

Effective Leadership Skills for Fire and EMS Organizations

ELSFEMSO-Student Manual

2nd Edition, 5th Printing-March 2015



FEMA

FEMA/USFA/NFA
ELSFEMSO-SM
March 2015
2nd Edition, 5th Printing

***Effective Leadership Skills for Fire
and EMS Organizations***



FEMA

Effective Leadership Skills for Fire and EMS Organizations

ELSFEMSO-Student Manual

2nd Edition, 5th Printing-March 2015



FEMA

This Student Manual may contain material that is copyright protected. USFA has been granted a license to use this material only for NFA-sponsored course deliveries as part of the course materials, and it shall not be duplicated without consent of the copyright holder. States wishing to use these materials as part of state-sponsorship and/or third parties wishing to use these materials must obtain permission to use the copyright material(s) from the copyright holder prior to teaching the course.

This page intentionally left blank.

U.S. DEPARTMENT OF HOMELAND SECURITY

UNITED STATES FIRE ADMINISTRATION

NATIONAL FIRE ACADEMY

FOREWORD

The U.S. Fire Administration (USFA), an important component of the Department of Homeland Security (DHS), serves the leadership of this Nation as the DHS's fire protection and emergency response expert. The USFA is located at the National Emergency Training Center (NETC) in Emmitsburg, Maryland, and includes the National Fire Academy (NFA), National Fire Data Center (NFDC), and the National Fire Programs (NFP). The USFA also provides oversight and management of the Noble Training Center in Anniston, Alabama. The mission of the USFA is to save lives and reduce economic losses due to fire and related emergencies through training, research, data collection and analysis, public education, and coordination with other Federal agencies and fire protection and emergency service personnel.

The USFA's National Fire Academy offers a diverse course delivery system, combining resident courses, off-campus deliveries in cooperation with State training organizations, weekend instruction, and online courses. The USFA maintains a blended learning approach to its course selections and course development. Resident courses are delivered at both the Emmitsburg campus and the Noble facility. Off-campus courses are delivered in cooperation with State and local fire training organizations to ensure this Nation's firefighters are prepared for the hazards they face.

This page intentionally left blank.

TABLE OF CONTENTS

	PAGE
Foreword	iii
Table of Contents	v
Introduction	vii
Course Schedule	ix
Firefighter Code of Ethics	xi
A Student Guide to End-of-course Evaluations.....	xiii
UNIT 0: WELCOME AND INTRODUCTION.....	SM 0-1
UNIT 1: PERSONAL STYLES AND MANAGERIAL PERFORMANCE.....	SM 1-1
UNIT 2: THE EMERGENCY SERVICES ADMINISTRATOR AS LEADER AND MANAGER.....	SM 2-1
UNIT 3: STRESS MANAGEMENT.....	SM 3-1
UNIT 4: TIME MANAGEMENT AND DELEGATION.....	SM 4-1
UNIT 5: PROFESSIONAL DEVELOPMENT.....	SM 5-1
UNIT 6: COMMUNICATION.....	SM 6-1
UNIT 7: COUNSELING AND COACHING.....	SM 7-1
UNIT 8: MOTIVATION.....	SM 8-1
UNIT 9: GROUP DYNAMICS.....	SM 9-1
UNIT 10: WORKPLACE TEAMS.....	SM 10-1
UNIT 11: CONFLICT RESOLUTION.....	SM 11-1
UNIT 12: CULTURAL DIVERSITY.....	SM 12-1
UNIT 13: COURSE WRAP-UP.....	SM 13-1

Bibliography

This page intentionally left blank.

INTRODUCTION

Effective Leadership Skills for Fire and EMS Organizations (ELSFEMSO) is part of the National Fire Academy's (NFA's) Management Sciences curriculum, which is designed to enhance the capabilities of fire service managers to carry out their managerial roles and responsibilities. ELSFEMSO deals with the personal, interpersonal, and group behavioral aspects of the fire service manager's role.

Objectives

There are three major behavioral objectives covered in this course:

1. Individual.
2. Interpersonal.
3. Institutional.

These areas coincide with the following learning objectives, to enable students to:

- identify, describe, and explain concepts and techniques that will assist the individual fire service manager to understand and direct his/her managerial and leadership behaviors;
- identify, describe, and explain concepts and techniques that can be used in the effective management of individual and group behaviors in a fire service organization; and
- identify, describe, and explain concepts and techniques a fire service manager can use to provide for ongoing human resource development within his/her organization.

Instructional learning provides students with a knowledge base for better understanding comprised of:

- knowing the types of individual needs or goals each may have and how these may affect managerial performance;
- understanding how an individual manager can have an impact on others in the organization to achieve both personal and organizational goals; and
- using the organizational capacities that should be institutionalized in a fire service agency to ensure, to the extent possible, that the organization's human needs are met.

Course Content

The content of the course will cover major topic headings that are divided into the following units:

- Unit 0: Welcome and Introduction;
- Unit 1: Personal Styles and Managerial Performance;
- Unit 2: The Emergency Services Administrator as Leader and Manager;
- Unit 3: Stress Management;
- Unit 4: Time Management and Delegation;
- Unit 5: Professional Development;
- Unit 6: Communication;
- Unit 7: Counseling and Coaching;
- Unit 8: Motivation;
- Unit 9: Group Dynamics;
- Unit 10: Workplace Teams;
- Unit 11: Conflict Resolution;
- Unit 12: Cultural Diversity; and
- Unit 13: Course Wrap-Up.

Instructional Methodology

A variety of instructional methods will be used during the course, including

- lecture;
- individual activities;
- group activities;
- case studies;
- self-assessment activities;
- videos; and
- student reports.

COURSE SCHEDULE

- Unit 0: Welcome and Introduction
- Unit 1: Personal Styles and Managerial Performance
- Unit 2: The Emergency Services Administrator as Leader and Manager
- Unit 3: Stress Management
- Unit 4: Time Management and Delegation
- Unit 5: Professional Development
- Unit 6: Communication
- Unit 7: Counseling and Coaching
- Unit 8: Motivation
- Unit 9: Group Dynamics
- Unit 10: Workplace Teams
- Unit 11: Conflict Resolution
- Unit 12: Cultural Diversity
- Unit 13: Course Wrap-Up

This page intentionally left blank.

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.

This page intentionally left blank.

UNIT 0:
WELCOME AND INTRODUCTION

This page intentionally left blank.

NATIONAL FIRE ACADEMY ADMINISTRATIVE MATTERS

- weekend plans;
- class roster;
- dining hall hours;
- vehicle parking;
- seatbelt usage;
- coffee breaks;
- no smoking in campus buildings;
- daily schedule;
- phones and mail;
- restrooms;
- course materials;
- Learning Resource Center (LRC);
- computer lab; and
- pool and weight room.

COURSE GOAL

This 2-week course is designed to provide fire service/emergency medical services (EMS) managers with the skills and abilities required to be effective in dealing with the human aspects of their organization to achieve the following course goal:

To identify, describe, and explain concepts and techniques that a fire service/EMS manager can use to:

- assist him/her to better understand and direct his/her managerial and leadership behavior;
- manage individual and group behavior effectively in a fire service/EMS organization; and
- provide for ongoing human resource development within his/her organization.

COURSE OVERVIEW

The National Fire Academy (NFA) course *Strategic Organizational Issues in Fire and EMS* (SOIFEMS) uses the following definition of management:

"Management is the function of making decisions and directing individuals in such a way that the organization's needs and the individual's needs will be mutually satisfied." (Billy J. Hodge and Herbert J. Johnson, *Management and Organizational Behavior*.)

SOIFEMS was designed primarily to address the issue of how the fire service/EMS manager can best satisfy the **organization's needs**. The management techniques presented in that course cover planning, organizing, staffing, directing, and controlling. These can be used by the fire service/EMS manager to establish and achieve appropriate goals and objectives for his/her agency.

In this course, the focus is on addressing the **needs of the individuals** who work in fire service/EMS organizations. A good manager must be concerned not only with meeting the organization's needs, but also with meeting the needs of the individuals who work for that organization.

Management is a **human** as well as a technical endeavor. The technical management functions take place within the frequently irrational and unpredictable context of human behavior. To be successful, the fire service/EMS manager must understand how the dynamics of human behavior--including his/her own behavior--affect the operation of the organization.

The concepts and techniques to be presented during the coming 2 weeks will prepare the fire service/EMS manager to cope successfully with the dynamics of human behavior within an organizational environment.

COURSE METHODOLOGY

The following instructional methodologies will be used throughout the course:

- lecture/discussion;
- individual activities;
- group activities;
- case studies;
- self-assessment activities;
- videos; and
- student reports.

SCHEDULING

The units of instruction and their topics are as follows:

- Unit 1: Personal Styles and Managerial Performance;
- Unit 2: The Emergency Services Administrator as Leader and Manager;
- Unit 3: Stress Management;
- Unit 4: Time Management and Delegation;
- Unit 5: Professional Development;
- Unit 6: Communication;
- Unit 7: Counseling and Coaching;
- Unit 8: Motivation;
- Unit 9: Group Dynamics;
- Unit 10: Workplace Teams;
- Unit 11: Conflict Resolution;
- Unit 12: Cultural Diversity; and
- Unit 13: Course Wrap-Up.

Activity 0.2

Warmup Mapmaking

Purpose

To allow you to become acquainted with one another.

Directions

1. You will work in table groups for this activity.
2. Appoint one member of your group to draw a map of the United States on the easel pad provided.
3. You will then draw your home State on the map and label your home municipality.
4. You will then prepare a 1-minute presentation introducing yourself by playing the role of a representative of your local Chamber of Commerce telling us why we should visit your municipality. The presentations should include your name, fire or emergency medical services (EMS) department, and any other details designed to motivate the other class members to visit your jurisdiction.
5. You will make your oral presentation to the class.

This page intentionally left blank.

Alternate Activity 0.2

Warmup

Purpose

To allow you to become acquainted with one another.

Directions

1. You will count off by twos.
2. Using the Student Information Sheet found in your Student Manuals (SMs), you will interview each other and record answers on the information sheet.
3. When called on, you will introduce your partner.

This page intentionally left blank.

WELCOME AND INTRODUCTION

10. Your "worst" experience in the fire/EMS service was _____

11. Your "best" experience in the fire/EMS service was _____

12. Your address is _____

13. Your phone number is _____

14. If you could change one thing in the fire/EMS service, you would change: _____

15. Your highest level of fire-related certification is _____

16. Your highest level of EMS-related certification is _____

17. Your highest level of Hazardous Materials certification is _____

18. Have you ever had an Incident Command System (ICS) course? ____ Yes ____ No
If yes: Date: _____ Level: _____

19. Your primary occupation is _____

Activity 0.3

Expectations of the Course

Purpose

To help you focus on your expectations of what you hope to learn from the course.

Directions

1. In table groups, discuss what each of you hope to learn from the course.
2. Your table group should come to consensus about its expectations.
3. Your table group will record its expectations on an easel pad.

This page intentionally left blank.

APPENDIX

This page intentionally left blank.

Presentation Guidelines

As a member of a small group, you will be making a presentation on Day 9.

The topic can be one of four:

1. Generation "Y."
2. Generation "X."
3. Baby Boomers.
4. Traditionalists.

Here are a few helpful hints:

1. Some type of pre-prepared audiovisuals should be used.
2. Each member of the group should participate in the development of the project. However, the group is free to arrange how many members will speak and for how long.
3. The presentation should be approximately 30 to 40 minutes long, including time for answering questions from the class.
4. The overall presentation should reflect high quality research, be in "good taste," and use effective instructional techniques, such as skits, role playing, PowerPoint®, supported lecture, and the like.
5. Any photocopying should be accomplished by the end of Day 8.
6. At the completion of the content, your group should spend a few minutes telling the class about the group dynamics that occurred during the project.
7. Address the following ideas from your generation's viewpoint:
 - a. Describe the characteristics and/or traits.
 - b. Describe the "major" influences or social/emotional events.
 - c. Describe the generation from a minority perception.
 - d. Describe how you would lead, manage, or influence the other generations (i.e., internals and external customer).
 - e. Describe any myths that are present or evident.

Major Hint: Use of language, music, and attire as a focal point would be most effective techniques for this assignment.

This page intentionally left blank.

UNIT 1: PERSONAL STYLES AND MANAGERIAL PERFORMANCE

OBJECTIVES

The students will:

- 1. Describe the impact of interpersonal style on the operations of a fire service/emergency medical services (EMS) agency.*
 - 2. Assess the potential strengths and weaknesses of their personal managerial style.*
-

This page intentionally left blank.

STYLE AND PERFORMANCE

Each fire service/emergency medical services (EMS) manager possesses an unique set of individual strengths and weaknesses that greatly influences the way that manager performs both the **human** and **technical** aspects of the management function. Inevitably, these strengths and weaknesses affect the success an individual achieves as a manager. The degree of success usually depends on the ability of a fire service/EMS manager to capitalize on the strengths and minimize the weaknesses. An understanding of what one's potential strengths and weaknesses are in an organizational setting, therefore, can be a crucial first step in the process of improving one's ability to perform management functions.

This unit is designed to provide a framework for assessing your potential strengths and weaknesses. It also provides an opportunity to see how your jobs can be affected by those strengths and weaknesses.

THE ORGANIZATIONAL PERSONALITY THEORY: AN OVERVIEW

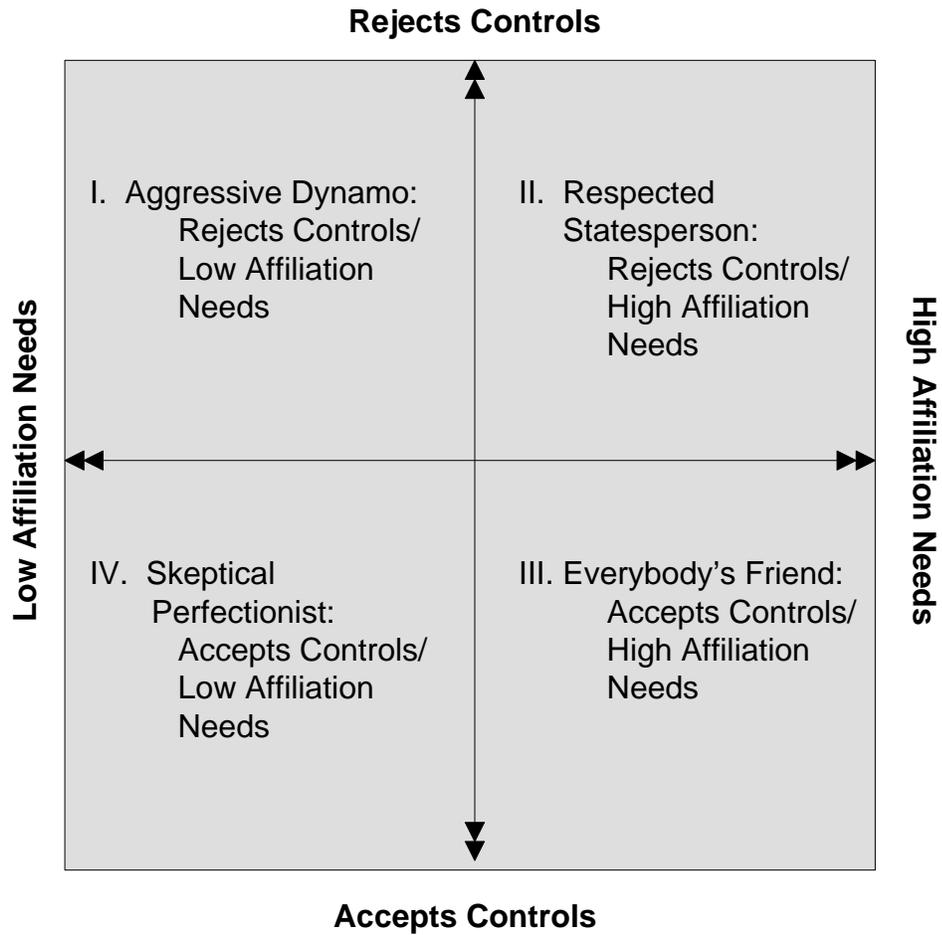
Classification of Behavioral Continua

The Organizational Personality Theory views personality as a two-dimensional phenomenon. Each individual's personality can be described as a function of where that person falls in terms of two continua:

1. **Level of Affiliation Needs:** i.e., to what extent the individual requires interaction with other people. The archetype of an individual with a very low level of affiliation needs would be a hermit. On the other hand, the archetype of an individual with high affiliation needs could be the town gossip, or the person who spends a great deal of time organizing parties and other social functions. Everyone falls at some point along the **affiliation** continuum.
2. **Level of Acceptance or Rejection of External Controls:** i.e., how willingly the individual conforms to rules that are imposed by outside authorities. The archetype of the individual who willingly accepts external controls would be a dedicated soldier or a member of a specialized religious order. The archetype of the individual who rejects external controls could be an anarchist or a sociopathic criminal. Again, everyone falls at some point along the **control** continuum.

The two continua can be graphed to show four broad personality quadrants.

The Personality Quadrants



Quadrant Types

The archetypes for each quadrant have been descriptively labeled as follows:

Quadrant I: "The Aggressive Dynamo"

Quadrant II: "The Respected Statesperson"

Quadrant III: "Everybody's Friend"

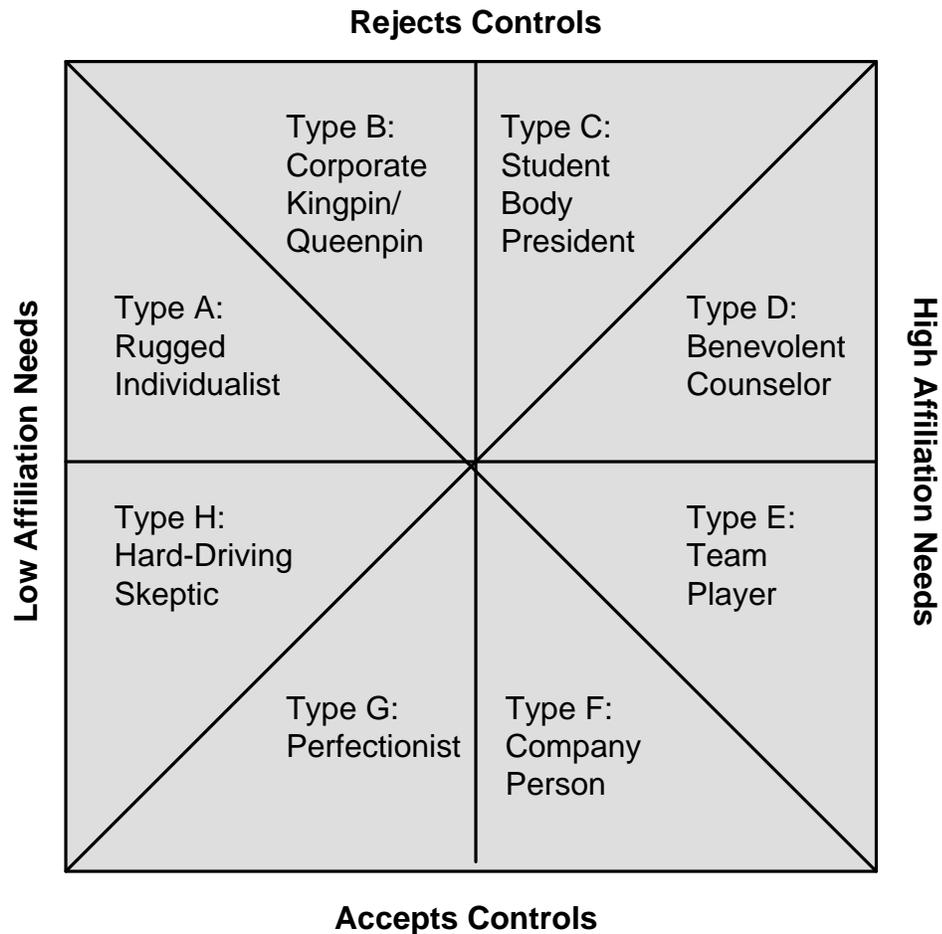
Quadrant IV: "The Skeptical Perfectionist"

These represent the four broad personality types reflected in this theoretical construct. To discuss the behavioral ramifications inherent in the theory meaningfully, it is necessary to divide each of the quadrants in half to form octants, with each octant representing a specific cluster of behavioral strengths and weaknesses.

THE EIGHT PERSONALITY TYPES

Each person possesses elements of all eight styles within his/her personal makeup. In most cases, individual behavior reflects one of the eight far more than the others. This type generally is referred to as the "dominant style." The synopses that follow are of the eight personality types' major strengths and weaknesses.

Bear in mind that the terms **strengths** and **weaknesses** are situationally determined. What may be a strength in one situation may be a weakness in another. The designations shown here are meant only as general guides and not as absolutes.



Type A: The Rugged Individualist

Strengths	Weaknesses
Demands much of self	Concern for product at expense of person
Doer	Impatient and irritable
Fair in dealings	Not a team player
Firm	Not tactful
Hard-driving	Often unfriendly and cold
Hard worker who likes results	Often unkind and hardhearted
Self-disciplined	Outspoken
Straightforward and honest	Self-seeking and calculating
Tough	Too much of an individualist

Type B: The Corporate Kingpin or Queenpin

Strengths	Weaknesses
Assertive	Can be indifferent to others
Self-sufficient	Difficulty sharing limelight
Independent	Dislikes details
Projects good, businesslike image	Easily bored
Self-confident	Forgets about others
Usually gets own way	May hop from job to job
	Self-centered
	Somewhat snobbish

Type C: The Student Body President

Strengths	Weaknesses
Admired	May build up people's hopes too high
Composed	May present things as accomplished facts when they are not
Enthusiastic	Overly optimistic
Makes a good impression	Overly self-confident
Good at getting things done through others	Puts too much faith in others' abilities
Optimistic	Terrible with details
Readily assumes tasks	Too bossy
Respected and remembered	Too controlling
Sincerely interested in others	

Type D: The Benevolent Counselor

Strengths	Weaknesses
Considerate and unselfish	Doesn't demand the best of people
Good listener	Functions poorly in high-pressure situations
Kind and helpful	May appear noseey
Makes others feel at ease	May come across as spineless
Makes others feel good about themselves	Not results oriented
Respects the integrity of individuals	Spends too much time nurturing others
Stands firm for own beliefs	Too lenient
Unselfish	Too protective of others
Warm and friendly attitude	

Type E: The Team Player

Strengths	Weaknesses
Affectionate and understanding with others	Can be blind to others' shortcomings
Cooperative and friendly	Can be taken advantage of easily
Displays poise and social grace	Functions poorly in a fast-paced, results-oriented environment
Eager to get along with others	Hard pressed to meet deadlines
Eager to participate in most activities	May be too much of a joiner
Enjoyable to be around	May need too much outside reinforcement
Wants to be liked	Spends too much time and energy on interpersonal relationships
	Talker, not a doer

Type F: The Company Person

Strengths	Weaknesses
Admiring of others, usually without jealousy	Gullible
Appreciative and grateful	Has a difficult time taking any initiative
Conservative	Has a hard time speaking up
Deliberate	Lets others make decisions
Plans ahead	May harbor a grudge
Seeks approval and affection	Too dependent
Steady and easygoing	Too sensitive
Trusting and eager to please	Reluctant to alter longstanding policies and procedures

Types E and F in the public sector often are referred to as "bureaucrats."

Type G: The Perfectionist

Strengths	Weaknesses
Accurate	Can often obscure the big picture
Conservative	May be indecisive
Dislikes conflict	May lack self-confidence
Modest	Shy
Persistent and determined	Timid
Precise	Too "nit-picking"
Obedient	Unwilling to interact with others
Quick to admit own faults	Will not take risks

Type H: The Hard-Driving Skeptic

Strengths	Weaknesses
Accurate	Hard to impress
Examines details	Has a difficult time making a decision
Excellent at difficult, technical tasks	Lacks tact
Hard worker	May project a gloomy, bitter attitude
Has a great deal of energy	Often resents attempts to impose external controls
Has high standards	Reluctant to mingle with others
High need to achieve	Stubborn
Lets you know where you stand	Uncomfortable managing others
Persistent and determined	

THEORY ANALYSIS

The behavioral characteristics of the eight styles or types create a conceptual framework for discussing managerial and organizational success. Several of these critical phenomena, and how each type is likely to respond to them, are presented next.

Style and Organizational Change

Change is a necessary reality for almost every contemporary organization. For many individuals, change is a painful process. For others, change is a welcome stimulus. Within the eight types previously discussed, Types A, B, and C are change oriented. The remaining types prefer the stability that accompanies the status quo. **This is not to imply that the remaining five will not change.** For them change is less desirable, and is best accomplished as a gradual, well-prepared-for process.

Product Versus Process

Often marked differences emerge within an organization over the "process-product" issue. Those advocating the product point of view emphasize getting results, while those advocating the process point of view are more concerned with how the results are to be achieved. For example, a fire service/EMS manager with a strong product orientation might advocate the purchase of a sophisticated piece of advanced firefighting equipment that would reduce the need for three existing employees. The process-oriented fire service/EMS manager, on the other hand, would be more aware of how the equipment would affect correct operating procedures. Types A, B, C, and H tend to be more product oriented. The remaining types usually are more process oriented.

Interaction Among Styles

The old adage "likes repel and opposites attract" does not hold true in discussing these eight personality styles. In general, each style is most attracted to others of the same type and those types that are next to it. For example, "A's" are attracted to other "A's," "B's," and "H's." "F's," on the other hand, are attracted to other "F's," "E's," and "G's." In this framework, opposites, e.g., "A's" and "E's," have the greatest difficulty interacting. This is quite logical: those of the same type, or of neighboring types, have similarities that facilitate interpersonal relationships. Opposites generally have traits or orientations that impede such relationships. The tough, no-nonsense "A" and the friendly, process-oriented "E" usually are not natural friends.

Improving Interactions

An important first step in improving interpersonal relations within an organization is to recognize that there are major differences in the personality types of the individuals in that organization. Above all, dealing with the broad range of types to which a fire service/EMS

manager may be exposed requires that manager to be flexible. Most students will have at least some score in most of the octants. This is indicative of the fact that they have had to learn traits other than the dominant ones in order to cope with the world around them. Being aware of the need for flexibility is the first key step toward success. Next, the fire service/EMS manager will need a greater grasp of the various dynamics of communication, motivation, group interactions, conflict resolution, and so on to match the most appropriate behavior with the specific situation in question. In the units dealing with the interpersonal aspects of management, these issues, concepts, and techniques will be discussed in greater detail.

Which Style is Best? Building Effective Organizations

Inevitably a question arises asking whether one of the eight styles is "best." The answer is a resounding **no!** Each type has unique strengths to offer an organization. Building an organization of one specific type can lead to serious blind spots. For example, an organization of "C's" would be crippled by detail work, while an organization of "G's" would never see the forest for the trees. The successful organization can capitalize on the strengths of its diverse types while minimizing the impact of their weaknesses. This is the ongoing challenge to every fire service/EMS manager.

All of us usually have some scores in each of the eight personality styles. Experience in life generally leads to the development of a base of tendencies that allows more flexibility in dealing with the differences in people we encounter.

SUMMARY

In this unit the focus has been on a self-assessment of your potential strengths and weaknesses as fire service/EMS managers. In Unit 2: The Emergency Services Administrator as Leader and Manager, the concept of "leadership" will be explored. Students will have an opportunity to examine the nature of leadership in organizations, and how their various strengths and weaknesses affect the way they function in a leadership role.

This page intentionally left blank.

Activity 1.1

The Interpersonal Style Checklist

Purpose

To assess and characterize interpersonal skills in relation to the work environment.

Directions

1. Go through the two-page Interpersonal Style Checklist as quickly as possible, following the directions on the checklist.
2. You have 10 minutes to complete the checklist.

This page intentionally left blank.

Activity 1.1 (cont'd)

Interpersonal Style Checklist

Please check the 40 phrases below that you feel describe you most accurately as you perform in your working environment. Don't spend too much time thinking about any one phrase, rather go through the list as quickly as possible, relying on your first impressions.

- | | |
|------------------------------------|-------------------------------------|
| 1. Able to give orders | 39. Egotistical and conceited |
| 2. Appreciative | 40. Easily led |
| 3. Apologetic | 41. Encouraging to others |
| 4. Able to take care of self | 42. Enjoys taking care of others |
| 5. Accepts advice readily | 43. Expects everyone to admire him |
| 6. Able to doubt others | 44. Faithful follower |
| 7. Affectionate and understanding | 45. Frequently disappointed |
| 8. Acts important | 46. Firm but just |
| 9. Able to criticize self | 47. Fond of everyone |
| 10. Admires and imitates others | 48. Forceful |
| 11. Agrees with everyone | 49. Friendly |
| 12. Always ashamed of self | 50. Forgives anything |
| 13. Very anxious to be approved of | 51. Frequently angry |
| 14. Always giving advice | 52. Friendly all the time |
| 15. Bitter | 53. Generous to a fault |
| 16. Bighearted | 54. Gives freely of self |
| 17. Boastful | 55. Good leader |
| 18. Businesslike | 56. Grateful |
| 19. Bossy | 57. Hard-boiled when necessary |
| 20. Can be frank and honest | 58. Helpful |
| 21. Clinging vine | 59. Hardhearted |
| 22. Can be strict if necessary | 60. Hard to convince |
| 23. Considerate | 61. Hot-tempered |
| 24. Cold and unfeeling | 62. Hard to impress |
| 25. Can complain if necessary | 63. Impatient with others' mistakes |
| 26. Cooperative | 64. Independent |
| 27. Complaining | 65. Irritable |
| 28. Can be indifferent to others | 66. Jealous |
| 29. Critical of others | 67. Kind and reassuring |
| 30. Can be obedient | 68. Likes responsibility |
| 31. Cruel and unkind | 69. Lacks self-confidence |
| 32. Dependent | 70. Likes to compete with others |
| 33. Dictatorial | 71. Lets others make decisions |
| 34. Distrusts everybody | 72. Likes everybody |
| 35. Dominating | 73. Likes to be taken care of |
| 36. Easily embarrassed | 74. Loves everyone |
| 37. Eager to get along with others | 75. Makes a good impression |
| 38. Easily fooled | 76. Manages others |

- | | | | |
|------|----------------------------------|------|--------------------------------|
| 77. | Meek | 123. | Trusting and eager to please |
| 78. | Modest | 124. | Tries to comfort everyone |
| 79. | Hardly ever talks back | 125. | Usually gives in |
| 80. | Often admired | 126. | Very respectful to authority |
| 81. | Obeys too willingly | 127. | Wants everyone's love |
| 82. | Often gloomy | 128. | Well thought of |
| 83. | Outspoken | 129. | Wants to be led |
| 84. | Overprotective of others | 130. | Will confide in anyone |
| 85. | Often unfriendly | 131. | Warm |
| 86. | Oversympathetic | 132. | Wants everyone to like him/her |
| 87. | Often helped by others | 133. | Will believe anyone |
| 88. | Passive and unaggressive | 134. | Well-behaved |
| 89. | Proud and self-satisfied | | |
| 90. | Always pleasant and agreeable | | |
| 91. | Resentful | | |
| 92. | Respected by others | | |
| 93. | Rebels against everything | | |
| 94. | Resents being bossed | | |
| 95. | Self-reliant and assertive | | |
| 96. | Sarcastic | | |
| 97. | Self-punishing | | |
| 98. | Self-confident | | |
| 99. | Self-seeking | | |
| 100. | Shrewd and calculating | | |
| 101. | Self-respecting | | |
| 102. | Shy | | |
| 103. | Sincere and devoted to friends | | |
| 104. | Selfish | | |
| 105. | Skeptical | | |
| 106. | Sociable and neighborly | | |
| 107. | Slow to forgive a wrong | | |
| 108. | Somewhat snobbish | | |
| 109. | Spineless | | |
| 110. | Stern but fair | | |
| 111. | Spoils people with kindness | | |
| 112. | Straightforward and direct | | |
| 113. | Stubborn | | |
| 114. | Suspicious | | |
| 115. | Too easily influenced by friends | | |
| 116. | Thinks only of self | | |
| 117. | Tender and soft-hearted | | |
| 118. | Timid | | |
| 119. | Too lenient with others | | |
| 120. | Touchy and easily hurt | | |
| 121. | Too willing to give to others | | |
| 122. | Tries to be too successful | | |

Activity 1.2

Scoring of the Interpersonal Style Checklist

Purpose

To score the Interpersonal Style Checklist you completed earlier.

Directions

1. Use the Interpersonal Style Checklist Scoresheet on the following page.
2. Read the directions for scoring.
3. Score your checklist. You have 15 minutes to complete the scoring.

This page intentionally left blank.

Activity 1.2 (cont'd)

Interpersonal Style Checklist Scoresheet

Directions

After you have completed the checklist, please follow these instructions to obtain your score. Below and on the following page you will find eight rows labeled A to H and a scoring key for each of the 134 phrases. Next to each of the 134 numbers, you are instructed how many points to award to each of the eight categories labeled A to H. For each phrase you checked on your checklist, place the designated number of points for each number in the appropriate row. For example, if you checked "1," you would put a "1" in row C; if you checked "2," you would put a "1" in row F; if you checked "3," you would put a "2" in row G; and so on. Once you have scored all your phrases, simply add the numbers in each row to obtain your total for that row. The row in which you received the highest total defines your individual style. The row in which you received the next highest total defines your backup style.

TOTALS

A. _____

B. _____

C. _____

D. _____

E. _____

F. _____

G. _____

H. _____

Copyright© 1997 Ladd and Associates, Inc., Route 8, Box 66A, Chapel Hill, NC, 27514. Reproduction of any part of this scoring instrument or technique without written permission of Ladd and Associates, Inc. is forbidden by law.

Point Values for Scoring Interpersonal Style Checklist

	Points	Row		Points	Row		Points	Row
1.	1	C	46.	2	A	91.	3	H
2.	1	F	47.	3	E	92.	2	C
3.	2	G	48.	2	C	93.	4	H
4.	1	B	49.	1	E	94.	2	H
5.	2	F	50.	3	D	95.	2	B
6.	1	H	51.	3	A	96.	3	A
7.	2	F	52.	3	E	97.	3	G
8.	3	C	53.	3	D	98.	2	B
9.	1	G	54.	2	D	99.	3	A
10.	2	F	55.	2	C	100.	3	B
11.	4	E	56.	1	F	101.	1	B
12.	4	G	57.	2	A	102.	3	G
13.	2	F	58.	1	D	103.	No score	
14.	3	C	59.	4	A	104.	3	B
15.	3	H	60.	No score		105.	2	H
16.	2	D	61.	No score		106.	2	E
17.	3	B	62.	2	H	107.	3	H
18.	2	B	63.	3	A	108.	3	B
19.	3	C	64.	2	B	109.	4	G
20.	1	A	65.	2	A	110.	2	A
21.	4	F	66.	3	H	111.	4	D
22.	1	A	67.	2	D	112.	2	A
23.	1	D	68.	2	C	113.	3	H
24.	4	B	69.	2	G	114.	No score	
25.	1	H	70.	2	B	115.	3	E
26.	1	E	71.	3	F	116.	3	B
27.	3	H	72.	3	E	117.	2	D
28.	2	B	73.	3	F	118.	3	G
29.	2	A	74.	4	E	119.	3	D
30.	1	G	75.	2	C	120.	2	H
31.	4	A	76.	3	C	121.	3	D
32.	3	F	77.	3	G	122.	3	C
33.	4	C	78.	2	G	123.	2	F
34.	4	H	79.	3	F	124.	4	D
35.	3	C	80.	2	C	125.	2	G
36.	2	G	81.	3	G	126.	2	F
37.	2	E	82.	2	H	127.	3	E
38.	3	F	83.	3	A	128.	1	C
39.	4	B	84.	3	D	129.	3	F
40.	2	G	85.	3	A	130.	3	E
41.	2	D	86.	3	D	131.	2	E
42.	2	D	87.	2	F	132.	2	E
43.	4	C	88.	3	G	133.	4	F
44.	No score		89.	3	B	134.	No score	
45.	2	H	90.	2	E			

Activity 1.3

The Eight Personality Types

Purpose

To examine the strengths and weaknesses of the eight personality types.

Directions

1. Your grouping for this activity will be based on your scores on the Interpersonal Style Checklist. Your instructor will group you with students who have the highest score of the same type. If there are persons who are the only ones with a particular major type, those students will be grouped with persons of similar types.
2. In your respective groups you will discuss the strengths and weaknesses of your type and identify to what extent you feel these characteristics are true of your own personalities. Do you agree or disagree with the lists of strengths and weaknesses, and why? Are these strengths and weaknesses accurately reflected in your own lives?
3. Each group will report to the class and lead a discussion regarding the value the group's type is to the fire service/EMS.

This page intentionally left blank.

Activity 1.4

The Management Behavior Questionnaire

Purpose

To analyze which traits constitute a successful and effective manager.

Directions

1. Refer to the Management Behavior Questionnaire.
2. Follow the directions on the questionnaire and mark your choices in the column headed "Individual Choices."
3. You have 10 minutes to complete this activity.

This page intentionally left blank.

Activity 1.4 (cont'd)

Management Behavior Questionnaire

Below is a list of 32 behaviors that managers often display in their work environment. Your task is to choose the **16** behaviors that would best characterize the most successful and effective managers and mark them in the left column headed "Individual Choices."

	Individual Choices	Group Choices	Value
1. Able to be strict	_____	_____	_____
2. Able to criticize self	_____	_____	_____
3. Able to doubt others	_____	_____	_____
4. Able to give orders	_____	_____	_____
5. Admires strength in others	_____	_____	_____
6. Always giving advice	_____	_____	_____
7. Appreciative	_____	_____	_____
8. Can be frank and honest	_____	_____	_____
9. Can complain if necessary	_____	_____	_____
10. Can protect own rights	_____	_____	_____
11. Considerate	_____	_____	_____
12. Cooperative	_____	_____	_____
13. Dominating	_____	_____	_____
14. Flattering	_____	_____	_____
15. Fond of everyone	_____	_____	_____
16. Friendly	_____	_____	_____
17. Hard to impress	_____	_____	_____
18. Helpful	_____	_____	_____
19. Likes to discipline others	_____	_____	_____
20. Modest	_____	_____	_____
21. Often unfriendly	_____	_____	_____
22. Overprotective of others	_____	_____	_____
23. Oversympathetic	_____	_____	_____
24. Respected	_____	_____	_____
25. Self-respecting	_____	_____	_____
26. Self-satisfied	_____	_____	_____
27. Shrewd and calculating	_____	_____	_____
28. Suspicious	_____	_____	_____
29. Trusting	_____	_____	_____
30. Wants everyone's love	_____	_____	_____
31. Well-behaved	_____	_____	_____
32. Willing to take orders	_____	_____	_____

This page intentionally left blank.

Activity 1.5

Group Discussion of the Questionnaire

Purpose

To analyze, as small groups, what traits constitute a successful and effective manager.

Directions

1. Refer to the Management Behavior Questionnaire.
2. **In your group** select the behaviors that best characterize a successful and effective manager. **Do not vote!** Responses should reflect a consensus of the groups' opinions of this question.
3. Mark your choices in the column headed "Group Choices."
4. The "Value" column will be completed in the next unit.
5. You have 30 minutes to complete this activity.

This page intentionally left blank.

UNIT 2: THE EMERGENCY SERVICES ADMINISTRATOR AS LEADER AND MANAGER

OBJECTIVES

The students will:

- 1. Explain the relationship of power to management and leadership.*
 - 2. Identify alternative leadership styles, and situations in which each is most appropriate.*
 - 3. Explain the difference between successful and effective leadership.*
 - 4. Discuss the relationship of leader and follower versus manager and subordinate.*
-

This page intentionally left blank.

MANAGER VERSUS LEADER

Introduction

The terms **manager** and **leader** frequently are used interchangeably. However, significant differences exist between the two. Citing the studies of Abraham Zaleznik ("Managers and Leaders: Are They Different?" *Harvard Business Review*, May-June, 1977), the following distinctions were made between a manager and a leader:

- Leaders are more likely to be opportunity seekers and finders.
- Leaders are more likely to reach new directions.
- Leaders are more apt to inspire others to work and achieve the goals the leader has developed.

Managers tend to be problem-solvers, to be process oriented, and to work analytically and rationally.

These subtle differences have important implications for fire service/emergency medical services (EMS) agency individuals attempting to influence the actions of those with whom they work.

This unit addresses the issue of leadership in a fire service/EMS agency. In this context, the following major topics will be explored:

- the impact of "power" on management and leadership;
- the various leadership styles; and
- the relationship between leadership style and personal style.

This part of the unit will examine the relationship between the managerial tendencies identified in the Interpersonal Style Checklist completed in Unit 1 and the leadership styles identified. It will discuss the differences between **effective leadership** and **successful leadership**.

Power, Management, and Leadership

Both managers and leaders are involved in attempting to achieve certain results working through and with other people. The success achieved in this effort usually is determined by the power that a leader or manager possesses. Power, however, is a multidimensional, complex phenomenon. More than one type of power exists, and power can come from more than one source. To understand more clearly the differences between the intricacies of effective and successful leadership, a discussion of the types and sources of potential power managers and leaders can use is presented here.

TYPES OF POWER

Power is the ability to influence the attitudes and/or behaviors of others. The appropriate use of power is an essential leadership skill.

The use of power has certain obligations:

- sensitivity;
- preference for win-win solutions; and
- effective interpersonal skills.

The ethical application of power excludes

- exploiting others;
- reducing others' self-esteem; and
- influencing other to undertake illegal or immoral conduct.

Five types of power are potentially available to an individual who is functioning as the manager/leader of an organization:

Legitimate power is based on internalized values of the employee that dictate that a manager or leader has a "right" to influence people, activities, and events, and that this influence should be accepted. Legitimate power usually is associated with the authority an individual manager or leader possesses by virtue of the position he/she holds. When children are taught to obey without question a firefighter's instructions **because** he/she is a firefighter, this reflects legitimate power being exercised.

Example of legitimate power: employees' willingness to implement a decision made by their chief, with which they may not agree, but which they implement anyway because they sincerely believe it was the chief's "right" to make that decision.

Reward power is based on the number of positive rewards that people perceive a manager or leader is able to offer. Reward power exists when subordinates or followers perform as the manager or leader wishes in order to receive "compensation" for their actions. "Compensation" can include a wide range of possibilities, depending on the needs of the subordinates or followers.

Examples of reward power:

- promotion;
- merit bonuses for outstanding performance; and
- public recognition for a job well done.

Coercive power is based on the perceived expectation that punishment will follow if one does not comply with the aims of the manager or leader.

Examples of coercive power:

- firing
- demotion

Expert power results from a manager or leader having recognized expertise or knowledge in an area that the manager or leader wants to influence.

Example of expert power: a respected fire/EMS agency administrator whose advice and technical assistance often is sought by others is exercising "expert power" when the official's input influences the actions of those who seek the official's help.

Referent power is based on the identification or association of subordinates or potential followers with the manager or leader, and what the manager or leader represents or symbolizes.

Example of referent power: a fire/EMS executive exercises referent power when the executive's subordinates loyally implement the executive's policies because they identify with and support the executive's philosophy concerning "the role of fire/EMS agencies in 21st Century America."

Sources of Power

The five types of power described before can come from two basic sources.

Ascribed power is possessed by a manager or leader by virtue of the position(s) that individual holds. For example, the power of a fire service/EMS manager to hire or fire/EMS a subordinate is ascribed.

Achieved power is possessed by a manager or leader by virtue of the personal respect and deference that individual receives from others based on any past performance, activities and accomplishment. For example, achieved power is exercised by a fire service/EMS manager when that manager is asked to serve as chairperson at a national conference dealing with his/her specialty.

The two sources of power differ markedly in the types of power they can bestow on a potential manager or leader. Ascribed power is limited to reward, coercive, and sometimes legitimate types of power. These three types of power generally can be given to someone by assigning that individual to a certain position within a fire/EMS department. Achieved power on the other hand, can include all five types of power. Of crucial importance to achieved power is its inclusion of referent and expert power. These types of power have to be achieved--they cannot be given by virtue of a position one holds. They must be earned through performance.

Management Power Versus Leadership Power

The chief difference between a manager and a leader lies in the sources and types of power each uses. A manager's power is primarily ascribed, i.e., the manager exercises power by virtue of the position that he/she holds. This means that the manager has three primary types of power on which he/she can depend: reward, coercive, and legitimate. The leader's power, on the other

hand, is achieved, i.e., the leader must earn his/her power. This also means, however, that the leader potentially will have a much greater range of types of power than he/she can use, especially referent and expert power. Referent power often is cited as the foundation of true leadership. If people truly identify with what an individual represents or stands for, that individual has the potential power to lead those people. Possessing referent power can enable an individual to assume reward, coercive, and legitimate powers.

The tremendous power exercised by leaders of religious cults originally was based on referent power. The power exercised by elected officials usually began as referent power; that is, they were probably elected by people who identified with what they **believed** the officials represented. In most cases achieved power, the power base possessed by the leader, is stronger than the ascribed power possessed by a typical manager. It is possible for an individual to be both a manager and a leader within his/her organization. In many cases, however, informal organizations headed by individuals with achieved power may develop within fire/EMS departments that have individuals in management positions who possess ascribed, but not achieved powers. One of the greatest mistakes a fire/EMS agency administrator can make is to assume that becoming chief or assistant chief automatically makes that individual a leader. The power a leader exercises is based on achievement--it cannot be given with a title. In the following segments of this section, leadership styles and situations in which each style is appropriate are explored. In the context of these topics, strategies for improving skills are examined.

LEADERSHIP STYLES

During the past two decades a great deal of emphasis has been placed on the concept of leadership style. In the context of the discussion that follows, **leadership style is defined as the approach a potential leader takes in seeking to influence the actions of potential followers.** The particular style a fire service/EMS manager adopts can have a tremendous impact on the success that manager experiences.

A **leader** has followers, commitment, and earned power. A **manager** has subordinates, compliance, and assigned power.

In the formal organization, there is an informal organization with great influence. It is possible to show that the formal has a manager, and the informal has a leader. Thus the use of the five types of power discussed above (legitimate, reward, coercive, expert, and referent).

The Managerial Grid

Robert Blake and Jane Mouton developed a conceptual framework for describing alternative management and leadership styles, known as the Managerial Grid. (Robert R. Blake and Jane S. Mouton. *The Managerial Grid: Self-Examination of Managerial Styles*. Austin, TX: Scientific Methods, Inc., 1962.) Blake and Mouton used two key variables to establish a framework for categorizing leadership styles. These variables are

- concern for production, i.e., achieving organizational goals and objectives; and

- concern for people, i.e., interest in maintaining an environment of mutual respect, truth, warmth, and friendship between the leader and members of his/her staff.

The Five Grid Styles

Task (9,1)

A high emphasis is placed on getting the job done. The human element is not allowed to "interfere" with productivity.

Country Club (1,9)

A high emphasis on creating a comfortable, friendly work environment that will sustain satisfying relationships.

Middle of the Road (5,5)

Attempt to balance need for morale and need for production. This approach is sometimes called "tell and sell." Leaders using this approach attempt to convince followers to adopt willingly an approach to production the leader believes will be successful.

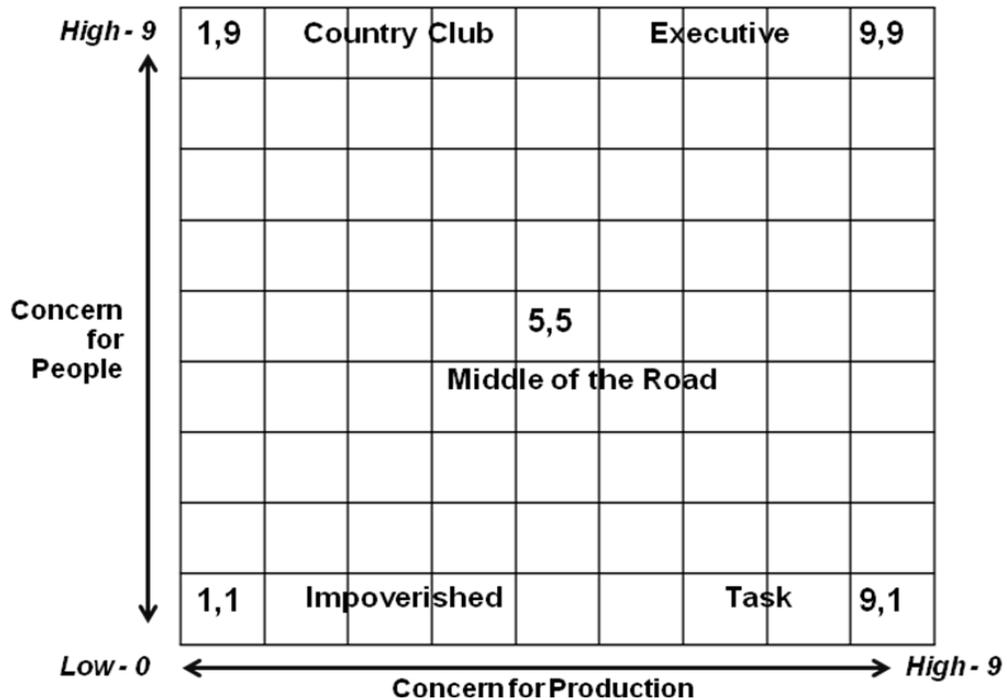
Executive (9,9)

High morale and high commitment to production are achieved through a participatory approach. The leader creates a situation in which his/her followers can take part in determining the direction of the organization. Such involvement is believed to produce commitment to production by merging the goals and objectives of the individuals in the group with those of the organization.

Impoverished (1,1)

Low emphasis is placed on both production and people. The leader plays such a passive role that he/she may appear not to be exerting leadership at all.

Managerial Grid Leadership Styles



Why, What, and How

In the context of working with others to achieve a desired result, a manager or leader generally has to be concerned with three dimensions or aspects of the tasks that are to be performed:

1. **Why** a certain result has to be achieved by the organizational unit or group.
2. **What** tasks are to be done to achieve the desired results.
3. **How** the tasks are to be performed.

In dealing with subordinates or followers, managers or leaders possessing the five described styles place varying emphases on these three dimensions. A description of each style's emphasis is given below:

Task

The (9,1) manager places great emphasis on **what** is to be done and **how** it is to be done. Little emphasis is placed on explaining to subordinates the underlying rationale of what is being done.

The Task style reflects an attitude toward subordinates similar to that expressed in *The Charge of the Light Brigade* as paraphrased below:

- Theirs is not to make reply.
- Theirs is not to reason why.
- Theirs is but to do or die...

Country Club

Depending on the situation, the Country Club style will place varying emphasis on the **why** and **what** related to a particular result. Ideally, this style would like to deal with the **why** in working with subordinates and allow subordinates maximum flexibility in specifying the **whats** and **hows** needed to achieve a desired result. In most situations, however, the (1,9) manager usually has to specify the whats and let the subordinates handle the hows.

Middle of the Road

This style places varying emphasis on the three variables depending on how this individual feels he/she can best convince subordinates to pursue the results he/she desires. As indicated earlier, this style is sometimes referred to as the "Compromise" (5,5) style. It should be emphasized that this style places sharply different emphases on compromise in terms of the variables. Compromise is easiest with the how, difficult with the what, and almost impossible with the why.

Executive

This style, the "team" approach (9,9), places a strong emphasis on all three. Unlike the Middle of the Road style, however, this style seeks consensus on all three variables.

Impoverished

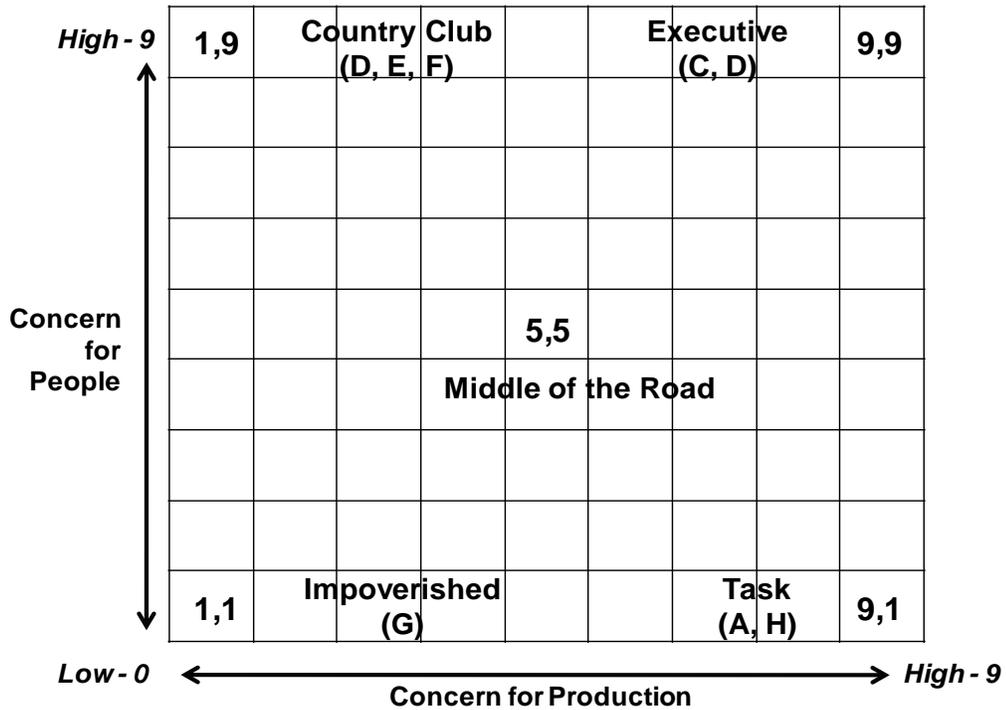
This style (1,1) avoids all three when possible. Emphasis, if it did occur, would be on process-oriented hows.

Which leadership style is best? It all depends on the situation, and the leader who can successfully diagnose a situation with the appropriate leadership style is well on his/her way to becoming an achieving leader.

PERSONAL STYLES AND THE MANAGERIAL GRID

As indicated earlier, predicting human behavior is, of course, a difficult and highly speculative task. However, based on the characteristic tendencies of the A to H types discussed in Unit 1, it is possible to make some potentially useful inferences concerning the primary leadership style(s) each type might adopt.

Managerial Grid Leadership Styles and Corresponding Interpersonal Styles



Types of Leadership Styles

Type A

Given the highly results-oriented nature of these individuals and their correspondingly low need for affiliation with others, their primary leadership style would probably be Task or (9,1).

Type B

The assertive, convincing (and sometimes manipulative) tendencies of this type probably would lead this individual to choose the (5,5) Middle of the Road or "Tell and Sell" approach.

Type C

This type's interest in both people and product probably would lead to the Executive or (9,9) approach, or the (5,5) Middle of the Road Approach.

Type D

This type could fall into two categories, depending on how committed the leader was to achieving results in the given situation. Given a high level of commitment, an Executive or (9,9) approach, might be used. In most cases, however, the greater emphasis on relationship and "process" rather than "product" would result in the Country Club or (1,9) approach being used by Type D.

Type E

The Team Players, given their relationship and process orientation, probably would use the Country Club (1,9) approach.

Type F

The Company Person also would be likely to choose the Country Club (1,9) approach for the same basic reasons as Type E.

Type G

Type G is interested in neither product nor people, and this probably would result in the Impoverished (1,1) approach.

Type H

As was the case with its neighbor Type A, Type H is interested in achieving results rather than in fostering warm interpersonal relationships. Accordingly, Type H probably would use the Task (9,1) leadership approach.

Leadership Tendencies

As is true with almost all conceptual frameworks, the above does not take into consideration the ability of human beings to adapt, to be **flexible**. The above shows **probable** tendencies on the part of certain individuals to use a given leadership style. Conceivably, understanding such

tendencies can help a fire service/EMS manager in assessing, adapting, and improving his/her managerial style.

As we explained at the outset of this unit, management and leadership are not the same. Subtle differences exist among the five styles previously discussed in terms of their tendencies to provide active leadership to their subordinates/followers. A description of these tendencies follows.

In general, the five styles fall into two basic categories in terms of tendencies to exert leadership. Those in the first category, consisting of the Impoverished and Country Club styles, do not tend to act as leaders. As indicated, they both place a low emphasis on achieving results, which is a must for leaders.

Those in the second category, consisting of the Task, Middle of the Road, and Executive styles, tend to act as more vigorous leaders. Each, however, approaches the leadership role in a different way. The Task style is usually a strong, aggressive, demanding leader, e.g., a General Patton. The Middle of the Road style is more typical of political leaders, attempting to "sell" followers on desired results and approaches to achieving them. The Executive style is by far the most open and flexible of the three leadership styles. This style works for the establishment of consensus goals and approaches that then will serve as the basis for his/her leadership efforts. This approach is by far the most difficult, but it can produce the most dedicated followers.

SUCCESSFUL VERSUS EFFECTIVE LEADERSHIP

Paul Hersey and Kenneth H. Blanchard, in their book *Management of Organizational Behavior*. (Englewood Cliffs, NJ: Prentice-Hall, Inc., 1977), point out two important criteria that must be addressed in assessing the quality of a leader: 1) how successful the leader is, and 2) how effective the leader is. Often these criteria are blurred; sometimes they are mistakenly equated.

The Successful Leader

The successful leader is that individual who convinces another individual or group of individuals to follow him/her.

The Effective Leader

The effective leader is the leader who is able to direct the activities of those who follow in such a way that the goals and objectives sought are achieved. It is possible, therefore, for a leader to be successful but not effective.

Many examples can be cited of instances in which individuals have been successful in convincing a group to follow them in pursuit of a goal or objective, but were completely ineffective in directing the group's efforts to attain the goal or objective. **Repeated ineffectiveness usually leads to a loss of leadership credibility**, thereby reducing the leader's

ability to convince others to follow. In short, repeated **ineffectiveness** can cause a leader to become **unsuccessful**. The potential leader should be aware of this fact, and should be careful not to raise the expectations of potential followers too high. Promising impossible dreams can be dangerous. Such a strategy may lead to temporary success, but it can doom the potential leader to ineffectiveness and long-term failure.

IMPROVING LEADERSHIP SKILLS

The concept of leadership is multidimensional and at times quite complex. Factors such as the types of power an individual possesses, the type of situation that he/she may be encountering, and the personal style ranges he/she may possess all have a great impact on how successful and effective any leadership efforts may be.

Every leader can improve his/her leadership style in different situations. Awareness of the factors covered in this unit can be one positive step toward achieving the flexibility that consistent, effective leadership requires. In addition, improving leadership capabilities involves a commitment to ongoing personal development, to learning the numerous skills involved in motivating, communicating, teambuilding, conflict resolution, etc., that are addressed in other units of this course.

SUMMARY

The improvement of leadership skills requires an ongoing commitment to gaining increased insight into the nuances of what makes individuals and groups interact most effectively in contemporary organizations. It is, of course, far easier to assess situations and adopt appropriate leadership styles in theory than it is to perform these tasks amid the daily chaos that often characterizes most organizations. The day-to-day pressures that affect most individuals in management and leadership positions create stress that can diminish both managerial and leadership success and effectiveness. In the next unit the concept of stress is examined, and strategies are presented to assist the fire service/EMS manager in minimizing the negative effect stress has on his or her performance.

This page intentionally left blank.

Activity 2.1

Types of Power

Purpose

To facilitate a debate on the advantages and disadvantages of each of the five types of power. The debate should give insight into the relationship of power to management and leadership.

Directions

1. Five students will be solicited to be an expert about one of the five types of power (one student per each type of power).
2. The five students will sit in front of the class, occupying a row of five chairs.
3. Each student will present a brief argument (maximum 2 minutes) for his/her chosen type of power.
4. The debate will be opened to the entire class for questions to be directed to the debaters.

This page intentionally left blank.

Activity 2.2

The Managerial Grid

Purpose

To facilitate discussion of leadership styles, and to identify which style most accurately compares with supervisors past and present.

Directions

1. Turn to the Managerial Grid Questionnaire in your SMs.
2. Read the directions for completing the questionnaire.
3. You have 15 minutes to complete this activity.

NOTE: The Managerial Grid[®] for the questionnaire differs from the original Blake and Mouton Grid, although the concepts are the same. Styles correspond as follows:

- Autocrat = Task;
- Deserter = Impoverished;
- Compromiser = Middle of the Road;
- Missionary = Country Club; and
- Executive = same in both versions of the grid.

Activity 2.2 (cont'd)

Managerial Grid Questionnaire

Directions

Place a checkmark in front of the paragraph that best represents your style of managing in the following areas: (1) Planning, (2) Execution, (3) Followup, and (4) Overall Managerial Philosophy.

1. Planning

- a. _____ I bring together people who have relevant information, in order to review the whole picture and discuss reactions and ideas. Then we establish goals, flexible schedules, procedures, and ground rules – and set up individual responsibilities.
- b. _____ I plan work for each subordinate. After explaining the goals and schedules, I make individual assignments. I assure them that they can come back if they need help in carrying out the assignments.
- c. _____ I do little planning, either by myself or with my subordinates. I give broad assignments and convey my confidence by saying, "I'm sure you know how to do this job and will do it well."
- d. _____ I give broad assignments but don't tend to think in terms of goals or schedules. I do little detailed planning.
- e. _____ I plan by setting goals and schedules that must be followed. Then I work out procedures and ground rules and make assignments.

2. Execution

- a. _____ I keep up with each person's job and review his/her progress with him/her. If he/she "gets into trouble" or has difficulty, I lend support.
- b. _____ I make the rounds, but take little on-the-spot action. I let people solve their own problems.
- c. _____ I make the rounds mostly to see that people are content and that they have the things they request.
- d. _____ I keep familiar with major points of progress and exert my influence by identifying problems and revising goals and schedules with subordinates. I lend assistance when necessary by removing roadblocks.
- e. _____ I watch work closely, criticize when necessary, and introduce changes when the need for them arises.

3. Follow Up

- a. _____ I lay plans for the next assignments and move people to them when operations dictate. I extend recognition and take corrective action with individuals on a one-to-one basis.
- b. _____ I conduct a "wrap up" to evaluate how the job went and to find out what can be learned from it. When appropriate, I give recognition for team effort as well as for outstanding individual contributions.
- c. _____ I ask my boss what must be done next and assign people to do it.
- d. _____ I hold a meeting to congratulate the group as well as individuals. Our "wrap up" session revolves around what did or didn't cause friction on the job. I try to minimize any mistakes and smooth over conflicts.
- e. _____ I hold a meeting to point out the group's good points as well as mistakes and to indicate to them the ways in which they can improve. When I give them the next task, each person gets the opportunity to discuss any reasonable suggestions for improvement.

4. Overall Managerial Philosophy

- a. _____ Be fair but firm. Use positive as well as negative incentives to obtain performance. Morale is as important as machines to production output.
- b. _____ The best performance is achieved by setting high standards and rewarding individuals who meet them. Those who don't should be dealt with rather than ignored.
- c. _____ In the long run, it is best to maintain production at a comfortable tempo. Work for satisfaction and security among organizational levels.
- d. _____ Assign people jobs and leave them alone.
- e. _____ Attain effective production through the participation and involvement of subordinates and their ideas. Understanding and agreement are the basis for planning, directing, and controlling.

Activity 2.2 (cont'd)

Managerial Grid Responses

What's your leadership style? Check your responses to the Managerial Grid Questionnaire.

Take the letter you checked under Planning and find the corresponding points on the Managerial Grid using the chart below. For example, if you checked a., then your Planning style of management is Executive (9,9) on the Managerial Grid. Do the same for the other three styles of management.

Planning	Execution	Follow Up	Overall Managerial Philosophy
a. 9,9	a. 5,5	a. 9,1	a. 5,5
b. 5,5	b. 1,1	b. 9,9	b. 9,1
c. 1,9	c. 1,9	c. 1,1	c. 1,9
d. 1,1	d. 9,9	d. 1,9	d. 1,1
e. 9,1	e. 9,1	e. 5,5	e. 9,9

An interesting result is that although the majority of both groups were Compromisers in their overall managerial philosophy, they were rarely Compromisers in the other areas of their leadership style.

How did your answers correspond with those of the students in the study? The important thing to remember about the Managerial Grid is that there are no right or wrong answers. It merely provides a method of studying supervisory behavior. One of the advantages of looking at supervisory behavior in this way is that you don't have to choose one of two extremes--being totally people-oriented or totally production-oriented.

This page intentionally left blank.

Activity 2.3

Which Style is Best?

Purpose

To identify and analyze which leadership style is most effective.

Directions

1. Working with the same group that you worked with previously, read the directions for completing this activity.
2. Use an easel pad to record the views of your group.
3. Select a spokesperson to present your group's views.
4. You have 15 minutes to complete this activity.

This page intentionally left blank.

Activity 2.3 (cont'd)

Situation and Leadership Style Worksheet

For each leadership style listed below, identify two situations in which that style would be most appropriate.

1. Task.

- a. _____

- b. _____

2. Middle of the Road.

- a. _____

- b. _____

3. Country Club.

- a. _____

- b. _____

4. Executive.

a. _____

b. _____

5. Impoverished.

a. _____

b. _____

Activity 2.4

Leadership Styles: Which Behaviors are Best?

Purpose

To identify the key components in both leadership and managerial effectiveness.

Directions

1. Use Handout 2-1: Management Behavior Questionnaire Scoring Sheet in conjunction with the Management Behavior Questionnaire that you completed in Activity 1.4 to calculate individual and group scores for this activity.
2. You have 20 minutes to complete this activity.

This page intentionally left blank.

UNIT 3: STRESS MANAGEMENT

OBJECTIVE

The students will be able to explain specific techniques for identifying and alleviating the negative effects of stress within a fire agency.

This page intentionally left blank.

OVERVIEW

History

The term **stress** was coined over 70 years ago by Dr. Hans Selye. Many books and articles have been written about the subject, but the ordinary person has only a limited understanding of what stress really is and what effects it can have on people. This unit will discuss stress, its symptoms and cures, and help students gain insight into how individuals cope with stressful situations and what can be done to alleviate harmful sources of stress in a person's life.

Definition

Stress is defined simply as the body's physical response to changing conditions.

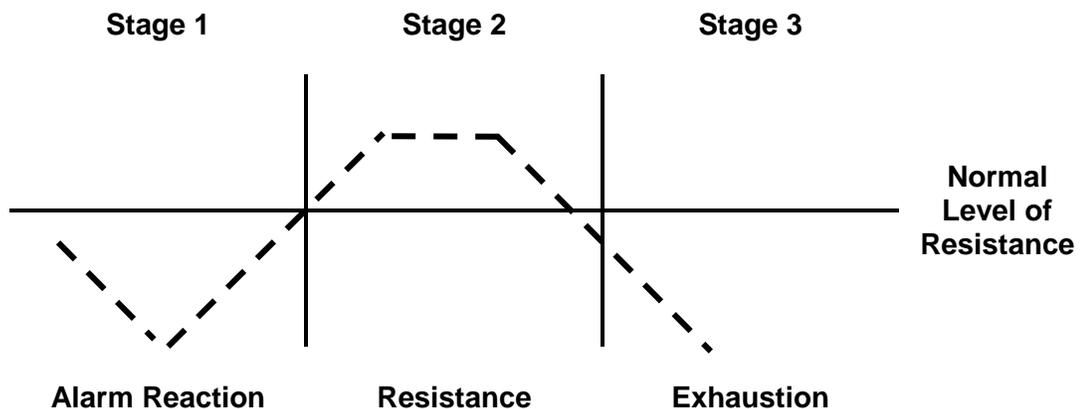
Stress is not a disease, nor is it an environmental event or a mental frustration. Stress is not anxiety or depression. Stress is actually something we do. Stress is the process of adapting to the challenges and changes of life.

A **stressor** is any stimulus that triggers the stress response.

General Adaptation Syndrome

Dr. Selye, the "father of stress," defined stress as "the body's nonspecific response to any demands placed on it." He developed the General Adaptation Syndrome to describe how the body reacts to stressful situations. The General Adaptation Syndrome includes three stages. The first stage is the alarm reaction. Something occurs in the environment that causes us to take notice (we see a child in danger; our boss gets irritated with us; or we have a deadline to meet that looks almost impossible). Normally, once an individual encounters the stressor, the second stage of the General Adaptation Syndrome takes over, and the individual fights off the stressor and returns to a normal equilibrium.

Selye's General Adaptation Syndrome



These first two stages frequently occur several times a day in the course of an individual's life. However, sometimes a stressor can become too difficult to handle, or an individual can be faced with many different stressors at the same time. In this instance, Selye's third stage takes over: exhaustion. The ultimate result of exhaustion can be death if an individual does not take care of himself/herself. The first two stages are normal and necessary for an individual to develop the required resistance mechanisms to cope with stressors that will occur in everyday life; the third stage, exhaustion, is not normal and can be extremely dangerous.

Bodily Reactions to Stress

It is easier to understand why stress can be so potentially dangerous when we understand how our bodies respond to any stressful situation. The human nervous system has not evolved as rapidly as the rest of the body. Physiologically, we still respond to modern stressors, such as a reprimand from a superior, the same way our ancestors responded to the danger of a tiger stalking the cave.

When a stressful situation arises, our bodies react in the following manner:

- tensing of muscles;
- dumping stored sugars in the blood;
- increased breathing rate to provide more oxygen;
- increased heart rate and blood pressure to ensure that blood is supplied to needed areas;
- increased hormone production; and
- activating blood clotting mechanism.

These six steps are hard on the body. They **were** the appropriate responses to defend a cave against a tiger; our 21st century response to less life-threatening stressors is identical. We encounter dozens of "tigers" a day, and the wear and tear on the body can be debilitating. This wear and tear has cost individuals and industry dearly. According to a study (Ivancevich, J. M., and M. T. Matteson, *Coping With Stress*, AMACOM, New York, 1979), U.S. employers lost \$25 billion annually due to workers' premature deaths, or 3 percent of the Gross National Product (GNP) and \$18 to \$25 billion annually due to the absence, hospitalization, and death of executives alone.

Types of Stressors

Of the various classifications, some of the most common are as follows.

- **Time:** This is the number one stressor. Because of its importance to a manager, it will be the subject of a separate unit.
- **Encounter:** An example of an encounter stressor might be having your boss say to you in a firm voice, "I want to see you in my office right now!"

- **Situational/Environmental:** These types of stressors are sometimes referred to as "social stressors" and include having to wait in line, being caught in a traffic jam, or not being able to obtain an important appointment.
- **Human trauma:** Seeing or observing severe trauma can cause an individual significant stress. This type of stress is the basis for emergency service personnel stress and the great increase in critical incident stress debriefing (CISD) within the emergency service profession.
- **Fear:** Events that cause extreme fear also cause stress. The act of being robbed by an individual who sticks a gun in your face might be an example.

Rapid Onset Stressors

In the fire service/emergency medical services (EMS) we have a number of sudden, unexpected high-magnitude stimuli, which are referred to as Rapid Onset Stressors (ROS). Examples include sudden bright flashes of light, unexpected blaring noises, or sharp pains.

Obviously, one such ROS in the fire service/EMS is the sounding of an alarm.

Life Changes

These types of stressors have been researched extensively. The Recent Life Changes Stress Test, which has been used extensively, assigns numerical values to each of 55 different normal life events. The number of life change events a person accumulates during a year is used to determine an individual's probability of succumbing to a physical illness during the coming year.

Cost of Stress

The New York Times reported on September 5, 2004, that "Workplace stress costs the nation more than \$300 billion each year in health care, missed work, and the stress-reduction industry that has grown up to sooth workers and keep production high."

Stress is directly responsible for as much as \$20 billion in annual losses to the American economy. Some sources have estimated this cost at closer to \$75 to \$100 billion (*Stress Management*, USFA/FEMA, February, 1991).

SYMPTOMS OF STRESS

Once stress has been defined and some insight is gained into what it can do, the next question to be answered is, how do you know when you are under stress? What are some of the symptoms of stress? While people who are faced with major or minor levels of stress may develop serious physical ailments, these ailments do not develop overnight. There are generally some signs or early warning signals that can alert an individual or those around him/her that he/she may be experiencing periods of heavy stress.

These warning signals can mean that the individual experiencing them is under too much stress, and measures need to be taken to alleviate some of the sources of that stress.

Recent Life Changes Stress Test

The Recent Life Changes Stress Test was designed by a number of researchers to determine the impact that major life changes have on individuals. After a great deal of study, they found that the number of major changes that people experience can greatly add to the stress levels that they are feeling.

The Recent Life Changes Stress Test has been analyzed numerous times by a variety of academics. The current analysis of results presented by Dr. Richard Rahe is as follows.

When a person's stressors add up to 450 or higher for any given 12-month period, there is a 2 out of 3 chance of developing one or more, possibly serious, illnesses (such as heart attack) or accidents during the following year. People with a score this high are considered to be in a "life crisis." One out of two people (50 percent) who score 300 to 449 will likely experience an illness over the following year. More than one illness may also occur, and some of these illnesses may be rather severe. A score of 200 to 299 indicates a moderate level of stress. Three out of 10 persons with a moderate score will go on to develop an illness of moderate severity over the next year. Scores below 199 usually indicate a low (1 out of 10) risk of illness over the following year. The body may be at risk for illnesses associated with this type of change for up to 24 months following the crisis. Medical journals are replete with examples of individuals who died within 1 year of a major change. Interestingly, the correlation with cancer is higher than any other, including smoking.

Coping With Major Changes

In attempting to cope with major changes in your life or in the lives of your subordinates there are several points to remember.

- If you or a subordinate has undergone a series of changes of which you are aware, don't magnify the already existing potential for problems by inflicting additional major changes on yourself or your subordinates. Wait until you or your subordinates have had a chance to recover from one set of changes before introducing new ones.
- Elizabeth Kubler-Ross has identified a series of five stages that people go through in reaction to news that they are dying. When undergoing major changes, people go through these same five stages: denial, anger, bargaining, depression, and acceptance.
- People go through these stages at different rates for different reasons. The important thing to remember is that they **will** go through these stages, and when dealing with someone undergoing change it is advisable to deal with them at the stage in which you find them. For example, it is not good to get mad at a subordinate who is at the anger stage.

- Everyone is different; no two people react the same way to the same type of change. A change might debilitate one person and hardly be noticed by another.

PERSONALITY TYPE AND STRESS

A team of researchers developed a checklist that you can use to determine how you react to different types of stressors, from major changes or other sources. When two different people are confronted with the identical situation, it can be stressful for one individual and not stressful at all for the other.

The Behavior Activity Profile not only gives insight into what types people are, but how strong their tendency is in any one direction. In order to understand the types better, the following explanation of the two types is offered.

Type A

The Type A individual has been described as coronary-prone. These people have a 1.56 times greater likelihood of developing coronary problems, and have less chance of surviving heart attacks. They are the individuals who are always trying to accomplish **more** in less time. Work is extremely important to them, and they become uncomfortable in all facets of their lives when things are not happening fast enough. They hate to wait in line, they finish sentences for other people, and they are constantly in motion. Type As are more stressed than Type Bs because they create more stressors and are less able to adapt to those stressors. They generally create unnecessary deadlines, get mad at slow drivers, and make things harder on themselves than they need to be.

"Recent research indicates that the real danger is not from Type A personality per se, but from the hostility and anger that often are a part of the Type A personality. Without the hostility and anger, Type A persons have little difference from Type B when it comes to susceptibility to heart disease." (Bates, K.L. (2006.) *Type A personality not linked to heart disease*; and Williams, R.B. (2001.) "Hostility: Effects on health and the potential for successful behavioral approaches to prevention and treatment," in A., T.A. Revenson, and J.E. Singer (eds.) *Handbook of Health Psychology*. Mahwah, NJ: Erlbaum.)

Type B

Type Bs know how to take things more slowly. There is no indication that Bs are any less successful than As. Indeed, boardrooms are probably inhabited by more Bs than As because As burn themselves out. There are a lot of B-type behaviors that As can develop to take better care of themselves and avoid creating unnecessary stressors. Type A behavior is a learned response and it can be unlearned.

ALLEVIATING STRESS

Stress Control Techniques

There are many stress control techniques. You may obtain them from a local source, read about them in a magazine, or learn of them from a friend. To be useful and effective, however, a given technique must be able to do all of the following:

- Reduce physical arousal.
- Succeed without the sacrifice of life goals, productivity, or level of achievement. Stress control does not simply mean taking it easy; it means removing the interference.
- Fit the individual's personality without calling for adjustments or sacrifices in personal style.

Three basic types of stress control techniques emerge from the stress adaptation model.

1. Techniques that operate on the environment (the stressors).
2. Techniques that operate on the mind (cognitive).
3. Techniques that operate on the body (physical reactivity).

There are two philosophies in stress control. One is that stress can be managed **quantitatively, i.e., by reducing the amount of stress we experience**. This is the most common approach to stress management. The second philosophy is that stress is managed **qualitatively, i.e., by changing negative stress into positive stress (eustress)**. This involves learning how to use stress to our benefit rather than to our detriment.

Dealing With the Environment

One method to break the stress cycle at the stressor stage is social engineering (SE).

The SE process includes the following 10 steps.

1. Identify a particular stressor.

Something you encounter on a regular basis, e.g., paperwork or meeting with an irritating person.

2. Define the stressor.

Why does this stressor upset you? Be specific. Consider the emotions that trigger the uncomfortable feelings or emotions.

3. Can the stressor be avoided completely?

If you can avoid the stressor without compromise, do so. Otherwise, proceed through the steps of SE.

4. Why can't this stressor be avoided?

What will be lost if I avoid the stressor completely? What outcomes are associated with this particular stressor?

5. Generate alternatives.

Brainstorm as many alternatives as possible for avoiding the stress, noting any that enable you to acquire all the outcomes you need.

6. Evaluate your alternatives.

Identify the alternatives, then ask how well each meets your goals. Are compromises required? Be careful not to simply trade one set of stressors for another.

7. Select the best alternative.

Select the alternative that best meets your goals **and** decreases the number and severity of stressors you will face in order to accomplish them.

8. Try it out.

The next time you face the stressor, try your alternative.

9. Reevaluate, revise, and fine tune.

Eventually, you should be able to work in a less stressful and more stress-efficient manner.

10. Practice.

With practice, the SE technique simply will become second nature.

Dealing With the Mind

Many events or situations occur unexpectedly. In many cases these are the most severe stressors that we face. We cannot control the world. We **can** control how we think and adapt when we are faced with an unexpected stressor. Several counseling and psychotherapy approaches can help us to rethink our problems and look at them from a new perspective or in a new light.

Cognitive reappraisal is a stress control strategy. It helps people to rethink potential stressors and interpret them in an adaptive, healthful way, rather than in a maladaptive and stress-fostering way. Cognitive reappraisal takes the perspective that something is not a problem, but an opportunity.

The steps of cognitive reappraisal are very similar to SE.

- confront the stressor;
- analyze your reaction;
- rethink your situation;
- select one of your alternatives; and
- try it out.

Dealing With the Body

Physical activity is a recommended stress control technique. Research shows that physical activity is the body's natural mechanism for reducing physical arousal.

Physical activity helps to manage stress in three ways:

1. It helps to detoxify the body by burning off the stress-related hormones that perpetuate physical arousal.
2. It decreases stress reactivity, both physically and mentally.
3. It strengthens internal organ systems, making them more resistant to disease.

The President's Council on Physical Fitness recommends a large number of sports and activities, including

Archery	Racquetball
Backpacking	Rifle
Badminton	Roller Skating
Baseball	Rowing
Basketball	Rugby
Bicycling	Running
Bowling	Sailing
Canoeing/Kayaking	Scuba/Skin Diving
Climbing	Skeet/Trap Shooting
Equitation	Sports/Fitness
Fencing	Skiing (Nordic)
Figure Skating	Skiing (Alpine)
Fitness Walking	Soccer
Football	Softball
Golf	Squash
Gymnastics	Swimming
Handball	Table Tennis
Ice Skating	Tennis
Jogging	Volleyball
Judo	Water Skiing
Karate	Weight Training
Orienteering	

Techniques That Work on the Environment, Mind, and Body

Relaxation

Considered one of the most useful stress control tools because it acts on the environment, mind, and body. It involves activities that stabilize and maintain mental and physical arousal at a reduced level.

How do people relax? Many people associate relaxation with leisure. However, leisure activities are usually stressors; movies, books, spectator sports, weekend trips, and vacations can stimulate or arouse us.

There are other misconceptions about relaxation. One is that relaxation produces a state similar to that induced by alcohol or drugs. This is **not** so. Drugs numb awareness. Relaxation, by contrast, increases awareness while relaxing the body. Another misconception is that relaxation involves mental passivity. Systematic relaxation requires concentration and deliberate mental activity, not turning off your mind.

Types of Relaxation Training

Two basic forms of relaxation training:

1. **Centralized** relaxation helps people to calm their minds.
2. **Peripheral** relaxation helps people relax their bodies.

One starts with the mind and the other with the body, but both approaches involve the body **and** the mind.

Centralized Relaxation Techniques

Three examples of centralized relaxation techniques:

1. Meditation.

Applies five basic components: quiet environment, correct posture, meditation object, passive attitude, and regular practice. People who relate well to meditation training are those who have a relatively well-developed awareness of internal states. They generally are sensitive to changes in their minds and bodies.

2. Selective awareness activities.

Selective awareness involves learning how to gain control of the focus of our attention. The next step is to use this control to direct the internal activity of the body. Hypnosis, guided imagery, and autogenic training are forms of selective awareness.

3. Biofeedback.

Biofeedback is a treatment technique in which people are trained to improve their health (and reduce stress) by using signals from their own bodies. It can be used to prevent stress-related disorders such as hypertension. It is very effective in augmenting other relaxation techniques.

Peripheral Relaxation Techniques

These techniques begin by reducing arousal at the site of a body organ. They are especially applicable to individuals who always react to stress in a particular way, e.g., an upset stomach or a migraine headache.

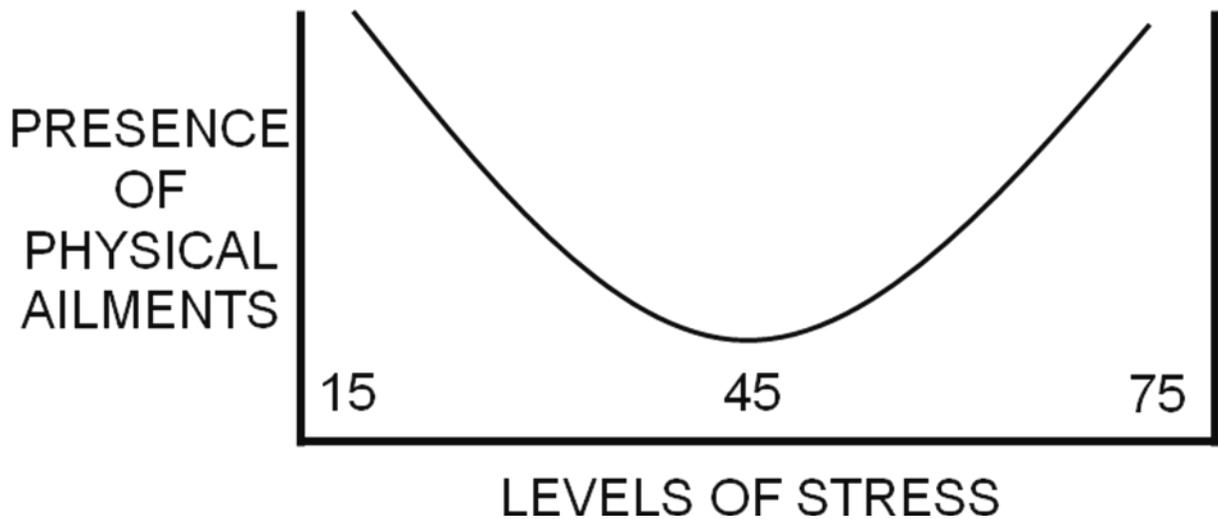
- Progressive muscle relaxation.
 - A technique particularly useful for those who find passive activities, such as meditation, frustrating. Progressive relaxation is used to reduce muscle tension and to treat stress-related muscular disorders.
 - The technique is simple to learn and can be practiced just about anywhere at any time. Whenever tension is building it can be relieved simply by performing a tension-release exercise.
- Yoga.
 - There are many forms of yoga, all of which require training. Qualified training usually can be obtained at a community college or in a community-based program.
- Breath control.
 - An extension of yoga, diaphragmatic breathing is a technique that is useful, in and of itself, for stress reduction. Instead of breathing from the chest, diaphragmatic breathing involves pushing the stomach out as you inhale and then pulling it in to exhale. It is not clear why this type of breathing calms people, but it works.
- Biofeedback.
 - This technique, described previously, can be used both as a peripheral relaxation approach and as a centralized relaxation approach.

EVERYDAY STRESSORS

Clinton G. Weiman reported in *A Study of Occupational Medicine* (1977), on a study of 1,540 officers in large financial institutions and their reactions to stress. These individuals were given extensive medical examinations, and then asked to rate on a scale of 1 to 5 questions in the instrument, Questions Regarding Everyday Stressors, where 5 equaled "nearly all the time," and 1 equaled "never." The study found two different tendencies:

1. In people with high levels of stress (60 to 75) there was a significantly greater incidence of serious health problems than in other people in the study. These problems included hypertriglyceridemia, essential hypertension, arteriosclerotic heart disease, hypercholesterolemia, exogenous obesity, duodenal ulcers, and heavy smoking.
2. In people with very low levels of stress (15 to 25) there were significantly greater levels of serious ailments than in all other groups in the study except for those with the very highest stress levels (60 to 75).

What this means is that a modicum of stress (the 25 to 60 range in this instrument) is not bad at all; indeed, it is good. People in this range had the lowest incidence of reported stress-related illness. Stress is an everyday phenomenon, without which our lives become boring and flat, and this may even cause us to develop health problems. In some of Selye's later works on stress he talked about two types of stress, distress, and eustress. Distress is bad stress and eustress is good stress (from the Greek prefix **eu**). An example of distress would be a supervisor who is constantly nagging you to complete a task on time. Eustress might come from a supervisor who tells you to complete something in the efficient and effective manner of which he/she knows you are capable. The important thing to remember is that some stress is positive and necessary, but it can go too far and become dangerous to your health and that of your subordinates.



A good way to check on your own stress levels and those of your subordinates would be to get them to fill out the Questions Regarding Everyday Stressors instrument. If that is too threatening, you may want to look at the questions yourself and imagine how they would react to them. Through the questionnaire you, as a supervisor, can understand your subordinates' feelings, and can be more effective in alleviating stress in the working environment.

SUMMARY

This unit addressed the topic of stress, some of its symptoms, and how to handle it. Topics covered included

- stress defined:
 - General Adaptation Syndrome, and
 - bodily reactions to stress;
- symptoms of stress;
- major change and stress;
- personality types and stress;
- alleviating stress in yourself; and
- everyday stressors and eustress.

Perhaps the most important thing to remember is that different people react differently to the same stressor. It is essential to understand your own response patterns and modify them when necessary. A Type A may encounter the same stressors that a Type B encounters; each will respond differently. Type As will be debilitated by the stressors; Bs will use the stressor as a catalyst to channel their energies more productively or more creatively. Type As need to take cues from the behavior of Type Bs so they don't succumb to environmental stressors. A final point in dealing with your subordinates: it is possible to identify stressful situations they might encounter and to help them cope.

Although we spent a great deal of time in this unit discussing stressors and different ways to cope with stress, we barely touched on one of the major coping strategies for dealing with stress, especially in the working environment. Many managers spend so much time on unimportant things that they don't have the necessary time to spend on things that require their attention. Being able to place tasks in priority order (or effectively manage your time) and to deal personally only with those things that need your attention (or effectively delegate) is an important goal toward which all managers should strive. Proper time management and delegation make any manager's job easier and reduce the stress the manager is experiencing. Many studies have shown that time management and delegation are the favorite coping strategies of managers for reducing stress in their working environment. The next unit will address the topics of time management and delegation.

Activity 3.1

What is Stress?

Purpose

To explore your concept of stress, and introduce "on the job" stressors.

Directions

1. In your table group, list on an easel pad the words that come to mind when you see/hear the word "stress." You will be given 5 minutes for this portion of the activity.
2. Share your words with the rest of the class. As each group shares their words, check off the words on your easel pad that are the same.

This page intentionally left blank.

Activity 3.2

Recent Life Changes Stress Test

Purpose

To analyze the stressors you have experienced during the past 12 months.

Directions

1. Go through the rating scale and circle all the major events listed that have happened to you over the past 12 months.
2. Total the numerical values in the right-hand column for each event circled.
3. You have 15 minutes to complete the checklist.

This page intentionally left blank.

Activity 3.2 (cont'd)**Recent Life Changes Stress Test--Dr. Richard Rahe****Health**

An Illness or injury which was very serious	74	<input type="checkbox"/>
An illness or injury which was moderately severe	44	<input type="checkbox"/>
An Illness or injury which was less serious than above	20	<input type="checkbox"/>

Work

Change to a new type of work	51	<input type="checkbox"/>
Change in your work conditions	35	<input type="checkbox"/>
Change in your work responsibilities	41	<input type="checkbox"/>
Taking courses to help you	18	<input type="checkbox"/>
Troubles at work	32	<input type="checkbox"/>
Major business readjustment	60	<input type="checkbox"/>
Loss of your job	74	<input type="checkbox"/>
Retirement	52	<input type="checkbox"/>

Home and Family

Change in residence	40	<input type="checkbox"/>
Major change in living conditions	42	<input type="checkbox"/>
Change in family get-togethers	25	<input type="checkbox"/>
Major change in health or behavior of a family member	55	<input type="checkbox"/>
Marriage	50	<input type="checkbox"/>
Pregnancy	67	<input type="checkbox"/>
Miscarriage or abortion	65	<input type="checkbox"/>

STRESS MANAGEMENT

Birth (or adoption) of a child	66	<input type="checkbox"/>
Spouse begins or stops work	46	<input type="checkbox"/>
Change in arguments with spouse	50	<input type="checkbox"/>
Problems with relatives or in-laws	38	<input type="checkbox"/>
Parents divorce	59	<input type="checkbox"/>
A parent remarries	50	<input type="checkbox"/>
Separation from spouse due to work or marital difficulties	79	<input type="checkbox"/>
Child leaves home	42	<input type="checkbox"/>
Relative moves in with you	59	<input type="checkbox"/>
Divorce	96	<input type="checkbox"/>
Birth of a grandchild	43	<input type="checkbox"/>

Home and Family (Continued)

Death of a spouse	119	<input type="checkbox"/>
Death of a child	123	<input type="checkbox"/>
Death of a parent or sibling	101	<input type="checkbox"/>

Personal and Social

Change in personal habits	26	<input type="checkbox"/>
Beginning or ending school	38	<input type="checkbox"/>
Change of school or college	35	<input type="checkbox"/>
Change in political beliefs	24	<input type="checkbox"/>
Change in religious beliefs	29	<input type="checkbox"/>
Change in social activities	27	<input type="checkbox"/>
Vacation	24	<input type="checkbox"/>

STRESS MANAGEMENT

New, close, personal relationship	37	<input type="checkbox"/>
Engagement to marry	45	<input type="checkbox"/>
Personal relationship problems	39	<input type="checkbox"/>
Sexual difficulties	44	<input type="checkbox"/>
An accident	48	<input type="checkbox"/>
Minor violation of the law	20	<input type="checkbox"/>
Being held in jail	75	<input type="checkbox"/>
Major decision about your future	51	<input type="checkbox"/>
Major personal achievement	36	<input type="checkbox"/>
Death of a close friend	70	<input type="checkbox"/>

Financial

Major loss of income	60	<input type="checkbox"/>
Major increase in income	38	<input type="checkbox"/>
Loss/Damage to personal property	43	<input type="checkbox"/>
Major purchase	37	<input type="checkbox"/>
Minor purchase	20	<input type="checkbox"/>
Credit difficulties	56	<input type="checkbox"/>

Total Points _____

This page intentionally left blank.

Activity 3.3

Personality Type and Stress

Purpose

To identify and determine your reaction to different types of stressors.

Directions

1. Read through the instructions.
2. Complete the handout.
3. You have 20 minutes to complete this activity.

This page intentionally left blank.

Activity 3.4

Stress Control Techniques

Purpose

To demonstrate the use of the three basic types of stress control techniques emerging from the stress adaptation model.

Directions

1. Working in your table groups you will be assigned one of the following three types of stress control techniques:
 - a. Techniques that operate on the **environment** (the stressors).
 - b. Techniques that operate on the **mind** (cognitive).
 - c. Techniques that operate on the **body** (physical reactivity).
2. Each group should prepare a brief (1 minute) skit illustrating its assigned stress control technique. You will be given 15 minutes for preparation of the skits.
3. Each group will present its skit to the class, followed by brief discussion lead by the instructor.

This page intentionally left blank.

Activity 3.5

Relaxation Exercise

Purpose

To participate in a quick and effective exercise designed to relax you and reduce physical stress quickly.

Directions

You will be asked to participate in a relaxation exercise designed to reduce physical stress.

This page intentionally left blank.

Activity 3.6

Everyday Stressors

Purpose

To analyze and measure the types of stressors you might experience.

Directions

1. Rank Questions Regarding Everyday Stressors according to the following scale:
 - 1 = Never
 - 2 = Infrequently
 - 3 = Sometimes
 - 4 = Often
 - 5 = Almost all the time
2. Total all of the scores after the ranking is completed.
3. You have 10 minutes to complete this portion of the activity.

This page intentionally left blank.

Activity 3.6 (cont'd)

Questions Regarding Everyday Stressors

- _____ 1. How often do you feel that you have too little authority to carry out your responsibilities?
- _____ 2. How often do you feel unclear about what the scope and responsibilities of your job are?
- _____ 3. How often do you not know what opportunities for advancement or promotion exist for you?
- _____ 4. How often do you feel that you have too heavy a workload, one that you could not possibly finish during an ordinary working day?
- _____ 5. How often do you think that you will not be able to satisfy the conflicting demands of people around you?
- _____ 6. How often do you feel that you are not fully qualified to handle your job?
- _____ 7. How often do you not know what your superior thinks of you, how s/he evaluates your performance?
- _____ 8. How often do you find yourself unable to get information needed to carry out your job?
- _____ 9. How often do you worry about decisions that affect the lives of people you know?
- _____ 10. How often do you feel unable to influence your immediate supervisor's decisions and actions that affect you?
- _____ 11. How often do you feel that you may not be liked and accepted by people at work?
- _____ 12. How often do you not know just what the people at work expect of you?
- _____ 13. How often do you feel that you have to do things on the job that are against your better judgment?
- _____ 14. How often do you think that the amount of work you have to do may interfere with how well it's done?
- _____ 15. How often do you feel that your job interferes with your family life?

_____ **Total**

This page intentionally left blank.

UNIT 4: TIME MANAGEMENT AND DELEGATION

OBJECTIVES

The students will:

- 1. Identify specific techniques for analyzing and allocating time successfully.*
 - 2. Identify proper procedures and steps in effective delegation.*
-

This page intentionally left blank.

INTRODUCTION TO TIME MANAGEMENT

Many of the greatest sources of stress most managers encounter are inextricably linked to the critical variable **time**.

- They don't have enough time to plan.
- They don't have sufficient time to follow up with subordinates.
- They don't have enough time for their families or leisure activities.

These and other factors in the job and home environments are related to the use of time; they all underscore the need for managers to use the time they have efficiently and effectively to address their varied personal and professional responsibilities; effective time management thus becomes a potentially valuable tool for the fire service/emergency medical services (EMS) manager. This unit presents techniques that a fire service/EMS manager can use to gain control of his/her time. Special emphasis is placed on delegation, which can be a valuable time management technique as well as an important component of effective interpersonal relationships. By mastering techniques for analyzing and allocating time successfully, the fire service/EMS manager can greatly enhance his/her individual success and avoid the negative effect caused by many potentially debilitating sources of stress.

TIME IN PERSPECTIVE

The popularity of time management as a lecture topic, book, cassette program, etc., is a testimony to the discontent most managers experience as they assess their failures to use this precious resource effectively. For some managers, time management becomes almost an obsession, as evidenced by the elaborate steps some take to control how they spend their time.

It goes without saying that all managers should be concerned with the manner in which they allocate and use their time. It is equally important for managers to avoid confusing the process of time management with the product, i.e., achieving success in obtaining the organizational goals and objectives that effective time management is supposed to yield. Unfortunately, many managers make time management an end in itself, rather than the means to the end that it should be.

The most important hurdle to be conquered in managing time successfully is understanding that time management is linked to all the functions a manager performs. Unless a manager can plan, organize, and control effectively he/she is doomed to failure as a successful time manager. The planning functions discussed in *Strategic Organizational Issues in Fire and EMS* (SOIFEMS) are especially critical to effective time management. The goals, objectives, and priorities established during the planning process form the skeleton of an effective time management system.

Without these planning products, the manager is certain to waste time, regardless of the number of other sophisticated time management techniques employed. An old saying captures the essence of time management that lacks adequate goals, objectives, and priorities:

"It is not enough to be busy--so are the ants. The question is: What are we busy about?"

- *Anonymous*

Successfully performing other management functions also is essential to effective time management.

Proper use of organizational resources to achieve goals and objectives, including the use of techniques such as PERT, critical path, and so on, limit the amount of time the manager will have to waste, thereby keeping activities on target. The establishment of proper control systems, reporting schedules, performance reviews, etc., limits potentially wasted time. Each manager should realize that by improving his/her ability to perform the technical management functions he/she also is greatly enhancing potential time management capabilities.

ORGANIZING YOUR TIME

There have been a number of approaches identified and publicized for improving time management; one of the most effective was developed by Alan Lakein in the early 1970s.

- List goals, set priorities.
- Make a daily "to do" list.
- Start with "A's," not "C's."
- What is the best use of my time, **right now**?
- Handle each piece of paper only once.
- Do it **now**!

ANALYZING TIME USE

The first step in effective time management is to gain a clearer understanding of how time currently is being used. A useful technique is to perform a daily time analysis. A format for performing such an analysis is shown below. Fire service/EMS managers should be encouraged to complete such an analysis on a quarterly basis (1 day in each 3-month period) to provide an ongoing analysis of how they actually spend time, and what their goals and priorities should be.

DELEGATION AS A TOOL

Delegation is defined as the sharing of authority, responsibility, and accountability between two or more people for the accomplishment of a task/function. A primary leadership tool, delegation is a process that allows supervisors to share some of their assigned responsibilities with subordinates, thereby gaining valuable time for completing other assignments.

We continually use delegation at emergency scenes where a command task is assumed by the first-arriving officer. The concept that we use routinely at emergency incidents is often a foreign technique in nonemergency situations. It has the same degree of value if used properly.

- Authority is the right to make decisions and take actions.
- Responsibility is an obligation to make decisions and take actions.
- Accountability is having to answer for results.

Within this context, effective leaders understand the following principles.

- Leaders know they are responsible for getting the job done.
- Leaders are committed to maximizing the potential of each subordinate.
- Leaders understand the importance of and the process of delegation.

Even with this knowledge many supervisors still will not delegate in nonemergency situations. There are a number of reasons why supervisors, at any level, are reluctant to delegate. Some of these include

- misunderstanding the leadership role;
- fear of being shown up;
- inflated egos;
- lack of confidence in subordinates;
- holding onto favorite tasks;
- fear of losing control; and
- lack of understanding of how to delegate.

PRINCIPLES OF EFFECTIVE DELEGATION

The successful use of delegation requires the strict adherence to 9 basic principles. These principles and a summary of the key components of each are as follows:

1. **Delegate the right task.**

- don't delegate:
 - supervisor/subordinate responsibilities,
 - confidential tasks,
 - high-risk tasks, and
 - the vital few;
- do delegate:
 - any routine task,
 - a task you have been putting off,
 - a task you have been wrestling with, without success,
 - an unexpected, unplanned requirement, and
 - a task you dislike which would be "fun" for someone else; and
- use the following process to select the "right" task:
 - list all the tasks you perform,
 - evaluate each task for potential delegation, using the above criteria, and
 - select one or two to try.

2. **Delegate to the right person.**

The supervisor must know his/her subordinates. Remember, it is not whether the subordinate can do the job, but whether he/she can do it adequately.

- Individual must be competent.
- Individual must be ready.
- Self-confidence is critical.
- Credibility is needed.

3. **Define responsibility.**

Once you have selected the task to be delegated and you have identified the individual to undertake it, you need a clear definition of the limits of responsibility being transferred.

- meet with the subordinate and define the task:
 - What is it?
 - How much?
 - How well?
 - By when?

- Establish deadlines.

- With whom?

- provide necessary information; and
- provide necessary training.

4. **Delegate authority.**

In order to carry out any assignment, the subordinate also must have the authority required. Authority is defined as the right to make decisions and take the action necessary to carry out the assignment delegated.

- define the limits of authority:
 - Amount of authority must match amount of responsibility.
- notify others, if appropriate.

5. **Get agreement.**

Clearly explain the responsibility, time limits, and authority of the delegated task. Allow the subordinate an opportunity to accept or refuse the assignment.

- Cannot **force** acceptance.
- Delegatee should **want** the assignment.

6. **Demand accountability.**

Accountability is having to answer for results. In delegation, the supervisor shares the responsibility and authority for completing a specific task/function with the subordinate. The subordinate is now accountable to the supervisor for completing the assignment. Make it clear that results will be measured against established criteria.

7. **Establish feedback mechanisms.**

An established time should be set for joint review by both the supervisor and the subordinate. This review should include progress, problems that have arisen, both positive and constructive feedback, and generally provide the opportunity to touch base.

- set milestone dates to assess progress;
- face to face or written; and
- feedback frequency depends on:
 - complexity,
 - importance, and
 - subordinate.

8. **Provide for emergencies.**

Once the task is underway the supervisor needs to retreat; this does not mean disappear. A simple "how is it going" will express interest and allow for assistance in the event unexpected emergencies arise. Back off, leave subordinate alone.

- allow opportunity for self-correction;
- be willing to tolerate different approaches; and
- let go, but don't drop out; keep an open door.

9. **Reward accomplishments.**

Provide positive reinforcement throughout the project. Remember, any given step in the process does not have to be perfect to deserve a "pat on the back." A simple compliment can make hours of work seem worthwhile.

- reward the final product if it meets the stated criteria;
- provide constructive feedback on deficiencies; and
- solicit feedback from subordinate.

SUMMARY

Effective time management is an essential component of successful total management. Every fire service/EMS manager should understand the importance of effective time management. Fire service/EMS managers should analyze how they use time.

Effective time management can help to alleviate many of the stressors a fire service/EMS manager encounters. By practicing effective delegation principles as discussed in this unit, the fire service/EMS manager may gain the time needed to accomplish many other duties and responsibilities.

Activity 4.1
Timewasters

Purpose

To aid you in planning more effective time management.

Directions

1. In your table groups you should brainstorm timewasters.
2. Record your ideas on an easel pad.
3. Select a spokesperson to report to the entire class.

This page intentionally left blank.

Activity 4.2

Planning for Effective Time Management

Purpose

To aid you in planning more effective time management.

Directions

1. In the space provided below under the heading "Timewasters" list the six greatest timewasters you personally have in your professional life.
2. You have 5 minutes to complete the checklist.
3. Following completion of Step 1, discuss with your partner the steps you and he/she can take to overcome three time wasters you have identified and three time wasters he/she has identified. List your responses under Step 2. You have 20 minutes to complete this portion of the activity.

Step 1: Timewasters.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Step 2: Minimizing timewasters (coping strategies).

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Activity 4.3

Delegation: Key to Supervisory Effectiveness

Purpose

To aid you in understanding the proper procedures and steps in effective delegation

Directions

As an individual exercise, list five tasks you might delegate to a subordinate.

1. _____
2. _____
3. _____
4. _____
5. _____

With a partner, select two of your own and two of your partner's tasks. Discuss with your partner why you selected each task, to whom you might delegate the task, what the benefits would be of delegating the task, and in what ways it might be difficult to delegate the task. Report to the whole class at the conclusion of the exercise.

My own tasks:

1. _____
2. _____

My partner's tasks:

1. _____
2. _____

This page intentionally left blank.

UNIT 5: PROFESSIONAL DEVELOPMENT

OBJECTIVES

The students will:

- 1. Describe the process for formulating a specific plan for individual professional development.*
 - 2. Clarify personal values and the impact on professional development.*
-

This page intentionally left blank.

OVERVIEW OF PROFESSIONAL DEVELOPMENT

A common characteristic of most successful managers is the desire to continue their professional development. Change has become a constant in almost every organization, and to deal with the manifestations of change effectively, managers must be willing to adapt. Usually this process of adapting requires the development of new skills and abilities.

In reality, any manager should make a sincere commitment to pursue ongoing professional development. In some instances, professional development has come to mean advancement in terms of the organizational hierarchy. This is a misleading assumption. Professional development is a necessity, regardless of whether or not an individual is promoted. This unit is concerned with increasing the fire service/emergency medical services (EMS) manager's understanding of strategies for promoting professional development, and providing techniques to assist the fire service/EMS manager in implementing such strategies.

Professional development planning is, in many ways, similar to the organizational planning process, especially in terms of the basic questions that are addressed. Effective professional development planning requires the individual involved to address the following questions with candor:

- Where am I now in terms of my professional development? What skills and abilities do I possess? What rewarding career experiences have I had? What aspects of my current job situation satisfy me? Frustrate me? What are the opportunities for professional growth if I remain with this organization?
- What are my professional goals? How important are my professional goals as compared to my personal and interpersonal goals? Before these questions can be answered, you first must take stock of personal values and what those values tell you about yourself and where you want to go.
- What steps must I take to achieve the goals I have established? Address the gap between where you are and where your goals indicate you want to be using a workable set of strategies designed to close that gap.

The strategies should reflect the same concrete planning, i.e., clearly stated objectives that would be reflected in regular organizational planning. General strategies for professional development all too often become irrelevant as day-to-day pressures impinge on a manager.

Addressing the three major questions described will enable a fire service/EMS manager to embark on a meaningful professional development effort. Many of the issues addressed in this three-step process require a level of personal insight and self-questioning that many individuals are incapable of addressing alone. If this is the case, it is recommended that those individuals seek the assistance of a trained career counselor qualified to provide the expertise needed to guide and/or reinforce the professional development effort.

SUMMARY

The first five units in this course were designed to help the fire service/EMS manager better understand and direct his/her own managerial and leadership behavior. These five units have given you an opportunity to examine your own personal styles and potential strengths and weaknesses. You also have looked at your leadership style, the implications of stress for the fire service/EMS manager, and some strategies for coping with stress. You have learned effective techniques for time management and proper delegation, and, finally, you have discussed and plotted a framework for professional development and personal and interpersonal development. Gaining insight into the types of areas discussed in these five units can help the fire service/EMS manager lay a firm foundation for his/her leadership of others. Without a good grasp of his/her own strengths, weaknesses, goals, and strategies for coping with different situations, no manager can be expected to manage others effectively.

The importance of self-understanding cannot be overstated. However, such understanding is just one component of a good fire service/EMS manager. Management is the function of making decisions and directing individuals in such a way that the organization's needs and the individual's needs will be mutually satisfied. In *Strategic Organizational Issues in Fire and EMS* (SOIFEMS), the subject matter deals with the more technical aspects of meeting organizational needs, e.g., planning, organizing, controlling. The first five units dealt with how the manager can meet his/her own needs. The next six units will address how the fire service/EMS manager can affect the behavior of those around him/her, thereby helping each student to satisfy his/her individual needs.

Management is both an art and a science, and a fire service/EMS manager must be adept in the art of working with others in order to be able to carry out the scientific or more technical aspects of the management function. Dealing with others in an organizational environment is a vast issue that cannot possibly be addressed in five units. Other important aspects of this issue will be addressed in the next sections of the course. This includes units on:

- communication;
- counseling and coaching;
- motivation;
- group dynamics;
- workplace teams; and
- conflict resolution.

We have been discussing professional, interpersonal, and personal development. It is very difficult to talk about development in any of these areas in a vacuum, because what we do in one area affects what we do in another; our value system tends to permeate all three areas, linking them inextricably. To give you some idea about where you are and where you want to go, this unit has examined different aspects of your professional, personal, and interpersonal lives. This type of self-examination is important as a focusing tool, and as a way of gaining a new self-awareness.

Activity 5.1

Professional Development and Self-Analysis

Purpose

To allow you to begin to analyze your current professional development status and initiate your professional development plans.

Directions

1. You will be divided into pairs.
2. Review the exercise in some detail so as to become familiar with the content.
3. You will have the rest of the afternoon to complete the segment of the exercise dealing with professional development. If you finish your individual effort before your partner does, move ahead and start the personal sections.
4. When you have both completed your individual efforts, work together on the professional development section of the activity.
5. It is important that each of you takes this career development opportunity seriously so as to maximize this chance for thinking and planning about the future.

The Plan is to be turned in to instructors on Monday by 8:30 a.m. Author and reviewer should sign below.

Reviewer

Author

This page intentionally left blank.

Activity 5.1 (cont'd)

Professional and Personal Development: Clarifying Goals and Values

I. Values

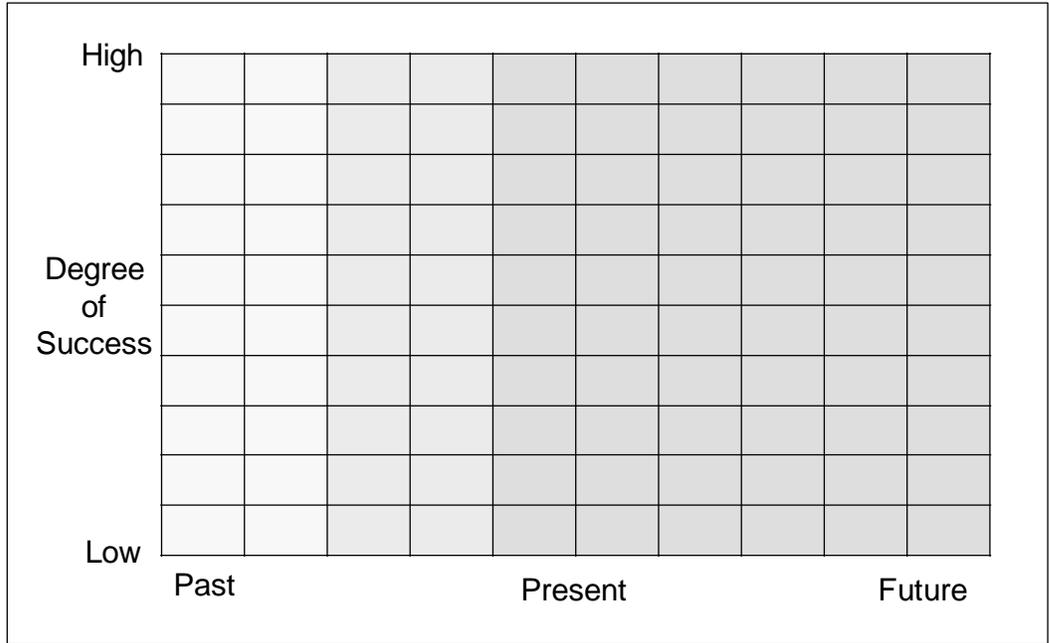
Below is a list of personal values that affect your professional development. These values are commonly held by most people. Rank these values in order of their importance to you, with 1 being most important and 24 being least important.

Rank

- _____ Achievement in your work
- _____ Financial security
- _____ Good community life
- _____ Good family life
- _____ Good friendships
- _____ Good working relationship with peers
- _____ Good working relationship with subordinates
- _____ Good working relationship with superiors
- _____ Home life you enjoy
- _____ Independence
- _____ Leisure time
- _____ Money
- _____ Opportunity to learn and grow
- _____ Opportunity to make things happen
- _____ Opportunity to use your abilities
- _____ Power over people and resources
- _____ Public recognition
- _____ Security
- _____ Sense of self-satisfaction and pride
- _____ Status among associates and friends
- _____ Time for your family
- _____ Time for yourself
- _____ Variety in your job
- _____ Work that is of value to society

II. Professional Development

- A. Plot a curve that depicts the course you have taken in your professional life, as it relates to your career, going from the past into the future.



- B. Write a summary explanation of the curve.

- C. When you and your partner have finished, share what you have written with each other.

- D. Where are you now? Write 15 descriptive phrases that describe you most accurately in terms of your knowledge, skills, experiences, and values as they relate to you at work.

1. _____
2. _____
3. _____

PROFESSIONAL DEVELOPMENT

4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

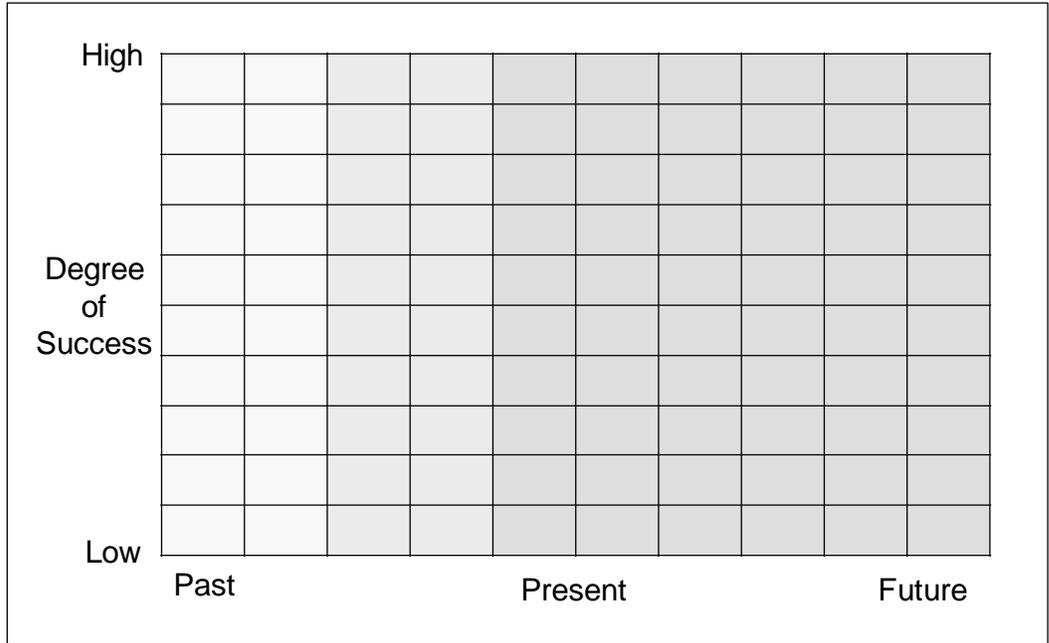
E. Categorize your professional descriptors in the following manner:

Positive	Neutral	Negative

Share this grouping with your partner.

III. Personal Development

- A. Plot a curve that depicts the course you have taken in your personal life (personal relationships), as it relates to your career, going from the past into the future.



- B. Write a summary explanation of the curve.

- C. When you and your partner have finished, share what you have written with each other.

- D. Where you are now? Write 15 descriptive phrases that describe you most accurately in terms of your knowledge, skills, experiences, and values, as they relate to your personal relationships at work.

1. _____
2. _____
3. _____

PROFESSIONAL DEVELOPMENT

4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

E. Categorize your personal descriptors in the following manner:

Positive	Neutral	Negative

Share this grouping with your partner.

IV. Professional Goals: Where do you want to go?

A. List eight professional goals that you have. You may list any professional goal as long as it is something that you sincerely want to achieve.

_____ 1.	_____

_____ 2.	_____

_____ 3.	_____

_____ 4.	_____

_____ 5.	_____

_____ 6.	_____

_____ 7.	_____

_____ 8.	_____

B. Take your list of eight goals, then rank them in terms of their importance, 1 being most important, and 8 being least important. Place your ranking in the far left-hand column.

C. Share your goals and your rankings with your partner.

V. Personal Goals: Where do you want to go?

A. List eight personal goals that you have. You may list any personal goal as long as it is something that you sincerely want to achieve.

_____ 1.	_____

_____ 2.	_____

_____ 3.	_____

_____ 4.	_____

_____ 5.	_____

_____ 6.	_____

_____ 7.	_____

_____ 8.	_____

B. Take your list of eight goals, then rank them in terms of their importance, 1 being most important, and 8 being least important. Place your ranking in the far left-hand column.

C. Share your goals and your rankings with your partner.

This page intentionally left blank.

UNIT 6: ***COMMUNICATION***

OBJECTIVE

The students will explain specific techniques that can be used to ensure effective communication.

This page intentionally left blank.

COMMUNICATION: AN OVERVIEW

Management has been widely defined as obtaining results through and with other people. The first five units dealt with individual aspects of the managerial function, relating ways in which the manager could enhance his/her own personal effectiveness. The next units deal with the aspect of management that emphasizes "through and with other people," i.e., the interpersonal side of management.

One of the first things a manager must do to obtain results "through and with other people" is to communicate--or try to communicate--every day, a skill too often taken for granted. Communication is an intricate and involved process; it has several components, each of which warrants careful attention.

Communication between managers and subordinates takes on various forms: written, verbal, nonverbal, and paraverbal. Each communication medium is extremely important in achieving the desired results. Using them effectively can be the most powerful managerial tool a supervisor has; using them ineffectively can lead that same supervisor to fail with subordinates, peers, and superiors.

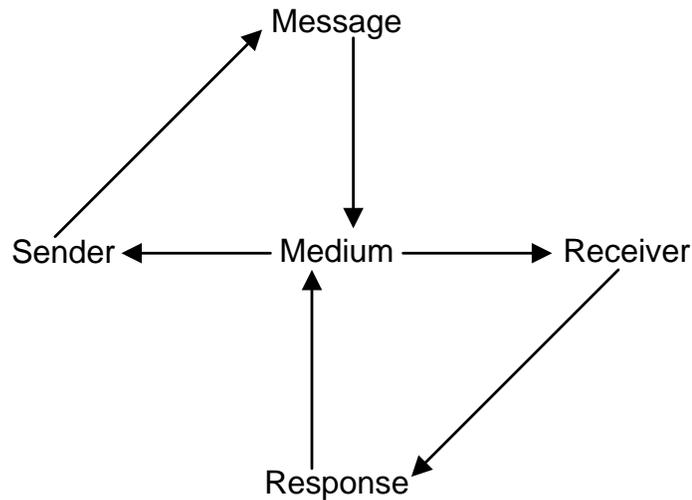
THE COMMUNICATION PROCESS

The communication process is an exchange of understanding between the sender and the receiver. The sender transmits a message to the receiver through a certain medium. Then, the receiver gives a response through a medium. One or more media can be used at the same time for sending a message and giving a response about that message. In order for this communication loop to be completed successfully, there are essential guidelines that both the sender and the receiver must follow. While the guidelines sound simple, most of us violate at least one of them every time we communicate.

The sender needs to:

- Be aware of who the receiver is and present the information in a manner that the receiver can understand.
- Be specific. Speak or write clearly and concisely.
- Give the receiver the desired impression. In other words, present an open attitude.
- Make sure he/she gets feedback to confirm that the message has been received in the manner in which it was intended.

Communicator Process or Loop



The receiver must:

- Be aware of who the sender is and expect the information to come from the sender's level.
- Listen actively.
- Keep an open mind.
- Ask for clarification when necessary.

These guidelines show that it is extremely important for both the sender and the receiver to "be aware" of who his/her partner in communication is and to communicate accordingly.

COMMUNICATION MODES

The final aspect to consider in the communication loop is the medium or form that the message will take. There are four options: written, verbal, nonverbal, and paraverbal.

Written

Written communication can take various forms, and tends to be less complicated than verbal communication because nonverbal and paraverbal clues are frequently absent from this medium. With the exception of a possible italicized word or an exclamation point, very little interference is transmitted in written communication.

The National Fire Academy has developed an entire course, *Fire Service Communication*, that covers in great detail written communication skills; therefore, these skills are not covered in this course.

Verbal

A **verbal communication** is transmitted orally by the sender to the receiver. There are different forms that a verbal communication can take: conversational, lecture, face-to-face, telephone, etc. (Note: At times there may be others.) Later in the unit there will be a discussion of techniques for improving verbal communication and barriers to effective communication.

Nonverbal

Nonverbal communication usually is present in any face-to-face encounter, although the sender and/or the receiver may not be consciously aware of its impact. Nonverbal and paraverbal communications affect strongly how a receiver processes **verbal** communication. As a fire service manager, it is important to understand the level and scope of these two media so you can use them to enhance communications. Nonverbal communication includes the following.

Proxemics

Proxemics is the study of how people use and structure space in work, personal relations, etc., and it offers two major nonverbal clues: interpersonal distance and physical positioning. Interpersonal distance, or the space people place between each other, is an important clue to the relationship between those individuals. The closer two people stand to one another, the closer their relationship. You can draw a series of concentric circles around a person, and pick which circle another individual would stand in depending on their level of affiliation. Spouses would stand closest to one another and strangers farthest apart. In an encounter with a business associate, you would hardly expect that person to stand either one foot or ten feet away from you, and you would think something was wrong if he/she stood at either distance.

Physical positioning, the other proxemical clue is where a person places himself/herself in relation to others. Physical positioning is an indication of an individual's status in an interaction. For example, the chairman of the board usually sits in a prominent or head position at a table; a boss usually sits behind his/her desk when talking to a subordinate. One thing that some superiors often do to make a subordinate feel more comfortable while in their office is to come out from behind the desk and sit in a chair on equal footing with the subordinate.

Posture

Posture is the next important nonverbal clue. Posturing is the manner in which someone holds his/her body and limbs. In subordinate-superior interactions, the subordinate's body posture is usually more tense than that of the superior. Body orientation is another posture clue. A less direct body orientation on the part of the sender usually is indicative of a less positive attitude toward the receiver. When the sender or receiver leans forward toward the other, that is indicative of a positive attitude.

The manner in which an individual in an interaction uses his/her arms is another clue. Open arms usually indicate receptivity while folded arms indicate reticence. Leg position is another clue. When a sender or receiver points his/her legs toward the other it usually is perceived as a sign of a positive attitude, while pointing legs away from someone is indicative of a negative attitude. Even the direction in which a person's feet are pointed will give a clue about his/her attitude. In considering posture, a person's overall body orientation, arms, legs, and feet, all hold clues about the attitude the sender has toward the receiver. Some of those clues generally are received more readily than others. A receiver and a sender both are more likely to pay attention to signals from the sender's upper body. Basically, people pay more attention to upper body posture or arms than they do to the positioning of legs or feet. However, in general the receiver tends to pay attention to all of the nonverbal clues the sender is transmitting. The receiver's attention is not always conscious, but in psychological experiments receivers tend to take into account **all** of the body's posturing when reporting on perceived attitudes. An interesting thing to be learned from this is that in conversations or interactions, a sender may be careful to tilt his/her head or shoulders in a certain way for effect, but looking at his/her hands, legs, or feet might be a better indicator of his/her true feelings. As a receiver you already are doing this subconsciously, and it will enhance your awareness of others to do it consciously.

Eye Contact

Level of eye contact is very important in interpreting the attitude between people. A great deal of eye contact is interpreted as being indicative of a positive attitude toward the person with whom you may be interacting. Conversely, embarrassment or other feelings tend to reduce eye contact between individuals. There even appears to be a correlation between eye contact and physical proximity. The closer the physical proximity between two people, the more likely they are to have longer periods of sustained eye contact. Additionally, the amount of eye contact can be indicative of an individual actor's role vis-a-vis another. The dominant actor will break eye contact more frequently as opposed to the less dominant or submissive actor. Finally, eye contact gives the sender a chance to monitor the effect of his/her communication on the receiver.

Movement

Hand, finger, arm, and entire body movements are included under this heading. Movements tend to do the following things.

First, they regulate verbal interactions. In English, we tend to speak in what are known as phonemic clauses, or groups of five words that, taken together as a unit, express an idea or opinion. Body movements, particularly hand motions, tend to signal the start of phonemic clauses; body movements are most likely to be used at the beginning of these clauses. Head nods also regulate sender-receiver relationships. These motions are used to show approval/disapproval and attending behaviors.

Movements underline verbal expressions. When referring to other people, we tend to point our head, hand, or fingers in their direction. When referring to a future event we usually point forward, and when referring to the past we point backwards.

Movements give people clues to a desired change on the part of the sender or the receiver concerning the interaction. For example, if a receiver wants to take over a conversation, that desire usually is signaled by a change in his/her body position. If a sender wants to relinquish control of a conversation, that desire, too, usually is accompanied by a body shift. Finally, movements do not have to be accompanied by verbal expressions. For example, a shoulder shrug might be the sole communicator in an interaction.

Channel Inconsistency

When all communications media are consistent it means that the verbal and nonverbal clues being sent agree with one another. However, that is not always the case. There is evidence that receivers pay more attention to facial expressions than they do to verbal clues. Generally, verbal communication conveys factual information, while nonverbal communication conveys evidence about the quality of the relationship between the two people interacting. When a sender says one thing and acts differently, a receiver generally will sense the sender's true feelings. Indeed, there is evidence that a receiver will feel better about the quality of a relationship between himself/herself and the sender if the sender sends both negative verbal and nonverbal messages than if the sender sends a positive verbal message and a negative nonverbal message. Take the gruff-faced, tensed-up boss exhibiting minimal eye contact. If that individual tries to tell a subordinate that he/she is pleased with the work that the subordinate is doing, the subordinate will not be likely to hear the compliment because the boss's body language is screaming so loudly. If the subordinate does hear the boss, his/her reaction is likely to be, "OK, so what's the punch line?"

Paraverbal Communication

The next communication medium is paraverbal communication. **Paraverbal** communication means how something is said. It includes changes in pitch, stress, volume, tempo, and pauses. The same message can be delivered in different ways and give entirely different signals. For example, "**Please** give **me** the fire report," said abruptly and rudely, will be interpreted very differently by a subordinate than, "Please give me the fire report," said almost apologetically. People do distinguish changes in paraverbal communication and use them to deduce the emotional state of the speaker. Activity in paraverbal channels, i.e., fast rate of speech, a

medium-high volume, and rapid intonations, tend to communicate responsiveness to the receiver. As with nonverbal channels, when paraverbal channels conflict with verbal channels, the receiver tends to pay at least as much attention to the paraverbal channels as he/she does to the verbal channels.

VERBAL COMMUNICATION TECHNIQUES

The Sender: Techniques

When communicating verbally with someone there are actually four stages to the sender's communication: preparation, beginning, the body of the conversation, and the end of the conversation. At each stage, there are things the sender should do to ensure that his/her message is being received in the manner in which it is intended.

Sender Preparation

Let's go back to the description of leadership styles for a minute to drive home the point about sender preparation. Type C's have a tendency to talk off the top of their heads. They will get an idea and be so excited about it that they will not always take the time to think it through and ponder how it might affect others. Many Type C's have rushed into someone's office with a terrific idea for reorganizing the staff, without thinking about how much money and time it will take to implement that reorganization. If the Type C had taken the time to really think the reorganization scheme through, he/she might have realized that the individual into whose office he/she was rushing would, in effect, be demoted by the brilliant new organization plan. Types Cs and Ds need to plan their communication carefully, especially when dealing with "G's" and "H's": they should have their facts straight, think ideas out ahead of time, and think about their intended receiver. Types G and H have a different problem, i.e., they usually will do all the preparation that is necessary, but because they are on the "Low Affiliation Need" end of our continuum, they might have a tendency to make their approach sterile and canned. These types need to pay special attention to making sure their approach is on a personal, warm level.

Body of the Conversation

Use leadership styles again as the basis for the 12 examples:

1. **Be concise.**

There is nothing worse than an "F" or "G" who rambles on and on about details that really have nothing to do with the main thrust of the conversation. On the other hand, a "B" or "C" who continually talks in hyperbole about broad ideas without covering some details also is annoying and is not being concise.

2. **Be patient.**

"A's" and "B's" have a tendency to be impatient with the communications of others. Hear out what the sender has to say.

3. **Be considerate.**

"A's," "B's," "G's," and "H's" are all on the "Low Affiliation Need" end of the continuum. They are not as concerned as some of the other types with how what they are saying might affect people. "A's" and "H's" have to be mindful of being inconsiderate when addressing others.

4. **Choose words the receiver can understand.**

This caution is appropriate for all of the types. There is nothing more frustrating than listening to someone show off a large vocabulary and missing the point of the conversation because you do not understand some of the words.

5. **Thank or compliment someone when he/she earns it.**

Again our "A's" and "H's," and to a lesser extent our "G's" and "B's," have a tendency not to think of others. It is not important to them to receive a compliment, so they assume other people don't need compliments either. That is simply not the case. "C's," "D's," "E's," and "F's" adore compliments and need them.

6. **Say what's on your mind.**

This is especially true if you are going to talk to an "A," "B," or "H." They don't like the way "C's," "D's," and "E's" beat around the bush with social frivolities; or the way "F's" and "G's" tell you all the ifs, ands, and buts involved before they get to the point.

7. **Be positive.**

In this regard, "H's" are probably the worst offenders. They are skeptics by nature. Although that quality is very valuable, it also can tend to make one negative in one's approach. Nobody likes to hear a dreary communication. Positive communication is better received by most people.

8. **Be appropriately modest, without being self-effacing.**

Modesty is not an inherent trait in "A's," "B's," and "C's." They need to be careful not to blow their own horns too much. On the other hand, "E's," "F's," and to a certain extent "G's" have a tendency to be self-effacing. These types need to temper their behaviors in the appropriate direction.

9. **Be flexible.**

Again, all types should heed this warning. You never deal with the same types of people in the same situations. Be aware of the situation and the type of people with whom you are dealing. Also, be aware of your own strengths and weaknesses, and adapt your behavior to the circumstances.

10. **Practice what you preach.**

There is nothing worse than a sloppy boss telling you that you are not keeping the fire equipment clean enough, when his/her office looks like a hurricane just went through.

11. **Use silence.**

Regardless of their type, most people are afraid of silence; it makes them feel awkward. It is very annoying to have someone blither on about something when the point has been made and no more explanation is necessary. Don't be afraid to not say anything.

12. **Be conscious of your listener.**

"D's" are probably better at this than any other type. The Benevolent Counselor makes it a point to be aware of how his/her listener is feeling and reacting. Other types on the "Low Affiliation Need" end of the continuum, namely the "A's," "B's," "G's," and "H's" need to be especially careful that they are attending to what their listener is doing, saying, and feeling.

The Sender: Obstacles

Although most senders attempt to use the skills outlined, this does not always happen. There are a number of obstacles that often get in the way and hinder the conversation.

Being Vague

"A's," "B's," and "C's" have a tendency to be vague about details. "E's," "F's," and "G's" have a tendency to be vague about the big picture. Both groups need to adjust their levels of vagueness accordingly.

Being too Sensitive

"E's" and "F's," and to a certain extent "D's," are very sensitive people. They are often too sensitive, taking a task-related criticism personally. They need to learn to be less sensitive and take things less personally.

Blowing Your Cool

"A's" and "B's" are notorious for this. They generally are impatient people who fly off the handle when things don't go their way.

Exaggerating

The main culprit here is the "C." He/She will get an idea in his/her head of which he/she is so proud and so excited, that he/she will exaggerate the scope of that idea for effect.

Stereotyping

This can come from any type. There is nothing more annoying than the boss who tells the punctual employee that he/she is tired of "all his/her people" being late.

Giving a Hard Sell

"A's," "B's," and sometimes "C's" and "H's" are so sure of what they want and how it should be accomplished that they will give someone a hard sell to make sure they get what they want. Hard sells are especially offensive to "F's," and "G's" who need time to think things over.

Always Bringing a Problem

"G's" and "H's" examine every angle of most situations, and often find themselves in the position of always bringing a problem to someone. Although they may have a logical new angle that needs to be examined, these types must be cautious not to always appear negative, because that has a tendency to dull their impact when they have important problems to discuss.

Using "Pet" Words

Any type can be the culprit here. A boss who is always getting "things squared away" or always talking about "cost overruns" can be irritating.

Anticipating What Will Be Said

Any type will do this, although "A's" and "B's" are probably the worst offenders because of their impatience. This type of obstacle goes hand-in-hand with active listening. Hear people out; do not finish their sentences for them.

Using "Big" Words

As we said earlier, any type can be guilty of this annoying habit.

Using "They"

Any type will tell you "**they** say this..." Who are "they"?

Going On, and On, and On

All but "A's," "B's," and "H's" can do this. This may be a result of feelings of awkwardness over silence. Once the point is made, that's sufficient.

Killing Enthusiasm

"A's" and "B's" usually kill enthusiasm by being indifferent; "G's" and "H's" by being overly critical. Enthusiasm is a valuable commodity in anyone; killing it kills productivity.

The Receiver: Techniques

The same techniques hold true for the receiver and the sender in a communication. Although the preparation and beginning stages are not as relevant for the receiver as the sender, a receiver should certainly practice the same types of skills and techniques in the body and at the end of the conversation as the sender should practice.

The Receiver: Obstacles

The receiver can put up the same obstacles as the sender.

There are, however, some special receiver obstacles that should be mentioned. In Unit 7: Counseling and Coaching, active listening will be discussed and it will be stressed that this technique is not simply a counseling device, but one that can be used to enhance everyday conversations. This is an important point. A receiver who is not listening as actively or attentively as possible will inhibit the flow of the conversation. Practicing active listening in everyday conversation will make a great difference in the quality of those conversations.

Another obstacle that receivers often bring to conversations is really a corollary to the listening obstacle: namely, the receiver's attitude. Active listening calls for and implies an open and friendly attitude to what is being said. A positive attitude on the part of the receiver, as will be demonstrated in the next unit, can make all the difference in a conversation.

Feedback

Another important aspect of verbal communication is feedback. Feedback is a special type of verbal communication that allows us to see ourselves as others see us. Giving and receiving feedback often is very threatening, and for that reason it is not used as much or as wisely as it should be in most interactions.

It is often easier to be tactful and polite than it is to tell someone something that might make a difference and help them. Using feedback runs the risk of someone "turning us off," being overly critical, or worse yet, giving feedback in return. Giving feedback is simply the process of holding a mirror up to someone and affording them the opportunity to see themselves as others see them. If done in the right way it can be an invaluable learning experience for the giver and the receiver.

In a working environment, every superior has to or should give feedback to his/her subordinates from time to time. There are very few, if any, subordinates who could not improve their performance. Feedback can help them and the rest of the working unit to improve. The question remains, though, how it should be done. There are some guidelines that should be followed by anyone who gives feedback.

How to Give Feedback

- Evaluative feedback immediately places the receiver on the defensive. In giving feedback, avoid using value-laden phrases. Don't tell somebody you despise the way he/she is handling a personnel situation and think he/she should change immediately. Instead, say that you have certain problems with some aspects of the personnel situation.
- Specific feedback gives the receiver an idea of exactly what is wrong. Building on the example above, when you tell someone that you have problems with the personnel situation, describe exactly what the problems are, rather than saying that you have problems with the personnel situation in general.
- When you give feedback, consider not only your needs, but also those of the receiver. Again, using the above example, perhaps you have a specific complaint about the personnel situation because you feel that the way it is set up does not allow young fire officers to rise to the top quickly. You are very much in favor of rewarding young officers as much as possible in order to retain them. The receiver, on the other hand, has a different orientation. He/She is much more inclined to reward the older officers, because he/she values their experience and loyalty more than he/she values the vigor and freshness of new officers. In giving your feedback, try to work out a compromise that takes into account both your needs and those of the receiver rather than trying to eliminate any credit at all for older officers. In other words, try to develop a personnel system that rewards both older and younger officers.

- When you give feedback, make sure that the receiver can do something about it. Feedback that cannot be acted on will be viewed as unduly critical and frustrating by the receiver. In our personnel example, perhaps the receiver merely is implementing a policy that a superior developed, and he/she has no power to do anything about it. If that were the case, the feedback would concern behavior over which the receiver had no control and that type of feedback would be inappropriately directed.
- When possible, feedback should be solicited rather than imposed. In our personnel example, if the other party asked you what you thought of the personnel system, that would be the time to express your views. Although it is not always possible to give only solicited feedback, it will be accepted more readily than imposed feedback.
- Give feedback on a timely basis. There are two important points here. First, feedback should be given as closely following the observed behavior as possible. Give it when you see somebody performing the behavior in question, not a week later. Second, make sure that there is a minimal amount of disturbance when giving the feedback. If the other party in our personnel example is in the middle of talking to another officer about a promotion or a demotion, that is not the correct time to give feedback. Wait until the other party is alone and free from other distractions.
- Check feedback with the sender. Often, regardless of how the feedback was intended, it can be very threatening. When people are threatened they have a tendency to block out some of the communication that they may be receiving. A receiver should always rephrase the feedback for the sender and make sure that he/she understood the sender's intent. The receiver may get a completely different impression than what the sender intended. Checking out feedback can eliminate a lot of unnecessary hard feelings.

SUMMARY

This unit examined the interpersonal aspects of communication. There are two focuses to a discussion of interpersonal communication. First, some techniques are more beneficial when discussing things with one person than with another, and second, some global techniques should be avoided as general communication rules. In the introduction we covered some of the "person-specific" issues in communication, and we discussed ways to enhance communication with each of the eight particular personality types.

The next major area discussed helpful general communication skills.

Effective communication also involves not only practicing positive skills, but also avoiding major barriers that intrude upon many conversations. We looked at some of the common barriers and how to overcome them on an interpersonal level, as well as an organizational level.

The entire communication process is complicated when cultural differences are introduced.

There are many specialized forms of interpersonal communication that a fire service manager must use. One of the most important is counseling. Whether on a formal or informal basis, the fire service manager will be called on to engage in some form of counseling with his/her subordinates.

Activity 6.1

Project First Impressions, Part 2

Purpose

To wrap up Activity 0.1, the purpose of which was to demonstrate that first impressions are not always lasting impressions.

Directions

1. In your table groups, list and discuss your first impressions of each instructor using Handout 0-1 from the first day of class.
2. Discuss Questions 1 and 3 on the handout.
3. Select a spokesperson to share your findings with the class.

This page intentionally left blank.

Activity 6.2

One-Way/Two-Way Communication

Purpose

To illustrate the difficulty and the level of success when verbal communication is one way only and all feedback mechanisms are restricted, as opposed to allowing full two-way communication.

Directions

1. The instructor will choose two pairs of students for this activity.

Part 1

2. One student (the receiver) will draw a graphic as described to him/her. He/She may not speak, ask any questions, turn around, or otherwise communicate back to the student providing the instructions.
3. The student in the chair (sender) will follow the instructions provided in the handout. Each instruction shall be stated clearly and will not be repeated.

Part 2

4. Next, the student at the easel (the receiver) will draw the graphic as described to him/her. He/She may speak, ask any questions he/she would like, or otherwise communicate back to the student providing the instructions.
5. The student in the chair (sender) will follow the instructions provided in the handout. Each instruction should be stated clearly, may be repeated, and/or explained. Any questions posed by the student at the easel should be answered.

This page intentionally left blank.

Activity 6.3

Verbal Communication

Purpose

To illustrate the failings of verbal communication, especially within an organizational setting.

Directions

Using Handout 6-3, follow the instructor's directions.

This page intentionally left blank.

Activity 6.4

Nonverbal Communication

Purpose

To give you an opportunity to see the power of nonverbal communication.

Directions

1. You will be instructed to pair off.
2. You will be instructed to express nonverbally, without talking to your partner, how you feels about your current job position.

This page intentionally left blank.

Activity 6.5

Proxemics

Purpose

To give you an opportunity to experience the dynamics of proxemics.

Directions

1. Count off by twos.
2. Team with your partner.
3. You may move to any part of the room you wish.
4. Follow the instructions on the handout.
5. When time is called, discuss your reactions with your partner.
6. Your instructor will ask you to share your reactions with the entire class.

This page intentionally left blank.

Activity 6.6

Paraverbal Communication

Purpose

To demonstrate the strength of paraverbal communication.

Directions

1. Count off by twos.
2. Follow the directions on your handout.

This page intentionally left blank.

Activity 6.7

Frustrated Communication

Purpose

To give you an opportunity to observe an ineffective communication exchange.

Directions

1. Form pairs.
2. Each person of your pair will be given a handout sheet.
3. Read the instructions on the handout sheets.

This page intentionally left blank.

Activity 6.8

Communicating With Certain Types

Purpose

To identify specific approaches for communicating with different types of employees.

Directions

1. The instructor will divide the class into four groups and each group will be assigned two of the eight personality types discussed in Unit 1.
2. Using the Communication Approaches Worksheet, choose three communication approaches your group believes would be effective with employees of the types you were assigned.
3. Each small group will choose a spokesperson to report back to the class with a 10-minute report.

This page intentionally left blank.

Activity 6.8 (cont'd)

Communication Approaches Worksheet

Personality Type: _____

1.

2.

3.

Personality Type: _____

1.

2.

3.

This page intentionally left blank.

Activity 6.9

Communicating Across Cultures

Purpose

To give the fire service/EMS manager an opportunity to explore the difficulties inherent in communicating across cultures, and to look at strategies to bridge those difficulties.

Directions

1. You will be working in table groups
2. Share with your group any experiences you have had in communicating with persons of another culture.
3. Your group should choose one experience and discuss any difficulties and misunderstandings encountered, suggesting possible strategies to help bridge those difficulties.
4. Select a spokesperson from your group to share your findings with the class.

This page intentionally left blank.

APPENDIX

This page intentionally left blank.

KINESICS DICTIONARY

NOTE: Although the general interpretations of the following are cited, do remember that any given nonverbal clue must be evaluated (1) with reference to other nonverbal behaviors, and (2) within the context of the situation. Also, be aware of any possible subcultural influences that may impact the meaning of any given gesture or expression.

ANKLES LOCKED--tension and anxiety

ARMS CLENCHED/CROSSED--suspicious, doubt, closed negative attitude, defensive

BACK TOWARD--closed, shutting out

BODY FORWARD--eagerness, readiness, anticipation of the pleasurable, openness

BODY SLUMPING--boredom, disinterest, lack of attention

BODY FACING TOWARD ANOTHER--openness

BODY FACING TOWARD EXIT--feeling trapped, disinterest, wanting to leave

EYE CONTACT (DIRECT)--positive, interested, "wanting" interaction

EYES SQUINTED--doubt, suspicion, accusatory

EYES OPEN, "TWINKLING"--anticipation, openness, positive attitude

FINGER RUBBING SIDEBURNS--uncertainty, thinking it over

FINGER RUBBING EYE--"I can't see it" ...don't understand, doubt

FINGER STROKING NOSE--doubt, negative reaction to what is being said

FINGER ALONG SIDE NOSE (pointing to eye)--evaluating, "I think I see"

FOOT TAPPING--impatience, disgust, boredom

FIST (tightly closed)--aggression, anger

FROWN--frustration, disgust

GLARE--reprimanding, disgust, irritation

HAND IN POCKET (entirely, tightly)--closed, tense, unaccepting, defensive

HAND IN POCKET (loosely, thumb out)--confidence, authority

HAND RUBBING BACK OF NECK--bewilderment, thinking it over, uneasiness

HANDS ON HIPS--anticipation, aggressiveness, readiness, closed, defensive

HANDS OPEN or PALMS UP OR FORWARD--openness, goodwill, acceptance

HANDS RUBBING EACH OTHER--anticipation, something good, a job to be done

HAND WRINGING--tense, anxious, nervous, anger hostility

HAND TO CHEST--a sign of openness, loyalty, acceptance

HEAD NOD--positive response, agreement, encouragement

HEAD IN HAND--tiredness, contemplation

HEAD TOSS--anger, rejection, indifference

HEAD TILTED--openness, acceptance

JIGGLING OF MONEY (etc.) IN POCKET--impatience, nervousness, concern with temporal goods

LEGS CROSSED--nervousness, defensiveness, tenseness, closed

LEGS DRAPED OVER CHAIR--indifference, rejection

LEGS STRADDLED OVER CHAIR--superiority

PACING--nervous, anxious

POINTING AT--aggressiveness

ROLLING EYES--disbelief

SMILE--(western cultures)--goodwill, acceptance (Oriental)--nervous

STARING--too much interest, possible hostility

STEEPLING--confidence, control

THUMB HOOKED OVER BELT--control--often received negatively

TONGUE OUT--concentrational avoidance of something unpleasant, distasteful

TUGGING PANTS--anticipation, readiness, "here we go" feeling

YAWN--boredom, indifference, tiredness

UNIT 7: COUNSELING AND COACHING

OBJECTIVE

The students will explain techniques used in establishing and maintaining an effective counseling relationship.

This page intentionally left blank.

COUNSELING DEFINED

One of the most widely used books in the field of counseling defines counseling as "a process by which a person is assisted to behave in a more rewarding manner. Assistance is determined by the counselor; that which is rewarding is determined by the person being assisted with the aid of the counselor."

What does this mean? Counseling is an interactive process involving a counselor and counselee. There may be one or more counsees. There may even be one or several counselors. Frequently when counseling is done by trained therapists, two people will form a counseling team to work with one or several people in need of counseling. This may happen in your situation where you as an individual are counseling one or possibly two of your subordinates.

Counseling also involves helping others to achieve more rewarding behavior. In other words, the counselee is unhappy with something he/she is encountering in his/her life and wants to make a change. His/Her current behavior is not personally rewarding or satisfying. The individual knows something is wrong. He/She may not know exactly what that something is. The fact that the individual knows something is wrong is important. Generally, a true counseling relationship will not be effective unless the individual being counseled wants and seeks help. It is difficult even for professionals to help someone who doesn't know something is wrong and/or doesn't want to change. In a working situation you may have a problem with an employee, e.g., tardiness that has to be corrected. The tardiness may be caused by a number of extraneous circumstances; however, unless that employee wants to discuss and try to rectify the reasons for the tardiness, a counseling approach, per se, probably will not work. As a supervisor, you may simply have to tell the person to arrive on time, or you will take more serious measures, i.e., suspension or firing. This isn't counseling, it is simply enforcing organizational rules and regulations. Basically, counseling is a more involved process that leads to helping others understand and change a behavior or situation.

The counselor is the individual who determines the actual counseling process or techniques that will lead to helping the other person. This unit addresses specific techniques you can use as a counselor. There is, however, another step that the counselor must consider before choosing specific counseling techniques. That step involves actually determining if you, as an individual and as a supervisor, can help the employee in need of counseling. There are no hard and fast rules for determining if you can help someone, but there are some broad parameters that you can use to do this.

KNOWING WHEN TO COUNSEL

The types of situations that you will encounter in your work that might be counseling-related are

- employer-employee counseling;
- referral; and
- problem avoidance.

Employer-Employee Counseling

This was the situation between Harry and Joe (used in Activity 7.2). Situations that call for this approach generally can be identified by these questions:

- Do you feel comfortable handling it?
- Can it be handled in a few (one to five) sessions?
- Does the employee(s) want you to handle it and will he/she (they) feel comfortable if you handle it?
- Can you conduct the counseling without having too negative an effect on your ongoing professional relationship with the counselee?

If the answer is yes to these questions then you, as the manager or supervisor, can probably handle the situation yourself and should do so. If the answer is no to one or more of these questions, that probably indicates that you have encountered the second type of counseling situation, the referral.

Referral

Counseling or Referring

Sometimes it is not always easy to make the judgment between counseling the employees or referring them to a professional before you talk with them. Once you have started a counseling process and begin to feel that you are in over your head then you should refer that individual(s) immediately to someone else. When dealing with human beings, the dangers are too great to involve yourself in a counseling relationship that might harm another person. When you encounter a referral situation, there are a number of available options. It is a good idea to look into which of these options are available to you before an emergency should arise, and to attempt to assess the quality of those options, ahead of time.

Referral Options in a Counseling Situation

- local mental health center;
- local university with a graduate department in guidance and counseling or psychology;
- local hospital psychiatric department;
- local psychologist or psychiatrist of whom you are aware;
- local high school guidance counselor; and
- minister, priest, rabbi, or other religious leaders.

Problem Avoidance

Many people just need to blow off steam, and they are looking for someone to listen. Many professional counselors and therapists often say that they feel like paid friends. Often that is the function that they serve. They listen to someone who doesn't have anyone else to listen to him/her. By letting an employee air a problem or complaint that he/she might have you can avoid letting that problem get bottled up inside, causing more serious problems later.

We have been talking about different counseling-related situations to help you get an idea of when to use counseling practices. Only one of the situations described as employer-employee counseling actually requires you to use counseling techniques. The remainder of this unit deals with this type of situation and how to handle it effectively.

THE COUNSELING PROCESS

Approaches to Counseling

There are several different stylistic approaches to counseling. No one approach has been found to be more effective than another.

Directive

The directive counselor is one who is actively involved in the counseling process, e.g., giving advice, opinions, and suggestions as the process goes along. This type of counselor does not always wait to hear the employee out; rather, he/she jumps in with his/her own conclusions and explanations. His/Her attitude is that he/she has more experience and can be helpful to the employee by giving his/her insights and explanations. Taking this back to the Interpersonal Checklist, an employer of the A (Rugged Individualist), B (Corporate Kingpin/Queenpin), H (Hard-Driving Skeptic), and possibly the C (Student Body President) types might naturally take this approach.

Nondirective

This type is the opposite of the directive counselor. He/She tends to wait patiently for the employee to finish explanations, and then goes to extremes not to impose his/her own views on the employee. He/She feels that it is the employee's right to determine the best course of action, and will not attempt to influence him or her one way or the other. Relating again back to the Checklist, a D (Benevolent Counselor), E (Everybody's Friend), F (Company Person), or G (Skeptical Perfectionist) employer might take this approach.

Behavioral

The behavioral counselor is interested only in overt behaviors. This school of counseling developed as a reaction to the Freudian school of psychology that analyzed every reason for every single action. B. F. Skinner is considered the "father" of this school of thought. It was his treatise that any behavior can be developed or modified by manipulating different reinforcements. A counselor who subscribes to this school would use the principles to be discussed later in the unit for adjusting reinforcements in the environment. In essence, the behavioral approach is one that, to a limited degree, we would advocate in dealing with subordinates. Although sometimes it is necessary to go into the background of certain behaviors, the employer-counselor has a more limited scope than the professional counselor. The employer-counselor generally has as his/her goal the elimination or development of certain specific behavior(s), so in a sense the employer-counselor has a behavioral orientation.

Eclectic

Eclectic counseling has come into greater favor in the profession in recent years. Individuals who subscribe to this approach basically do not use any particular style all the time, but rather choose the style with which they feel most comfortable in any given situation. For example, some employees might respond best to a directive approach F (Company Person) and G (Skeptical Perfectionist); others might respond best to a nondirective approach C (Student Body President), D (Benevolent Counselor), and E (Everybody's Friend), while still others might respond best to a combination depending on the particular circumstances. The danger in adopting an eclectic approach is that you may find yourself using styles with which you are not comfortable. Your feeling of discomfort will be transmitted to the employee and will endanger the counseling process. It is important to choose not only a style that is appropriate for a given situation, but also a style with which you personally are comfortable. You must be aware of your strengths and limitations before starting any counseling process and choosing any counseling style.

Stages in Counseling

Regardless of the actual approach used, each counseling process consists of three separate stages. The length and intensity of each stage will vary from process to process. With one counselee a single stage might take several sessions; with another it might take only 5 minutes. However, it is important to understand these stages to gauge where you are in the process and to evaluate the process as you engage in it.

The three stages:

1. Setting the stage.
2. Delineation of counseling strategies.
3. Termination and followup.

Stage One

Setting the stage is extremely important in counseling, because it will help determine the success of the entire process. In an employer-employee counseling situation, it may be that only one session is required; however, getting off to a good start at the beginning of that session is important.

There are several things you should do at the beginning of a counseling session or in an initial session.

Make sure it is clear to both you and your employee that this is a counseling session.

Because you have another type of relationship with the individual whom you will be counseling (namely, employer/employee) it is important to describe this encounter as being different. One of the most effective ways of confirming the fact that the counseling relationship is different is to make it clear that everything said in counseling sessions will be confidential and will not affect the working relationship or the employee's job. Total separation of your two functions is impossible, but the farther you go in separating them, the more likely the counseling is to be successful.

Define the problem on which counseling is to center. Other types of counseling or therapy are not necessarily as goal-directed. You have a specific reason as an employer to be conducting the counseling, e.g., getting Harry and Joe to cooperate (Activity 7.2, Situation 3), and that purpose should be stated at the start. If you are unable to do this, and simply feel the individual needs help, that probably is a clue that this case should be referred rather than handled in an employee-employer session.

Create an atmosphere conducive to helping the employee. Your behavior and attitude as the counselor will do more to set the stage than anything else. There are several specific behavioral techniques you can use to do this.

Physical Environment

Let the employee know the session is as important to you as it is to him/her. Conduct the session in a quiet place, away from other people and disturbances. You should never allow a session to be interrupted by routine queries from subordinates or any phone calls; give your employee your undivided attention.

Be Relaxed

A goal of any initial phase in counseling is to get the counselee to relax and feel as if he or she can express what is on his or her mind. The simplest way to achieve a relaxed atmosphere is for the counselor to be relaxed and show his or her relaxation by:

- tone of voice;
- rate of speech;
- body position;

- facial expression (especially eyes and mouth); and
- eye contact.

A stern sounding voice, rapid speech, a rigid body position, pursed lips, knitted brows, and inconsistent eye contact will "turn an employee off." On the other hand, if you use a gentle voice tone, a natural pace of speech, a relaxed body position, and use interested but relaxed facial expressions, with good eye contact, the employee will be more likely to relax himself/herself.

These are some of the nonverbal and paraverbal clues discussed in the previous unit. They are applicable in the counseling situation also. An employee will probably pay more attention to these clues than those in other interchanges. Therefore, as the employer/counselor it is important to pay close attention to the nonverbal and paraverbal skills that you use.

Be Patient

A vital behavioral technique that the counselor should employ is patience; it goes hand-in-glove with active listening. It is not always possible for an employee to get right to the heart of the problem as quickly as you would like. Remember that it probably took that employee a long time to develop the problem and he/she may need to spend more time explaining it than you would like. Patience, like listening, builds trust and will facilitate the counseling experience.

Listen

We all take listening for granted, but we seldom really listen to and hear what another person has to say. Activity 7.2 is designed to give you a chance to use and observe different listening styles, and to make you aware of some good and bad listening techniques.

Stage Two

Define Counseling Goal

Once the proper stage has been set in the counseling process, the next step is the **delineation of counseling strategies**. In order to delineate counseling strategies, you must first define your counseling goal. You must determine what the employee's goal is for solving or attacking that problem. The goal should be stated in observable, measurable terms so you will be able to tell once that goal has been reached. For example, possible goals for the reconciliation of Harry and Joe would be for them to genuinely compliment each other at least five times a week and go for at least 2 weeks without a disagreement. At the end of that time, their chief could sit down with them and assess the situation, and they can amend their goals accordingly. Sometimes, that type of goal would be too optimistic for men like Harry and Joe.

Strategies for Achieving a Goal

Another example of a measurable goal for them might be to set aside an hour three times in the upcoming week to sit down, talk to each other, and get to know one another better. In most cases, mutual understanding will lead to a better relationship. As with the previous goal, after this one has been achieved the two of them could sit down and reassess future goals with the chief. Once the goal has been set, the counselor uses different strategies or principles for achieving that goal.

People Learn Behavior by Instruction

It may be possible to teach counselees to develop a more appropriate behavior. For example, an employee who is chronically late might respond to instruction on organizing his/her time in the morning or before he/she comes to work to include the important things that need to be done and exclude the irrelevant things.

People Can Learn New Behaviors by Modeling Others

There are two types of modeling: direct and indirect. In direct modeling, the employee would emulate someone in his/her own environment who is successfully performing the desired behavior. Picking a model is important. The modeling is more likely to be successful if the model is respected by the employee and if the employee perceives himself/herself as being capable of achieving the modeled behavior. If you have an employee who is sloppy in the manner in which he/she cleans up equipment to get it ready for the next call, it may be good to get that employee to watch and emulate another employee who performs this job efficiently.

In indirect modeling, the employee writes a description or verbally develops a description of a way to solve the pressing problem; you then get him or her to practice that description through role playing and then in real life. In the case of the tardy employee, you could get him/her to write a scenario of getting up and out of the house on time to get to work. That employee could then practice that scenario with you several times until he/she felt comfortable with it, and then he/she could try it at home, coming back to you to help rewrite the scenario until it worked for him/her.

People Can Learn New Behaviors if Reinforcement Patterns are Changed

This counseling strategy or principle is consistent with the behavioral approach. Often things in a person's environment reinforce or aggravate undesirable behaviors. By changing those reinforcement patterns a person can learn new behaviors. For example, you might have an employee who is constantly loud or overbearing or doing things wrong when you know that he/she is capable of doing them correctly. Every time this employee "acts out" he/she probably gets attention, maybe not positive attention, but attention nonetheless. Perhaps the employee simply wants attention and being obnoxious is the only way he/she knows how to get it. To

change his/her behavior, you simply change the reinforcement patterns in his environment. Every time he/she does something good, give him/her attention, and to the extent possible, ignore his/her "acting out." In this type of approach, the more people who are helping to alter the environment, the better. Although it may not be practical or advisable to get the employee's peers involved in the reinforcement alterations, it may be both practical and advisable to enlist the aid of several of the individual's other superiors.

Awareness of Self Can Often Help People Change

A self-assessment instrument and concomitant explanation similar to the Interpersonal Checklist can help an individual understand certain weaknesses and perhaps alter them. For example, you may have an employee who is not good with detail work. He/She may not be totally aware of the fact. By explaining he/she is a C (Student Body President) and that details are something Cs have problems with may be all he/she needs to alter his/her behavior or at least pay enough attention to it that it improves.

People Can Change Behaviors by Developing More Effective Decisionmaking Skills

Frequently an employee may have a problem that stems from an inability to effectively make and carry out a decision. For example, you may have a problem with an employee to whom you have offered a promotion. The employee is very happy with his/her current position as firefighter, but is enticed by the promotion and more money from the larger salary it would bring. He/She is having a terrible time making up his/her mind and you as superior have to have an answer so you can institute the needed personnel changes. Teaching him/her and helping him/her work through the simple decisionmaking steps that were covered in *Strategic Organizational Issues in Fire and EMS* (SOIFEMS), may be all he/she needs to make this decision and help him/her make others in the future.

The important thing in deciding on a counseling strategy is to understand the employee and the situation, and to put the two together.

Stage Three

The final stage in the counseling process is **termination and followup**. The best key to determining whether or not a counseling series has been successful is to determine if the target behavior has been altered in the desired direction. When terminating a counseling relationship, it also is important to stress the confidentiality of the relationship and to explain that your door is always open should another problem arise. However, you have to be careful about having this open door policy. Although it is important for employees to feel as if they have access to you, you must guard against the possibility of becoming only a counselor and not a superior.

CHARACTERISTICS OF EFFECTIVE COACHES

Definition of Coaching

Coaching is defined as face-to-face leadership that pulls together people with diverse backgrounds, talents, experiences, and interests; it encourages them to step up to responsibility and continued achievement, and treats them as full-scale partners and contributors.

Characteristics of Effective Coaches

Effective coaches have five essential characteristics:

1. Vision.
2. Self-confidence.
3. Humility.
4. Confidence in others.
5. Flexibility.

Vision

Effective coaches are able to formulate a mental image of a possible and desirable future condition. They can see beyond the obvious, visualize the big picture, and have a future orientation that recognizes trends, treats failures as opportunities, and is always searching for improvements.

Self-Confidence and Humility

Both are essential qualities that coaches must possess. Coaches should believe in themselves (self-esteem) and be confident that they are making a difference. Self-confidence is based on technical expertise, i.e., they must have a sound technical base from which to operate.

Coaches also must exhibit humility, i.e., recognize that they need their personnel more than their personnel need them.

Confidence in Others

A leader gets what he/she expects. The Pygmalion effect or theory of motivation is the powerful influence of one person's expectations on another person's performance.

- High expectations lead to high performance.
- Low expectations lead to low performance.

Personal feelings play a major role in establishing confidence:

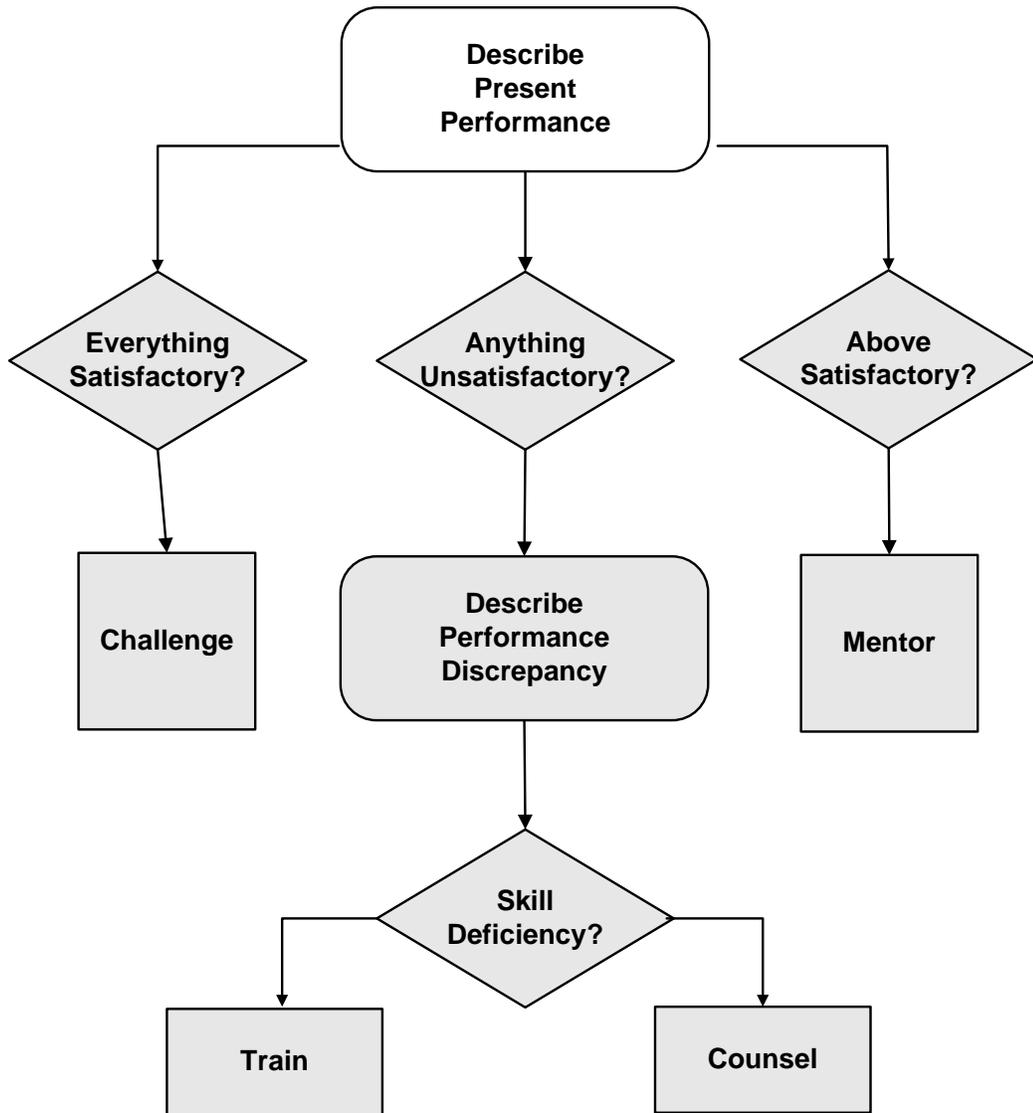
- Managers **like** good performers and **dislike** poor performers.
- When you **like** someone you send more positive messages, which reinforces good behavior.
- When you **dislike** someone you send negative messages; they reinforce your negative attitude and give no incentive to improve.
- There is a need to focus on behavior, not personalities.
- Communicate **positive** messages to all subordinates regardless of how you feel.

Flexibility

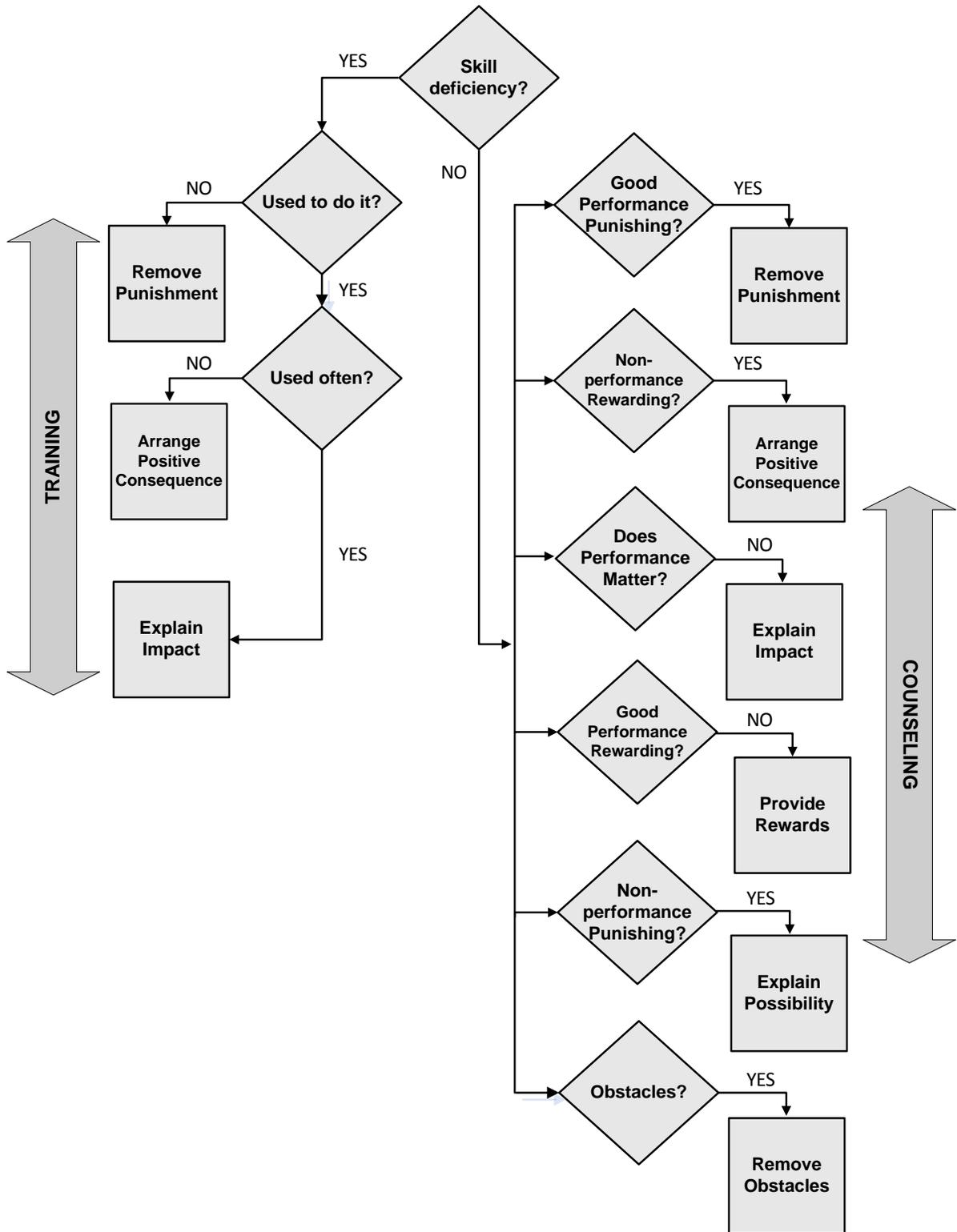
Every player is important to an effective coach. Coaches must focus on getting **maximum** performance from everyone. Coaching techniques:

- training
- counseling
- challenging
- mentoring

COACHING ANALYSIS MODEL #1



COACHING ANALYSIS MODEL #2



SUMMARY

This unit discussed counseling. The counseling relationship is a specialized relationship between the manager and his/her employee. Counseling was defined as a "process by which a person is assisted to behave in a more rewarding manner. Assistance is determined by the counselor; that which is rewarding is determined by the person being assisted with the aid of the counselor" (Delaney and Eisenberg, 1972).

The first step in counseling is knowing when to counsel. Especially in an employer/employee situation, counseling is not always advisable when a problem arises. There are a number of broad parameters that can be followed to determine if, indeed, counseling is a good idea in a particular situation.

Once an employer has decided to undertake a counseling relationship with an employee, there are several approaches to counseling that an individual can use. These approaches are

- directive
- nondirective
- behavioral
- eclectic

What approach an individual employer/counselor chooses depends on his/her particular style and the situation with which he/she is confronted.

Finally, all counseling involves three stages: setting the stage, problem delineation, and termination and followup. There are certain skills that should be practiced in each of these stages to enhance the counseling relationship and improve the outcome of the sessions. Active listening is one key skill that the counselor should learn and use. A group activity was used to demonstrate the importance of this skill. Counseling sounds easy in theory, but is a very difficult skill to master in practice.

This page intentionally left blank.

Activity 7.1

Progressive Discipline

Purpose

To give you a better understanding of how progressive discipline can be used to help an employee change his/her behavior.

Directions

1. Your instructor will read five situations to you. For each of the five situations, you will provide a written response and choose one of the following options:
 - a. Do nothing.
 - b. Informal verbal statement.
 - c. Formal verbal statement.
 - d. Verbal statement with documentation placed in file.
 - e. Warning letter placed in file.
 - f. Letter of reprimand with verbal statement.
 - g. Letter of reprimand with verbal statement placed in file.
 - h. Second letter of reprimand with verbal statement, copy to supervisor, and a copy placed in file.
 - i. Request meeting with Cam, your supervisor, and you.
 - j. Fire him/her. (Note: To replace a person costs 2-1/2-times that person's salary.)
 - k. Choose your own option(s).
2. You will defend your decisions during a class discussion.
3. After your instructor has read each situation to the class you will be given 5 minutes to write a response and choose one option.

Situation 1

Situation 2

Situation 3

Situation 4

Situation 5

Activity 7.2

Active Listening

Purpose

To make clear that how we listen and the different listening styles can have an impact on interaction.

Directions

1. The instructor will assign students to groups of three.
2. This will be a role-play activity using hypothetical situations that the instructor will distribute.

This page intentionally left blank.

Activity 7.3

Counseling

Purpose

To provide an opportunity to practice counseling techniques.

Directions

1. The instructor will assign you to groups of three.
2. There will be three role-play situations in which your group will go through the various stages of counseling, using hypothetical situations that the instructor will distribute. Each group member will play either counselor, counselee, or observer in each situation.

This page intentionally left blank.

UNIT 8: MOTIVATION

OBJECTIVES

The students will:

- 1. Explain the major theories of motivation.*
 - 2. Identify and explain how various motivators can be used to improve personnel performance.*
-

This page intentionally left blank.

OVERVIEW

One of the greatest challenges confronting fire service/EMS managers is to create an organizational environment in which personnel are motivated to the greatest extent possible to achieve organizational goals.

Individuals within an organization are driven, not only to achieve organizational goals, but by their personal goals as well. This fact makes it essential that the fire service/EMS manager has some framework for assessing the kinds of personal goals an individual might have, and to incorporate, in the organizational environment, opportunities for achieving those goals that are **compatible with** the goals being pursued by the organization.

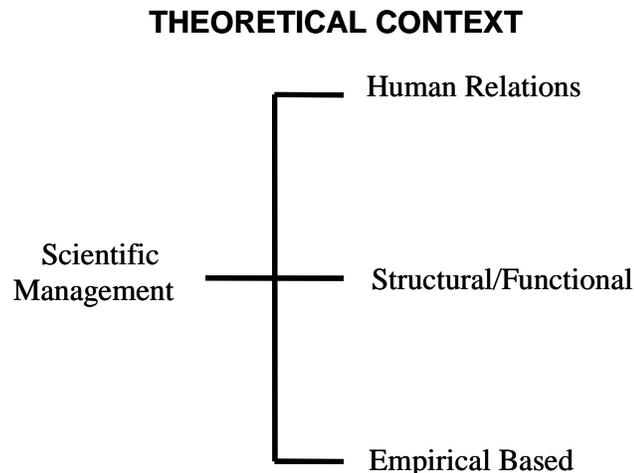
Determining the most appropriate method(s) to motivate people is a highly complex, and sometimes controversial issue. This is true to a great extent because beliefs about motivation inevitably reflect beliefs about basic human nature. In this unit the major theories of motivation will be examined, and their implications for the types of motivators a fire service/EMS manager might use in dealing with various types of individuals will be presented.

THEORETICAL CONTEXT

The relationship between people (employees) and the organization is explored within the *Strategic Organizational Issues in Fire and EMS* (SOIFEMS) course. Some of you may have already had this course. For those of you who have not, this section serves as an overview and introduction.

A simplistic summary indicates that classic organizational theory is divided into three tracks:

1. Human relations.
2. Structural/Functional.
3. Empirical based.



The first (top) track, Human Relations, addresses the relationship between people (employees) and the organization. This track correlates to the concept of motivation, and will be the basis of discussion.

It is important to remember the guiding principles of theory:

- Theory is not a "quick fix" or suddenly in vogue in "how to" books.
- Theory answers the question "WHY?"
- Theory is difficult to understand, i.e., theory is complex and involves the nuances of conceptualization.
- Theory provides a model for a broad range of situations and organizations.

Human Relations theories focus on people and employee management. They analyze management in terms of dealing with (motivating) employees and supervisors.

Early Human Relations (Early HR) is based on the concept of humans as social beings. Workers react to their environment. Managers are not always in total control of the situation. Humans are portrayed as basically lazy, disliking work, and avoiding it if at all possible.

This is the basis for Maslow's and Mayo's theories of motivation.

Later Human Relations (Later HR) is based on the assumption that work is as natural as play or rest and that external control is not necessary. McGregor's Theory X and Theory Y bridged the Early HR and Later HR theories.

Human Resources is based on the concept that employees are the best source of information about their jobs. Employees have much to contribute to the operation of an organization. Ouchi (Theory Z) expanded on this idea.

In this unit the major theories of motivation will be examined, and their implications for the types of motivators a fire service/emergency medical services (EMS) manager might use in dealing with various types of individuals will be presented.

THEORIES OF MOTIVATION

Maslow's Hierarchy of Needs

Abraham Maslow postulated that the needs that motivate behavior fall into specific categories that can be classified in terms of a hierarchy with five levels. Needs at the lower level must be satisfied before an individual can address the higher-level needs. Motivation is directly related to filling the needs. The levels in Maslow's Hierarchy:

- **Physiological Needs**--Basic to sustain life: food, shelter, clothing.

- **Safety (Security) Needs**--Physical safety, need to maintain a job in order to have food.
- **Social (Affiliation) Needs**--Need to establish meaningful relationships with other people.
- **Self-Esteem (Recognition) Needs**--Importance of individual gaining recognition and respect from other members of his/her "group."
- **Self-Actualization Needs**--Most complex level of needs with respect to motivation. It is the desire to maximize potential, based on what the individual perceives his/her potential to be.

McGregor's Theory X and Theory Y

A person's belief system about human nature influences his/her behavior/style as a leader. Subordinates react to the leadership style presented. Theory X correlates to Early HR theories. The average person has an inherent dislike of work and will avoid it whenever possible. Therefore, employees must be coerced, controlled, directed, and threatened with punishment in order to get them to put forth adequate effort toward achieving organizational objectives.

Theory Y states that the expenditure of physical and mental effort in work is as natural as play or rest. External control (and the threat of punishment) is not the only means for bringing about effort toward organizational efforts. Under the conditions of modern industrial life, the intellectual abilities of the average employee are used only partially.

Herzberg's Hygiene Theory

Herzberg identified two broad categories of needs among workers: hygiene factors and motivators. Hygiene factors are not intrinsic job components, but rather are reflective of the organizational environment in which the job is to be performed. Examples of hygiene factors:

- money;
- job security;
- working conditions;
- company policies; and
- type(s) of supervision.

When these hygiene factors are fulfilled, the motivators become dominant, i.e., advancement, responsibility, recognition, and achievement.

Skinner's Behavior Modification Theory

Motivation is based on operant conditioning often referred to as the "shaping theory." Behavior is a function of consequence. Reward (reinforcement) results in an increased probability that a behavior will be repeated. Punishment decreases the probability that the behavior will be repeated.

Vroom's Preference Expectancy Theory

People are motivated to work if they believe their efforts will be rewarded and if they value the reward offered. The three concepts of the expectancy theory:

1. The value placed on the reward.
2. Instrumentality--the relationship of performance and reward.
3. Expectancy--probability of accomplishing objective.

Livingston's Pygmalion Theory

This theory also is called the "self-fulfilling prophecy." It is the basis for the contemporary leadership concept of coaching. Subordinates often perform according to the expectations of their manager, i.e., high expectancy = high performance and low expectancy = low performance.

Pinder's Goal Setting Theory

Human behavior occurs in response to goals and incentives. The harder and higher the goals the higher the level of performance. Goals (objectives) must be measurable and not ambiguous. Incentives will work only if goals are ambitious and clear.

Ouchi's Theory Z

Often referred to as the "Japanese management" concept. Explains the idea of worker participation in management, of group accountability, and of group effort. The operations of many modern businesses, including Saturn Automotive, are based on this theory.

Quality Circles/Total Quality Management

Quality Circles (QC), the involvement of employee groups in managerial decisionmaking, are one of the applications or derivatives of Theory Z. Simplistically, Total Quality Management (TQM) has taken the concepts of worker involvement beyond QC and involves employee "groups" in all aspects of managerial decisionmaking and supervision. TQM, in order to be

effective, must have managerial support, time allocated to its operation, and resources dedicated to its efforts.

MOTIVATION/STANDARDS OF PERFORMANCE

Correlation Between Motivation and Standards

Many of the motivation theories discussed (for example Preference Expectancy and Pinder's Goal Setting) identify that motivation is directly or indirectly correlated to **measurable** objectives/goals or rewards. An important aspect of quantifying these "motivators" is the establishment of standards, which usually are expressed in measurable terms. Work standards usually are established by the organization and apply across the board while performance standards usually are "personalized."

Work Standards

A work standard is a statement of the conduct expected of any employee who is performing in a satisfactory manner. A work standard is the basis or foundation on which an organization bases its rules of conduct (discipline). Issues addressed by work standards:

- individual responsibilities;
- relationship with coworkers; and
- response of organization when significant personnel issues arise.

In addition to being applicable to all employees, a work standard should define clearly what is expected of each employee with respect to a specific item, issue, or subject.

- Appropriate work standard.

An employee shall report to work in a timely manner so as to be able to perform his/her duties at the start of the work period without delay.

- Inappropriate work standards.
 - An employee shall report to work on time.
 - An employee shall report to work 10 minutes prior to the scheduled shift change.

Performance Standards

A standard of performance is a statement of the result(s) an individual employee will achieve when he/she is doing a job satisfactorily. As indicated previously, in terms of administering an effective organization, standards of performance serve three valuable purposes:

1. Standards provide a more objective means for superiors to assess both the performance **and** the development needs of subordinates.
2. Standards permit individuals to know how well they're doing in comparison with superiors' expectations; they establish a framework in which subordinates can succeed.
3. Standards relate individual performance to organizational objectives. By indicating what contribution an individual's performance plays in achieving organizational objectives, standards create an environment in which subordinates can be an integral part of the organization.

By fulfilling these three purposes, standards of performance can contribute significantly to improving both individual and organizational performance.

Criteria for Performance Standards

In order to be useful to the fire service/EMS manager, the standards of performance established for his/her subordinates must satisfy the following four criteria:

1. A performance standard **should apply to only one critical job element**. The following exemplify this criterion in appropriate and inappropriate ways.
 - **Appropriate performance standard:** By July 1, 1995, the skills required to perform cardiopulmonary resuscitation (CPR) will be mastered.
 - **Inappropriate performance standard:** By July 1, 1995, skills necessary to perform CPR and defensive driving will be mastered.

The appropriate standard dealt only with CPR, one job element. The inappropriate performance standard included two standards, CPR and defensive driving.
2. A performance standard **should be specific**. It should state clearly, in terms of the job element, what level of achievement you expect of the subordinate and **by when**. Examples of standards that do and do not adhere to this criterion are provided below:
 - **Appropriate performance standard:** An average of three fire prevention courses per month must be conducted during the period January 1, 1995 to June 30, 1995.
 - **Inappropriate performance standard:** An adequate number of fire prevention courses shall be conducted during the next 6 months.

3. A performance standard **should be attainable**. Unattainable standards can have a negative effect on all personnel concerned with them, and managers should be conscious of the need to make the targeted behavior realistic. Examples of standards that do and do not comply with this criterion are shown below:
 - **Appropriate performance standard:** All injury reports will be submitted within 3 work days following the occurrence of the injury.
 - **Inappropriate performance standard:** No civilian will be seriously injured in fires serviced by this department during the next 6 months.
4. The more carefully performance standards are developed and administered, the more assistance they will be in helping the fire service/EMS manager to:
 - identify employee strengths and weaknesses;
 - assist subordinates in formulating relevant self-development plans;
 - promote positive long-term changes in employee job performance; and
 - contribute to the enhanced achievement of organizational goals.

The Organizational Context

In order for performance standards to satisfy the three essential criteria **and** serve as effective motivators, the subordinate who is to be assessed must be involved actively in their formulation. From a practical standpoint, therefore, performance standards should be the product of an open and honest negotiation process between the manager and the subordinate. The setting and context for this negotiation will be described later in this unit.

Well-developed standards can be used on an ongoing basis to assist the fire service/EMS manager in assessing and assisting subordinates to improve job performance. In order for performance standards to be applied appropriately, the subordinate's actual job performance has to be observed. This job observation can occur in one or more of the following ways:

- **Direct observation** of subordinate's job performance by the manager.
- **Indirect observation** of subordinate's performance by reliable source(s). The criterion that the source be a reliable one is critical. **Rumors should not be accepted as valid indirect observations.**
- **Reports** (monthly, quarterly, etc.), that reflect data relevant to a performance standard. Such a report might call for the total inspection of all fire hydrants in a specified area by January 1. If the hydrant inspection reports indicate only 60 percent of the hydrants have been inspected by that date, then that report can be used by the fire service/EMS manager as a basis for pursuing corrective action.

In developing a database to use in working with subordinates to achieve the standards established for the job, the fire service/EMS manager should provide for feedback from as many of the three sources described above as are practical and appropriate. To be truly effective, employees

require ongoing feedback from the administrator concerning progress in achieving established standards. Such feedback can, of course, be based on data generated from any of the three sources previously described. In addition to these feedback sessions, the fire service/administrator also needs to include for each subordinate a more formal "performance appraisal interview" designed to examine overall success in meeting existing standards and in developing new ones.

SUMMARY

Motivating employees is one of the greatest challenges confronting any fire service/EMS manager. This unit has presented an overview of the major theories of motivation, and has suggested possible strategies a manager can use to motivate subordinates.

Work and performance standards are key elements in translating expected performance into measurable criteria.

Activity 8.1

Motivation Defined

Purpose

To gain a better understanding of what motivates, and what demotivates.

Directions

1. You will work in table groups for this activity.
2. Discuss, as a group, your definitions of motivation.
3. After discussing individual definitions, arrive at a consensus definition of motivation, and record the definition on the easel pad.
4. You will discuss your consensus definitions as a large group.
5. Your instructor will ask you to record (individually) five things that motivate you, and five things that demotivate you.
6. Share your responses with your table group, and record on the easel pad any item that is cited by more than one student.
7. You will meet again as a large group to discuss the motivators and demotivators.

This page intentionally left blank.

Activity 8.2

Theories of Motivation

Purpose

To gain a better understanding of the theories of motivation presented in this unit.

Directions

1. Your instructor will have you count off by eights, forming eight groups of three.
2. Each group will be assigned one of the theories of motivation.
3. Each group will research their theory, beginning with the brief description in the Student Manual (SM), then doing more research on the Internet. (Much information is available through Google.) You will be allowed 30 minutes for this portion of the activity.
4. Each group will have 5 minutes to present their assigned theory to the class.
5. The instructor will monitor and supply any clarification/additional information as needed.

This page intentionally left blank.

Activity 8.3

Motivation and Personal Style

Purpose

To explain the individual styles of behavior in terms of potential motivators.

Directions

1. You will be divided into four workgroups for this activity.
2. Each group will be assigned one of the four worksheets accompanying this activity.
3. You will identify the motivators described in Unit 1 for the styles assigned to your group.
4. You have 20 minutes for this portion of the activity.
5. Have a spokesperson report your answers to the class. Each presentation should last 5 minutes.

This page intentionally left blank.

Activity 8.3 (cont'd)

Worksheet 1: Motivating "A's" and "E's"

Motivators for "A's" (Rugged Individualist)

Motivators for "E's" (The Team Player)

This page intentionally left blank.

Activity 8.3 (cont'd)

Worksheet 2: Motivating "B's" and "F's"

Motivators for "B's" (Corporate Kingpin or Queenpin)

Motivators for "F's" (The Company Person)

This page intentionally left blank.

Activity 8.3 (cont'd)

Worksheet 3: Motivating "C's" and "G's"

Motivators for "C's" (Student Body President)

Motivators for "G's" (The Perfectionist)

This page intentionally left blank.

Activity 8.3 (cont'd)

Worksheet 4: Motivating "D's" and "H's"

Motivators for "D's" (Benevolent Counselor)

Motivators for "H's" (The Hard-Driving Skeptic)

This page intentionally left blank.

UNIT 9: GROUP DYNAMICS

OBJECTIVE

The students will describe processes used in developing and maintaining an effective organizational team.

This page intentionally left blank.

OVERVIEW/DEFINITIONS

Overview

This unit addresses the interpersonal subject of group relationships. With the exception of one and two-person fire service/emergency medical services (EMS) agencies, all fire service/EMS managers are confronted with personnel who must function together as a group to achieve specific goals and objectives. The material in this unit will help fire service/EMS managers build effective teams; it affords students the opportunity to practice the skills that will help them manage such teams.

Definitions

Groups and teams have been defined in many different ways. The purpose of particular groups often has a strong bearing on which definition is chosen. This unit addresses organizational groups in a specific setting, namely, fire departments.

Groups can be defined as units of two or more individuals who interact regularly with each other, and who recognize that they are a group that can be distinguished from other groups and people.

A **team** can be defined as a cohesive group that can operate effectively and efficiently together to achieve commonly perceived goals and objectives.

Intuitively, groups tend to be less structured and less cohesive than teams. Since the purpose of any organization is to achieve maximum efficiency and effectiveness, this unit will center on the concept that it is desirable to build effective operating teams in organizations. Guidelines to set up such teams will be presented.

GROUP STRUCTURE

Hierarchical Groups Versus Lateral Groups

Any group or team, especially in a work setting, will have a structure or organization. That structure may be formal or informal, but it will in some way influence the manner in which the group operates. In a work environment, there are generally two different types of groups, lateral and hierarchical. In lateral groups the members are usually peers in terms of the organizational structure. A lateral group may be a task force assembled to solve a certain problem. An example of this would be a group of firefighters from different stations or shifts who were formed into a committee to determine how to use equipment money for the purchase of handtools and nonpowered equipment. A lateral group also could be a natural work group, such as an engine or truck company or a group of inspectors.

The other type of group is a hierarchical group. Unlike lateral groups, hierarchical groups have designated leaders, generally someone who is a superior to the other group members in the

organizational structure. Hierarchical groups may cross functional groups within the organization, e.g., members from operations, prevention, and administration. Examples of hierarchical groups could be firefighters actually fighting a fire under the supervision of their officer, or a task force of volunteers where the chief is the designated chairman.

The Evolving Role of the Leader

All groups, hierarchical or lateral, generally produce a leader, and in the case of the hierarchical group, the leader is not always the individual who has been designated as such. It is inherently neither good nor bad to have a leader in a group setting. Initially, leaders tend to get the ball rolling and keep the members working at the task at hand. However, as the group progresses and matures into a team, the function of the leader should fade into the background. Members become more and more comfortable with their positions in the group and with the task at hand, and different members assume different leadership functions. In these later stages of team development, a leader who is too overbearing may stifle the involvement of some of the members and may even thwart the process entirely.

TASK AND MAINTENANCE FUNCTIONS

Overview

In all groups there are a number of functions that must be performed for the group to operate as an effective and efficient team. These functions can be divided into task and maintenance functions.

Task functions are equivalent to the last three items on the Group Process Observation: Group Data Flow, Goal Formation, and Control Level. Task functions relate to actually completing the task or objectives of the group. Maintenance functions come under the Group Climate items. Maintenance functions help develop and maintain group cohesiveness and healthy relationships among the group members. Both are critical to teambuilding and the success of group effects.

Task Functions

In the early stages of most groups, it is the leader's responsibility to perform many task and maintenance functions. Members are hesitant to step in and be heard. However, as the group experience progresses and individuals feel more comfortable, all members should be aware of each of the task and maintenance functions and see to it that they are being fulfilled.

There are six task functions:

1. **Initiating**--involves getting things going, defining group objectives, procedures, problems, etc.

2. **Information seeking**--involves soliciting ideas, facts, or opinions from other group members on the task at hand.
3. **Information giving**--involves offering one's own opinions, feelings, ideas, or knowledge of the facts to help the group attack the particular problem at hand.
4. **Clarifying/Coordinating**--involves interpreting or restating problems or issues before the group. Members will frequently find themselves talking around each other about a particular issue without a good understanding of what the other is trying to say. The clarifier/coordinator attempts to allay any misunderstandings by synthesizing and restating what is being said.
5. **Summarizing/Orienting**--involves summarizing or wrapping up what has been said to help the group reach some kind of conclusion; it also can involve orienting the group to the conclusion that is coming from their discussion.
6. **Consensus-testing/Evaluating**--involves group members trying to see if they have reached a **mutually** agreeable solution. Frequently, it will seem like everyone is in agreement regarding a certain issue, but that is not always the case. It is important to check to make sure that everyone does agree on the conclusions and suggestions being offered.

Maintenance Functions

There also are six maintenance functions:

1. **Harmonizing**--involves refereeing disagreements, helping to reduce anxieties, and helping members bring their differences out in the open to reconcile them.
2. **Gatekeeping**--involves keeping things going, keeping communication channels open.
3. **Encouraging**--involves making sure that less vociferous members participate and that their feelings or opinions are heard.
4. **Supporting**--involves being receptive, warm, and friendly to other members and accepting of their opinions and contributions.
5. **Collaborating/Compromising**--involves attempts to negotiate agreements between group members with differences of opinion. The collaborator/compromiser will offer solutions or compromises that don't make any particular member look bad. This person, without hurting individuals, will put teambuilding and group functioning above the feelings of any individual on the team.
6. **Standard-setting/Testing**--involves making sure the group is satisfied with its procedures, whether or not those procedures contribute to group sharing and mutuality.

After going through these functions it becomes obvious why their use will help to mobilize individual members to participate. Two things that motivate or mobilize most individuals are feelings of acceptance, and working toward a common goal. The performance of task and maintenance functions by different group members will enhance the sense of belonging by all the members and expedite the achievement of group goals and objectives.

TEAMBUILDING STEPS

Even successful teams frequently resort to win/lose tactics, as well as other negative attitudes and opinions. It takes a long time to build a truly cohesive, fully functioning unit. Don't expect to return to your jobs, have a few group sessions, and have everything change immediately; it simply doesn't happen that way. Most groups go through four stages of development before they are teams. These stages occur at different rates, depending on the size, age, experience, and relationships of the team members, but the sequence of the stages is fairly consistent within most groups.

The four teambuilding steps are described below. The secondary identifiers are used quite often when describing workplace teams.

1. Individualist (forming).

Individuals who are performing tasks within a group setting. The individual is still the dominant factor.

2. Participative (storming).

Information begins to be shared among certain members, or even most members. Conflicts, especially personality clashes, often surface at this stage as members maneuver for position.

3. Problem-solving team (norming).

Group problem-solving becomes the "norm" and, while maintenance functions still must be watched closely, the group is emerging as the dominant unit.

4. Consensual team (performing).

All of the members of the team have learned to trust each other and function as a unit. The maturity of the team enable it to perform at an outstanding level and the unit (group) is the dominant factor among the members.

SYMPTOMS OF GROUP DYSFUNCTION

Not all groups will develop into effective and efficient teams because not all groups will use all of the task and maintenance functions described above. Consequently, there will be times when groups get into trouble. Group leaders and other members should be aware of some of the negative or counterproductive things that can go on in a group climate so they can avoid them and attempt to correct them when they arise.

We have discussed in class the negative positions or symptoms of group dysfunction. The next step is to take a look at the positive counterpart of the negative positions.

- **Too much advice-giving**--Rather than always telling other group members what to do, ask their opinion. Share in the problem-solving process. In the Management Behavior Questionnaire from Units 1 and 2, scoring was done in two different ways, individually and as a group. The vast majority of the students do not do as well as their groups. This is generally the case: one person's opinion usually is not as good as the combined ideas of a group. Advice-giving not only turns people off, but if you can be a catalyst for shared problem-solving you will probably arrive at better solutions than you would arrive at if one person is doing all of the advice-giving.
- **Putting down other members**--Rather than emphasize weaknesses, emphasize strengths. Use active listening skills from Unit 6: Communication, and Unit 7: Counseling and Coaching, and really **listen** to what others have to say. A group will be more productive if everyone feels accepted than if everyone feels put down.
- **Taking over**--Generally, if one person takes over, input from others will be lost and, as we have emphasized before, better decisions and solutions come from input from a lot of different people. If you have an urge to take over, try letting go, try letting someone else lead for a while.
- **Censoring**--Don't turn people off. Practice active listening. Listen to what the other people are saying; you might learn something from it, or it might spark an idea. Many group members are so busy anticipating what they will say next that they don't listen to what others are saying. There are a lot of ways you can turn someone off, but practicing active listening will probably contribute to a more productive group.
- **Persuasion**--It's much easier to try to persuade someone to your way of thinking than to be empathetic to their way of thinking. Active listening, once again, is a good skill to increase empathy. By really listening to what someone is saying, you can put yourself in his/her place and see things from a different perspective.

GROUPTHINK

When teambuilding, we strive for strong, cohesive groups in order to become more productive. However, there is an inherent danger in cohesive groups. It is called "Groupthink."

Groupthink has been defined as "the tendency of a cohesive group to agree, which creates an environment in which critical thinking is hindered."

WIN/LOSE SITUATIONS

One other type of group situation that should be discussed is the win/lose situation. Frequently the negative attitudes discussed earlier can foster or be the result of a win/lose situation. Since these situations are so pervasive in our culture, they should be given special attention. By definition, a win/lose situation is one in which someone wins and someone loses. Classrooms, promotion systems, and courts are based on adversarial relationships where one person wins and another loses. The ideal in a team situation is win/win, where everyone feels good about the outcome and wants to work toward achieving stated goals and objectives. This is not always possible, but is something that should be worked toward in any group setting. What are the possible dangers of win/lose? And how can win/lose be avoided?

SUMMARY

This unit has dealt with groups and teambuilding. It has covered

- definitions;
- group structure;
- task and maintenance functions;
- teambuilding steps;
- symptoms of group dysfunction;
- groupthink; and
- win/lose situations.

One of the most important things to remember is that teambuilding takes time and effort. Regardless of the length of time your team has been functioning, problems will arise. You need to watch for those problems and use the skills discussed to overcome them.

Activity 9.1

Broken Squares

Purpose

To identify your level of group cooperation and to analyze some aspects of cooperation in solving a group problem. To sensitize you to behaviors that may contribute to or obstruct group problem-solving.

Directions

1. You will be divided into groups of five per table.
2. Each group will receive an envelope containing pieces of poster board for forming squares. The instructor will distribute the pieces equally among all members of the group, with three pieces in front of each member. The instructor(s) will complete this action for each group. **Do not open the envelope and distribute the pieces yourself.**
3. When told to begin, each group's task will be to form five squares of equal size. The group effort will not be completed until each individual has before him/her a perfect square of the same size as those in front of the other group members.
4. Specific limitations during the exercise include
 - a. No member may speak, grunt, signal, or otherwise communicate with any other member of his/her group.
 - b. No member may take or "ask" another member for a piece of the puzzle.
 - c. No member may arrange or otherwise manipulate any pieces of the puzzle except those directly in front of him/her.
 - d. Members may voluntarily give pieces to other members directly.
 - e. Members may not place their pieces in the center of the table for others to take.
 - f. Members may give away all the pieces to their part of the puzzle, even if they already have formed a square.

This page intentionally left blank.

Activity 9.2

Human Checkers

Purpose

To experience group dynamics in solving a problem through trial and error, competition, and shared leadership.

Directions

1. Your instructor will lead you through the directions for this large group activity.
2. A problem will be presented to you by the instructor, and will be solved by a group of six student volunteers while the rest of the class observes.

This page intentionally left blank.

Activity 9.3

Top Problems

Purpose

To translate individual thoughts and opinions to a group setting and team decisionmaking. To function in a team setting as well as to observe the dynamics of a working group.

Directions

Part I

1. You will individually list what you perceive to be the top five problems facing our Nation today.
2. Share your list with the other members of your table group, then each table group will come up with a "consensus" list of the top five problems.
3. The discussant group (designated by your instructor) will prioritize the top 10 from the problems generated by each table group.

Part II

4. There are two sections to this part of the activity. In the first phase, Group One members will be involved in the group activity while Group Two will observe them and comment on their interactions during the debriefing. In the second phase the groups will reverse their roles, i.e., Group Two members will be involved in the group activity while Group One observes them and then comments.
5. This is an exercise in **group decisionmaking**. Your group, when assigned the task of group decisionmaking, is to use **group consensus** to reach its decision.
6. Each conclusion reached by the group must be agreed upon by all members before it can become a consensus group selection. Every selection may not meet with everyone's **complete** approval; however, try as a group to make each selection one with which all group members can at least partially concur.
7. Some guides to use in reaching consensus:
 - a. Avoid arguing for your own judgment. Approach the task on the basis of logic.
 - b. Avoid changing your mind only to reach agreement and to avoid conflict. Support conclusions with which you are able to agree at least somewhat.

- c. Avoid "conflict-reducing" techniques, such as majority voting, averaging, or trading to reach the group's selections.
- d. View differences of opinion as something that helps rather than hinders the decisionmaking process.

Activity 9.4

Lost at Sea

Purpose

To translate individual thoughts and opinions to a group setting and team decisionmaking.

Directions

Part I

1. Read the directions on the handout.
2. Your task is to rank the 15 items in terms of their importance to your survival. Place the number 1 by the most important item, the number 2 by the second most important, and so on through number 15, the least important.

Part II

3. This is an exercise in **group decisionmaking**. Your group, when assigned the task of group decisionmaking, is to use **group consensus** in reaching its decision.
4. Each conclusion reached by the group must be agreed upon by all group members before it can become a consensus group selection. Every selection may not meet with everyone's **complete** approval; however, try as a group to make each selection one with which all group members can at least partially concur.

This page intentionally left blank.

Activity 9.5

Groupthink

Purpose

To better understand the elements and symptoms of "Groupthink."

Directions

1. Read Handout 9-7: Groupthink, and note the "Groupthink Elements and Symptoms," as well as the "Leadership Initiatives to Prevent Groupthink" listed on the handout.
2. You will work in your table groups.
3. Working together, choose an example (from your own experiences) of suspected Groupthink, then:
 - a. Analyze the example according to the elements listed on the handout.
 - b. Suggest ways to avoid Groupthink in similar situations in the future.
4. Designate one member of each group to report the group's findings to the class.

This page intentionally left blank.

UNIT 10: WORKPLACE TEAMS

OBJECTIVES

The students will:

- 1. Provide an overview of the use of teams in the workplace and correlate the relationship between teams and the "quality revolution" taking place in the United States.*
 - 2. Provide more detailed information about the roles of teambuilders, emphasizing the importance of communication, as well as delineating other key components.*
 - 3. Provide implementation details of teambuilding and identify the responsibility of individual team members.*
-

This page intentionally left blank.

PERSPECTIVE ON WORKPLACE TEAMS

The Quality Revolution

Until recently, U.S. companies were the undisputed leaders in establishing production standards and supplying goods and services to the world. Today, companies in other countries are recognized as more efficient, productive, and quality driven.

The changes occurring in U.S. industry in response to this loss of dominance are referred to collectively as the "Quality Revolution." The Quality Revolution is characterized by an increased focus on customer requirements. Today's customer is demanding quality products and services delivered in a timely manner.

Corporate cultures are changing in order to accomplish this revolution, with several features emerging. These include

- employee involvement;
- empowerment;
- commitment; and
- partnerships between workers and management.

Teams as a Tool for Change

The concept of teams is not new; there is nothing magical about teams. As with sports teams, there are successful teams as well as poorly managed and/or poorly performing teams.

Team Culture

What is new about teams is their ubiquitous presence in the world's workplaces and the role they are assuming as the primary tool for change. The traditional, hierarchical culture that has dominated the workplace since the beginning of the industrial revolution is being replaced with a new model: team culture. This revolution has not been rapid. While teams were recommended by organizational behaviorists (Lewin and Lippitt) in the 1940s, it was Japanese successes in moving problem-solving down in the organization that drove U.S. management to embrace the team culture.

Why Do Teams Work?

In a team culture, employees participate in the decisionmaking process, assume responsibility for the outputs of their own work, and believe that they can make an impact on the success of the organization. This new role as a partner with management enables the true potential of employees to be unleashed and leads to overall process improvements and increases in productivity.

There are a number of organizational and individual benefits to implementing a team culture in the workplace.

Organizational benefits:

- productive and satisfying;
- high-quality decisions;
- innovation and energy;
- increased efficiency;
- quality improvements;
- breaks down barriers;
- promotes understanding; and
- unity of purpose.

Individual benefits:

- skills enhancement;
- satisfaction/goals;
- increased involvement/recognition/control;
- expanded understanding; and
- pride.

Making Teams Effective

Many workplaces have attempted to implement work teams with limited success. Analysts who have studied these examples of limited success have determined that there was an effort to impose or overlay teams onto a hierarchical structure. Teams were expected to perform in tandem with the old culture. Today, experts in the transformation of organizations suggest that to be successful, the entire organizational culture must change.

Teaming: The Leadership Process

To achieve a team culture and implement workplace teams, leaders from many levels of the organization must become involved in the process. Top management and steering committees generally set the process in motion and serve as advisors.

Top Management

Extensive culture change generally is driven from the top down. Organizations that have successfully changed to a team culture recognize that this does not mean an abdication of responsibility by management, but rather a new definition of managing. Top management should regard teams as a tool for managing change and as a catalyst for improving quality. They promote partnerships, teambuilding, continual focus on customer requirements, and systems integration.

Steering Committees

Members of steering committees usually consist of leaders who have enough influence within the organization to make things happen. Selected from a cross-functional representation of mid- and uppermanagement, the committee assists the organization in developing a consistent and comprehensive strategic plan for team implementation.

In addition to being the ultimate advocate of the teams, the steering committee should ensure that teams receive rewards and recognition and that successes are celebrated.

Facilitators

Sometimes referred to as "quality advisors" the facilitators serve as active liaisons between the steering committees and the teams. Facilitators may be external consultants, employees who continue to do their own jobs and facilitate just one or two teams on an ongoing basis, or employees who are dedicated exclusively to the facilitator role.

Facilitators strive to keep team leaders and members motivated toward continued improvement, to mediate in conflict situations, and to serve as a primary communication link for the team. The most successful facilitators are those individuals who are highly influential "natural leaders," who excel in interpersonal skills, and who have the respect of both management and team members.

Team Leaders and Members

Establishing a team culture is an evolutionary process where leadership transfers from management to employees. While some employees are ready to accept this transformation immediately, others require training and skill development before the process can occur.

Team leaders play a crucial role. They typically are responsible for only one team. This leadership role may be held by one person or rotate among several or all of the team members. The responsibilities of the team leader include planning and overseeing team efforts, logistics and facilitation, recordkeeping, and documentation. It is often difficult to be a team leader and a manager since the team leader must "allow" the team to function with minimal guidance.

Team Configurations

With recognition of the team concept growing, distinguishing among the various types and purposes of teams has become increasingly difficult. When an organization decides on the configuration of the team(s), three basic questions need to be asked.

1. Should the team be formed from a natural work group or a cross-functional group?

2. Should the team be product or process oriented?
3. How autonomous should the team be? When?

Common Denominators for Success

Workplace teams can take a variety of shapes and forms, but experience and research have isolated some common denominators for achieving success. All teams must be empowered and supported by management. There needs to be recognition that teambuilding and team maintenance are processes too. In addition, there are five other common denominators for success:

1. A strategic vision, mission, and goals.
2. Channels of communication (horizontally, vertically, and laterally).
3. Support for the teambuilding process.
4. Productive meetings.
5. A celebration of results.

BUILDING SUCCESSFUL TEAMS

Who are the Teambuilders?

While anyone involved in the implementation of team culture or enabling a team's development and success could rightfully be considered a teambuilder, it is essential to focus on the front-line teambuilders. These are the people who have received from the organization the direction to implement one or more teams.

These front-line teambuilders include the members of the steering committee(s), facilitators, and the team leaders. It is essential that these selected individuals be thoroughly trained in change management, establishing a team culture, and the strategic plan for the organization.

Laying the Groundwork

Before a workplace team can get underway there are some major preliminary steps in the teambuilding process that must be taken in partnership with the steering committee, other managers, and as soon as possible, with team members. While the preliminary groundwork is being completed, the teambuilder can open up communication channels by encouraging employee input and feedback and then communicating it back to those attempting to make many of the initial determinations.

Understanding the Vision, Mission, and Strategic Plan

Ideally the front-line teambuilders, both the facilitators and team leaders, are involved in either creating a vision and strategic plan or in carrying out the vision and plan. In either case these teambuilders need a complete understanding of where the organization is going and what it expects to accomplish in the next few years. In addition, the teambuilders should understand the concept of team culture thoroughly and help to assure the alignment of the team culture and the organization's vision and strategic plan.

Clarifying Expectations, Responsibilities, and Boundaries

Organizations, as well as the key managers within them, will have differing expectations from the implementation of a team culture. Clear agreement about the expectations for a team culture, the responsibilities of the teams, and the boundaries within which a team is expected to operate will start the process moving in the right direction and avoid unnecessary conflict. Teambuilders responsible for implementing a new team need to be sensitive to the culture of their own organization while seeking clarification on:

- Startup and target completion dates for the project/activity.
- The amount of decisionmaking power the team will have.
- What training is required or will be provided?
- Which process or systems the team will or will not study?
- What resources will or will not be provided?
- What time will be freed up and how other work will get done?
- Who will provide the necessary support?

Choosing the Best Team Configuration

The type(s) of team being established must align with the reasons for instituting the team culture and best enable the team to accomplish its purpose(s).

The team can be configured as a natural work group or a cross-functional group of individuals. The role of the group as either process oriented (such as the budgeting process) or product oriented (new forcible entry tool) must be identified. Determining the purpose and responsibilities of the team must be agreed on before the most appropriate team configuration can be decided.

Selecting the Team Members

Once the team configuration is determined, the work units or specialists/experts/job classifications that should be represented can be identified. Those individuals who are most affected by the subject of the team's efforts should be included on the team, although not everyone who might be able to contribute need be on the team.

Experience has shown that, in the case of teams, smaller is better. Optimum size for workplace teams is between 6 and 8 people; however, teams may be as small as 3 or 4 and as large as 12 to 15. Large teams may be divided into smaller subteams when appropriate. Although attrition and turnover are inevitable, long-term stability and commitment should be taken into consideration.

Selecting the Team Leader

There are several ways to select team leaders. They may be identified by the steering committee, be first-line supervisors, be elected by the team, or selected from members who volunteer. Whenever possible teambuilders should encourage the involvement of team members in the selection process.

The ideal team leader has some combination of the following skills:

- allows all members to participate;
- is sensitive to the organization's team culture;
- has an interest in solving the problem(s);
- listens attentively and knows when to intervene;
- knows when to remain silent;
- is sensitive to the feelings, opinions, and individual needs or goals of team members;
- is able to give constructive feedback;
- understands team dynamics and team development; and
- is trained in problem-solving.

Establishing Teams

With team(s) beginning their efforts, it is important that the teambuilders provide a lead role early on. They should plan carefully for the initial meetings and communicate many of the basic understandings (team culture, strategic vision and plan, etc.).

Transfer Responsibility

Once the team is fully operational the teambuilders should begin to transfer the responsibilities to the team. The teambuilder should change from principal initiator/activist to supporter. Even with the transfer of most functions, one activity, goal setting, should remain within the province of the teambuilder(s).

Help Set Mutual Team Goals

While many individuals give goal and objective setting lip service many do not actually perform the task. This is a task that is vital to effective teams and must be accomplished at the outset. Typically the team leader will introduce and facilitate this effort, although assistance may be required from the facilitators or even the steering committee. The members of the team must be included in this process so that the team can arrive at a mutual or common set of goals (objectives).

Make Goals (Objectives) Measurable

Everyone has a vested interest in knowing the tangible results of the team's efforts. Therefore, goals need to be cast in terms of objectives and be measurable. Specifically, objectives should have the A (Audience), B (Behavior), C (Condition), and D (Degree) of good objectives.

Measurable goals (objectives) help teams to:

- set daily priorities;
- arrive at appropriate decisions; and
- assess their progress.

Check Progress Regularly

While each team is functioning, regular checks need to be made as to how they are progressing in achieving their goals. Milestones should be established so as to be able to measure accomplishment and celebrate success regularly. Accomplishing goals or reaching milestones keeps the members of the team encouraged as well as focused.

Supporting the Team

Coaching

The teambuilder is essentially the "coach" of the team. A coach's job is to facilitate improvement and draw the most out of each individual. A good coach has the following characteristics:

- does not control, but listens, encourages, evokes, and counsels;
- promotes creativity and innovation; and
- gives positive and constructive feedback.

Motivation

The teambuilder's job is much easier when he/she recognizes what motivates people and applies those principles to the members of the team.

Training

Educating and developing team members is essential to the success of an organization's team effort. All team members should have basic training in:

- team dynamics;
- team skills such as interpersonal communication, problem-solving, and decisionmaking; and
- the use of statistical analysis as a problem-solving tool and the techniques of statistical process control.

Resources

Teams cannot function without adequate resources. It is the teambuilder's responsibility to assist each team in obtaining the resources that are necessary for the team to perform its assigned task(s). Essentially these resources are classified into two categories: funding and time.

Celebrating Success

Look for Opportunities

When a team meets one of its milestones or its overall goal it is natural to want to celebrate. Teambuilders also need to look for small successes to celebrate along the way so that the team receives a reward and feels a sense of accomplishment. Teambuilders are faced with the challenge of identifying and facilitating rewards and/or recognition for the team and members of the team that are reflective of the success and within the parameters of the team's culture.

Provide Rewards and Recognition

Two basic types of rewards are inexpensive and available within all organizations: **attention** and **feedback**. Surveys of employees reveal that these types of rewards are considered desirable by most, and go a long way toward motivating the team members and the team as a whole.

Every organization should define a variety of rewards and recognition mechanisms. This ensures that teams and team members are constantly having their efforts reinforced. These rewards might range from incentive bonuses to setting up team bulletin boards. Other types of rewards include team flags, small trophies, or recognition assemblies.

Celebration of achievement reinforces the links between team goals and objectives and the strategic vision of the organization. It also emphasizes the organization values the importance of individuals and the contributions they make within the organization.

HELPING YOUR TEAM SUCCEED

Partners for Quality

In a team culture leading to self-managed teams, the intent is to minimize the role of the team leaders as well as other teambuilders. The team members should be developed and, as the teams mature, become less dependent on the team leaders and facilitators.

Challenges

The challenge for team leaders is to develop a diverse group of individuals into a productive, decisionmaking entity whose members understand the goals of both the organization and the team. The challenge for team members is to form a cohesive, synergistic, highly knowledgeable, problem-solving group that can achieve results and eventually become totally self-sufficient.

The Team Members

Potentially, team members come from all functional areas and levels of the company. In some organizations, the members volunteer; in others, they are assigned. Although their initial feelings will vary from enthusiasm to skepticism, all should have shown a willingness to participate in and work toward self-managed teams. Every team member is charged with contributing to the team culture and making the team work.

Ingredients for Success

A number of critical components must be present for teams to achieve success. These ingredients for success must be implanted firmly in each team member's mind.

Customer-Focused Goals

Goals around which the team members can rally go a long way toward helping a team develop a unity of purpose. These goals must include the organization's strategic vision and mission. The goals (objectives) must be specific, attainable, and measurable so the teams can monitor their performance, chart their progress, and document their final achievements. The goals must be customer focused and quality driven.

Clear Roles and Expectations

Everyone on a team brings certain talents or skills and is expected to perform a specific role or job in order to reach the stated goals. One of the first tasks of newly formed teams is to clarify roles and to define the job expectations for each team member systematically. When every person on the team understands what the team expects him/her to do, and what is expected of all the other members, it is easier to discuss how the team will operate.

Trust and Open Communication

Successful teams are characterized by an atmosphere of trust and open communication. Members must be able to speak freely, and have their ideas and opinions valued and heard without ridicule.

There are several ways to help the communication process within a team:

- free flow of information;
- good communications techniques; and
- constructive feedback.

Conflict Resolution

Conflict, which can be either destructive or constructive, should be expected in team situations and be addressed openly. Unit 11: Conflict Resolution, addresses in some detail the various aspects of conflict resolution that can be applied to the functioning of workplace teams.

Consensus Decisions

Teams that strive for consensus and use disciplined problem-solving methods to arrive at decisions progress more rapidly toward their goals. If consensus cannot be reached, members may become disruptive and block the team's ability to carry out decisions. To help avoid this, all members need to be trained in conflict resolution skills and learn to use facts to reach consensus.

Team Ground Rules

The most effective teams establish ground rules at their very first meeting. Teams that don't dedicate themselves to holding well-disciplined meetings generally don't accomplish much. Meetings must

- start on time;
- follow an agenda;
- be kept on track by **all** team members;
- adhere to established ground rules and procedures;
- determine action items to follow up on at each meeting; and
- end on time.

Other ground rules include guidelines for attendance, promptness, participation, and taking on assignments; rotation of key team-related tasks; and some of the less glamorous meeting preparation chores.

Understanding Team Dynamics

Team or group dynamics was the subject of Unit 9: Group Dynamics, and is an essential element of successful team operations. The four stages of development for workplace teams correlate with those discussed in the group dynamics unit.

1. Forming.
2. Storming.
3. Norming.
4. Performing.

Two types of interactions that occur within any group or team are task-related (lead to getting work accomplished), and member-related (relate to maintaining a high level of synergy within the team). These two types of interactions must be balanced within an effective team.

Task-Related Interactions

- seeking opinions (trying to get facts out);
- giving opinions (sharing one's own knowledge);
- initiating (making proposals or suggesting);
- clarifying (probing the issues);
- summarizing (pulling together information); and
- seeking consensus (testing conclusions or solutions).

Member-Related Interactions

- encouraging (creating an environment that invites participation);
- sharing (expressing emotion and sensing mood);
- harmonizing (smoothing over disagreements);
- gatekeeping (ensuring that channels of communications are kept open);
- compromising (attaining win-win solutions); and
- evaluating (examining the interactions of the team).

Dealing with Difficult Situations

In trying to maintain balance and harmony in team dynamics, every team will have to deal with difficult members. Three behaviors in particular seem to occur regularly in team settings:

1. **Aggressive behavior:** Overly aggressive people often insist that things must be done "their way." They seem to take pleasure in bulldozing over anyone in their way and make others feel powerless and frustrated.
2. **Monopolizing behavior:** Some people like to dominate a team meeting and, though they do not mean any harm, the team becomes tired of listening to their digressions.
3. **Withdrawn behavior:** Quiet, withdrawn people who aren't participating in team interactions can be disconcerting for a team. Sometimes it is because they believe the effort is a waste of time and sometimes it is because they are shy.

There are a few general prescriptive measures for dealing with difficult behavior. When confronting an individual directly who is exhibiting difficult behavior a team member should remember to:

- describe the undesirable behavior and how it affects the team;
- maintain the person's self-esteem;
- give the person a chance to respond;
- continue to focus on the behavior and don't get caught up in emotions; and
- describe the behavior that is desirable and, in the case of withdrawn members, encourage participation.

The Journey to Self-Management

As team members learn more about group and team dynamics and begin to understand and analyze the interactions that occur in their team, they can begin to function as a team, which is closer to stage four performance (performing).

As the team develops, management becomes more confident in it and delegates more and more responsibility and autonomy to it.

On the journey to self-management and quality, teams will continue to encounter problems, and process improvements always will be required. Even teams that have become self-managing welcome the continued challenges and thrive on the opportunities to be involved in the day-to-day decisions that enhance the quality and productivity of the organization.

SUMMARY

Workplace teams are an extension of and application of the group dynamics discussion in Unit 9. The following are the major considerations to be incorporated into any effort to introduce teams into the workplace.

- Workplace teams are an extension of the quality revolution.

WORKPLACE TEAMS

- Effective use of workplace teams requires a commitment throughout the organization.
- Workplace teams may be configured in various ways and have different orientations.
- An organization must lay the groundwork for teams to be successful.
- Continued success of teams requires a continuing effort at team encouragement and maintenance.

This page intentionally left blank.

Activity 10.1

Win All You Can: A Teambuilding Exercise

Purpose

To demonstrate how teambuilding enhances the possibility of achieving success.

Directions

1. You will break into four groups.
2. Each group will choose a group name and a group leader.
3. Each group needs to prepare six "ballots," small pieces of paper, each with the name of the group on it.
4. Your instructor will state the mission of the game and ground rules.
5. Your instructor will read you the instructions for the remainder of the activity.

This page intentionally left blank.

Activity 10.2

Handling Difficult Situations

Purpose

To analyze and apply various techniques for handling common but difficult situations that arise during implementation of workplace teams.

Directions

1. Within the small group to which you have been assigned, carefully read the situation that you have been issued.
2. Discuss the situation presented and identify several alternative methods for handling the situation. Be sure to appoint a recorder who will keep notes of the strategies discussed.
3. Attempt to reach consensus on the most appropriate method for diffusing the situation, taking into consideration the level of the team and the interpersonal style(s) of the key team members.
4. You have 15 minutes to complete your reading, analysis, and discussion.
5. Each group will then provide a 5-minute overview of the situation and their group's proposed strategy for handling/defusing it.

This page intentionally left blank.

UNIT 11: CONFLICT RESOLUTION

OBJECTIVES

The students will:

- 1. Identify the various sources of conflict.*
 - 2. Identify the steps in conflict diagnosis.*
 - 3. Explain various strategies for resolving conflicts.*
-

This page intentionally left blank.

INTRODUCTION

In the previous units dealing with the interpersonal aspects of fire service/emergency medical services (EMS) management, the emphasis was on establishing and maintaining harmonious working relationships in the work environment. Unfortunately, however, harmonious working relationships are not possible all the time. A predictable product (or byproduct) of interpersonal relationships is conflict.

This unit will help you understand more clearly the nature of conflict, what causes conflict, and steps that can be taken to minimize the negative effects of conflict on the organization and its employees.

CONFLICT: A NECESSARY EVIL

According to a survey conducted by Schmidt and Thomas (W. H. Schmidt, "Conflict: A Powerful Process for Change," *Management Review*, 1974) for the American Management Association, managers spend approximately 20 percent of their time dealing with some form of organizational conflict. Traditionally, conflict has been viewed as a negative force within organizations and, accordingly, managers have taken steps to discourage or suppress conflict within their scope of control. Recently, however, there has been a growing recognition that conflict is an integral component of almost every dynamic, changing organization. The challenge to fire service/EMS managers thus becomes not how to suppress conflict but rather how to deal with conflict in a manner that increases rather than diminishes agency vitality. This unit will present concepts and techniques designed to help fire agency managers understand sources of conflict and how to deal with them effectively.

TYPICAL SOURCES OF CONFLICT

Potential sources of conflict can be identified in any fire service/EMS agency. Some of the major types of conflict that develop in organizational life are discussed in the following sections.

Role Conflict

Differences of opinion sometimes develop between superiors and subordinates about priorities, job behavior, how to respond to demands, etc.

Interpersonal Conflict

This type is usually referred to as personality conflict. Such conflicts generally occur when individuals have divergent motives or are struggling for increased power.

Intragroup Conflict

Within a large, functioning work group, subgroups sometimes will conflict with one another concerning operational issues or issues relating to which subgroup will wield greater organizational influence.

Intergroup Conflict

Several forms of intergroup conflict are possible in fire service/EMS agencies.

Central Office Versus the Field

Conflicts often erupt between personnel in the central office and field line managers concerning which group actually is going to control field operations. A variation of this type of conflict is the staff-versus-line conflict, which usually occurs when personnel attempt to implement new methods or evaluative procedures that are not supported by the field office line managers with whom the implementation is supposed to occur.

Old Guard Versus Young Turks

The classic confrontation between those who protect the **status quo** and those who attack it can be found from time to time in almost every fire service/EMS agency.

Union Versus Management

The goals and objectives of these two groups are sometimes incompatible, which can result in conflicts in which employees get caught in the middle.

CONFLICT DIAGNOSIS

Given the range of potential conflicts possible in most fire service/EMS agencies, it is important for the fire service/EMS manager to be adept at understanding the dynamics of a particular conflict situation and what he/she can do to minimize the negative impact the conflict might have on the agency and the personnel involved.

Steps to Diagnose the Conflict

The first step in dealing with conflict successfully is to diagnose the conflict(s) in question accurately. This involves three major steps:

1. Determining the current **stage** of the conflict(s).
2. Discerning the **nature** of the conflict(s).
3. Identifying the underlying **factor(s)** in the conflict(s).

Stages of the Conflict

Most conflicts go through four clearly identifiable stages from inception to resolution.

Frustration

Frustration occurs when someone or something is blocking an individual or group from obtaining a desired goal or objective. The source and/or reason for the frustration may be well- or ill-defined at this stage. Nevertheless, an individual or group is feeling thwarted about not getting the desired result(s). A fire service/EMS manager may be attempting to implement a change in agency policies and procedures that requires the support of subordinates. After a period of time elapses, the fire service/EMS manager might begin to feel frustrated if he/she feels that satisfactory progress is not being made in adopting the new policies and procedures. This frustration may be compounded if that manager can't really pinpoint why the changes aren't being made.

Conceptualization

At this stage in the conflict, the fire service/EMS manager is able to answer the question, "What's the real problem?" He/She can clarify the nature and scope of the problem that was causing the earlier frustration. Perhaps the new policies and procedures are being resisted because several key subordinates are miffed because they believe their input was not solicited before the changes were made.

Behavior

This is the stage at which the fire service/EMS manager takes some action to deal with the conceptualized conflict. Several options for resolving a conflict generally are available to a fire service/EMS manager. (These approaches will be discussed in detail later.)

Outcome

Ultimately, most conflicts are resolved. The outcome occurs after the dust has settled. At this point in the conflict cycle, the fire service/EMS manager can assess the quality of the conflict resolution approach that has been tried. (Criteria for such an assessment will be examined following the discussion of approaches to conflicts.)

CONFLICT: A SUMMARY

Understanding the typical evolution of a conflict can enable the fire service/EMS manager to approach such a situation rationally. Realizing the need to conceptualize the nature and scope of

the issue(s) involved in the conflict clearly can help the manager avoid the greater conflicts that can arise if action is taken at the frustration stage, often **before** the problem is clearly defined.

Conflicts usually fall into one of four major categories:

1. Conflicts over **facts**: Individuals may disagree because they have different definitions of a problem, are cognizant of varying pieces of information concerning the problem, etc.
2. Conflicts over **methods**: Disagreements can arise over which strategies or procedures are best for achieving a given goal or objective.
3. Conflicts over **goals**: Disagreements can arise over what long-range results should be pursued by the agency or agency subdivision.
4. Conflicts over **values**: Finally, disagreements can arise over ethics, moral considerations, whether the end justifies the means, etc.

Understanding the nature of a particular conflict is of vital importance to the fire service/EMS manager. Obviously, resolving a conflict over facts or methods usually is going to be considerably easier than resolving a conflict over goals or values.

UNDERLYING FACTORS IN A CONFLICT

The final stage in conflict diagnosis is isolating and identifying the underlying factors of the conflict. Generally, underlying factors come from one of three groups.

Informational

Do the actors in the conflict have access to the same information, or have they drawn different conclusions based on differing information? The ancient fable of the six blind men feeling different parts of an elephant and each concluding that he was experiencing some object other than an elephant reflects this type of underlying factor.

Perceptual

Do the actors in the conflict perceive the common information differently? Each person brings to any situation a unique set of past experiences that serve as "filters" through which new information must pass. These "filters" naturally affect and, at times, alter the way different people interpret the same pieces of information.

Role

The influence of an actor's particular role in the organization on that actor's feelings regarding a conflict often is apparent. The old adage "Where you stand depends on where you sit" reflects this type of role orientation. As fire service/EMS employees advance into management positions, their positions in conflicts may change with their role change.

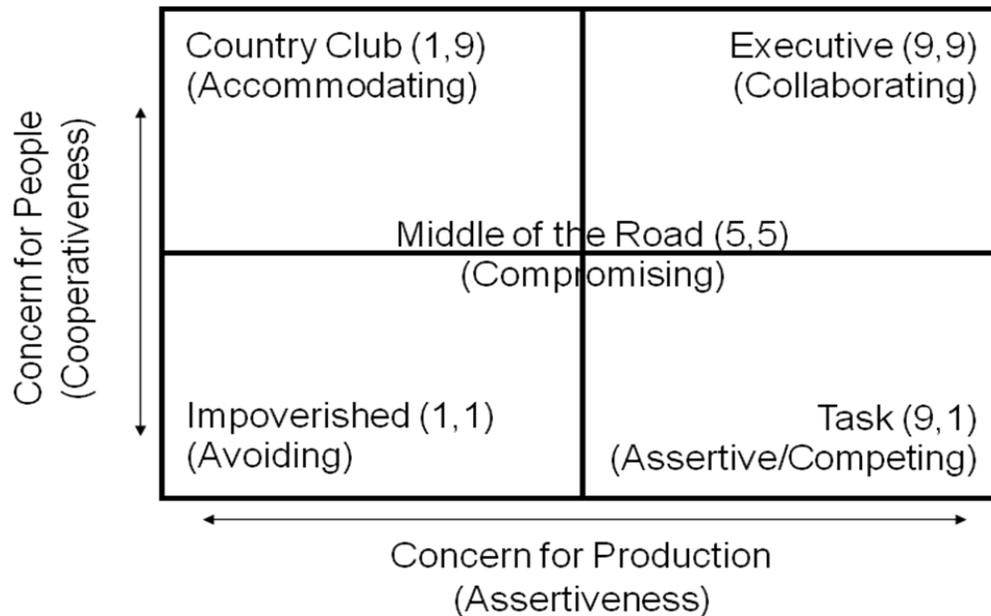
CONFLICT DIAGNOSIS: A SUMMARY

Understanding probable underlying factors in a conflict can sufficiently improve the chances of the fire service/EMS manager selecting a workable resolution strategy. To diagnose a particular conflict effectively, a fire service/EMS manager must be able to determine:

- The **stage** of the conflict, i.e., frustration, conceptualization, behavior, or outcome.
- The **nature** of the conflict, i.e., facts, methods, goals, or values.
- The **underlying factors** of the conflict, informational, perceptual, or role.

Upon completing these diagnostic steps, the fire service/EMS manager is prepared to select the approach he/she will take in dealing with the conflict.

**Conflict Resolution Modes
Versus Leadership Styles**



CONFLICT RESOLUTION MODES

Win/Lose

The five conflict modes also represent differing approaches to winning and losing the conflict in question.

1. **Competing**--This approach is "I win--you lose." The manager is after a clear-cut victory, one in which the opponent must acknowledge defeat. This approach can work well in conflicts over facts in which it can be shown conclusively who is right. It should be used in conflicts over values only in critical situations in which key organizational values must be maintained.
2. **Accommodating**--This approach is "I lose--you win." In conflicts over facts it should be used according to the guidelines presented on pp. 11 to 13 of the Conflict Mode Instrument. (Thomas-Kilmann.) In conflicts over values it should be used only in unimportant situations.

3. **Compromising**--Although often portrayed as an "I win--you win" approach, the compromise mode really is used in a "tell and sell" fashion, i.e., compromise is present to the extent necessary to ensure that "I win." It should be pointed out that compromise in conflicts over values can become "I lose--you lose" very easily. **Values are difficult to compromise.**
4. **Collaborating**--This consensus mode is truly the "I win--you win" approach. It is appropriate for dealing with conflicts over both facts and values.
5. **Avoiding**--Although portrayed as an "I lose--you lose" approach, it can be one of any of the combinations of win and lose. Especially in conflicts over values that cannot be resolved, it can be an "I win--you win" mode.

My Way/Your Way/Our Way

Consistent with the "Win/Lose" framework discussed above, each of the five modes can be assessed in terms of the resolution strategy, i.e., does the strategy reflect "My way," "Your way," or "Our way?"

- Competing is "My way."
- Accommodating is "Your way."
- Compromising is designed to ensure "My way" by convincing the adversary it is "Your way" or "Our way."
- Collaborating is "Our way."
- Avoiding is hard to categorize. Due to lack of a resolution strategy **per se**, it appears to be "No way." However, it is actually a form of "My way" because it represents the manager's approach to dealing with the conflict.

ASSESSING THE QUALITY OF CONFLICT RESOLUTION STRATEGIES

Once the fire service/EMS manager has attempted a specific approach(es) to resolve a conflict, it then becomes important for him/her to be able to assess how effective that approach has been. The following are suggested as possible criteria for making such an assessment.

1. **Quality of the resolution solution**--Is the selected approach likely to produce a creative, practical, and workable solution to the conflict?
2. **Condition of the conflicting parties**--Will the adopted resolution approach have a positive or negative psychological or physical impact on those involved? At times you as a manager may be called on to mediate conflicts between subordinates. In such cases, you must carefully assess all criteria in choosing the type of approach you take.

Unfortunately some conflict resolutions, those in which there are clear "winners" and "losers," can lead to even greater future conflicts. The manager should recognize of this fact.

3. **Quality of relationships between the conflicting parties**--Will the adopted approach lead to the maintenance (or establishment) of satisfactory levels of respect, understanding, and/or cooperation among the parties involved? There are conflict resolution approaches that deemphasize cooperation (namely, 9,1; 5,5; and 1,1). They can damage such relationships, and therefore should be used advisedly (emergency situations).

SUMMARY

Diagnosing and dealing with conflicts effectively is one of the most difficult challenges confronting any fire service/EMS manager. In closing, one additional point needs to be made: One of the greatest aids to **preventing** and **solving** organizational conflicts is a planning process that produces a viable organizational plan. Such a plan can provide a basis on which to assess **facts** and **methods** relating to the achievement of already agreed on **goals** (which, it is hoped, reflect some mutually agreed on values). This planning process significantly enhances the likelihood that conflict resolution can yield positive results for the organization.

This unit attempted to give you both a conceptual framework for understanding conflict and a series of practical alternative approaches for resolving conflict. In the conceptual area, the potential sources of conflict in organizations include such factors as:

- role conflict;
- interpersonal conflict;
- intragroup conflict; and
- intergroup conflict.

A second key conceptual area, diagnosing conflicts, included an emphasis on determining:

- the stage of the conflict;
- the nature of the conflict; and
- the underlying factors in a conflict.

In the latter half of the unit we discussed the strengths and weaknesses of alternative approaches for resolving conflicts:

- competing
- compromising
- accommodating
- collaborating
- avoiding

Conflict is an almost inevitable component of the interpersonal area of the fire service/EMS manager's function. This unit was designed to assist the manager in dealing more effectively with this sometimes hazardous area.

This page intentionally left blank.

Activity 11.1

Conflict

Purpose

To examine the positive and negative aspects of conflict and shed light on how to identify the various sources of conflict.

Directions

1. Working as a table group, list on an easel pad all the words you can think of when you hear the word "conflict."
2. You will share responses with the rest of the class.
3. Be prepared to state whether these words represent something good or bad, positive or negative.

This page intentionally left blank.

Activity 11.2

Conflict Roles

Purpose

To examine the various roles that are assumed or evolve in the course of a conflict.

Directions

1. Your instructor will assign you to a group.
2. You will receive an index card assigning a topic or role for you take in a discussion with other members of your group. Each card will be numbered; the discussion should proceed in the order that the cards are numbered.
3. At the end of your group discussion time, you will meet as a large group for a class discussion.

This page intentionally left blank.

Activity 11.3

Murder One--A Conflict Over Facts

Purpose

"Murder One" is designed to demonstrate several important concepts. First, you gain experience in resolving conflicts over facts. Second, you experience the inherent value of team decision-making that will be addressed again later in the unit.

Directions

As a means of exploring conflict, you are going to engage in an attempt to solve a "murder."

1. You have 25 minutes to read the information and **individually** determine who is the murderer.
2. After noting the answers reached, you will, through group decisionmaking, reach a consensus determination as to who is the murderer. You will have 25 minutes for this portion of the activity.

This page intentionally left blank.

Activity 11.4

Whom to Choose--A Conflict Over Values

Purpose

To give you an opportunity to experience the frustration of attempting to resolve conflicts resulting from differences in values.

Directions

1. You will receive a copy of Handout 11-4: Fire Rescue Briefing Sheet and the Whom to Choose List (optional).
2. Read the directions provided on the handout.
3. You have 10 minutes to make individual selections and 30 minutes to make group choices.
4. Be prepared to share your lists with the class.

This page intentionally left blank.

Activity 11.5

Conflict Resolution Approaches

Purpose

To allow you to gain greater insight into your tendencies regarding approaches to take in resolving conflicts by using the self-assessment Thomas-Kilmann Conflict Mode Instrument.

Directions

1. You will receive a copy of the Conflict Mode Instrument (pp. 1 to 10).
2. Review the directions for taking the instrument.
3. Ask any questions concerning the instructions for pp. 1 to 4.
4. You have 15 minutes to complete the instrument.
5. When instructed, open the taped portion and score the instrument.
6. You have 30 minutes to score the instrument.

This page intentionally left blank.

Activity 11.6

Which Mode is Best?

Purpose

To allow you to assess the situational appropriateness of the five conflict modes described.

Directions

1. Turn to your copy of the Worksheet.
2. Read the directions, then ask any questions you may have.
3. You have 20 minutes to complete this activity.

This page intentionally left blank.

Activity 11.6 (cont'd)

Worksheet

In your work group, identify situations in which each of the conflict modes would be most appropriate for the fire service/EMS manager to use. You have 20 minutes to complete this activity. Select a spokesperson to report your group's findings to the whole class.

1. Competing:

2. Accommodating:

3. Compromising:

4. Collaborating:

5. Avoiding:

UNIT 12: CULTURAL DIVERSITY

OBJECTIVES

The students will:

- 1. Become more aware of and sensitive to the issue of being "different."*
 - 2. Be in a forum that will enable more dialogue between X's and O's.*
 - 3. Benefit from dialogue within a climate free from fear that it will erupt into confrontation.*
-

This page intentionally left blank.

WHY ADDRESS DIVERSITY?

There is no way to avoid the issue of diversity in today's society. The failure to address this critical issue can overshadow the organization's success.

Differences at Work (and the Differences They Make)

Three issues may possibly exist within an organization:

1. Different **treatment** of some types of people by different individuals.

Referred to as personal bias, this type of difference ranges from the casual, such as expecting a women to take notes at a meeting, to the extreme, such as violence or hate crimes.

2. Different typical **behavior** of some types of people versus others.

Called categorical differences they are often simply assumed ("blacks and whites are different") or inferred from usually limited data.

3. Different work **outcomes** for different kinds of people.

Termed institutional discrimination it is widespread in the United States and in most other societies. Different categories of people are generally clustered in different jobs, have different status, and are often paid less even when in the same job.

The Facts About Diversity

There are a number of common factors about people. For example: people are different in some ways, and alike in others. Many of these differences, as well as similarities, are clearly a property of the individuals examined. Some of these characteristics seem categorical: for example, a property of Hispanics (versus Anglos). This same concept applies to other categories: blacks and whites, secretaries and executives, southerners and northerners, etc.

The Key Questions

How important are the categorical differences as compared to individual differences? What are the causes of such categorical differences? There are three possible sources that are not mutually exclusive:

1. People in that category (ethnic, gender, appearance) are that way because of genetic predisposition.

There are very few intrinsic (genetic) differences among individuals, and those few are largely irrelevant at work.

2. People grew up learning (were socialized) to behave in those ways.

Some socialization differences, (e.g., in communication style) are very significant at work. These generally can be learned, and people can develop broader repertoires. Awareness also can help people respond appropriately to these differences.

3. People's distinctive behavior is a product of their present work environment.

The most critical differences in the workplace, such as leadership, risk-taking, and entrepreneurship, arise from the effect of different work environments, which are populated by different categories of people.

The Resulting Situation

Much of the personal bias that exists in the workplace is unintentional and can be corrected through enhanced awareness. Extreme bias, harassment, or violence are illegal and immoral. They must be addressed and stopped wherever they appear. Fortunately, these are relatively uncommon.

Institutional discrimination is extremely common. It rests on traditional and unquestioned practices. These practices are assumed to be natural or inevitable. Unfortunately it is a symptom of defective and unhelpful organizational arrangements, most of which can be changed for the better with a specific effort.

CONCEPT OF X's AND O's

Consequences of Being Different

"A Tale of 'O'," which is the basis for this unit, explores the consequences of being different. It focuses on a group of people in which some are "the many," who are referred to as the X's, and some are "the few," referred to as the O's. Simply being different from the majority of the group members in any particular dimension of which people are aware makes someone into an O.

All of Us Are O's

The program presents a general framework; it does not concentrate specifically on sex differences or racial or ethnic differences. "A Tale of 'O,'" highlights a common human experience simply by having people talk about times when they felt like an O--the times they felt different.

When We May Have Felt Like O's

- A male moving into a traditionally female role, position, or group (nursing is an example).
- A female moving into a traditionally male role, position, or group (firefighter is an example).
- A British person (or Japanese, Russian, etc.) among Americans.
- A visually-impaired person among the sighted.
- A nonprofessional among professionals.
- A married person among singles.
- An older person among a younger group.
- A child among adults.
- A person in with a physical disability among people without physical disabilities.

Understanding O's Increases Awareness

The presentation contained in this unit deals with the issue of being different and the impact this has on an individual's effectiveness within his/her work group. It also examines what happens when this "different" person is present. The purpose is to provide new insight into what happens when an "outsider" or a different kind of person joins a work group. These insights can be tied to individual experiences, how each person has dealt with such situations, and how they can be dealt with even better.

Everyone in the class is a resource--everyone can contribute ideas about being more effective when you are different from your workmates. Each individual should walk away from this unit with a new understanding of what can happen every day, together with new ideas for being effective.

THE PARAMETERS OF THE WORKPLACE

Many have said that the job makes the person. Under this concept people exhibit behavior based on the opportunities offered to them by the organization they work for.

One theory states that productivity, motivation, and career success are largely determined by the organizational structure and the nature of the social circumstances in which people find themselves. Thus observed differences in behavior--and success--of "the many" and "the few"

had more to do with what they were handed by the organization than with inherent differences in ability, drive, or perceived characteristics. When "the many" and "the few" were dealt similar cards and given similar places in the organizational game, they behaved in similar ways. The problem, though, was that "the many" and "the few" were rarely dealt similar cards.

OPPORTUNITY

People working within an organization vary in motivation. Some come to work bright eyed, alert, and ready to tackle any problem or activity. Others barely drag themselves in and lack confidence, in both themselves and the organization.

This difference in attitude often is correlated to the amount of opportunity an individual sees in the job: how much chance he/she sees to get somewhere. Opportunity depends in part on the position and not just on individual talents. How much growth is there in the job? How real is the possibility of advancement, training, or movement? If you do the job, will the boss give you a chance to get somewhere?

The "moving" are well known around most organizations and a whole variety of colorful names and labels are used to describe them: fast trackers, high flyers, giants, and even water walkers.

The "stuck" also are well known, but the labels aren't quite as colorful: deadwood, turkeys, over-the-hill, shelf-sitters, retired on the job, and nine to fivers. In a word, unmotivated.

People who are different, women who are stereotyped as having lower aspirations, or minorities who are said to lack ambition and self-esteem often are denied the opportunity, and hence the motivation, to excel. While opportunity does not explain everything, it does influence performance and productivity, and hence how one is viewed (and, conversely, how one views oneself) within the organizational setting.

POWER

Another key factor in understanding people's behavior at work is power. Power comes easily to people when their jobs provide four things.

1. A chance to do the **extraordinary**--creating, inventing, planning--and not just the routine.
2. **Connections** and relationships with other people--especially other influential and powerful people who can provide information, backing, and support.
3. The chance to work on **critical and timely problems**--problems important to the organization.
4. **Visibility:** None of the other three is very important if the work that is accomplished is not noticed.

In order for people to take advantage of these opportunities they need access to tools and resources. To have power to act effectively, people need well-established lines of supply, which include resources, materials, money, rewards, and prestige. Secondly they need information--knowledge of plans, feedback, and warnings about change. Finally, they need support, the ability to take discretionary action and be provided legitimacy for such action.

The powerful can focus on the big picture. Power means connection and information. It means the confidence to make decisions and the ability to bend rules and focus on results. On the other hand the powerless--left out, bypassed, and isolated--get bogged down in petty details. They concentrate on rules because that is the only place they have real power. Proper procedure, not the eventual results, often becomes important to the powerless.

The powerless are quite often the people who are viewed as "different" within the organization. They do not have the support network necessary to exercise power and become one of the powerful. Because the powerless lack influence and respect in the larger organization, they build fences around their own domain and guard their small territory zealously.

So when you see some work groups getting things done, being enthusiastic about their work, and high in morale--and you see other work groups hostile, resistant, petty, and nonproductive--you can look at the difference in a new light. The people in the second group may not have enough power to be effective and nurture true leadership. Increased productivity can be encouraged by turning on the power.

SUMMARY

This unit is designed to increase the level of awareness of all concerned, X's, as well as O's. The major points made throughout the unit are as follows:

- Everyone has been an O at one time or another.
- The parameters of the workplace as well as the concepts of opportunity and power all contribute to institutional discrimination.
- Much of the personal bias that exists in the workplace is unintentional and can be corrected readily through enhanced awareness.
- It is the responsibility of X's to remove structural barriers that prevent O's from functioning effectively.

This page intentionally left blank.

Activity 12.1

When I Felt Like an O

Purpose

To enable you to share what it feels like to be "different" in a group setting.

Directions

1. Remember how you felt when you were an O?
2. Brainstorm these feelings. Your instructor will ask you to state them as he/she lists them on an easel pad.
3. "Piggyback" on others' feelings as they remind you of feelings that you experienced.

This page intentionally left blank.

Activity 12.2

Part I: Analysis of "O-Ness"

Purpose

To have you openly discuss your feelings while watching the first part of the video, and to relate the situations discussed to personal occurrences.

Directions

1. View the first part of the presentation of "A Tale of 'O' Part I, O Segment," a video on being different. This segment will provide you with some insights into what happens to individuals who, by virtue of some characteristic, are numerically scarce within a group or organization, "the few."
2. Share some of the feelings you experienced while watching the first segment of the video.
3. Break out into small groups of five to six students each as directed.
4. Individually answer the three questions on Handout 12-1: Questions About "O-Ness." This should take approximately 5 minutes.
5. Continue the discussion that you began in the large group, including sharing your responses and feelings regarding the three questions you have just answered. This discussion should continue for approximately 10 minutes.

This page intentionally left blank.

Activity 12.2

Part II: X and O Perspectives

Purpose

You will discuss how it feels to be either an X or an O or both at various times. In addition, this activity will focus your attention toward the factors or considerations that make an individual more effective within the organization.

Directions

1. View the second part of "A Tale of 'O' Part II, X Segment," which focuses on the X's, "the many" and what happens to them when an O enters their group.
2. Continue to function within your small groups as assigned for the previous activity.
3. Take approximately 5 minutes to review Handout 12-2: O and X Experiences, and jot down your answers and/or comments for both of the questions.
4. After recording your thoughts, discuss within your small groups your perceptions of what it is like to be an X and an O in an organization. Please try to put yourself in the position of being both an X and an O, regardless of your personal situation.
5. This small group discussion should take about 15 minutes.
6. As directed by the instructor, each group should change its focus on the situational and structural factors affecting individual effectiveness.
7. On the basis of the information obtained from the video and from your discussion, list, as a group, factors or considerations that you believe make some people more effective than others in the organization **apart from their purely personal differences in capacity and potential.**
8. You have 15 minutes to generate your list. Appoint a spokesperson for your group to report back to the class.

This page intentionally left blank.

UNIT 13:
COURSE WRAP-UP

This page intentionally left blank.

OVERVIEW

At the outset of the course, management was defined as the "...function of making decisions and directing individuals in such a way that the organization's needs and the individual's needs will be mutually satisfied." (Billy J. Hodge and Herbert J. Johnson, *Management and Organizational Behavior*. New York: John Wiley & Sons, 1970.) Performing this function properly requires both technical and human skills, and in the past 2 weeks we have addressed the area of human skills. The course has concentrated on three major aspects of the human side of management in which the fire service/emergency medical services (EMS) manager should be knowledgeable:

- individual
- interpersonal
- institutional

INDIVIDUAL

As the definition indicates, an essential component of management involves the satisfaction of individual needs. The first units of the course dealt with the fire service/EMS manager as an individual, and presented possible ways in which the individual needs of the fire service/EMS could be met. The primary focuses of these units of the course were:

- **Personal Styles and Managerial Performance**--The potential individual strengths or weaknesses of various management styles were explored in this unit, as well as the possible implications the styles may have for organizational issues such as change.
- **The Emergency Services/Administrator as Leader and Manager**--This unit addressed the issue of leadership: the types of power a fire service/EMS manager or leader might have, alternative leadership styles, and the possible situational strengths and weaknesses of those leadership styles.
- **Stress Management**--The third unit presented techniques the individual manager can employ to limit the negative effects of stress. Areas of emphasis included everyday stress, major life events, and individual behavior activity levels.
- **Time Management and Delegation**--This unit examined techniques to ensure that the fire service/EMS manager makes the greatest possible use of his/her time. Delegation was discussed as a valuable time management tool. Effective time management can help to reduce a fire service/EMS manager's stress level.
- **Professional Development**--This unit, concluding the first major component of the course, focused on the individual. It presented concepts and strategies a fire service/EMS manager can use to ensure ongoing professional and personal growth.

INTERPERSONAL

The second major component of the course dealt with how a fire service/EMS manager interacts with others on an interpersonal basis, and how he/she ensures that other individuals in the organization satisfy their needs. Major topics covered included:

- **Communication**--This unit discussed various techniques the fire service/EMS manager can use to enhance communication among individuals and groups within the agency.
- **Counseling and Coaching**--This unit provided pragmatic techniques a fire service/EMS manager can use in serving as a counseling (or referral) resource to subordinates who need this service.
- **Motivation**--This unit examined various theories of motivation and presented methods a fire service/EMS manager can use in identifying and capitalizing on various motivators.
- **Group Dynamics**--This unit discussed methods a fire service/EMS manager can employ to develop and maintain effective organizational techniques.
- **Workplace Teams**--This unit translated the concepts learned in the previous unit into the workplace. It examined the various elements necessary to create a workplace team culture.
- **Conflict Resolution**--This unit provided a framework that can be used to diagnose conflicts, and alternative modes to attempt to resolve conflicts.

INSTITUTIONAL

The final unit of the course emphasized organizational methods that should be institutionalized to provide for the ongoing human needs of the agency. The major area covered included:

Cultural Diversity--This unit focused on the complex but critical issue of cultural diversity by identifying that everyone is different. By using a variety of "differences," the unit highlights its importance through personal experience. An important component of the unit is the concept of O, an instructional video that directs the lecture and activities.

SUMMARY

No 2-week course can hope to provide comprehensive instruction in the areas of interpersonal relations. As was indicated in Unit 5: Professional Development, an ongoing effort is required to stay informed, and to be proficient in the diverse areas that constitute fire service/EMS management. It is hoped that the concepts and techniques presented will be of some immediate help to the students and will spark an ongoing interest in gaining greater mastery of the individual, interpersonal, and institutional aspects of their jobs.

BIBLIOGRAPHY

This page intentionally left blank.

MANAGEMENT RESERVE SECTION

Counseling

BF
637
.C6
D4
1977

Eisenberg, Sheldon, and Daniel J. Delaney. *Counseling Process*. 2nd ed.,
Boston: Houghton Mifflin, 1977.

BF
637
.C6
H129
1979

Hackney, Harold. *Counseling Strategies and Objectives*. Englewood Cliffs, NJ:
Prentice-Hall, 1979.

BF
637
.C6
H324
1977

Hansen, James C., Richard R. Stevic, and Richard W. Warner. *Counseling:
Theory and Process*. Boston: Allyn & Bacon, 1977.

Emergency Management

HV
553
.F647

Foster, Harold D. *Disaster Planning*. New York: Springer-Verlag, 1980.

HV
553
.H46
1982

Herman, Roger. *Disaster Planning for Local Government*. New York: Universe
Books, 1982.

HV
553
.H465
1983

_____. *Emergency Operations Plan*. New York: Universe Books, 1983.

HV
553
.C537

National Governors' Association. *Comprehensive Emergency Management: A
Governor's Guide*. Washington, DC: NGA, 1979.

Fire Department Management

- TH
9145
.M26 Bryan, John L., and Raymond C. Picard. *Managing Fire Services*. Washington: International City Management Association, 1979.
- TH
9310.5
.C64 Coleman, Ronny J. *Management of Fire Service Operations*. North Scituate, MA: Wadsworth, 1978.
- TH
9145
.D5 Didactic Systems, Inc. *Management in the Fire Service*. Boston: National Fire Protection Association, 1977.
- TH
9503
.G47 Getz, Malcolm. *Economics of the Urban Fire Department*. Baltimore: Johns Hopkins, 1979.
- TH
9145
.H5 Hickey, Harry E. *Public Fire Safety Organization*. Boston: National Fire Protection Association, 1973.
- TH
9145
.K89 Kramer, William, Donald Favreau, and James Cline. *Advanced Fire Administration*. Lexington, MA: Ginn, 1982.

Futurism

- HN
59.2
.N34
1982 Naisbitt, John. *Megatrends*. New York: Warner Books, 1982.
- HN
17.5
.T64 Toffler, Alvin. *Future Shock*. New York: Random House, 1970.
- HN
17.5
.T643 _____. *Third Wave*. New York: William Morrow, 1980.

General Management

- HD Drucker, Peter F. *Management: Tasks, Responsibilities, Practices*. New York:
31 Harper & Row, 1974.
.D773
1974
- HD Hicks, Herbert G., and C. Ray Gullett. *Management of Organizations*. 3rd ed.,
31 New York: McGraw-Hill, 1976.
.H484
1976
- HD Koontz, Harold, and Cyril O'Donnell, eds. *Management, A Book of Readings*.
31 4th ed., New York: McGraw-Hill, 1976.
.K599
1976
- HD Luthans, Fred. *Introduction to Management: A Contingency Approach*. 2nd ed.,
31 New York: McGraw-Hill, 1977.
.L86
1976
- HD Miles, Raymond E. *Theories of Management*. New York: McGraw-Hill, 1977.
38
.M484

Group Dynamics/Teambuilding

- HD Belbin, R. Meredith. *Management Teams*. New York: John Wiley, 1981.
38
.B368
1981
- HD Francis, Dave, and Don Young. *Improving Work Groups: A Practical Manual
51 for Teambuilding*. San Diego: University Associates, 1979.
.F725
- HV Klein, Alan F. *Effective Groupwork*. New York: Association Press, 1972.
45
.K536
- HD Merry, Uri, and Melvin E. Allerhand. *Developing Teams and Organizations*.
69 Reading, MA: Addison-Wesley, 1977.
.C6
M46

- HD
58.8
.P37 Patten, Thomas H. *Organizational Development Through Teambuilding*. New York: John Wiley, 1981.
- HD
66
.S49 Shonk, James H. *Working in Teams*. New York: AMACOM, 1982.
- HD
31
.M598
1981 Shtogren, John A., ed. *Models for Management: The Structure of Competence*. The Woodlands, TX: Teleometrics International, 1980.
- HD
66
.W66 Woodcock, Mike, and Dave Francis. *Organization Development Through Teambuilding*. New York: John Wiley, 1981.

Human Resource Development

- HF
5549
.D4375 Desatnick, Robert L. *Innovative Human Resource Management*. New York: American Management Association, 1972.
- HF
5549
.K478x Killian, Ray A. *Human Resource Development*. New York: American Management Association, 1978.
- HF
5549.5
.T7
N29
1979 Nadler, Leonard. *Developing Human Resources*. 2nd ed., Austin, TX: Learning Concepts, 1979.
- HF
5549
.S183
1981 Sayles, Leonard R., and George Strauss. *Managing Human Resources*. 2nd ed., Englewood Cliffs, NJ: Prentice-Hall, 1977.

Interpersonal Relations

- HM
141
.A512 AMACOM. *Winning With Leadership Skills*. New York: AMACOM, 1975.

- BF
637
.C45
D159
1976
- Danziger, Kurt. *Interpersonal Communication*. New York: Pergamon, 1976.
- HD
58.7
.H47
1977
- Hersey, Paul. *Management of Organizational Behavior*. 4th ed., Englewood Cliffs, NJ: Prentice-Hall, 1982.
- HM
131
3793
1978
- Katz, Daniel, and Robert L. Kahn. *Social Psychology of Organizations*. 2nd ed., New York: John Wiley, 1978.
- HM
133
.L83
- Luft, Joseph. *Of Human Interaction*. Palo Alto: Mayfield, 1969.
- HM
141
.M34
- Mahoney, James T., Elliot J. Berv, and William S. Richards. *Personal Leadership Analysis*. Portland, ME: Individual Ascent Systems, 1977.
- HF
5500.2
.M246
1980
- Margerison, Charles. *How To Assess Your Managerial Style*. New York: AMACOM, 1979.
- BF
683
.M37
1970
- Maslow, Abraham H. *Motivation and Personality*. 2nd ed., New York: Harper & Row, 1970.
- BF
778
.M326
- Massey, Morris. *People Puzzle: Understanding Yourself and Others*. Reston, VA: Reston, 1979.
- HM
134
.P47
1976
- Pfeiffer, J. William, Richard Heslin, and John E. Jones. *Instrumentation in Human Relations Training*. 2nd ed., LaJolla, CA: University Associates, 1976.
- HD
58.7
.S26
- Sanzotta, Donald. *Manager's Guide to Interpersonal Relations*. New York: AMACOM, 1979.

Leadership

- HM
141
.B43 Bennis, Warren. *The Unconscious Conspiracy*. New York: AMACOM, 1976.
- HM
141
.C254 Campbell, David. *If I'm in Charge Here, Why is Everybody Laughing?* Niles, IL: Argus Communications.
- HM
141
.F48 Fiedler, Fred E. *A Theory of Leadership Effectiveness*. New York: McGraw-Hill, 1967.
- HM
141
.F46
1977 Fiedler, Fred E., Martin M. Chemers, and Linda Mahar. *Improving Leadership Effectiveness*. rev. ed., New York: John Wiley, 1977.
- HM
141
.L36 Lawson, John D.; Griffin, Leslie J.; and Donant, Franklyn D. *Leadership is Everybody's Business*. San Luis Obispo: Impact, 1976.
- HM
141
.S83 Stogdill, Ralph M. *Handbook of Leadership*. New York: Free Press, 1974.

MIS--Management Information Systems

- HF
5548.2
.E54 Enger, Norman L. *Management Standards for Developing Information Systems*. New York: AMACOM, 1976.
- HF
5548.2
.M344 Martino, Rocco L. *Information Management: The Dynamics of MIS*. Wayne, PA: Management Development Institute, 1969.
- HF
5548.2
.M345 _____. *MIS--Management Information Systems*. Wayne, PA: Management Development Institute, 1969.
- HF
5548.2
.P275
1979 Parsons, Henry L. *Management Information Systems*. 3rd ed., New York: American Management Association, Extension Institute, 1979.

Motivation

- HD
38
.G44
Gellerman, Saul W. *Management By Motivation*. New York: American Management Association, 1968.
- HF
5548.8
.G4
_____. *Motivation and Productivity*. New York: AMACOM, 1963.
- HF
5548.8
.H18
Hackman, Ray C. *Motivated Working Adults*. New York: AMACOM, 1969.
- HF
5549
.M27
McGregor, Douglas. *Human Side of Enterprise*. New York: McGraw-Hill, 1960.
- BF
683
.M37
1970
Maslow, Abraham H. *Motivation and Personality*. 2nd ed., New York: Harper & Row, 1970.
- HF
5549.5
.M6
S27
Sanzotta, Donald. *Motivational Theories and Applications for Managers*. New York: AMACOM, 1977.

Oral Communications

- PN
4121
.C235
1978
Capps, Randall, and J. Regis O'Connor. *Fundamentals of Effective Speech Communication*. Cambridge: Winthrop, 1978.
- PN
4197
.E46
1979
Eisenson, Jon. *Voice and Diction: A Program for Improvement*. 4th ed., New York: Macmillan, 1979.
- HF
5718
.L477
1982
Lewis, David V. *Secrets of Successful Writing, Speaking and Listening*. New York: AMACOM, 1982.

- PN
4121
.S73
Logue, Cal M., et al. *Speaking: Back to Fundamentals*. Boston: Allyn & Bacon, 1976.
- PN
4121
.P58
Powell, J. Lewis. *Executive Speaking: An Acquired Skill*. Washington, DC: Bureau of National Affairs, 1972.
- HM
258
.R48
Richardson, Lee. *Dimensions of Communications*. New York: Meredith Corp., 1969.
- PN
4121
.R689
Ross, Raymond S. *Speech Communication: Fundamentals and Practice*. Englewood Cliffs, NJ: Prentice-Hall, 1965.
- PN
4121
.W457
Wilson, John F., and Carroll C. Arnold. *Dimensions of Public Communication*. Boston: Allyn & Bacon, 1976.

Organizational Development and Effectiveness

- HD
29
.C67
1975
Adams, John D., ed. *New Technologies in Organization Development: 2*. LaJolla, CA: University Associates, 1975.
- HD
31
.B36994
Beck, Arthur C., Jr., and Ellis D. Hillmar, eds. *Practical Approach to Organizational Development through MBO—Selected Readings*. Reading, MA: Addison-Wesley, 1972.
- HD
38
.B36
Beckhard, Richard. *Organizational Development: Strategies and Models*. Reading, MA: Addison-Wesley, 1969.
- HD
58.8
.B4
Beckhard, Richard, and Rueben T. Harris. *Organizational Transitions: Managing Complex Change*. Reading, MA: Addison-Wesley, 1977.
- HD
29
.C67
1975
Burke, W. Warner. *New Technologies in Organizational Development: 1*. LaJolla, CA: University Associates, 1975.

Professional Development

- HF
5549.5
.T7
C53
1983
- Chalofsky, Neal, and Carnie I. Lincoln. *Up the HRD Ladder*. Reading, MA: Addison-Wesley, 1983.
- HF
5548.8
.J565
- Jongeward, Dorothy, and Philip C. Seyer. *Choosing Success*. New York: John Wiley, 1978.
- HF
5548.8
.S626
- Sperry, Len, Douglas J. Mickelson, and Phillip L. Hunsaker. *You Can Make It Happen*. Addison-Wesley, 1977

Stress

- BF
481
.F7
- Freudenberger, Herbert J., and Geraldine Richelson. *Burn-Out: The High Cost of High Achievement*. Garden City, NY: Anchor Press, 1980.
- HF
5548.85
.H67
- House, James S. *Work Stress and Social Support*. Reading, MA: Addison-Wesley, 1981.
- HF
5548.85
.L48
- Levi, Lennart. *Preventing Work Stress*. Reading, MA: Addison-Wesley, 1981.
- HF
5548.85
.M3
- McLean, Alan A. *Work Stress*. Reading, MA: Addison-Wesley, 1979.
- HF
5548.85
.S48
- Shostak, Arthur B. *Blue-Collar Stress*. Reading, MA: Addison-Wesley, 1980.
- HF
5548.85
.W37
- Warshaw, Leon J. *Managing Stress*. Reading, MA: Addison-Wesley, 1982.

Systems/Program Analysis

- HD Beane, Richard W. *Basic Systems and Procedures*. 2nd ed., New York:
20.5 American Management Association, Extension Institute, 1979.
.B4
1979x
- HD Beckett, John A. *Management Dynamics: A New Synthesis*. New York:
31 McGraw-Hill, 1971.
.B36995
- T Chen, Gordon K.C., and Eugene L. Kaczka, comps. *Operations and Systems
57.62 Analysis: A Systems Approach*. Boston: Allyn & Bacon, 1974.
.C37
- HD Cleland, David I., and William R. King. *Management: A Systems Approach*.
20.5 New York: McGraw-Hill, 1972.
.C54
- JS International City Management Association. *Applying Systems Analysis in
155 Urban Government: Three Case Studies*. Washington: International
.I571 City Management Association, 1972.
1972
- HD Kast, Fremont E., and James E. Rosenzweig. *Organization and Management:
31 A Systems Approach*. New York: McGraw-Hill, 1974.
.K33
1974
- HB Wright, Chester, and Michael D. Tate. *Economics and Systems Analysis:
171 Introduction for Public Managers*. Reading, MA: Addison-Wesley,
.W88 1973.

Time Management

- HD Douglass, Merrill E., and Donna N. Douglass. *Manage Your Time, Manage
38 Your Work, Manage Yourself*. New York: AMACOM, 1980.
.D64
- HF Heyel, Carl. *Getting Results With Time Management*. New York: American
5549.5 Management Associations, 1975.
.T5
H615

- HF
5549
.M153 Mackenzie, R. Alec. *New Time Management Methods For You and Your Staff*.
Chicago: Dartnell, 1975.
- HF
5500.3
.U54
.M383 Marvin, Philip Roger. *Executive Time Management*. New York: AMACOM,
1980.

Written Communication

- T
11
.B84 Brogan, J.L. *Clear Technical Writing*. New York: McGraw-Hill, 1973.
- PE
1408
.G93
1968 Gunning, Robert. *The Technique of Clear Writing*. New York: McGraw-Hill,
1968.
- T
11
.H585 Hoover, Hardy. *Essentials For The Technical Writer*. New York: Wiley, 1970.
- HF
5719
.L45
1981 Lesikar, Raymond V. *Report Writing for Business*. 6th ed., Homewood, IL:
R.D. Irwin, 1981.
- PE
1449
.H6 Reader's Digest Association. *How to Increase Your Word Power*. Pleasantville,
NY: Reader's Digest Association, 1971.
- LB
2369
.T8
1973 Turabian, Kate. *Manual for Writers of Term Papers, Theses, and Dissertations*.
4th ed., Chicago: University of Chicago, 1973.
- T
11
.W43
1974 Weisman, Herman. *Basic Technical Writing*. Columbus, OH: C.E. Merrill,
1974.