change.

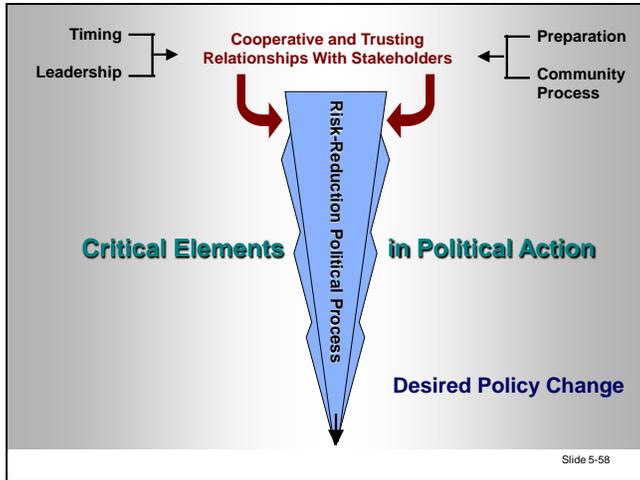
- a. The community and elected officials must perceive that the problem can be solved through a policy change.
 - b. The feasible solution must be provided early in the policymaking process as it is presented to elected officials for consideration.
 - c. Most elected officials will concede that a problem exists. The debate and challenge comes in building consensus on the appropriate solution.
4. Citizen support or advocacy exists for the policy (solution).
- a. The fire department must have the support of the stakeholder groups who are affected by the risk issue to be successful.
 - b. The most effective political actions are when stakeholder groups take a visible advocacy role. This shows that those who are at greatest risk expect action to be taken by elected officials.
 - c. The EFO may have to be a catalyst to build citizen support. This may include being a mentor for the leadership of the stakeholder groups.
 - d. The citizen support must be focused on the policy issue.
5. A driving force is behind the policy action. This driving force is also known as community leadership.
- a. The leadership generally comes from one of three groups: elected officials, appointed officials such as the EFO, and community leaders.
 - b. The strongest driving force exists when leadership roles from all three groups are working together as part of a unified effort.
 - c. There is typically a transition in leadership roles as the policymaking process progresses.
6. In the beginning, community leadership, with support from the EFO, is the driving force.
7. As the issue progresses through the stages, the leadership role shifts to elected officials who are advocates for the policy. The EFO provides a supporting leadership role to the elected officials.

**ROLE OF EXECUTIVE FIRE OFFICER
IN CREATING POLITICAL ACTION**

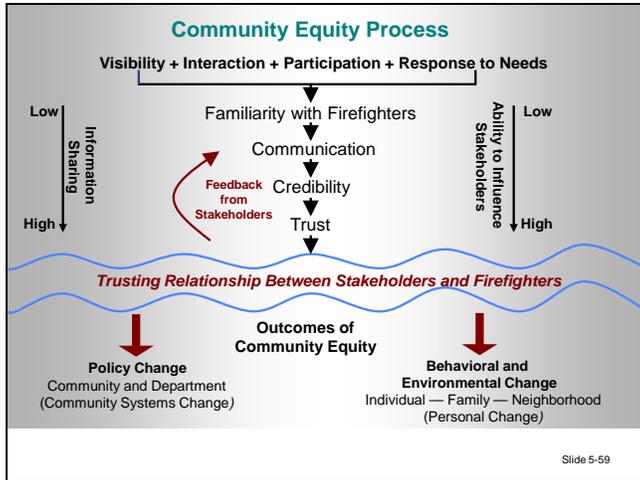
- May have to initiate or build elements.
- Provide guidance and coaching.
- Provide information to officials.
- Conduit between stakeholders and officials.
- Assist in developing feasible and realistic public policy.

Slide 5-57

- 8. The role(s) of the EFO in creating political action.
 - a. The EFO may have to initiate or build one or more of the elements required for political action.
 - b. The EFO may have to provide guidance and coaching to stakeholder groups and community leaders on how to create political action.
 - c. The EFO must provide information to elected and appointed officials so they may be informed advocates of the policy and the risk issue.
 - d. The EFO may act as a conduit between stakeholders and elected officials. This can be used to develop closer relationships between the local government and the stakeholders.
 - e. One of the most important roles of the EFO is to assist in developing a feasible and realistic solution in the form of public policy.



9. Critical elements in political action.
 - a. The timing for the political action must be right. This means that the stakeholders are receptive to a political action, the community in general is aware of the problem, department and community leadership is in place, and the department has built community equity.
 - b. There is strong and wise leadership in the fire department. The leadership of the department is committed to community risk reduction and has built credibility and trust with elected and appointed officials and the stakeholder groups.
 - c. The department has built community equity with the stakeholders at the neighborhood level. The stakeholders have a relationship with the firefighters, and they trust the department.
 - d. A community process for political action and policy adoption exists. The process is understood and is known to be fair and accessible.
 - e. The EFO does have control over at least three of these critical elements. The EFO can lay the foundation for political action to occur.



E. Community equity and political action.

1. There is an evolution that occurs between the services and activities of the local companies and the existence of a trusting relationship.
2. The development of community equity begins with visibility, interaction, participation, and response to the needs of the stakeholders.

Being responsive to the needs of the stakeholders is a key part of identifying risk areas of concern to the residents. Some experts believe this responsiveness to needs is actually a problem-solving activity.

3. Over time, these activities will allow the residents of the neighborhoods (stakeholders) to become familiar with the firefighters and the services, operations and values of the fire department.
4. Once familiarity has been developed, residents will begin active and open communication with firefighters. This occurs during emergencies and during nonemergency contacts.
 - a. This is generally two-way communication. The fire department may receive feedback on programs and services.
 - b. The firefighters can communicate information about the department and the local risk issues.
5. The next step after communication is credibility. The firefighters now have credibility with the local residents. The residents believe the firefighters are skilled and are acting in the best interests of the residents.
6. Finally, trust between the residents and the firefighters is established. This takes form as a close relationship.

- a. Once this relationship is established, the residents will share information about their needs and values. While communication occurs earlier, this sharing of personal information will only occur after the trusting relationship is formed.
 - b. The sharing of information really allows firefighters to understand the environment in which the residents live and work, their values, their needs, fears, hopes, etc.
 - c. Once the trusting relationship is established, firefighters can begin to effectively influence the resident on risk issues. This influence can be used to create behavioral and environmental changes, such as mounting smoke alarms, wearing bicycle helmets, etc.
7. The trusting relationship also allows the EFO to gain the involvement of the stakeholder group(s) in a risk-reduction policy initiative. However, the EFO must have also been involved in building the equity.
8. The activities and building of a trusting relationship can be thought of as inputs into the community equity process. The political action and behavioral and environmental change that can occur as a result of the trusting relationship can be considered outcomes of the community equity process.

MAINTAINING LOCAL POLITICAL INFLUENCE

Ensure that community expectations are met.

- Efficiency.
- Effectiveness.
- Equity.
- Responsiveness.
- Ethical behavior.

Slide 5-60

- F. Maintaining local political influence.
- 1. Once the EFO and members of the fire department have built community equity and established political influence, the progress must be maintained.

2. The EFO can ensure that the community's expectations for the department are met. There are five areas of expectations that the community has for the fire department.
3. Efficiency — The public expects the EFO to wisely and prudently use the resources provided. Any waste, even if just perceived, is seen as a lack of efficient operation.
4. Effectiveness — The public expects the fire department to be effective during operations and service delivery.
5. Equity — Citizens, especially minorities and the economically disadvantaged, expect to be treated equitably. In other words, these groups expect to receive the same types of services and quality of services as any other group in the community.
6. Responsiveness — The public expects the fire department to be responsive to requests for assistance. This includes both emergencies and nonemergency situations. This is something that is most affected by the individual companies in each neighborhood.
7. Ethical behavior — As mentioned earlier in the unit, the public expects the EFO and all members of the department to act ethically. A breach of ethical behavior can immediately destroy a trusting relationship. The need for ethical behavior needs to be discussed frequently with all members of the department.

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ACTIVITY 5.4

Creating Political Action to Support a Community Risk-Reduction Program

Purpose

To propose a political action strategy to gain internal and external support for a community risk-reduction program.

Directions

1. This activity ties to your culminating project to help you identify a political action strategy.
2. Reflect on the activities pertinent to building organizational and community equity, and perform the following directives:
 - a. List five actions you will take to build organizational equity within your department so that internal political support is generated for community risk reduction.

 - b. List five actions you will take to build community equity so that external political support is generated for community risk reduction.

3. There are 30 minutes allotted for these actions. When these actions have been completed, please share your responses with a peer.

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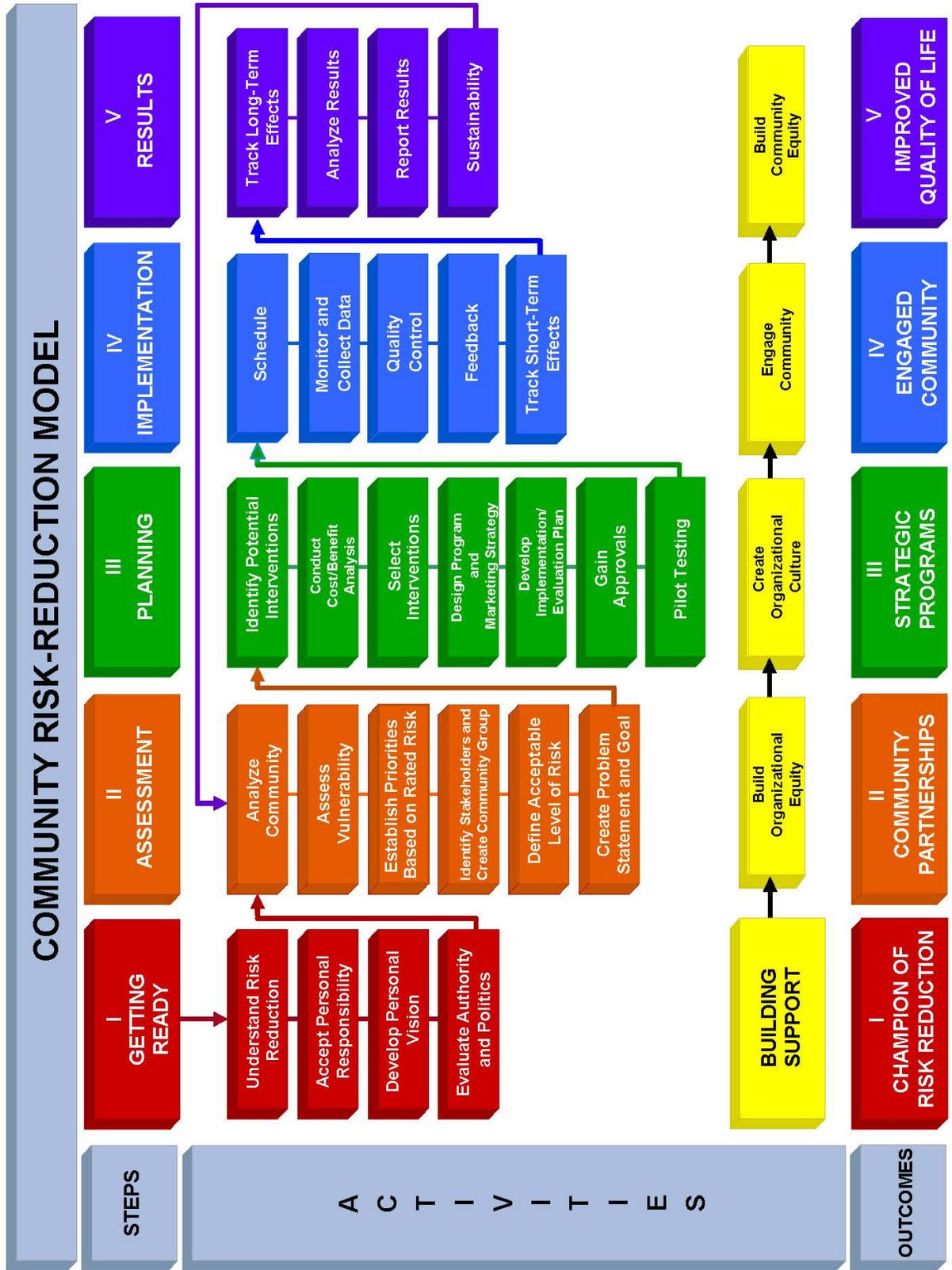
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APPENDIX

COMMUNITY RISK-REDUCTION MODEL

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UNIT 6: CULMINATING PROJECT

TERMINAL OBJECTIVE

The students will be able to:

- 6.1 *Present strategies for community risk reduction based on the assessed risk in their community and their intervention, implementation, evaluation plan, application of change, leadership strategies, and strategy for influencing local policy.*

ENABLING OBJECTIVES

The students will be able to:

- 6.1 *Summarize leadership potential and authority for community risk-reduction, and explain vision for a safer community.*
 - 6.2 *Identify priority risk areas and justification for the risk selection.*
 - 6.3 *Summarize implementation/evaluation plan.*
 - 6.4 *Summarize marketing strategy, and identify community partners.*
 - 6.5 *Describe cost/benefit and fiscal implications of the risk-reduction plan.*
 - 6.6 *Summarize potential change issues.*
 - 6.7 *Summarize a political action strategy.*
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ACTIVITY 6.1

Culminating Project

Purpose

Integrate the elements of the activities from Units 1 through 5 into a comprehensive risk-reduction plan for the Executive Fire Officer's (EFO's) home community.

Directions

1. You will deliver a 12- to 15-minute presentation on the second Thursday of class. The presentation will be based on the information that you have developed during several of the individual group activities in class.
 - a. Prepare the presentation with the mindset that you are delivering a persuasive presentation to the chief of your department (or, if you are the chief, your city manager).
 - b. Your presentation should provide a fact-based rationale for addressing a local risk and offer a suggested plan of action to begin addressing the issue.
 - c. While this will be an oral presentation, please develop visuals to support your proposal. You are encouraged to use pictures and graphics in your presentation.
2. During the presentation, you must provide the following information about your community and the risk-reduction plan:
 - a. A brief introduction of you, your community, and the organization you represent. This is for the benefit of the National Fire Academy (NFA) instructors, class members, and potential visitors (one slide).
 - b. Explanation of your current leadership role and authority in regards to community risk reduction. Refer to Activity 1.3 for this information (one slide).
 - c. Include a brief overview of what your personal vision is for a safer community. This vision statement should support those of your organization and municipality. Refer to Activity 1.2 for this information (one slide).
 - d. The description of the priority local risk you would like to address and **justification** for why you selected it. Refer to Activities 2.3 and 2.4 for this information (likely up to three slides).
 - e. Your problem statement and goal. Refer to Activities 2.5 and 2.6 for this information (one slide).

- f. Your proposed outcome objective (one slide).
 - g. A summary of the intervention strategy that comprises your risk-reduction implementation and evaluation plan. Note — this should **not** be simply a list of program objectives. It should be a summary of how you propose using a combination of interventions (five E's) to address your risk issue.
 - Your summary should also include how you considered cost versus benefit of each proposed type of intervention and how you will market the overall strategy (both internally within the organization and externally in the community).
 - Refer to Activity 3.13 for details on the implementation and evaluation plan.
 - You will likely have several slides here.
 - h. An overview of any potential change management challenges (internally within the organization and externally in the community) that could impact your proposed risk-reduction plan. Please discuss solutions to these challenges. Refer to material presented in Unit 4 if needed (one slide).
 - i. A brief summary of your strategy for creating political action (internally within the organization and externally in the community) in support of your community risk-reduction plan. Refer to Unit 5 and Activity 5.4 for your local political action strategy (one slide).
3. At the end of your presentation, other students and the instructors may ask you questions about your plan. Be prepared to answer questions. The questions will only be to clarify elements of your plan rather than challenge your strategies.

You will be evaluated on the professionalism of your presentation to your intended audience and how you answer the questions that may be posed by the instructors and students.

4. To support your presentation, you must prepare a one-page executive summary of the key points of your presentation. A copy of the summary should be provided to your instructors. Please put your contact information on the summary. Limit the summary to one page.

Prepare the summary just as you would if you were giving an informational presentation to your chief (or manager/administrator). **Do not** simply hand in a copy of your PowerPoint presentation.

5. An instructor will evaluate your presentation based on the following criteria:
 - a. The EFO's leadership potential and authority for community risk reduction and vision for a safer community are explained.
 - b. The priority risk is well-defined and justified.
 - c. The problem statement and goal are clear. The outcome objective conforms to the **Specific, Measurable, Achievable, Realistic and Time framed (SMART)** criteria.
 - d. The risk-reduction implementation/evaluation plan is clear and well-summarized.
 - e. Cost/Benefit and fiscal implications of the risk-reduction plan are described.
 - f. The marketing strategy is summarized. Community partners are identified if applicable.
 - g. A summary of potential change issues is identified with solutions suggested.
 - h. A political action strategy is explained.
 - i. The presentation is delivered in a professional manner appropriate for the intended audience.
 - j. Questions are addressed succinctly and concisely.
 - k. Summary summarized key points of presentation.

6. Finally, here are a few tips for success with the individual course project. Begin early. You can begin preparing the presentation once you have completed Activity 1.2.
 - a. As you progress through the course, add content to your presentation.
 - b. Discuss your presentation with other students, and seek their feedback and suggestions. Practice your delivery.
 - c. Remember to prepare the presentation with the mindset that you are delivering a persuasive presentation to your chief or manager/administrator. Anticipate the questions they would have about the plan, your role, the need for risk reduction, etc.
 - d. If you have any questions, ask the instructors as soon as possible.

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ACTIVITY 6.1

Rubric for Assessment Tool — Culminating Project

Directions: For each of the 10 assessment areas in the left column, rate each on a scale from 4 to 10 points. Place an “X” through one of the five point value areas (Columns 3 to 6). Subtotal at the bottom, and then place the total number of points in the box at the lower left of the table. Transfer this score to the student’s summary course evaluation record.

Assessment Area	Total Point Value	Poor (4 points)	Fair (6 points)	Good (8 points)	Excellent (10 points)
Explained his or her leadership potential and authority for the community risk-reduction issue and vision for a safer community.	10	Insufficiently explained leadership potential and authority for the community risk-reduction issue and vision for a safer community.	Partially explained leadership potential and authority for the community risk-reduction issue and vision for a safer community.	Satisfactorily explained leadership potential and authority for the community risk-reduction issue and vision for a safer community.	Thoroughly explained leadership potential and authority for the community risk-reduction issue and vision for a safer community.
Identified and described the priority risk areas for the community and justified the selection of the particular risk issue.	10	Insufficiently identified and described the priority risk areas for the community and justified the selection of the particular risk issue.	Partially identified and described the priority risk areas for the community and justified the selection of the particular risk issue.	Satisfactorily identified and described the priority risk areas for the community and justified the selection of the particular risk issue.	Thoroughly identified and described the priority risk areas for the community and justified the selection of the particular risk.
Summarized the implementation/ evaluation plan for addressing the selected risk-reduction issue.	10	Insufficiently summarized the implementation/ evaluation plan for addressing the selected risk-reduction issue.	Partially summarized the implementation/evaluation plan for addressing the selected risk-reduction issue.	Satisfactorily summarized the implementation/ evaluation plan for addressing the selected risk-reduction issue.	Thoroughly summarized the implementation/ evaluation plan for addressing the selected risk-reduction issue.
Summarized a marketing strategy and identified community partners.	10	Insufficiently summarized a marketing strategy and identified community partners.	Partially summarized a marketing strategy and identified community partners.	Satisfactorily summarized a marketing strategy and identified community partners.	Thoroughly summarized a marketing strategy and identified community partners.
Explained the cost/benefit of the plan and any fiscal implications.	10	Insufficiently explained the cost/benefit and any fiscal implications.	Partially explained the cost/benefit and any fiscal implications.	Satisfactorily explained the cost/benefit and any fiscal implications.	Thoroughly explained the cost/benefit and any fiscal implications.

CULMINATING PROJECT

Assessment Area	Total Point Value	Poor (4 points)	Fair (6 points)	Good (8 points)	Excellent (10 points)
Identified and addressed potential change issues that may arise as a result of the community risk-reduction plan.	10	Insufficiently identified and addressed potential change issues that may arise as a result of the community risk-reduction plan.	Partially identified and addressed potential change issues that may arise as a result of the community risk-reduction plan.	Satisfactorily identified and addressed potential change issues that may arise as a result of the community risk-reduction plan.	Thoroughly identified and addressed potential change issues that may arise as a result of the community risk-reduction plan.
Identified an achievable and ethical political action strategy for creating positive influence for the community risk-reduction plan.	10	Insufficiently identified an achievable and ethical political action strategy for creating positive influence for the community risk-reduction plan.	Partially identified an achievable and ethical political action strategy for creating positive influence for the community risk-reduction plan.	Satisfactorily identified an achievable and ethical political action strategy for creating positive influence for the community risk-reduction plan.	Thoroughly identified an achievable and ethical political action strategy for creating positive influence for the community risk-reduction plan.
The EFO delivered the presentation in a professional manner appropriate for the intended audience.	10	Insufficiently delivered the presentation in a professional manner appropriate for the intended audience.	Partially delivered the presentation in a professional manner appropriate for the intended audience.	Satisfactorily delivered the presentation in a professional manner appropriate for the intended audience.	Thoroughly delivered the presentation in a professional manner appropriate for the intended audience.
Responded to questions by students and instructors in a succinct and concise manner.	10	Insufficiently responded to questions by students and instructors in a succinct and concise manner.	Partially responded to questions by students and instructors in a succinct and concise manner.	Satisfactorily responded to questions by students and instructors in a succinct and concise manner.	Thoroughly responded to questions by students and instructors in a succinct and concise manner.
Summary summarized key points of the presentation in a logical and informative manner and format.	10	Insufficiently summarized key points of the presentation in a logical and informative manner and format.	Partially summarized key points of the presentation in a logical and informative manner and format.	Satisfactorily summarized key points of the presentation in a logical and informative manner and format.	Thoroughly summarized key points of the presentation in a logical and informative manner and format.
Total Points	100				

ACTIVITY 6.1 (cont'd)

Culminating Project Presentation Evaluation Form

Presenter: _____ Date: _____

Department/Community: _____

Presentation Evaluator: _____

Presentation Evaluator: _____

1. The Executive Fire Officer (EFO) clearly explained his or her leadership potential and authority for the community risk-reduction issue and vision for a safer community.

Excellent Good Fair Poor

Comments: _____

2. The EFO identified the priority risk areas for the community and justified the risk selected.

Excellent Good Fair Poor

Comments: _____

3. The EFO summarized the community risk-reduction implementation/evaluation plan for addressing risk identified in No. 2 above.

Excellent Good Fair Poor

Comments: _____

CULMINATING PROJECT

4. The EFO summarized a marketing strategy and identified community partners for the community risk-reduction plan.

Excellent Good Fair Poor

Comments: _____

5. The EFO presented cost/benefit and the fiscal implications of the community risk-reduction plan.

Excellent Good Fair Poor

Comments: _____

6. The EFO identified and addressed any potential change issues that may arise as a result of the community risk-reduction plan.

Excellent Good Fair Poor

Comments: _____

7. The EFO identified an achievable and ethical political action strategy for creating positive influence for the community risk-reduction plan.

Excellent Good Fair Poor

Comments: _____

CULMINATING PROJECT

8. The EFO delivered the presentation in a professional manner appropriate for the intended audience.

Excellent Good Fair Poor

Comments: _____

9. The EFO responded to questions by students and instructors in a succinct and concise manner.

Excellent Good Fair Poor

Comments: _____

10. The executive summary presented key points of the presentation in a logical and informative manner and format.

Excellent Good Fair Poor

Comments: _____

Other comments and recommendations:

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ACRONYMS

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ACRONYMS

ACE	American Council on Education
AHJ	authority having jurisdiction
ALS	advanced life support
APA	American Psychological Association
ARP	Applied Research Project
ATV	all-terrain vehicle
BLS	basic life support
CDC	Centers for Disease Control and Prevention
CEO	Chief Executive Officer
CERT	Community Emergency Response Team
CFAI	Commission on Fire Accreditation International
CFM	Chief Fire Marshal
CFO	Chief Fire Officer
CMO	Chief Medical Officer
CO	Company Officer
CPR	cardiopulmonary resuscitation
CPSE	Center for Public Safety Excellence
CSV	Children's Safety Viallge
DHHS	Department of Health and Human Services
DHS	Department of Homeland Security
DUI	driving under the influence
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”
EMS	Emergency Medical Services
EOC	Emergency Operations Center
ESRI	Environmental Systems Research Institute
FEMA	Federal Emergency Management Agency
FSRS	Fire Suppression Rating Schedule
GIS	Geographic Information System
ICC	International Code Council
IFSTA	International Fire Service Training Association
IG	Instructor Guide
IIHS	Insurance Institute for Highway Safety
IRM	Integrated Risk Management
JPRs	job performance requirements
KSAs	knowledge, skills and abilities
LODDs	line-of-duty deaths
LRC	Learning Resource Center
NEMSIS	National EMS Information System
NFA	National Fire Academy
NFDC	National Fire Data Center

NFFF	National Fallen Firefighters Foundation
NFIRS	National Fire Incident Reporting System
NFPA	National Fire Protection Association
NHTSA	National Highway Traffic Safety Administration
NWS	National Weather Service
PASS	personal alert safety system
PFD	personal floatation device
PPC™	Public Protection Classification™
PPE	personal protective equipment
PSA	public service announcement
PSAP	public safety answering point
RMS	records management system(s)
SAW	Student Activity Worksheet
SM	Student Manual
SMART	Specific, Measurable, Achievable, Realistic and Time framed
SOPs	standard operating procedures
U.K.	United Kingdom
USFA	U.S. Fire Administration
WISQARS™	Web-based Injury Statistics Query and Reporting System™
WUI	wildland urban interface

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