Management Strategies for Success

MSS-Student Manual

1st Edition, 3rd Printing-November 2013

FEMA

FEMA/USFA/NFA
MSS-SM
November 2013
1st Edition, 3rd Printing

Management Strategies for Success

FEMA

Management Strategies for Success

MSS-Student Manual

1st Edition, 3rd Printing-November 2013

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.

Course Background and Intent

Management Strategies for Success (MSS) is ideally suited to the needs of the Company Officer (CO). This course provides the student with basic skills and tools needed to perform effectively as a manager in the fire service environment. This course addresses ethics, organizational issues involving fire service culture and legal concerns, assessing and using the CO's management style, managing the multiple roles of the CO, and a problem-solving model.

This course builds upon the strengths of three 2-day courses (*Leadership I, II, and III--Strategies for Company, Personal, and Surervisory Success*). This course also incorporates strengths from one 2-week course (*Interpersonal Dynamics in Fire Service Organizations).*

This page intentionally left blank.

TABLE OF CONTENTS

PAGE

Foreword iii
Table of Contents v
Course Schedule vii
Firefighter Code of Ethics ix
A Student Guide to End-of-course Evaluations xi

MODULE 1: MANAGEMENT TRAITS ..... SM 1-1

MODULE 2: BECOMING A SUPERVISOR ..... SM 2-1

MODULE 3: CULTURAL AND LEGAL CONSIDERATIONS ..... SM 3-1

MODULE 4: ETHICS ..... SM 4-1

MODULE 5: LEADING OTHERS ..... SM 5-1

MODULE 6: COMMUNICATION ..... SM 6-1

MODULE 7: LEADING YOUR PART OF THE ORGANIZATION ..... SM 7-1

This page intentionally left blank.

COURSE SCHEDULE

Module 1:	Management Traits
Module 2:	Becoming a Supervisor
Module 3:	Cultural and Legal Considerations
Module 4:	Ethics
Module 5:	Leading Others
Module 6:	Communication
Module 7:	Leading Your Part of the Organization

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.

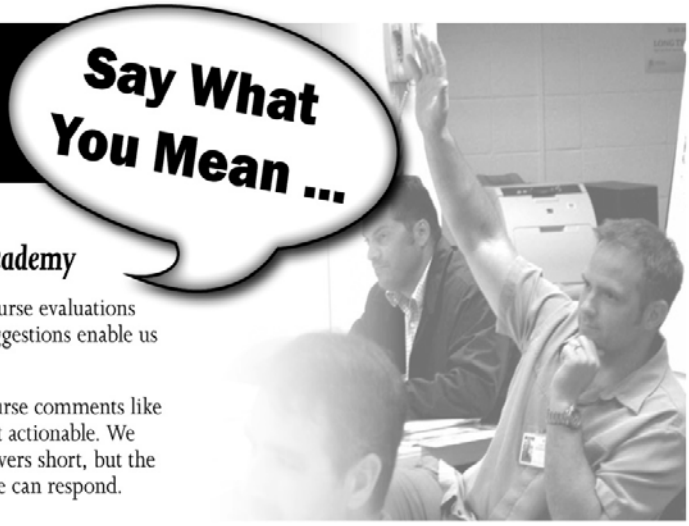
FIREFIGHTER CODE OF ETHICS

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



Ten Things You Can Do to Improve the National Fire Academy

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

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

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

This page intentionally left blank.

Module 1

MODULE 1: MANAGEMENT TRAITS

TERMINAL OBJECTIVE

The students will be able to evaluate their own management traits.

ENABLING OBJECTIVES

The students will:

1. *Identify those traits they feel are important as managers.*
2. *Assess the potential strengths and weaknesses of their personal managerial style.*
3. *Identify ways of looking at self and other people.*

This page intentionally left blank.

THE LEADERSHIP/MANAGEMENT DEBATE

The terms leadership and management often are used interchangeably. Opinions vary as to their similarities and differences.

There are commonalities as well as differences. Commonalities

- involve both personal and organizational levels;
- are used interchangeably; and
- often relate to supervisory issues, of self and others.

Differences include

- clarification of terms such as "doing the right thing" and "doing things right"; and
- resource management.

Management: rational; doing things right; tasks.

Leadership: values (personal, organizational); people doing the right thing.

Both terms are applicable to your role as Company Officer (CO).

- You are responsible as a supervisor to know the similarities and differences.

- You are responsible as a person for your thoughts and actions.

STYLE AND PERFORMANCE

Each fire service manager possesses an unique set of individual preferences and nonpreferences that greatly influence the way that a manager performs both the **human** and **technical** aspects of the management function. Inevitably, these preferences and nonpreferences affect the success an individual achieves as a manager. The degree of success usually depends upon the ability of a fire service manager to capitalize on the preferences and minimize the nonpreferences. An understanding of what one's potential preferences and nonpreferences 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 module is designed to provide a framework for assessing your potential preferences and nonpreferences. It also provides an opportunity to see how your jobs can be affected by those preferences and nonpreferences.

Activity 1.1

The Management Behavior Questionnaire

Purpose

To analyze which traits constitute a successful and effective manager.

Directions

1. Refer to the Management Behavior Questionnaire.
2. Individually select 16 of the 32 behaviors listed that would best characterize the most successful and effective managers.
3. Mark your choices in the column headed "Individual Choices."
4. You have 5 minutes to complete this activity.

This page intentionally left blank.

Activity 1.1 (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 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			

©1979 by Ladd & Associates.

This page intentionally left blank.

Activity 1.2

Group Discussion of the Questionnaire

Purpose

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

The activity is designed to broaden your perspective concerning the issue of what traits make a good manager and why.

Directions

1. Again, refer to the Management Behavior Questionnaire.

2. **As a group** select the behaviors that best characterize a successful and effective manager. **Do not vote!** Responses should reflect a consensus of the group's opinions of this question.

3. Mark your choices in the column headed "**Group Choices.**"

4. You have 15 minutes to complete this activity.

This page intentionally left blank.

Management Behavior Questionnaire

Scoring Sheet

Directions

For the 16 items on the Management Behavior Questionnaire selected by you and your group, enter the corresponding point value shown below in the spaces provided in the Questionnaire. For example, if you selected item 12, enter one (1) point. After identifying the point values for the 16 selected by your team, add and determine the score for you and your team.

You have 10 minutes to complete this activity.

1.	1	10.	1	19.	2	28.	3
2.	1	11.	1	20.	2	29.	2
3.	1	12.	1	21.	3	30.	3
4.	1	13.	3	22.	3	31.	2
5.	1	14.	2	23.	3	32.	1
6.	3	15.	3	24.	1		
7.	1	16.	1	25.	1		
8.	1	17.	2	26.	3		
9.	1	18.	1	27.	3		

NOTE: The **lower** the score, the more flexible the individual.

This page intentionally left blank.

Activity 1.3

Personality Type

Purpose

To provide insight into yourself and others, useful in assessing potential strengths and weaknesses.

Directions

1. Individually, read the following **Background Information** on the Keirsey Temperament Sorter listed below. For future references it is also located on (www.doi.gov/octc/personal.html and http://www.keirsey.com).

2. Fold the questionnaire back so only the questions are showing.

3. Read the survey directions, then complete the questionnaire and the scoring.

   Your results may be useful as a current indication of your preferences, not a "cast in concrete" directive. Change is possible if you want it. The theory--your preference **is** your preference--however, an awareness of your preference can allow you to modify your **behavior** to use a nonpreference if the situation calls for it.

4. As a class, you will briefly discuss the four temperaments.

Background Information

Personality instruments are tools that give continuing insight into ourselves and others. They are used frequently to help individuals see their preferences, potential strengths and weaknesses, and how they relate to different occupations. They can be a powerful tool in helping an individual select a potentially satisfying occupation and/or field of study.

Two of the most well-known personality instruments are the Keirsey Temperament Sorter and the Myers-Briggs Type Indicator. Both deal with four very strong categories for taking in and processing information, plus interacting with the world. These instruments are based on the work of the Swiss psychiatrist, Carl Jung.

The Keirsey Temperament Sorter helps to identify a basic personality type.

Before completing the Keirsey, it is necessary to be aware of some important points:

- The Keirsey measures preferences, not skills. We can all do things we do not prefer. **This is about what you do when you have your druthers.**

- There are no right or wrong responses, only those that fit you and those that do not!

- One personality type is not better than another. Each has a richness and potential as great as the others.

- You are the final judge. After you receive your four-letter type, you'll be able to weigh whether the description fits you and make changes.

- Your responses are confidential. No one else can obtain access to them.

Activity 1.4

Locus of Control

Purpose

To identify your beliefs about your ability to control your fate.

Directions

NOTE: Complete Part A before starting Part B; complete Part B before starting Part C.

1. **Part A:** Individually, complete the 20-question survey.

2. **Part B:** Then individually, read the background information on Locus of Control (LOC), on page SM 1-18.

3. **Part C:** For homework, type your answers into the survey using the following URL address: http://www.dushkin.com/connectext/psy/chll/surveyll.mhtml This will provide you with a **Tally My Answers.**

4. Your Locus of Control score is _____.

   - 0-15 very strong **external** LOC
   - 20-35 **external** LOC
   - 40-60 both **internal** and **external** LOC
   - 65-80 **internal** LOC
   - 85-100 very strong **internal** LOC

This page intentionally left blank.

Activity 1.4 (cont'd)

Survey

1.	I usually get what I want in life.	❍ True	❍ False
2.	I need to be kept informed about news events.	❍ True	❍ False
3.	I never know where I stand with other people.	❍ True	❍ False
4.	I do not really believe in luck or chance.	❍ True	❍ False
5.	I think I could easily win a lottery.	❍ True	❍ False
6.	If I do not succeed on a task, I tend to give up.	❍ True	❍ False
7.	I usually convince others to do things my way.	❍ True	❍ False
8.	People make a difference in controlling crime.	❍ True	❍ False
9.	The success I have is largely a matter of chance.	❍ True	❍ False
10.	Marriage is largely a gamble for most people.	❍ True	❍ False
11.	People must be the master of their own fate.	❍ True	❍ False
12.	It is not important for me to vote.	❍ True	❍ False
13.	My life seems like a series of random events.	❍ True	❍ False
14.	I never try anything that I am not sure of.	❍ True	❍ False
15.	I earn the respect and honors I receive.	❍ True	❍ False
16.	A person can get rich by taking risks.	❍ True	❍ False
17.	Leaders are successful when they work hard.	❍ True	❍ False
18.	Persistence and hard work usually lead to success.	❍ True	❍ False
19.	It is difficult to know who my real friends are.	❍ True	❍ False
20.	Other people usually control my life.	❍ True	❍ False

Background Information

In 1966, Julian Rotter formulated a concept referred to as Locus of Control (LOC). Simply stated, LOC is a personal belief about whether the outcomes of our actions are based on:

- what we do (internal LOC); or
- events outside our personal control (external LOC).

Our belief determines who we hold responsible for our successes and failures. This has great influence on our **motivation, expectations, self-esteem, risk-taking behavior**, and outcomes of our behavior.

LOC means that our thoughts control our actions. Your thinking can **positively** (or negatively) affect your performance. You choose to direct energies toward:

- accomplishment; or
- feelings of inadequacy.

THE JOHARI WINDOW--PRIVATE AND PUBLIC SELVES

A quite different way of examining yourself is in terms of the amount of self that you know and reveal--your private and public selves. This useful concept, developed by psychologists, is illustrated below in the Johari Window.

	Known to Self	Not Known to Self
Known to Others	I OPEN	III BLIND
Not Known to Others	II HIDDEN	IV UNKNOWN

The first quadrant, **open or public**, represents the known self that you are willing to share with others. This section is generally very small with strangers or casual acquaintances. The size of this quadrant also depends on the amount of trust existing in a relationship. You generally open up only with those whom you trust.

The second quadrant, **hidden or private**, represents your known self--that which you are not willing to share with others. Everybody has dark secrets that they are unwilling to disclose to anyone. This section is smaller with friends than others.

The third quadrant, **blind**, represents the part of you which is unknown to self but known to others. For example, friends may notice that you become hostile with authority or avoid certain people when even you don't realize such reactions. In fact, people often deny such observations even though such feedback from others is frequently more reliable than what you are able to realize about yourself. Since self-awareness is critical to effective interpersonal relations, it is important that you use every technique possible to learn more about yourself, including eliciting other people's observations of you.

The fourth quadrant, **unknown** to you or others, represents the part of you which is not consciously accessible. It involves repressed memories, which, in some cases may be the basis of psychosomatic problems or inappropriate behaviors. Generally, changes in inappropriate behaviors will occur only with professional counseling which can help to release the repressions or distorted perceptions underlying undesirable behaviors.

This page intentionally left blank.

Activity 1.5 (Partial Completion)

My Public and Private Self

Purpose

To develop greater self-awareness, and to encourage greater openness with others.

Directions

In class:

1. Read the Johari Window--Public and Private Selves text in your Student Manual (SM).

2. Individually write a list for each of the following:

   a. Five things I know about me that I'm sure others know (public self--open).

   _____
   _____
   _____
   _____
   _____

   b. Five things I would like others to know about me which I generally do not reveal (hidden self).

   _____
   _____
   _____
   _____
   _____

   c. Five things I would like to know about me which I suspect others may know but generally do not tell me (blind self).

   _____
   _____
   _____
   _____
   _____

At home:

3. Show the above to someone who knows you well (a coworker or spouse) and ask the following questions:

a. What can you tell me to increase my knowledge of myself?

_____
_____
_____
_____
_____

b. Do you see my public (open) self as I do?

_____
_____
_____
_____
_____

c. Can you fill in some information on my blind self?

_____
_____
_____
_____
_____

d. Did you not know some of the things that I kept hidden?

_____
_____
_____
_____
_____

4. Use the following worksheet to fill in the information about yourself that you gained from your talk.

Activity 1.5 (cont'd)

Worksheet

	Known to Self	Not Known to Self
Known to Others	I OPEN	III BLIND
Not Known to Others	II HIDDEN	IV UNKNOWN

My Public Self (OPEN)--The first pane contains knowledge about myself that I know and that others know. This may be information about my feelings and attitudes that I have shared with others or it may be observable behavior.

My Hidden Self (PRIVATE)--In pane two are all manner of things that I know about myself but do not choose to share. For many reasons I withhold this information about myself from others.

My Blind Self (UNKNOWN TO SELF)--The third pane reveals certain things that other people know about me that I do not know myself. I have mannerisms and other aspects of my behavior of which I am unaware. People gain information directly or by inference from these behaviors.

My Unknown Self (UNKNOWN)--The last pane represents information about me that neither I nor anyone else knows. This information area may include my motivations, unconscious needs, and anxieties. Although soliciting and giving feedback can move the windowpane's boundaries and reduce the unknown, there probably always will be an area of the unknown.

1. Through **self-knowledge**, what I know about my **public** self that others do not know.

_____

_____

_____

_____

_____

2. Through **disclosure,** what have I revealed about my **hidden** self?

_____
_____
_____
_____
_____

3. Through **feedback,** what have I revealed about my **blind** self?

_____
_____
_____
_____
_____

BIBLIOGRAPHY

The fire service manager as leader. (June 1995). Unit 2 in *Interpersonal dynamics in fire service organizations*. Emmitsburg, MD: National Fire Academy.

ADDITIONAL READINGS

Barell, J. (1985). You ask the wrong questions! *Educational Leadership, 42*(8), 18-23.

_____. (1995). *Teaching for thoughtfulness: Classroom strategies to enhance intellectual development.* White Plains, NY: Longman.

Barth, R.S. (1993). Coming to a vision. *Journal of Staff Development*, *14*(1), 1-9.

Blakey, E., & Spence, S. (1990). Developing metacognition. *ERIC Digest* [Online]. Available: http://www.ed.gov/databases/ERIC_Digests/ed327218.html

Costa, Arthur L. (1991). *Developing minds*. Alexandria, VA: Association for Supervision and Curriculum Development.

Covey, S. (1989). *The seven habits of highly effective people.* New York: Simon and Schuster.

Jones, B.F., Valdez, G., Nowakowski, J., & Rasmussen, C. (1995). *Plugging in: Choosing and using educational technology*. Washington: Council for Educational Development and Research, and North Central Regional Education Laboratory. Available online: http://www.ncrel.org/sdrs/edtalk/toc.htm

The Keirsey four types sorter. (1998). Promethesus Nemesis Book Company 1998.

Locus of Control Web survey (2003). Terry Pettijohn, *Psychology: A ConnecText.* Julian Rotter (1966).

McCombs, B. & Marzano, R. (in press). What is the role of the will component? In C.E. Weinstein & B.L. McCombs (Eds.), *Strategic learning: Skill, will, and self-regulation.* Hillsdale, NJ: Lawrence Erlbaum Associates.

Perkins, D. (1992) *Smart schools: From training memories to educating minds.* New York: Free Press.

Personal Instrument. Keirsey Temperament Sorter. August 2003. http://www.doi.gov/octc/personal.html

Peters, T. & Waterman, R. (1982). *In search of excellence*. New York: Warner Books.

Presseisen, B., et al. (1990). *Learning and thinking styles: Classroom interaction*. Washington: National Education Association.

Pressley, M., Wood E., Woloshyn, V., Martin V., King, A., Menke, D. (1992). Encouraging mindful use of prior knowledge: Attempting to construct explanatory answers facilitates learning. *Educational Psychologist 27*(1), Winter.

Thomas, J. (1980). Agency and achievement: Self-management and self-regard. *Review of Educational Research, 50*(2), 213-241.

Module 2

MODULE 2: BECOMING A SUPERVISOR

TERMINAL OBJECTIVE

The students will be able to examine their current practices as they prepare for a supervisory role.

ENABLING OBJECTIVES

The students will:

1. *Initiate a planning process for their managerial self-development.*
2. *Interpret various leadership/followership models, using current terminology.*
3. *Reflect on current management actions for emergency services scenarios.*
4. *Identify their leader behaviors; and match their style to their follower needs.*
5. *Recognize their role model characteristics that may be in conflict.*

This page intentionally left blank.

IS YOUR LIFE CHANGING?

Prior to your becoming a supervisor, you may have viewed management from the eyes of a "doer"…One who practiced "your" way of completing things. You were comfortable with your personality, style of performance, and ways of interacting with others.

As you enter(ed) your Company Officer (CO) role, you may have noticed changes that began to occur in yourself and in your interactions with others. This is expected. It is the unique individual who is able to manage him/herself as a CO while maintaining his/her own personal identity.

Personal and professional planning becomes important. As you know, "failure to plan" is "planning to fail."

This page intentionally left blank.

Activity 2.1

Forecasting the Future

Purpose

To list possible future internal and external influences that will affect fire departments and their training divisions.

Directions

1. List **internal** influences that are likely to affect the **fire service and your fire department** in the future. You should consider both positive and negative influences.

_____
_____
_____
_____
_____
_____

2. List **external** influences that are likely to affect the **fire service and your fire department** in the future. You should consider both positive and negative influences.

_____
_____
_____
_____
_____
_____

3. List **internal** influences that are likely to affect **training in your fire department** in the future. You should consider both positive and negative influences.

_____
_____
_____
_____
_____
_____

4. List **external** influences that are likely to affect **training in your fire department** in the future. You should consider both positive and negative influences.

_____
_____
_____
_____
_____
_____

5. For each of the identified influences, indicate whether you feel that the impact on your department will be high, moderate, or low.

_____
_____
_____
_____
_____
_____

6. For each of the identified influences, indicate whether you feel that the impact on your training division will be high, moderate, or low.

_____
_____
_____
_____
_____
_____

7. Finally, indicate your estimate of the probability of occurrence of each influence.

_____
_____
_____
_____
_____
_____

Activity 2.2

Individual Fire Service Development and Self-Analysis

Purpose

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

Directions

1. Review the Activity in some detail so as to become familiar with the content.

2. Complete the segments of the Activity dealing with your fire service development.

3. It is important that you take this current development opportunity seriously, so as to maximize this chance for thinking and planning for your future.

4. There will be a debriefing once you have completed the Activity.

5. If you would like to complete the personal and career development analysis (optional Activities 2.3 and 2.4), please complete these on your own.

This page intentionally left blank.

Activity 2.2 (cont'd)

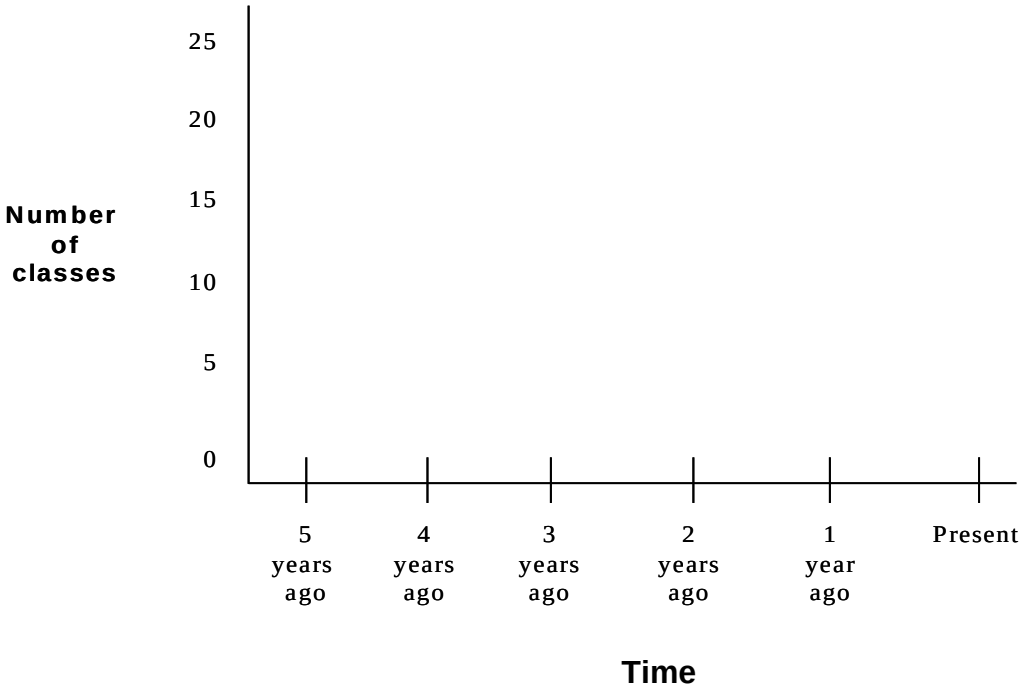
Fire Service Worksheet

Part 1, An Overview

Fire service life.

A. Plot the number of courses you've taken over the past 5 years. When you are done plotting the management courses, plot the operations/prevention courses. Then connect the management dots, followed by the operations/prevention dots. You should have two separate lines to view as your answers.

_____ = Management Courses ------- = Operations/Prevention Courses



B. Write a summary explanation of the curves.

Management:_____
_____
_____
_____

Operations/Prevention: _____
_____
_____
_____

Part 2, Descriptive Phrases

Where you are now--fire service life.

A. Write 5 to 10 descriptive phrases that describe you **most accurately** in terms of your fire service leader/manager position.

Example: Reflective and careful _____

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

B. Categorize your fire service descriptors in the following manner:

Positive	Neutral	Negative

Part 3, Personal Values

Below is a list of personal values that are commonly held by most people. Please identify these values in terms of their importance to you, by placing a check (√) in the appropriate row.

	Very Important	Important	Neutral
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			

What does this tell you about yourself?

_____

_____

_____

Part 4, Management Goals

Where do you want to go?

List **up to eight** fire service goals that you have. You may list any fire service management goal as long as it is something that you sincerely want to achieve.

___ 1. _____

___ 2. _____

___ 3. _____

___ 4. _____

___ 5. _____

___ 6. _____

___ 7. _____

___ 8. _____

Take your list of goals and rank them compared to each other in terms of their importance, with 1 being most important and 8 being least important.

Part 5, Strategies

How are you going to get where you want to go?

Take your **top three** goals from your management goals list. Develop a strategy for achieving these three goals.

Example: First goal is to provide the chief with a plan to incorporate fire prevention into one training session per month.

Strategies:

1. Call meeting of all members.
2. Ask them to identify one way to raise awareness of fire prevention activities.
3. Brainstorm a list of activities.
4. Ask for a committee of two to four members to work with you to create a plan.
5. Have the committee meet with the chief.

1. First goal and strategy to achieve it.

_____
_____
_____
_____
_____
_____

2. Second goal and strategy to achieve it.

_____
_____
_____
_____
_____
_____
_____

3. Third goal and strategy to achieve it.

_____
_____
_____
_____
_____
_____
_____

STOP

End of Activity.
Time permitting,
begin Activity 2.3 or
2.4

This page intentionally left blank.

Activity 2.3 (Optional)

Career Development Analysis

Purpose

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

Directions

1. Review the Activity in some detail so as to become familiar with the content.

2. Complete the segments of the Activity dealing with your career development.

3. It is important that you take this career development opportunity seriously, so as to maximize this chance for thinking and planning for your future.

This page intentionally left blank.

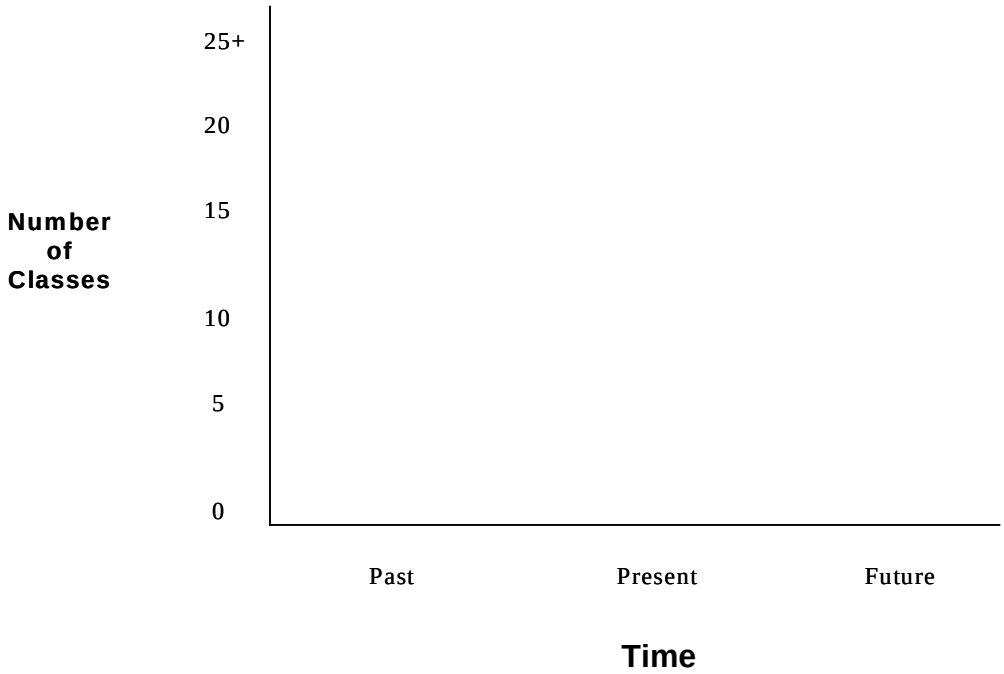
Activity 2.3 (cont'd)

Career Development Worksheet

Part 1

An overview.

A. Plot a curve that depicts the courses you have taken in your career life, going as far back as you can remember.



B. Write a summary explanation of the curves.

_____
_____
_____
_____
_____
_____
_____

Part 2

Where you are now.

A. Write 5 to 10 descriptive phrases that describe you most accurately in terms of your **career** life.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

B. Categorize your **career** descriptors in the following manner:

Positive	**Neutral**	**Negative**
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Part 3

Where do you want to go?

List **up to eight** career life goals that you have. You may list any goal as long as it is something that you sincerely want to achieve.

___ 1. _____

___ 2. _____

___ 3. _____

___ 4. _____

___ 5. _____

___ 6. _____

___ 7. _____

___ 8. _____

Take your list of goals and rank them compared to each other in terms of their importance, with 1 being most important and 8 being least important.

Part 4

How are you going to get where you want to go?

Take the top two goals from your list and develop a strategy for achieving each of these top goals.

1. Top career goal and strategy to achieve it.

_____
_____
_____
_____

2. Second career goal and strategy to achieve it.

_____
_____
_____
_____

This page intentionally left blank.

Activity 2.4 (Optional)

Personal Development Analysis

Purpose

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

Directions

1. Review the Activity in some detail so as to become familiar with the content.

2. Complete the segments of the Activity dealing with your personal development.

3. It is important that you take this personal development opportunity seriously, so as to maximize this chance for thinking and planning for your future.

This page intentionally left blank.

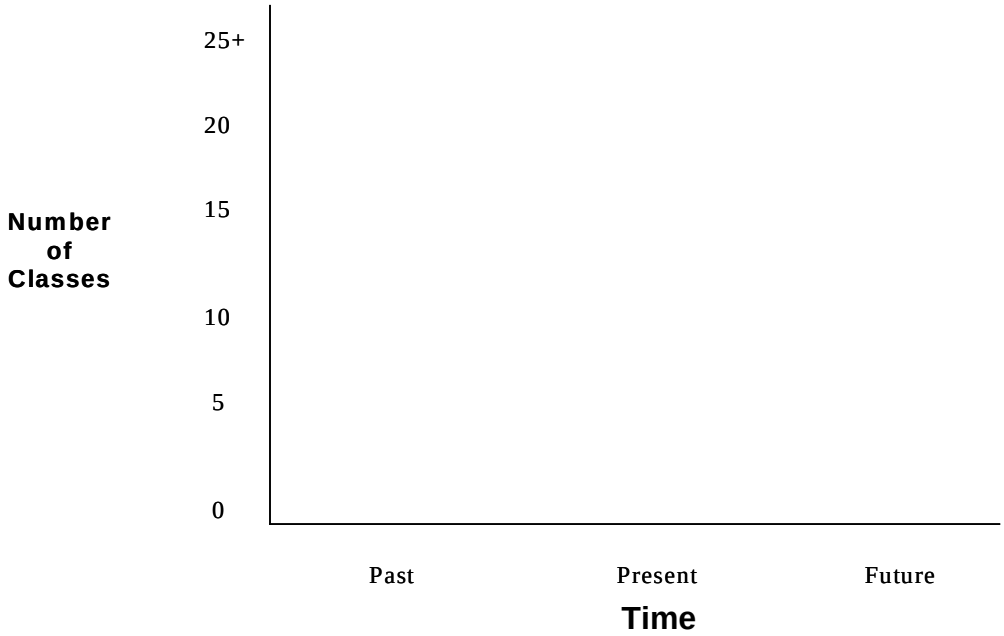
Activity 2.4 (cont'd)

Personal Development Worksheet

Part 1

An overview.

A. Plot a curve that depicts the courses you have taken in your personal life, going as far back as you can remember.



B. Write a summary explanation of the curves.

_____
_____
_____
_____
_____
_____
_____

Part 2

Where you are now.

A. Write 5 to 10 descriptive phrases that describe you most accurately in terms of your **personal** life.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

B. Categorize your **personal** descriptors in the following manner:

Positive	Neutral	Negative
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Part 3

Where do you want to go?

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

___ 1. _____

___ 2. _____

___ 3. _____

___ 4. _____

___ 5. _____

___ 6. _____

___ 7. _____

___ 8. _____

Take your list of goals and rank them compared to each other in terms of their importance, with 1 being most important and 8 being least important.

Part 4

How are you going to get where you want to go?

Take the top two goals from your list and develop a strategy for achieving each of these goals.

1. Top personal goal and strategy to achieve it.

_____
_____
_____
_____

2. Second personal goal and strategy to achieve it.

_____
_____
_____
_____

This page intentionally left blank.

LEADERSHIP VERSUS FOLLOWERSHIP

The buzz seems to be regarding leadership, vision, mission, and goals. Yet, to have all of this, one also must have a following.

- Each of us spends most of our time in a followership role.
- Each of us has either a leader or manager whom we follow.
- Leadership and followership are mirrors of each other.
- You can never be a good leader until you are a good follower.

A good article on leadership/followership is located in Appendix B.

This page intentionally left blank.

Activity 2.5

Leader/Follower Models

Purpose

To interpret various leadership/followership models, using current understanding of terms.

Directions

1. Individually, write down your interpretation of the five models on the following pages.

2. In your assigned groups, discuss your explanations of each model.

3. A spokesperson from each group will present the group's explanation of each model to the class.

This page intentionally left blank.

Activity 2.5 (cont'd)

Worksheet

Diagram 1

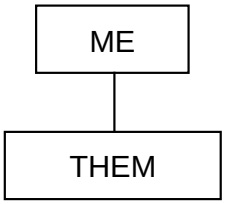


Diagram 2

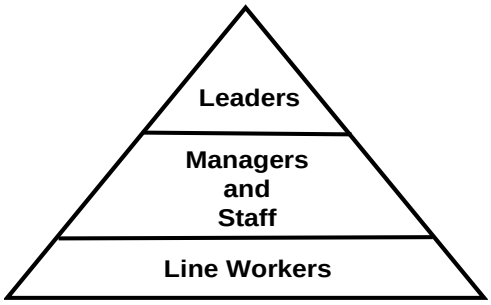


Diagram 3

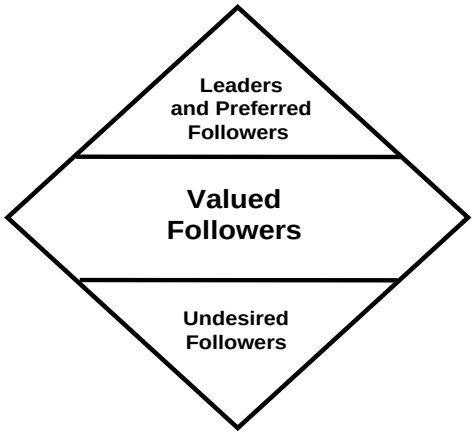


Diagram 4

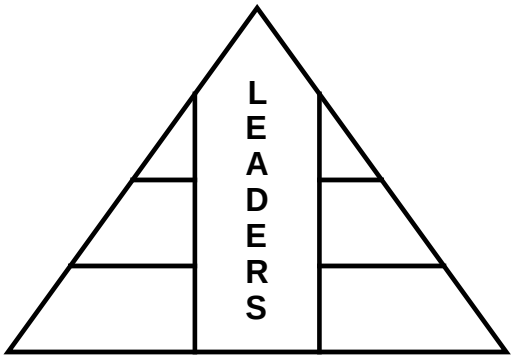
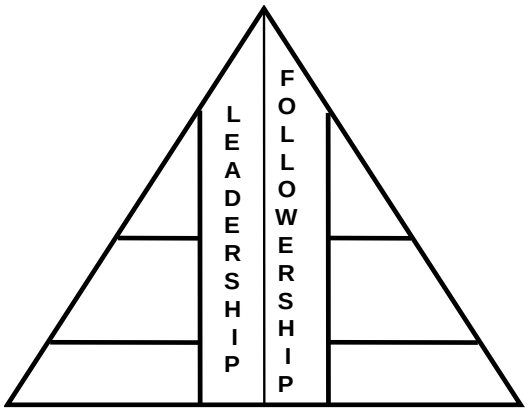


Diagram 5



OTHER USEFUL MODELS: FORMAL AND INFORMAL

Most managers are leaders **and** followers, but because of the emphasis on --and preoccupation with--leadership, the follower role, which dominates our professional lives but not our thinking, often is ignored.

Effective followers differ in their motivations for following and their perception of the role. They choose followership:

- **As their primary role**, and serve as team players who take satisfaction from helping to further a cause, idea, product, service, or, more rarely, a person or organization.

- **In a particular context**, even though they are leaders in other situations. They see following as legitimate, valuable, and desirable.

- **As a means to an end**. They wish to move themselves into that role to gain the confidence of peers and superiors.

As organizational structures flatten, the quality of followership will become increasingly important.

Within every organization there are both informal and formal approaches to completing the mission.

- Informally, there are individuals who seem to accomplish things with minimal difficulties. They know how to use others' talents very well.

- Formally, there are individuals who rely on designated authority and position. The fire service, as well as many other organizations (military, police, etc.) have relied on a known hierarchical structure from the beginning. Clearly stated objectives with known outcomes is the rule.

- Both approaches are successful. Determining the CO's comfort level with each approach can be easy or difficult, depending upon the CO's management style.

STRESS

Regardless of which managerial model you use, you will feel pressure from a variety of directions.

Stress is defined by Hans Selye, the well-known stress researcher, as the body's "non-specific response" to stimuli. These stimuli occur both:

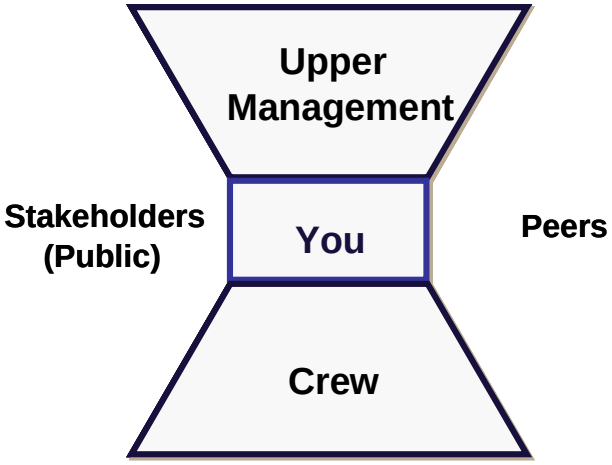
- internally--by what we think or tell ourselves (self-talk); and
- externally--by what others say, how situations occur, light/sound/ temperament, etc.

Interestingly, the stressors that affect you may not affect someone else.

For example, you may enjoy the challenges of balancing a tight budget with limited staffing to respond to a call…a rush of satisfaction when all come together to accomplish a fundraiser, or extinguish a fire.

Or, you may love the challenge of getting the old timers to work side-by-side with the "new kids on the block."

What makes the difference? You do. You bring your own set of "tools and tricks" to your job (your role as a manager, partner, parent, child, etc.)



Let's take a look at reality…this may be a general picture of you, in your position.

At times you may feel the squeeze of pressure in your role…too many demands from too many directions, each wanting **different** or ever-contrasting requests.

Example: The superintendent of schools wants your department to provide fire prevention training to middle school students in grades 6 and 8. Your chief approves this plan and you are left to plan, develop, deliver, and evaluate its effectiveness. Your crew has thoughts on making this happen!!!

The result: If you have the knowledge of prevention programming and have built a strong internal network of resources…you may feel prepared to tackle this assignment. If you don't have the knowledge of prevention planning, you may panic.

ACCOUNTABILITY

Each CO assumes accountability in four areas:

- Self--You are accountable to yourself.
- Public--Your duty is to serve and protect the public.
- Organization--You are both the formal and informal representative of management.
- Company--Understanding how to harness each company's own personality and standards is a testament to your ability as a CO.

This page intentionally left blank.

Activity 2.6

Accountability

Purpose

To reflect on management actions for emergency services scenarios.

Directions

1. Two groups will be assigned to Scenario 1, and two groups to Scenario 2. Individually, read your assigned scenario.

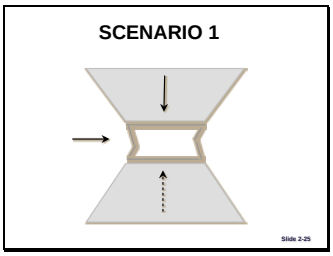
2. Write your individual response(s) to the scenario.

3. Then, when directed to do so, share your reactions with your table group.

4. Be prepared to share your thoughts with the class if called upon by the instructor.

This page intentionally left blank.

Activity 2.6 (cont'd)



Scenario 1: You are the Station Captain

Firefighter White returned to the station after an EMS call involving firefighter Stewart's father (who suffered a serious heart attack). Firefighter Stewart is in training in a neighboring town. Both the station captain and firefighter White are close friends of the Stewart family. The entire department recently received Health Insurance Privacy and Portability Act (HIPPA) training. The entire department was told they are subject to dismissal if they disclose patient information to anyone without the patient's permission. Firefighter White presents this situation, as a hypothetical case, to the station captain, to see how the captain will respond. What should you do?

Your responses to:

a. Self:

_____

_____

_____

b. Public:

_____

_____

_____

c. Organization:

_____

_____

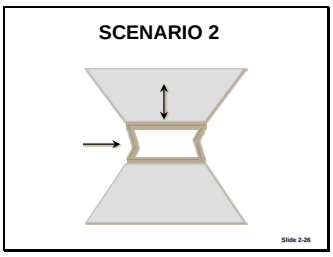
_____

d. Company:

_____

_____

_____



Scenario 2: You are Chief Bates

Capt. Robinson has been a valuable contributor to the department, a member for 12 years, and a close friend of Chief Bates. Capt. Robinson has been having an affair with Firefighter Wilson, a member of Capt. Robinson's own department, and Capt. Robinson's spouse has found out about it. Capt. Robinson speaks to Chief Bates and hands in a letter of resignation on Tuesday evening. Chief Bates accepts the letter and doesn't act on the request for resignation, wanting to think about it overnight. No one knows about the letter except Chief Bates and Capt. Robinson. On Wednesday morning, Capt. Robinson approaches Chief Bates, asking for the letter to be returned--that Capt. Robinson acted too hastily. What should you do?

Your responses to:

a. Self:

_____

_____

_____

b. Public:

_____

_____

_____

c. Organization:

_____

_____

_____

d. Company:

_____

_____

_____

LEADERSHIP APPROACHES

Traditionally, we have been raised to believe that there are three leadership styles:

- autocratic;
- democratic; and
- laissez-faire.

Definitions

- **Leadership style**--How you behave when you are trying to influence others' performance.

- **Autocratic**--One who has undisputed influence or power.

  We in the fire service are very familiar with this style. Some of you may know some organizations that have this leadership style.

- **Democratic**--One who favors social equity and decisionmaking.

  While not as prevalent, this style does appear in some departments. Here, employees are respected for their decisionmaking ability, and are able to offer suggestions for consideration.

- **Laissez-faire**--One who abstains (for some reason) from providing direction or action.

  This style is popular with some departments. Depending upon the issue, some may refrain from making any decision.

Task Versus People Importance

The previously mentioned three styles usually represent an "**either/or**" leadership approach. Both task and people are important. The style needs to change, dependent upon the circumstance.

Dynamic leaders/managers need to have a variety of styles to accommodate the needs of their followers, and the situation involved.

Topics referred to were discussed originally in *Leadership and The One-Minute Manager* (see Bibliography on SM p. 2-71).

This page intentionally left blank.

Activity 2.7

What is Your Leadership Behavior?

Purpose

To identify your leadership behavior.

Directions

1. Individually, review the following items and mark those that reflect your predominant behaviors.

2. Check all that apply.

_____ Behavior

- ☐ Usually tell followers (one-way communication) what/when/where/how to do something
- ☐ Much feedback on performance
- ☐ Close **supervision**
- ☐ **Structure** and **control**
- ☐ Task-oriented

_____ Behavior

- ☐ Two-way communication
- ☐ **Listening**
- ☐ Explaining decisions
- ☐ Providing support, encouragement, and **praise**
- ☐ **Facilitating** involvement in problem solving
- ☐ People-oriented

3. Be prepared to share in the class discussion.

This page intentionally left blank.

LEADERSHIP APPROACHES (cont'd)

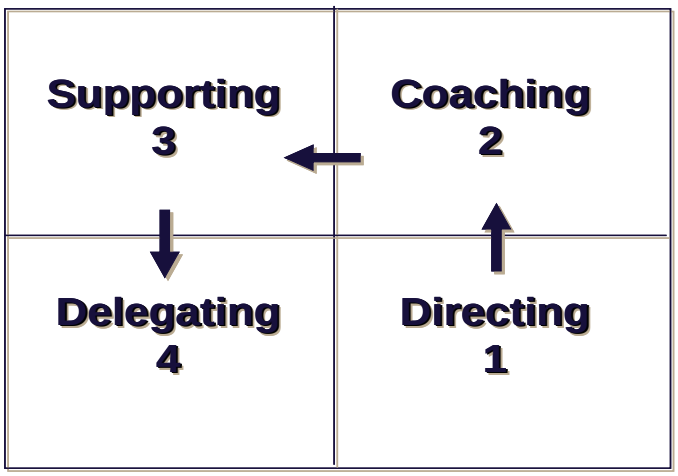
Situational Leadership

Situational leadership requires three basic skills:

- **Flexibility**--the ability to change your leadership style to fit the needs of the follower.
- **Diagnosis**--the ability to assess the needs of the follower accurately.
- **Communication**--the ability to reach a mutual understanding with each follower regarding the leadership style that meets his/her present needs most effectively.

FLEXIBILITY

Leaders have a choice of four leadership styles (S) that use varying amounts of directive and supportive behavior: Directing (S-1), Coaching (S-2), Supporting (S-3), and Delegating (S-4).



Directing (S-1)

For this style the leader tells the follower the what, how, where, and when about the task that needs to be done. The leader closely supervises the work. The follower has no involvement with decisionmaking or problem-solving. The behaviors exhibited by the leader are **highly directive and minimally supportive**, involving one-way communication.

Coaching (S-2)

The leader continues to give specific directions. The leader becomes supportive by offering reassurance and encouragement. The leader explains decisions and solicits suggestions and input. The leader exhibits **highly directive and highly supportive behavior**.

Supporting (S-3)

The leader no longer needs to give a great amount of direction. The leader needs to build the follower's self-confidence and motivation by encouragement and praise. The leader helps the subordinate reach his/her own solutions by asking questions that expand thinking. There is shared responsibility for decisionmaking. Behaviors exhibited in this style are **highly supportive and minimally directive**.

Delegating (S-4)

The leader no longer needs to give much direction or support. The leader needs to pass the ball to the follower and allow the follower to run with it. The leader turns over responsibility for decisionmaking and problem-solving to the follower, involving two-way communication.

Summary

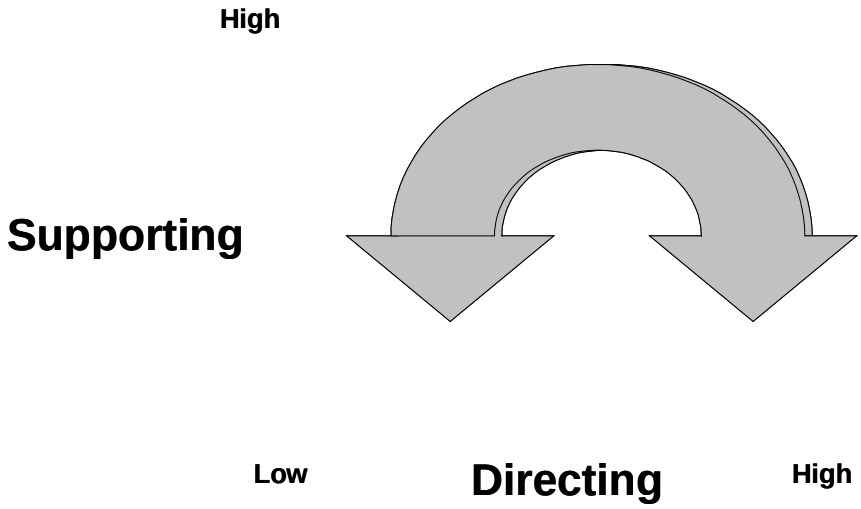
In all four styles, the leader sets goals, observes performance, and provides feedback.

The four styles differ in terms of amount of direction and amount of support.

There is no single best style. The following cautions always should be considered:

- Style 1 is directing, not dictating.
- Style 2 is coaching, not smothering.
- Style 3 is supporting, not rescuing.
- Style 4 is delegating, not abdicating.

DIAGNOSIS: DEVELOPMENT LEVELS OF THE FOLLOWER



The situational leader must be able to predict future performance or achievement of the follower.

Development level is defined as an individual's degree of competence and level of commitment to complete a specific task. The level can change from task to task.

- **Competence** is a function of knowledge and skills gained from education, training, and/or experience.

- **Commitment** is a combination of:

  - Confidence--a person's self-assurance (a feeling of **being able to** do task well without much supervision).

  - Motivation--a person's **interest in and enthusiasm for** doing a task well.

A person is at one of four development (D) levels (combinations of competence and commitment).

Development level D-1 exhibits **low competence/high commitment**.

- He/She is known as an **enthusiastic beginner**--motivated, learning new things, and can be overconfident.

- Examples: new recruit, veteran with new task, and applying new technology.

Development level D-2 has **some competence/low commitment**.

- He/She is known as a **disillusioned learner**. As skills develop, this person realizes how much more he/she needs to know, or there may be unforeseen difficulties with completing a task successfully.

- Examples: having to perform CPR on a real person rather than a training manikin; veteran being required to learn new computer system and finding it more difficult than expected; driving a pumper compared to a car.

Development level D-3 has **high competence/variable commitment**.

- He/She is known as a **reluctant contributor**. This person lacks confidence or has lost interest.

- Examples: the last time a similar job was done, there was no support from above; concern for family problems; doesn't understand future value of the task in meeting organizational goals.

Development level D-4 has **high competence/high commitment**.

This is the **peak performer**.

Examples: the self-starter; a person knowing he/she has skills and knowledge to do job and willing to take the ball and run with it.

CHOOSING APPROPRIATE STYLE FOR A GIVEN DEVELOPMENT LEVEL OF A FOLLOWER

Directing (S-1) is for people who lack competence but are enthusiastic and committed (D-1). They need direction and supervision to get them started. Coaching (S-2) is for people who have some competence, but lack commitment (D-2). They need direction because they are relatively inexperienced and require support and praise to build self-assurance. Supporting (S-3) is for people who have competence but lack confidence or motivation (D-3). They do not need direction because they have skills, but need support to build confidence and/or motivation. Delegating (S-4) is for those who have competence and commitment (D-4). They are able and willing to work by themselves with little supervision or support.

The development level of an individual must be assessed with a specific goal or task in mind. People are more developed in some areas than in others. If there is decline in performance, it may be necessary to move backward through styles, but it should be done one level at a time.

COMMUNICATION

The key to applying a particular leadership style successfully to the accomplishment of a given goal or task is to **communicate** to the follower the degree of direction and support that he/she can expect in the given situation. Through this interactive communication process the leader must remain flexible and consistent and be willing to change style as the development level of the follower changes. When difficulties arise, the problem area must be identified in terms of competence, motivation, or confidence.

For competence problems, provide training, proper orientation to the task, more observation of performance, and specific feedback on outcomes and/or expectations.

For motivation problems, provide positive reinforcement of desired behavior, supportive listening, changing rewards for acceptable performance, and changing consequences for negative performance.

For confidence problems, provide reassurance and support for successes, encouraging risk-taking, positive feedback for improvement in task accomplishment.

USING SITUATIONAL LEADERSHIP: A SUMMARY

Start with a clear definition of the task. Diagnose the development level of the follower. Match the development level with the appropriate leadership style. Deliver the selected leadership style with its proper balance of direction and support. Evaluate the effectiveness of the style in accomplishing the objective that is sought and make necessary changes in style.

This page intentionally left blank.

Activity 2.8

Matching Style With Needs

Purpose

To match your leadership style with follower needs.

Directions

1. Individually, fill in the blanks with the correct leadership style (Directing, Coaching, Supporting, or Delegating).

2. Be prepared to discuss your responses.

If a Follower:	Use Leadership Style:
1. Lacks competence. 2. Needs direction to get/keep on track.	
1. Has mastered the required knowledge and skills for a task, and, therefore, requires minimal direction. 2. Lacks self-confidence and needs support, encouragement, and praise. 3. Lacks motivation and needs an opportunity for greater involvement in decisionmaking and problem-solving.	
1. Performs the task well without close supervision. 2. Is confident in his/her own ability to complete the task.	

If a Follower:	Use Leadership Style:
1. Has some competence. 2. Still needs direction and supervision to keep him/her on track. 3. Needs positive reinforcement to restore self-confidence. 4. Needs some involvement in decisionmaking and problem-solving to enhance interest.	

LEADERSHIP APPROACHES (cont'd)

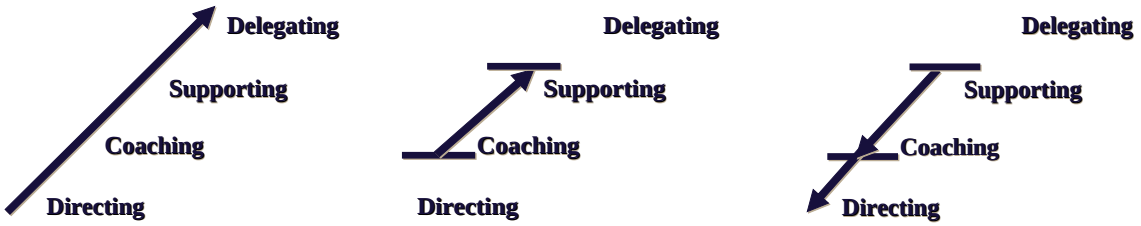
Management style moves from most directive to least directive, depending on the followers' competence level. If there is an increase in performance, move to the next level up.

Example: If the follower is learning to do a task, and you have praised the person, and he/she is doing well, then move from a coaching style to a supportive style.

If there is a decrease in performance, move down a level.

Example: If the same follower becomes very needy, requiring you to sign off on each new task, then move from supportive to coaching or directive.

A follower's developmental level varies from task to task. **Be knowledgeable enough to be flexible.**



This page intentionally left blank.

Activity 2.9

Matching Leadership Style With Follower Needs

Purpose

To determine appropriate matches between leadership styles and follower needs.

Directions

1. Write one real-life scenario, focusing upon a situation that would clearly indicate a particular flexibility approach (Directing-Coaching-Supporting-Delegating).

2. Instructor will hand the scenario from Table 1 to 2, 2 to 3, 3 to 4, and 4 to 1.

3. As a small group, students will read their new scenario and determine the appropriate approach to use.

4. The class will discuss when called upon by the instructor.

This page intentionally left blank.

COACHING AND COUNSELING

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.

Definition of Counseling

Individual knows something is wrong and seeks help. Imposing help as a CO, without an individual's request for help, may not yield a positive change in behavior (and attitude). A more involved process leading to helping others understand and change a behavior or situation. Linked with discipline in the fire service. It should not be seen as a disciplinary action.

Characteristics of Effective Coaches

Effective coaches have five essential characteristics:

- vision;
- self-confidence;
- humility;
- confidence in others; and
- 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 which 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:

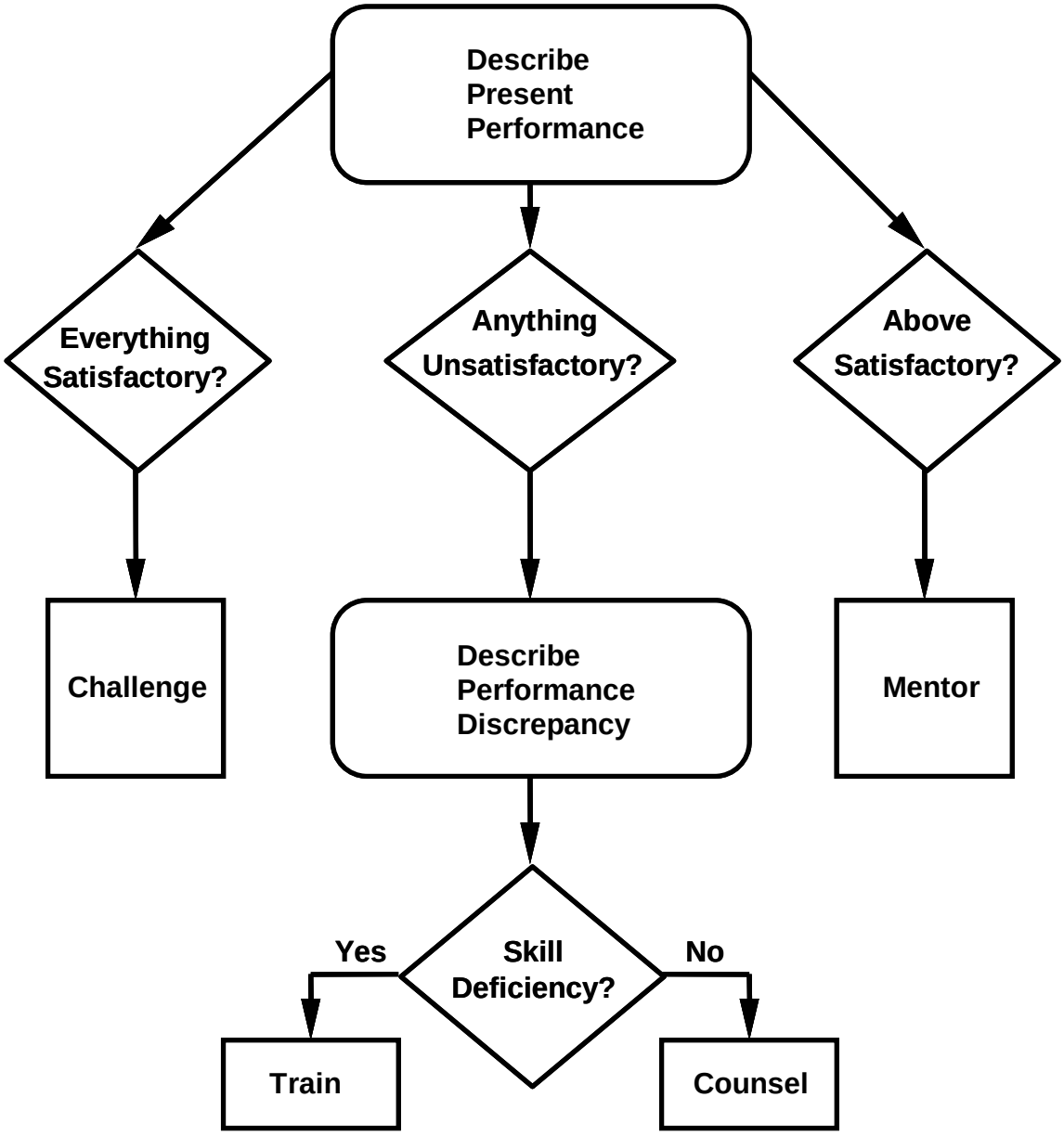
- Managers **like** good performers and **dislike** poor performers.
- When you **like** someone you send more positive messages, which reinforces good behavior.
- When you **dislike** someone you send negative messages; they reinforce your negative attitude and give no incentive to improve.
- There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

Flexibility

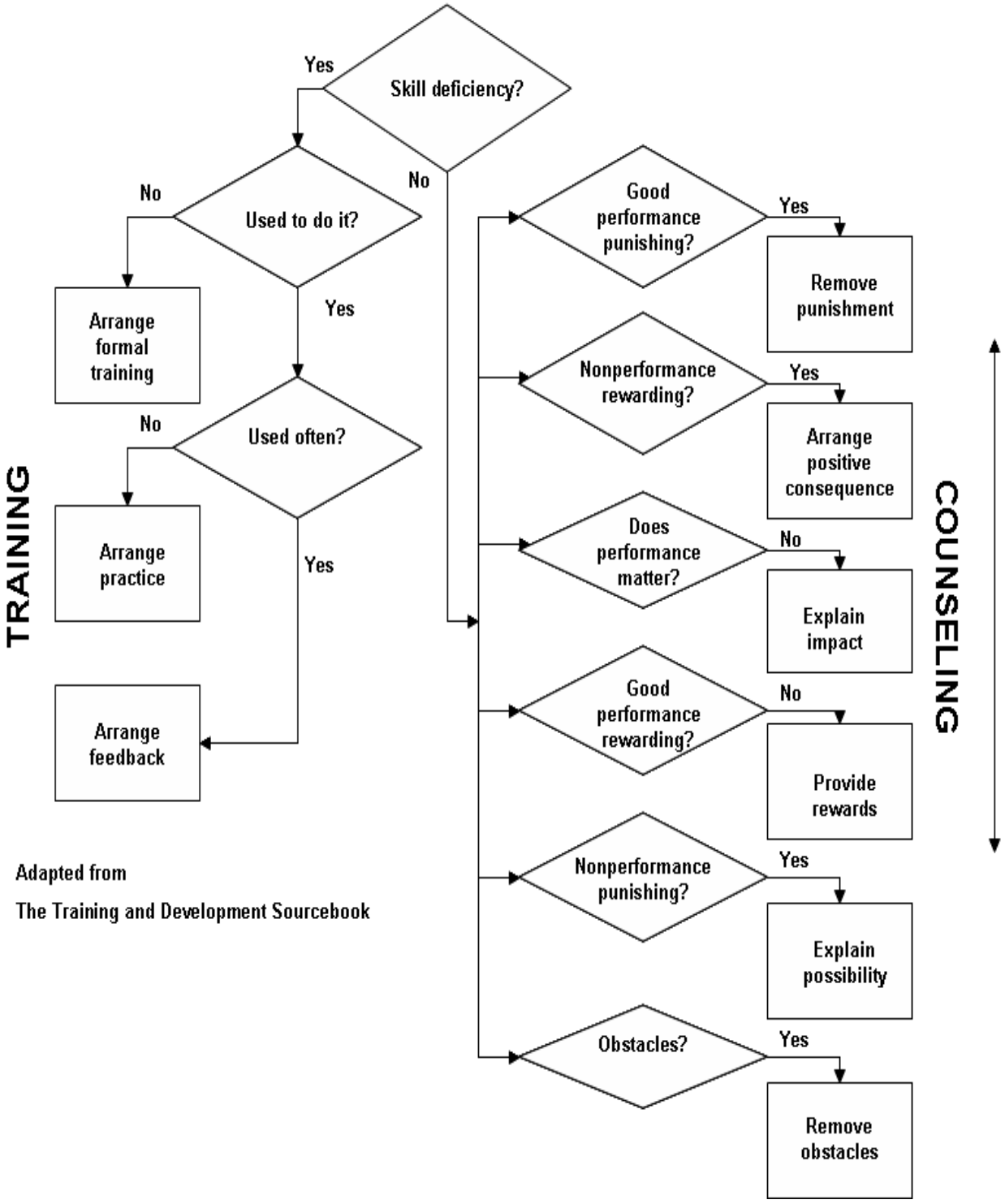
Every player is important to an effective coach. Coaches must focus on getting **maximum** performance from everyone. Coaching techniques include

- training
- counseling
- challenging
- mentoring

COACHING ANALYSIS MODEL #1



COACHING ANALYSIS MODEL #2



Adapted from

The Training and Development Sourcebook

Activity 2.10

Delegating

Purpose

To assist students in differentiating between good and poor delegation practices.

Directions

1. The instructor will select two students to serve as CO's and have them sit in the chairs facing the class.

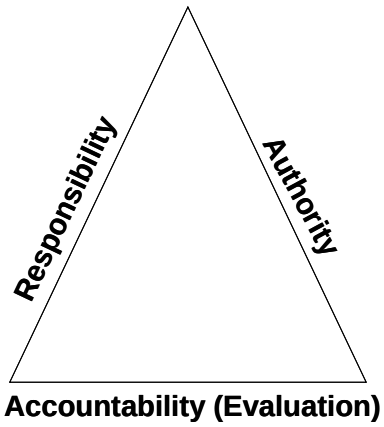
2. The instructor will present Handout 2-2 to one CO and Handout 2-3 to the other CO.

3. At designated times, handouts will be handed simultaneously to each CO.

4. Each CO will determine how to handle each situation. Each CO will write down how he/she chooses to handle the situation.

This page intentionally left blank.

DELEGATION



Delegation is voluntary. Some principles of delegation are

- delegate the right task (things that are repetitive--done over and over);
- delegate to the right person;
- define responsibility;
- delegate authority;
- get agreement (between supervisors);
- demand accountability;
- establish feedback mechanisms;
- provide for emergencies; and
- reward accomplishments.

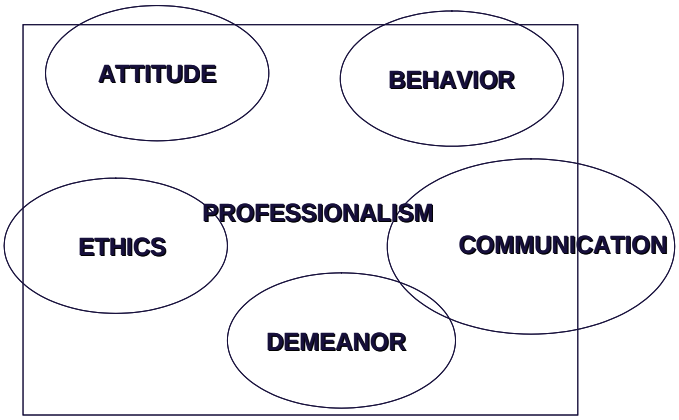
Caveats

- tolerate different approaches;
- do not micromanage; and
- beware of reverse delegation.

When the best leader's work is done, the people say "We did it ourselves."

THE COMPANY OFFICER AS A ROLE MODEL

The CO has the responsibility to do the best possible job with the resources assigned to his/her control. Remember, your subordinates are watching you. This means becoming an effective **role model**--a person who both subordinates and peers can look up to. Becoming an effective role model means being a professional. Professionalism is a composite of personal skills and attitudes (the "ABCDE's"): Attitude, Behavior, Communication skills, Demeanor, and Ethics.



Attitude: One's state of mind or how you feel about your leadership role. Artifactual communication is the message sent by one's appearance, attire, and adornments; in other words, your personal image. Be physically fit. Be clean and neat in your personal dressing habits. Exhibit good personal hygiene. Maintain a positive attitude.

Remember: "Your attitude is showing!"

Behavior: Simply put, behavior is **how you act.** Your behavior will have a direct effect on the behavior of your subordinates. Professional CO's will exercise self-discipline, maintain control over their emotions, and exercise moderation and discretion off-duty as well as on-duty.

Communication: How leaders get their message across. The CO accepts the responsibility of being in the "people" business versus the "things" business he/she previously dealt with as a firefighter. Communication skills include oral communication--command of language, professionalism; written communication--how effectively you can write; and nonverbal communication--communicating without words.

Demeanor: The bearing of the supervisor, or the sum total of A, B, and C. Demeanor can be managed. **Conscious awareness** of problems in the areas of attitude, behavior, and communication skills will enable us to work on eliminating these problems. Remembering the mission and goal of the organization can help us to make our attitude more productive. Considering the consequences for poor behavior can help us break bad habits. College courses, speakers' groups, and self-development courses can help us to improve our communication skills.

Ethics: Ethics involve conforming to the standards of conduct for a given profession. Lack of ethics can destroy respect for a supervisor.

Qualities of the Supervisor as Role Model

Enthusiasm: You must display enthusiasm if you expect your subordinates to become interested and enthusiastic as well.

Initiative: Recognize the need for action and act accordingly.

Self-discipline: Control your own behavior and emotions.

Courage: Not only physical, but **moral** courage; the officer must be able to stand up to resistance and criticism if necessary.

Integrity: Being honest and maintaining personal integrity in all aspects of your life.

Loyalty: To both superiors and subordinates.

Good judgment and decisiveness: Allows us to size up a situation and use mature judgment.

Empathy: Understanding where the other person is coming from.

Discretion: The exercise of prudence and common sense when making decisions.

Desire for self-improvement: The genuine desire to build on our strengths and improve our weaknesses.

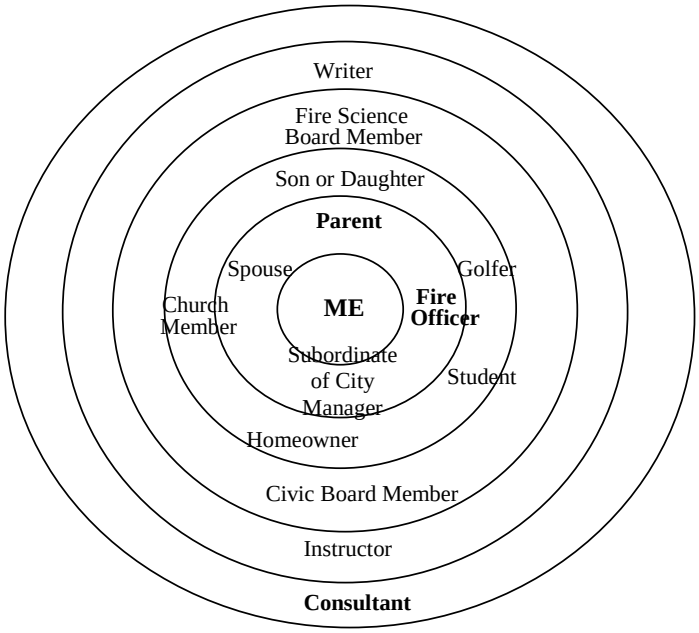
Summary of the CO serving as a role model. Professionalism in the form of the "ABCDE" approach will help to ensure status as a professional. The CO should always remember: "Your staff will be watching you!"

ROLE CONFLICTS

Role conflicts occur when an individual is expected to perform two or more different roles simultaneously. The expectation may come from both **internal** and **external** pressure.

Role conflicts are sometimes temporarily resolved with a decision. However, you as a CO may feel responsible for meeting needs of many. For example:

Hypothetical Role-Set of a Fire Officer



As a CO, the most critical strategy is clearly delineating your priorities. **Common characteristics of people who handle role conflict well** include

1. They show a preference for taking the initiative.
2. They exhibit both confidence and persuasiveness.
3. They exhibit social poise, spontaneity, and talkativeness; show a preference for flexibility when taking action.
4. Exhibit a strong desire to affiliate with people.
5. Have moderate desires for achievement and power.
6. Possess the ability to reach their own conclusions despite coercive pressure from others.
7. Hold a personal view that rewards come from the success of the task or project, not just from personal accomplishment.
8. Show the tendency to attach high priorities to planning and goal-setting activities.
9. Show a general lack of excessive feelings of pressure.
10. Are in general agreement with the policies of the department.

Activity 2.11

Role Model Profile

Purpose

To recognize your role model characteristics that may be in conflict.

Directions

1. Individually, rate your characteristics in the **Personal Value** column on the Role Model Profile chart on the following page.

2. As a small group, compare and agree upon a **single group score** for each characteristic.

3. Compare group scores with the class.

This page intentionally left blank.

Activity 2.11 (cont'd)

Role Model Profile

Indicate how the following characteristics are valued by you as CO, by the class, by the public, by your company, and by your fire department. Rate on a scale from 1 to 10 (1=not valued; 10=very valued).

	Individual	Small Group	Public Value	Company Value	Department Value
Professionalism					
Enthusiasm					
Initiative					
Self-Discipline					
Courage					
Integrity					
Loyalty					
Good Judgment and Decisiveness					
Empathy					
Discretion					
Desire for Self-Improvement					

Significant differences in scores for any category may indicate serious value conflicts.

This page intentionally left blank.

BIBLIOGRAPHY

Blanchard, Kenneth H., Zigarmi, Patricia, & Zigarmi, Drea. (1999, October). *Leadership and the one-minute manager: Increasing effectiveness through situational leadership.* San Francisco: Pfieffer Wiley.

Following and leading. (1998, December). Unit 5 in *Executive Development*. Emmitsburg, MD: National Fire Academy.

Greenland, A.M. (2003). Personal conversation and contribution from NFA instructor.

Managing multiple roles for the company officer. (1994). Module 1 in *Leadership II: Strategies for Company Success*. Emmitsburg, MD: National Fire Academy.

Professional development. (1998, December). Unit 2 in *Executive Development*. Emmitsburg, MD: National Fire Academy.

Rosenbach, W.E., Potter, E.H., III, & Pittman, T.S. "Followers as partners."

Situational leadership. (1994). Module 1 in *Leadership III: Strategies for Personal Success*. Emmitsburg, MD: National Fire Academy.

ADDITIONAL READINGS

Ames, M.D. (1994). *Pathways to success: Today's business leaders tell how to excel in work, career, and leadership roles.* San Francisco: Jossey-Bass.

Bass, B.M., & Stogdill, R.M. (1990). *Bass and Stogdill's handbook of leadership: Theory, research, and managerial applications.* (3rd ed.) New York: Free Press.

Blake, R.R., & McCanse, A.A. (1997). *Leadership dilemmas: Grid solutions.* Houston: Gulf Publishing Company.

Bolman, L.G., & Deal, T.E. (1991) *Reframing organizations: Artistry, choice, and leadership.* San Francisco: Jossey-Bass.

Chaleff, I. (2003). *The courageous follower: Standing up to and for our leaders.* San Francisco: Berrett-Koehler.

Chapman, E.N., & Hein, P. (1990). *Leader to leader: Enduring insights on leadership from the Drucker Foundation's award-winning journal*. San Francisco: Jossey-Bass.

Cohen, P.M., & Hesselbein, F. (1999). *Leader to leader: Enduring insights on leadership from the Drucker Foundation's award-winning journal.* San Francisco: Jossey-Bass

Cottrell, D. (2002). *Monday morning leader*. Dallas: Cornerstone Leadership.

Heifetz, R.A., & Linsky, M. (2002). *Leadership on the line: Staying alive through the dangers of leading.* Boston: Harvard Business School Press.

Hitt, W.D. (1990). *Ethics and leadership: Putting theory into practice.* Columbus: Battelle Press.

Hornsby, T. (2000). *New roles for leaders: A step by step guide to competitive advantage.* New York: McGraw-Hill.

Javidan, M., & Waldman, D.A. (2003) Exploring charismatic leadership in the public sector: Measurement and consequences. *Public Administration Review*, *63*(2), 229-242.

Kelly, R.E. (1992). *The power of followership: How to create leaders people want to follow, and followers who lead themselves*. New York: Doubleday.

K., C. (1990). *Boards that make a difference: A new design for leadership in nonprofit and public organizations.* San Francisco: Jossey-Bass.

Kouzes, J.M., & Posner, B.Z. (1993). *Creditability: How leaders gain and lose it, why people demand it.* San Francisco: Jossey-Bass.

_____. (1999). *Encouraging the heart: A leader's guide to rewarding and recognizing others.* San Francisco: Jossey-Bass.

McCauley, C.D., Moxley, R.S., & Velsor, E.V. (1998). *The center for creative leadership handbook of leadership development.* San Francisco: Jossey-Bass.

Rothwell, W.J. (1994). *Effective succession planning: Ensuring leadership continuity and building talent from within*. New York: AMACOM.

Wells, S. (1997). *From sage to artisan: The nine roles of the value-driven leader.* Palo Alto, CA: Consulting Psychologist Press.

Wren, J.T., (Ed.) (1995). *The leaders companion: Insights on leadership through the ages.* New York: Free Press.

APPENDIX A

SELF-DEVELOPMENT QUESTIONS

This page intentionally left blank.

Self-Development Questions

A. **Where have I been?**

1. What rewarding experiences have I had?
2. What not-so-successful experiences have I had?
3. Strengths and weaknesses

B. **Where am I now?**

1. What skills and abilities do I possess?
2. What aspects of my current job satisfy me? Frustrates me?
3. What are the opportunities for growth in my present situation?
4. Should I look at a career change?

C. **What are my values? Based on:**

1. Values of family and friends?
2. Economic values?
3. Professional values?
4. Organizational values?
5. Societal and cultural values?

D. **What are my professional goals?**

1. Correlate with personal and interpersonal goals.
2. Are your personal goals consistent with what you value?

E. **What strategies will I use to achieve my goals?** (To close the gap between where I am and where I want to be.)

F. **What is my action plan?** (Action planning should reflect concrete planning to reach stated goals.)

1. Clarify stated objectives.
2. For each objective, what are my specific strengths?
3. What specifically needs improvement?
4. Actual action plan.
   a. What?
   b. By whom?
   c. When?

This page intentionally left blank.

APPENDIX B

FOLLOWERS AS PARTNERS

This page intentionally left blank.

FOLLOWERS AS PARTNERS

William E. Rosenbach, Earl H. Potter III, & Thane S. Pittman

We usually find the best leaders in the company of the most effective followers but leadership over the ages has gotten much more "press" than "followership." That's odd because leaders and followers describe the best relationship between a leader and a follower as a partnership. Initiative and responsibility in a partnership is shared by leaders and followers but our tradition has put the spotlight on the leader. The modern organization, however, can no longer depend on the leader alone. If partnership is the key to success, then leaders and followers must share the responsibility for partnership. Our research and consulting practices have taught us that it is possible to build more effective partnerships by helping leaders create better climates for partnership and/or by helping followers to take more initiative for the development of partnerships. To support this work we created the Performance and Relationship Questionnaire (PRQ) to help leaders and followers to assess the quality of their partnerships. With this information teams committed to success can take stock of where they are now and make plans to improve the effectiveness of their partnerships.

Whether we ask successful leaders to describe the relationship they have with their followers or ask successful followers to describe the relationship they have with their leaders, we get essentially the same description. What effective leaders and followers tell us is that the best relationship between a leader and follower looks and feels like a partnership (Kouzes & Posner, 1993; Kelley, 1991). Each understands the perspective of the other and each recognizes that they can only be successful in the long term if they share success. True partnership, however, poses some challenges for traditional leadership theory.

Traditional leadership theory and the practical applications derived from that theory focus on the role of the leader in creating success. Yet today, we are hearing more and more about flatter organizations with empowered employees who exercise initiative in building successful teams (Boccialetti, 1995; Cohen & Bradford, 1990; Chaleff, 1995). It is not the case that traditional theories leave out the follower. For example, Fiedler's Contingency Model (Fiedler, 1967) counted leader-member relations as one of the most significant aspects of the leader's environment and Graen's vertical dyad linkage model (Graen & Cashman, 1975) focused on the relationship between leaders and individual followers. Still, in each of these and most other models the initiative in creating effective relationships with followers rests with the leader.

We believe that organizations which can keep pace with the speed of change in the global marketplace will be characterized by leaders who encourage partnership and followers who seek to be partners. In effect, organizations that want strong teams must have followers and leaders engaged in "lighting the candle at both ends."

In this workshop we involve participants in an exploration of the roles of leaders and followers in creating successful organizations. The Performance and Relationship

Questionnaire (PRQ) which we have developed in consulting work within the United States and internationally allows leaders and followers to assess the quality of their partnerships. With this information teams committed to success can take stock of where they are now and make plans to improve the effectiveness of their partnerships. Participants will learn to use this model and instrument to help leaders open the door to more effective followership and to help followers shape strategies which lead to more effective partnerships with leaders.

Partners and Other Followers

Our basic assumption is that no one gets up in the morning and goes to work with the intent to fail. Everyone who can survive in the workplace gives what they believe will be at least enough effort to keep their job. Likewise, leaders do not intend to purposefully alienate the people on whom they depend. Yet, experience and prevailing wisdom have seldom taught followers that those who take the personal initiative to strengthen the relationship with their leaders will be more effective. In fact, efforts to build an effective relationship with the boss are more often understood by both parties as ingratiation and advantage seeking rather than a sincere effort to build an effective partnership. This view may be accurate when the follower pursues a better relationship with the boss without a commitment to high performance. However, the most effective followers are intent on high performance and recognize that they share the responsibility for the quality of the relationship they have with their leaders. More than that, however, they know that they cannot be fully effective unless they work in partnership which requires both a commitment to high performance and a commitment to develop effective relationships with partners (including their boss) whose collaboration is essential to success in their own work.

Taken together these two dimensions, Performance Initiative and Relationship Initiative, define four types of followers who are familiar to all of us: the Subordinate, the Contributor, the Politician, and the Partner.

Types of Followers

Subordinate--The subordinate is the "traditional" follower who does what he or she is told--competent at a satisfactory level but not one to whom the organization looks for leadership or to whom challenging assignments are given. The subordinate keeps a job and may rise in a seniority driven organization but demonstrates neither a sensitivity to relationships nor a commitment to high performance. The subordinate is the only kind of valued follower in hierarchical organizations which operate only with orders from the top and obedience from the bottom. In organizational settings where this is desired behavior, "good" followers will exhibit these characteristics even when they are fully capable of and even desirous of behaving like individuals described in other quadrants of this analysis. It is also the likely style of a somewhat or completely disaffected follower who

is not interested in giving anything extra, or whose job is not one of his or her primary concerns.

Contributor--This type of follower behaves in an exemplary way, one who works hard and is known for the quality of his or her work. This person rarely seeks to understand the perspective of the boss, however, and generally waits for direction before turning to new challenges. Although this person is thorough and creative in obtaining resources, information and skills that are needed to do the job, the interpersonal dynamics of the workplace are not of a primary concern. These individuals can develop into full partners by gaining skills and perspectives on the relationship initiative dimension. Alternatively, their valued inclinations can be accommodated and their work value maximized by allowing them to focus on that at which they excel and feel comfortable, removing or minimizing aspects of the job that call for interpersonal relationships with the boss.

Politician--The politician gives more attention to managing relationships than to maximizing performance. This person "possesses" valuable interpersonal qualities that are often misdirected or misunderstood. Followers such as these are unusually sensitive to interpersonal dynamics and are valuable for their ability to contribute when interpersonal difficulties have arisen or might arise. They can provide valuable assistance to the leader because they are willing and able to give insights into group relationships. However, often these followers neglect the defined aspects of their jobs in favor of the more relationship oriented or political aspects of their relationship with the boss. This is a particular problem when others rely on them for job performance. Politicians can become full partners by focusing on job performance, learning how to balance these two concerns, or they can be accepted as they are and given responsibilities that call primarily for the skills and inclinations they possess.

Partner--The partner is committed to high performance and effective relationships. In fact, the energy given to the development of relationships serves the purpose of gaining the kind of understanding that leads to plans and actions that anticipate new directions and contributions that serve unmet needs. Organizations that anticipate and keep pace with change in the global environment are characterized by leaders who encourage partnership and followers who seek to be partners.

Follower Behaviors

These four types of followers can be identified by describing their behavior in terms of two dimensions--Performance Initiative and Relationship Initiative--that each have four subscales.

Performance Initiative

Effective partners are committed to high performance. They understand that their future depends on the future of the organization and are not content to simply do what they were

asked to do yesterday. At the low end of this scale one still finds satisfactory performers. At the high end one finds experts who lead in their fields and whose contributions strengthen the bottom-line performance of the organization. The following subscales describe performance initiative:

Embracing Change--committed to continuous quality improvement; seeks to reduce wasted time and energy, anticipates orders, and leads by example. Anticipates and embraces change. Acts as a change agent.

Self as a Resource--understands him/her self as a valuable and limited resource and takes care to protect that asset for the future. Avoids both stagnation and burn-out.

Working with Others--able to balance personal interests with the interests of others, discovers common purpose and draws upon interpersonal skills to support the development of an effective team. Coaches, leads, mentors and shares expertise.

Doing the Job--knows what is expected and strives to be the best. Work is important and integral part of ones life. Applies highest personal standards from which satisfaction is derived.

Relationship Initiative

Effective partners understand that they share the responsibility for the relationship which defines the partnership. At the low end of this dimension people take the relationship that they are given. At the high end they work to increase openness and understanding in order to gain a perspective which can inform their choices as a partner. The following subscales describe relationship initiative:

Courageous Communication--tells the truth when others may not like to hear the truth in order to serve the goals of the organization and, in the end, the person to whom you have told the truth. Seeks honest feedback from others. Takes risks with self disclosure.

Building Trust--works with intent to build the kind of trust that leads others to give honest feedback, share plans and doubts and rely on you. Earns the leader's confidence.

Negotiating Differences--recognizes honest differences of opinion, presents the facts as he or she sees them and attempts to negotiate a position acceptable to the leader as well as the followers. Sees differences as an opportunity for arriving at creative solutions. Demonstrates mature and unselfish judgment.

Identifying with the Leader--is loyal to the person whose success is tied to one's own. Identifies with the Leader, takes satisfaction from the Leader's success.

Using the Model

Creating the conditions which lead followers to partnership requires first that leaders know what they are looking for in their followers. The model we have described above offers this picture. Creating the right conditions for effective followership next requires a clear understanding of practical steps that invite followers to partnership. As a teaching tool the PRQ offers a framework that stimulates leaders to explore their own roles as leaders and followers.

With followers the PRQ has the potential to open doors to unexplored roles that build new relationships with bosses as partners. One story from two participants in a PRQ based workshop which we conducted several years ago may help understand the possibilities.

Henry and Angela (not their real names) were Battalion Chiefs in a "metropolitan-size" county fire department where they had worked together in Operations for over four years. They came to the workshop because they felt that their efforts and work were not valued by their immediate boss, other chief officers, and the Fire Chief. While they provided emotional support to each other, they were unable to change what had become an unpleasant situation. A reluctance of County officials to fill vacant staff positions had increased their workloads: Henry was now responsible for three battalions; Angela four. Sixteen months ago each handled two. Company officers and firefighters were complaining about inattention to equipment, apparatus problems, station conditions, and human resource needs. Company performance appraisals were significantly in arrears. Both cared deeply about the mission and the organization, and they believed their ideas could improve the organization, but nobody asked and no one listened when they offered --usually when things were not going well and there was an upset Captain standing in their office.

In the workshop we reviewed the partnership model and then used the PRQ to look for opportunities. Henry and Angela both realized that they spent little time talking to the Fire Chief and Assistants/Deputies other than when they were doing what they were told --or explaining why they couldn't. Neither had invested time in understanding senior staff goals. The effort to reach out to bosses is more important for the effect such an effort has on the relationship than it is for the increased understanding such an effort brings--and increased understanding is vital! Taking the initiative to seek understanding --being the one who asks the questions--however, was a new role in this case and in many others we have seen. The culture of this fire service organization was very much aligned with a traditional model of how communications, decisionmaking, and perceived leadership occurs.

Henry and Angela developed a plan to interview their boss (Assistant Chief Blair) which would lead to their setting goals and priorities in line with the AC's short term objectives. They were anxious when they entered his office but were surprised at the relief and appreciation they saw on the face of their boss. Over the course of the next two months they were able to order their day-to-day work more effectively and to make suggestions

which changed such activities as apparatus maintenance scheduling, rotation of companies for training, company inspections, and employee performance appraisals. Each sought and received performance feedback from Blair which both helped redirect some of their energies and encouraged their boss to speak more openly and frequently with them about how things were going. The partnership that was formed as a result of their initiative is still going strong two years later.

It may be possible, in the short term, for followers to play it safe and do only what they are told. However, organizations cannot succeed in today's ambiguous, complex and rapidly changing global environment if they use only part of their talent; followers who "play it safe" are contributing only part of their talent. To achieve and maintain a competitive advantage, organizations must have leaders who work in partnership with followers to bring all of their resources to the tasks at hand. The systematic assessment of partnerships with the PRQ can help leaders and followers improve their effectiveness.

APPENDIX C

COUNSELING INFORMATION

This page intentionally left blank.

KNOWING WHEN TO COUNSEL

There are generally three types of situations that you will encounter in your work that might be counseling-related:

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

Employer-Employee Counseling

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 four 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

1. Local mental health center.

2. Local university with a graduate department in guidance and counseling or psychology.

3. Local hospital psychiatric department.

4. Local psychologist or psychiatrist of whom you are aware.

5. Local high school guidance counselor.

6. 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 five 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 are

- setting the stage;
- delineation of counseling strategies; and
- termination and followup.

Stage One: Setting the Stage

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, 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.

Stage Two: Delineate Counseling Strategies

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 would be for two employees to genuinely compliment each other at least five times a week and go for at least two weeks without a disagreement. At the end of that time, the chief could sit down and assess the situation, and =amend the goals accordingly. Sometimes, that type of goal would be too optimistic.

Strategies For Achieving a Goal

Another example of a measurable goal 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, 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 a man who is constantly loud or overbearing or doing things wrong when you know that he is capable of doing them correctly. Every time this employee "acts out" he probably gets attention, maybe not positive attention, but attention nonetheless. Perhaps the man simply wants attention and being obnoxious is the only way he knows how to get it. To change his behavior, you simply change the reinforcement patterns in his environment. Every time he does something good, give him attention, and to the extent possible, ignore his "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 *Organizational Theory in Practice*, 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: Termination and Followup

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.

This page intentionally left blank.

Module 3

MODULE 3: CULTURAL AND LEGAL CONSIDERATIONS

TERMINAL OBJECTIVE

The students will be able to better understand the cultural and legal considerations required of a manager.

ENABLING OBJECTIVES

The students will:

1. *Determine the differences in cultural terminology.*
2. *Identify different generational characteristics and determine strategies to work with each generation.*
3. *Apply current legal practices to fire situations.*

This page intentionally left blank.

CULTURE

It has been said that if more time were spent identifying the real problems, there would be less time spent reworking the solutions.

- Home example: How often do you discipline children for repeat bad behaviors rather than figuring out it may be that a child wants you to spend more time one on one?

- Fire service example: How often do rumors float through a department about _____, when addressing rumor issues upfront would stop it?

CULTURE OVERVIEW

Culture: A group's values, beliefs, attitudes, and feelings.

Acculturate: Learning by prolonged contact in an environment: "We've always done it this way." (**insiders**--set in your ways)

Assimilate: Learning by bringing ideas into an environment; comparing/ contrasting/adapting: "Why do we/you have to do it that way; when there are other ways?" (**outsiders**)

How does organizational learning take place? The leader/manager must be aware that learning occurs in many ways. For an organization to thrive and grow, both static (acculturation) and dynamic (assimilation) practices must occur. Picture a basket with new ideas being added and refined to fit the organization's needs, and growth occurs.

Life includes both acculturation and assimilation. A mix of both is part of growth.

This page intentionally left blank.

Activity 3.1

Acculturation Versus Assimilation

Purpose

To determine the differences between cultural terminologies.

Directions

1. Individually answer the questions by matching the correct terms (A=Acculturation; B=Assimilation) with the examples.

   _____ a. N.I.M.B.Y. (not in my backyard.).

   _____ b. It was good enough for my parents, so I'm ok with it.

   _____ c. There are other ways to do things.

   _____ d. If I've told you once, I've told you a thousand times.

2. Be prepared to discuss your answers when called upon.

This page intentionally left blank.

ORGANIZATIONAL CULTURE

The concept of "culture" was first studied extensively by anthropologists. Originally, this study was concerned largely with the culture of people in foreign countries. Later, researchers became interested in how foreign people "learn" their culture (now called "enculturation"), and the culture of groups in the United States.

In recent years, especially from the late 1980's on, there has been a dawning recognition that organizations also have cultures. **Edgar Schein** has written extensively on this subject (see Edgar Schein, *Organizational Culture and Leadership*, Jossey-Bass, 1992).

GENERATIONAL CHANGES

Organizations, by their structure, are faced with both strengths and weaknesses, depending upon your viewpoint. To a Company Officer (CO), the most common event in a company is the mix of the various generations. Realizing that all things change, it is wise to:

- Be aware of your needs.
- Realize that others have needs.
- Appreciate that your needs are just as valuable as someone else's needs.
- Work to create an environment of cooperation, when possible.

As change occurs too quickly, there is a tendency to stay in **acculturation**. The challenge is to encourage **assimilation** too. A balance can be good.

People from different generations all experience change, especially when they work in the same organization. The opportunity you have, as a CO, is to help people better understand

- their own generation; and
- the "other person's" generation.

Let's begin that journey to understanding self and others.

This page intentionally left blank.

Activity 3.2

Different Strokes for Different Folks

Purpose

To identify different generational characteristics and determine strategies to work with each generation.

Directions

1. Your table group will be assigned a generation group (Veterans, Boomers, Xers, and Nexters).

2. Individually, read your assigned group information from Handout.

3. Select key concepts from "**on the job**," "**core values**," and "**views**," and create a 5-minute presentation that sells the class on how **your generational group** adds value to the fire department. **Be certain** to include what strategies it takes to work with this group at the station. Chart your strategies on an easel pad.

4. Present each generational topic and strategy, when called upon.

This page intentionally left blank.

LEGAL CONSIDERATIONS OVERVIEW

Legal concerns are numerous in today's world. It is possible to be sued for a variety of miscommunicated or negligent activities. Learning to minimize the risk of a lawsuit is both wise and preventative. According to many legal authorities, being better prepared to prevent litigation is an act of vision and foresight. Leadership, then, invites you to incorporate best practices into your daily decisionmaking routine.

Vicarious Liability

Definition: when one person or entity is liable for the negligent actions of another person, even though the first person was not directly involved or responsible. If a supervisor sees a problem emerging but does nothing to correct or report it, the supervisor's liability exposure is increased. It is not necessary for the supervisor to actually be aware of the problem, if it is reasonable to expect that the supervisor should have been aware of the situation. The public expects supervisors to be in charge and to assume responsibility for the actions and inactions of their subordinates. To reduce exposure, the supervisor should do his/her job, keep good documentation, and treat all employees fairly and equally. Examples:

- sexual harassment; and
- seatbelt installation and use.

This page intentionally left blank.

Activity 3.3

What Would You Do?

Purpose

To apply your current practices to real fire service situations.

Directions

1. The class will receive **one** of the following scenarios to discuss:

   - Scenario 1: Firefighter Sues His Volunteer Fire Company.
   - Scenario 2: Ex-Fire Chief, Wife Face Charges.
   - Scenario 3: Volunteer Fire Company Faces Internal Dissension.

2. Individually you will read the assigned scenario.

3. As a group, discuss the following questions and write your collective response on your easel pad.

   a. What is the situation?

   b. Is the situation a cultural or legal issue, or both?

   c. How do you feel this situation occurred?

4. Select a spokesperson to discuss your group's response, when called on by the instructor.

Scenario 1: Firefighter Sues His Volunteer Fire Company

A longtime firefighter has filed a federal lawsuit alleging the volunteer company retaliated against him after he took action to stop underage drinking at a firehouse event.

A firefighter claims his company brought a company breach of trust charge against him about two weeks after he had state police contacted during a 75th anniversary celebration, where he observed three underage girls receive alcohol from a member of the fire company. The girls admitted they were underage when asked during the party, according to the lawsuit.

The lawsuit was filed this week at U.S. District Court. It seeks unspecified damages and alleges the incident violated the firefighter's free-speech rights. He also claims he was defamed when a public notice of the charge was posted at the firehouse.

The Company President said the company policy on alcohol is to follow the law, and underage drinking is not allowed.

The firefighter was chairman of the fire company board of directors at the time of the incident. **He claims two of his fellow firefighters told him at the party that the matter should have been handled internally "to protect the brotherhood," according to the lawsuit.** He later suspended the firefighter who provided the alcohol to the girls, a decision that was quickly reversed by a majority of the fire company's board of directors, according to the lawsuit.

About two weeks after the party, firefighters found him guilty of breach of trust in a 40-16 vote, said the former attorney general, who represents the firefighter. Paperwork supporting the charge said the basis for it was "the firefighter observed another member of the company violating a law and took it upon himself to contact State Police," according to the lawsuit.

"It's ridiculous. This guy followed the law and got branded and banished," the lawyer said.

The firefighter resigned his board chairmanship after the guilty vote and a month later, the fire company board decided his punishment. He was prevented from running for the chairman's job for a year.

The company president said that the fire company just received the lawsuit, and officials have not yet discussed it formally at a meeting. He was with the firefighter during the anniversary party when the girls were approached and asked for identification, according to the lawsuit.

"I think there was a lot of confusion with the issue," he said, noting several members did not understand the potential repercussions of providing alcohol to minors.

The firefighter is still a member of the company board, although he is not chairman.

"Hopefully, there can be a fair agreement or solution," the company president said of the lawsuit.

The lawyer said the three under-age girls, who were not named in the lawsuit, pleaded guilty to alcohol possession and were given probation before judgment in the Court of Common Pleas. That means their records will not reflect convictions provided they successfully complete probation. The firefighter identified in the lawsuit as having supplied them with alcohol was not charged, according to court records.

The firefighter declined, through his attorney, to be interviewed. The Board chairman could not be reached for comment.

Reference: "Firefighter Sues His Fire Company." Firehouse.com; Mary Allen, *The News Journal*, Oct.15, 2003.

Scenario 2: Ex-Fire Chief, Wife Face Charges

The former longtime chief of a Volunteer Fire Department and his wife were arrested on charges the pair stole department funds for their personal use.

The former chief and his wife were booked into the local County Jail on Tuesday morning.

The chief was charged with five counts of promoting professional gambling, one count of theft and one count of racketeering, while his wife was charged with 27 counts of theft, five counts of racketeering and one count of professional gambling, according to County prosecutor. All the counts are felonies, the prosecutor said.

The chief could face up to 26 years in prison and his wife up to 124 years in prison if each is convicted of all counts and sentenced consecutively, though the prosecutor said such a scenario is unlikely.

The two each had $35,000 bonds, and would need to post $3,500 each to be released from jail, according to the prosecutor.

The State Board of Accounts audit report found roughly $170,000 earmarked for fire department equipment purchases and operating expenses missing. It accused the couple of diverting the proceeds into private bank accounts from the beginning of 1999 until the end of 2002.

The criminal charges cover only a "fraction" of the total amount of money the pair misappropriated, because to continue levying charges would have been redundant.

The chief and his wife, who served as the fire department's gaming clerk, both resigned shortly after the board of accounts report was published, according to the fire department Battalion Chief and business advisor.

The Battalion Chief said members of the volunteer fire department "kind of expected" the couple to face charges because of the state audit, but he added **the special relationship among fire fighters always makes it difficult to deal with allegations of wrongdoing within the ranks.**

"The fire service is a very, very close-knit family. That description doesn't even do it justice, " the Battalion Chief said.

The chief was a charter member of the volunteer fire department, meaning he had been involved with the organization since about 1962.

Among other charges, the criminal complaint against the couple alleges they absconded with a United Way check meant for the fire department, and pocketed money generated

by renting out a fire department-owned convention hall for special events, the prosecutor said.

The wrongdoing came to light when a bank employee noticed the transactions and called the state police.

The defendants are scheduled to appear for a hearing at the County court.

Reference: John Byrne, *Post/Tribune* staff writer, Oct. 2003.

Scenario 3: Fire Company Faces Internal Dissension

Six Fire Company members were put on temporary suspension after signing a petition that called for the pond on the fire company's property to be finished due to safety concerns.

A hearing was supposed to be held Tuesday evening where the executive board would vote to continue the suspension, terminate them, or no suspension/termination, thus reinstating them.

The hearing was not held Tuesday evening because the group attended the regular monthly fire company meeting on Monday night so the company could vote as a whole.

A spokesperson said they did not want the executive board to make the decision alone because there would not have been a fair vote, but rather wanted the fire company as a whole to make the final decision.

A motion to have the vote was made and seconded.

The majority voted for no suspension/termination.

Following the vote, the fire chief and the deputy fire chief said they would be resigning from their positions.

Their resignations are official with county control Wednesday.

With the resignations, the assistant chief would be next in line for the fire chief position if he so chooses.

He said that he has to have their written resignations before he can make any decision or do anything.

"I wasn't very happy about them resigning," he said after noting that he was OK with the way the vote went.

The chief noted that other fire company members had talked about resigning as well, but would not release any names or further information.

"In their eyes, they (the group of six) did no wrong," said the chief in reference to their signing of the petition and calling for a vote before the whole company on Monday night.

A firefighter, speaking on behalf of the group, said their constitutional rights had been violated when they were suspended due to signing a petition, which had been established because it was taking so long to get the pond finished.

Work on the pond has been going on over the course of three years, and it was opened and drained last year. And now it's "just a bunch of mucky stuff," he said.

Forty-five people--six who are members of the fire company and 39 people from the surrounding community--signed the petition in hopes that the unsafe, unkempt pond would get finished a lot sooner.

A firefighter commented that within the last year, someone who lives near the pond was bitten by a mosquito and became ill, which is why the petition-signers were eager to get the pond up to standards and completed.

The fire chief said that they had been waiting for the surveyors to do their jobs, and now that they have work can begin once the excavator finished his current project down the road and is ready to begin the pond project.

The chief said that he and others will speak with the excavator later this week to find out his schedule.

One firefighter admitted to having mixed emotions regarding the resignation, but is satisfied that the pond will be taken care of. He is happy to be reinstated to the fire company after being suspended for 17 days.

He said that he and the other five members were ready to take the issue to court if they had been suspended longer or terminated because it was an infringement on their constitutional rights. He is glad "it all turned OK," and can't wait to get back into the fire company.

Ultimately, another firefighter does not want anything negative said about anyone, but simply wants to get past all this and "get onto what we're here for--to do the job."

She noted that the fire company has far more problems than whether or not someone should be suspended because they signed a petition.

One problem, as was mentioned, is that volunteerism is down. They are always looking for more people to sign up.

Prospective volunteers do not need to be trained firefighters, but can volunteer in other ways, such as fundraising.

Currently, firefighters are doing a little bit of everything, and having additional volunteers who could focus solely on fundraising would help out a lot.

The fire company president was unavailable for comment.

Reference: Staci George, *The Gettysburg Times*, Oct. 1, 2003.

This page intentionally left blank.

PREVENTATIVE MANAGEMENT PRACTICES

The fire service has paid a great deal of attention to its operations side. It is important to keep all fire department equipment operational. Maintaining efficient procedures is critical to rapid response times and proper execution of procedures.

Likewise, preventative maintenance is crucial to your survival as a CO. There are many times when informal organizational practices lead to accidents and legal suits. The previously discussed scenarios in Activity 3.3 reflect typical examples of practices in the field.

Being "forewarned is often forearmed" for protecting yourself as a CO. A little-used skill, that plays a preventative role is your ability to distance yourself from a scene, enabling you to observe activities as they really occur, versus how you want them to appear.

Avoiding Litigation Landmines

You can use this worksheet to take notes during the video "Avoiding Litigation."

Landmine 1: Failure to document.

Landmine 2: Failure to train.

Landmine 3: Failure to keep evidence.

Landmine 4: Grade inflation.

Landmine 5: Failure to consult human resources.

Landmine 6: Inappropriate electronic messages.

Landmine 7: Inconsistent treatment.

Landmine 8: Inappropriate talk about ex-employees.

Landmine 9: Uncontrolled references.

This page intentionally left blank.

BIBLIOGRAPHY

Allen, Mary. (2003, October 15). "Firefighter sues his fire company," Firehouse.com. *The News Journal*.

Avoiding litigation landmines: A survival guide for managers. (1997). The Kenwood Group.

Byrne, John. (2003, October). "Ex-fire chief, wife face charges." *Post-Tribune*.

George, Staci. (2003, October 1). "Fire company faces internal dissension." *The Gettysburg Times*.

Schein, E.H. (1992). *Organizational culture and leadership.* (2nd ed.) San Francisco: Jossey-Bass.

Theories regarding people. (2000). *Organizational Theory in Practice.* Emmitsburg, MD: National Fire Academy.

ADDITIONAL READING

Fairholm, G.W. (1994). *Leadership and the culture of trust.* Westport, CT: Praeger.

This page intentionally left blank.

Module 4

MODULE 4: ETHICS

TERMINAL OBJECTIVE

The students will be able to examine the role that ethics play in a managerial role.

ENABLING OBJECTIVES

The students will:

1. *Identify the importance and impact of ethics upon the fire department and its members.*
2. *Identify the role of the fire officer in establishing, modeling, and managing ethical behavior.*
3. *Analyze their own department's existing ethical rules and guidelines, and where the gaps might be.*
4. *Demonstrate decisionmaking involving ethical practices.*

This page intentionally left blank.

ETHICS AND THEIR IMPACT

One of the greatest desires of most fire officers is to provide service in an honorable way and to follow a long history of leaders who performed great good to great numbers of people. This module will assist you in sorting out the ethical demands placed upon you, and in preparing for ethical challenges in the future.

What is the meaning of ethics? Dictionaries define ethics as a given system of conduct; principles of honor or morality; guidelines for human actions; rules or standards for individuals or professions; and the character of a group based on its agreements about what is proper or expected behavior.

Ethics have their roots in ancient history, religion, law, social customs, and our own code of conduct.

Ancient History

It is derived from "Ethos"--character. The Greek culture adopted rules for its citizens, such as "Do the greatest good for the greatest number."

Religion

1. All of the great religions of the world have the equivalent of the "Ten Commandments" to guide the thinking and actions of their members.

2. These guidelines specifically state how people should act, especially in relationships with other human beings.

3. The golden rule, "do unto others as you would have them do unto you," is universal, as are universal values of honesty, courage, justice, tolerance, and full use of talents.

Systems of Law

1. Laws summarize decisions of technically trained judges as well as juries of peers who decide if a wrong has been committed.

2. New laws also arise as the values and attitudes of the community change.

Social Customs

1. Define what is acceptable and unacceptable in a certain community.

2. Members of any community either condone (support) or condemn (resist) specific actions.

3. There is a vast difference between which standards are upheld and which are relaxed. Within some fire departments, a state of constant readiness means equipment only; in others, the standard **also** includes the physical and mental readiness of all personnel.

Our Own Personal Code of Conduct

Based upon a very personal assessment of what's right or wrong, our code of conduct begins with early childhood and matures through our life experiences and the attitudes of people we respect, the confidence we have in our own standards, how often we've been supported or burned by past decisions, etc.

What often is described as a gut feeling about what's right has medical confirmation! **Except for rare sociopaths, people receive a distinct message from the pit of their stomachs when either thinking about or doing what they believe to be wrong!**

The **galvanic skin response**, used in the controversial but common lie detector test, takes advantage of this basic physiological response to truth or falsehood. It is similar to the fight or flight reflex we have when we are in a stressful situation. Our body alerts us to our most basic options!

Codes of ethics arose over centuries to provide specific guidelines to members of a profession, craft, or business. They are designed to inform in-group members of a common set of standards, encouraging them to live by those standards. Their purpose is to protect the integrity and reputation of the whole group **by publishing** what is considered to be correct or expected behavior, and an individual's obligations to the group. A well-known code of ethics is the **Hippocratic oath** of physicians, which states in part, "Above all, do no harm."

Codes of Ethics Spell Out Standards of Behavior

Professional Life

Example: "Recognize his/her badge of office as a symbol of public faith, and accept it as a public trust to be held as long as he/she is true to the ethics of his/her office." (Fire Marshal's Association of America)

Relations with the Public or Society

Example: "Be courteous, considerate, enthusiastic, and cooperative. Be especially tactful and considerate in dealing with those who have experienced a loss due to fire." (Firefighter's Ten Commandments; Carl E. McCoy, author.)

Relations with Employers

Example: "Not accept, for the same service, compensation of any kind (other than from the client, principal, or employer) without full disclosure, knowledge, and consent of all parties concerned." (International Society of Fire Service Instructors)

Relations with Other Employees/Coworkers

Examples: "Be honest in all my professional relationships." (Data Processing Management Association.) "Handle all matters of personnel on the basis of merit so that fairness and impartiality govern (a member's) decisions, pertaining to appointments, pay adjustments, promotions, and discipline." (International City/County Manager's Association) "Share benefits and responsibility; help each other." (Hewlett-Packard Co.) "Maintain the highest standards of personal integrity; be honest and straightforward in dealings with others, and avoid conflicts of interest." (International Association of Fire Chiefs)

Rotary's Four-Way Test

- Is it the TRUTH?
- Is it FAIR to all concerned?
- Will it build GOODWILL and BETTER FRIENDSHIPS?

- Will it be BENEFICIAL to all concerned?

Sources of Ethics

Many factors influence both individual and organizational ethics. It is wise to clarify, through discussion and sharing, what your organization's ethics are and should be.

SOURCES OF ETHICS

GROUPS:

SOCIETY IN GENERAL
LOCAL COMMUNITY
FIRE DEPARTMENT

SUBUNITS OF DEPARTMENT
(Paid/Volunteer, Firefighter/EMT, Shifts/Platoons, Ranks Stations, Specialties, Associations/Unions, etc.)

PLUS INDIVIDUALS

HAVE:

Beliefs	**Standards**	**Economics Requirements and Restraints**
Cultures	**Policies**	**Needs**
Principles	**Rules/Regulation**	**Preferences**
Values	**Laws**	
Missions	**Training/Education**	

LEADING TO:

***EXPECTATIONS* ABOUT BEHAVIOR**

WHICH CREATES:

Group, Organizational, and Individual ETHICS

Activity 4.1

Ethical Situations

Purpose

To examine and reflect upon day-to-day situations that affect both personal and organizational ethics.

Directions

1. Individually, read the situation assigned to your table group and examine the alternatives presented. Individually, select the choice you prefer and note why you selected it. Also, note why you rejected the other choices.

2. Within your group, each person should present his/her choice and the reasons for selecting it. The group should, by consensus, select the best choice, list the reasons you chose it, and the reasons you rejected the other choices.

3. Select a group spokesperson to present your responses to the class. Each spokesperson should take no more than 5 minutes.

This page intentionally left blank.

Activity 4.1 (cont'd)

Group 1: Training

Situation 1a

You are the department Training Officer. A man walks into your office and identifies himself as an FBI agent. He has a warrant for the arrest of one of your new recruits. The warrant is for narcotics trafficking with high school students. The recruits are due to graduate in 3 days. The recruit in question is number one in the class in performance. The Chief is out of town and unavailable. The agent wants the recruit brought to the office. Currently, the recruit is on the drill tower. Do you:

1. Immediately contact the local Police Department and ask them to accompany or meet you at the drill tower?

2. Go to the tower yourself, pick up the person in question, and return him/her to the FBI agent without advising him/her of what's happening at all?

3. Go to the tower yourself, remove the person from class, advise him/her that he/she is suspended from duty pending an investigation, then take him/her to the agent at headquarters?

4. Ask the agent to accompany you to the tower, remove the person from class, and turn him/her over to the agent?

5. Other? Please specify.

Situation 1b

You are a student in a class at the National Fire Academy (NFA). Your two instructors are likeable and tend to make learning fun. One instructor likes to be considered as "one of the students" and is seen at the local "watering hole" accepting beers from students…you know, just to show he/she is "one of us." The instructor jokingly comments about getting a good evaluation for all those beers. Do you:

1. Report this to the other instructor?

2. Report this to the NFA Superintendent?

3. Report this to the other students and give that instructor a higher rating at the end of the course?

4. Ignore it; it's only one time.

5. Other? Please specify.

Situation 1c

You are about to leave to go to an oral board for an entry-level firefighter in a neighboring community. One of your subordinates, who has also been a social acquaintance, asks to speak to you. He advises you that his wife's sister is to be one of the candidates you will be rating. He asks if you will give the woman an extra "little boost" if you get the chance. Do you:

1. Tell the man that he is out of line and that you will not even rate the candidate after that request?

2. Acknowledge the request, but disqualify yourself when the candidate is heard?

3. Disregard the request as being well-meaning but misdirected. Grade the candidate anyway?

4. Ask him for more information about the candidate so you can make a more informed decision?

5. Other? Please specify.

Group 2: Property

Situation 2a

As the on-duty Battalion Chief, you are about to leave the station when you observe an off-going Captain remove a toolbox from a pickup and place the box in his car. Three shifts later, you overhear the Captain who owns the pickup complain that someone has stolen his/her toolbox. Do you:

1. Assume it's a practical joke and ignore it?

2. Speak up and tell the Captain what you observed?

3. Don't say anything right then, but talk to the Captain who moved the box and tell him/her what you observed?

4. Get all of the Captains together and discuss the missing toolbox?

5. Other? Please specify.

Situation 2b

You are a Lieutenant, in charge of a three-person crew at your station. Things are going well for you--the crew has accepted your leadership, and usually functions well as a team.

Recently, things have started disappearing at the station. Food disappears out of personal food lockers in the kitchen, and out of the refrigerator. Videotapes on loan from Headquarters station are not there when you need them for training. An expensive training manual (brand new) also has disappeared. The Captain tells you bluntly that the thefts appear to be happening mostly on your shift, and that you must solve the problem. After thinking about the problem for a few days, do you:

1. Call your crew together and tell them thefts will not be tolerated, and that you expect everyone to respect the property and rights of others?

2. Suggest that everyone place their own lock on personal lockers, etc.?

3. Prepare a purchase order for the Captain's approval for locks for **all** cabinets at the station?

4. Lock your own lockers, but say nothing to the crew?

5. Other? Please specify.

Situation 2c

You are a die-hard suppression fire person who loves putting "wet stuff on red stuff." You know of a dilapidated building that needs sprinklers and trash picked up, to avoid fires. Do you:

1. Ignore it and wait until it burns.

2. Report it and begin prevention activities.

3. Contact the building codes officer.

4. Contact the owner of the building.

5. Other? Please specify.

Group 3: Sticky Situations

Situation 3a

A major hotel's manager asks you to take an informal look at a new conference room design. As you leave, he/she gives you a gift certificate for the free use of the workout room, sauna, and pool "anytime you want" by you and the other two Captains at your station. Do you:

1. Thank him/her, but tell him/her you cannot accept gifts, and leave?

2. Take the certificate, but tell him/her you'll need to report it (as a gift) to your senior officer?

3. Take the certificate, but not use it and not share it with your peers?

4. Give the certificate to the other two Captains, telling them they can decide for themselves whether to use it?

5. Other? Please specify.

Situation 3b

While you are off duty, you injure your back lifting something in your garage. You do not have disability insurance. The first few minutes after reporting to duty on one of your shifts, you have a working fire, and although you were not hurt, you were involved in a lot of heavy work. Do you:

1. File a compensation claim just to cover yourself?

2. File a compensation claim based on the fact that the fire aggravated your injury?

3. Consult with a lawyer and determine what your rights are?

4. Forget about the claim, but advise your superior of the problems and request assignment to lighter duty?

5. Other? Please specify.

Situation 3c

You are attending a course at the NFA. The instructors are more interested in networking with influential students than in covering the materials adequately. Do you:

1. Report this to NFA Superintendent?

2. Enjoy the stories?

3. Learn from the best?

4. Read the text on your own?

5. Other? Please specify.

Group 4: Other

Situation 4a

You observe that another officer, a newly promoted female Captain, is not getting the support and resources that her male counterparts routinely get. You have heard her Chief say he "wants to see if she can carry the ball." Do you:

1. Quietly share information with the new Captain to help her out?

2. Enlist other Captains in supporting her and in helping her to succeed in the position?

3. Ask **your** Battalion Chief to talk to her Battalion Chief to see if he'll change his attitude and practices?

4. Do nothing but wait and watch?

5. Other? Please specify.

Situation 4b

While you are off duty, you stop at the scene of an accident. You notice that a victim who needs CPR has obvious purple facial spots, possible Kaposi's Sarcoma (an AIDS indicator). An ambulance has just been called (ETA 7 minutes), and you appear to be the only trained person on scene. Do you:

1. Avoid giving CPR, and find other things to do on scene (look for other victims, etc.)?

2. Take command. Ask if anyone knows CPR, and ask them to perform it on the victim (without mentioning the facial spots)?

3. Perform routine CPR?

4. Clear the airway, and perform chest thrusts, but not give mouth-to-mouth resuscitation?

5. Other? Please specify.

Situation 4c

You have a very popular chief. Although he/she is well-trained technically, his/her personal ethics prevent you from respecting him/her. He/She often ridicules anyone who doesn't agree with him/her especially if they don't socialize with him/her and his/her crowd. Election promotions for Assistant Chief are coming and you know his/her choice for the position is just like him/her. Do you:

1. Mind your own business?

2. Talk with others about repeat performance?

3. Join another department?

4. Run for the position yourself?

5. Other? Please specify.

GUIDELINES AND RESOURCES

Many groups (and individuals) have a stake in decisions. These groups may all have legitimate but **contradictory** needs. The fire officer's **own personal** ethics, standards, and integrity always are part of the picture.

There are numerous courses of action that a fire officer can take in making a decision. There is seldom a clear, totally right or wrong answer to ethical dilemmas. A person must base a decision on community, organizational, and/or personal standards. **The clearer they are, the easier the decision!**

Which guidelines currently exist in your fire department to guide and support your decisions and also determine what gaps might exist? All fire departments, no matter how simple or sophisticated, have a unique jigsaw puzzle of values, standards, expectations, requirements, and legal mandates. These parts of the organizational whole directly reflect **decisions** that have been made in the past about what is right and wrong, proper and improper. Unfortunately, some of these decisions have been made officially and some have been made unofficially, based on the culture and values of the members of the department. This makes it difficult for a fire officer to sort out the formal from the informal, to clarify standards, and to arrive at ethically proper decisions.

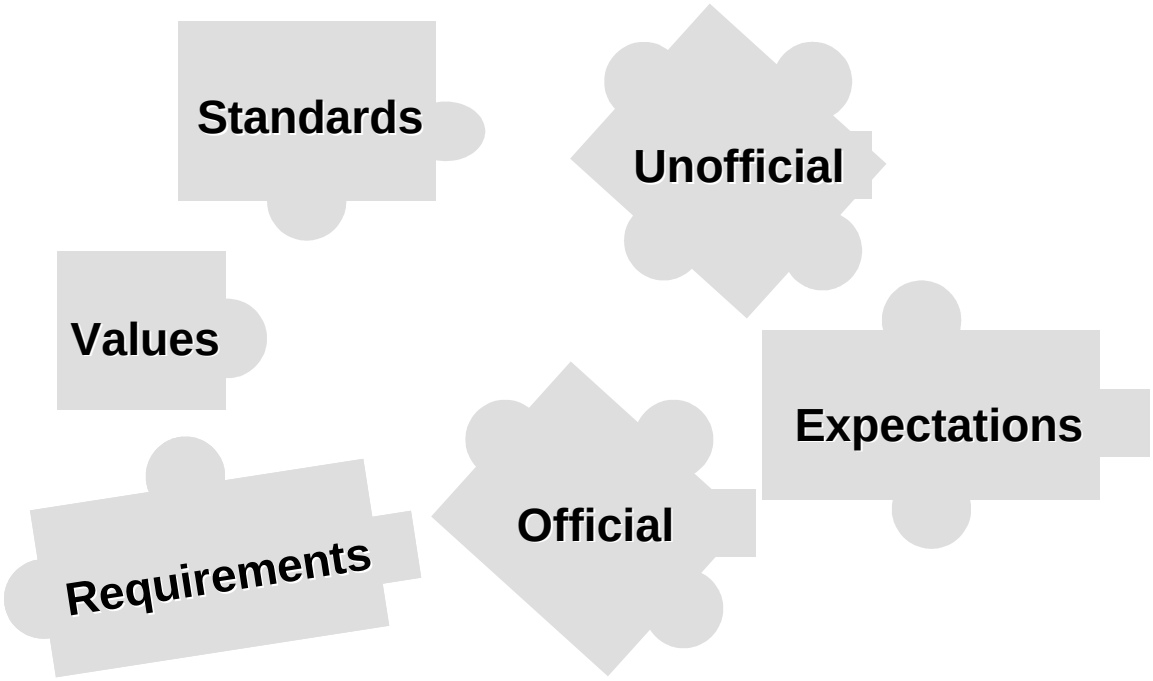
What exists in your fire departments right now that helps and guides you in ethical matters? What sets the standards for day-to-day decisions? Use the blank "Checklist For Ethical Decisions" at the end of the module to help resolve any ethical dilemma you face.

Although there are numerous guideposts to assist with decisionmaking, many of them point in conflicting directions!

Presumably, the more formal the guidelines that exist in the department, the more help an officer has in making decisions. Not necessarily so! Sometimes past organizational decisions are **not** consistent; they also are contradictory. Serious review of department documents and culture may only confuse the responsible officer.

In the final analysis, the bottom line is that each person must weigh and honor existing guidelines, but make the decision based on **his/her own personal ethics, ideals, and convictions.**

There **are no formulas** for the grey areas, or for the tough decisions. A major part of ethical behavior is **accepting that you must do what you believe is right, given the specific situation,** and be prepared to justify and defend your decision if necessary.



Parts of the Ethical Puzzle

Activity 4.2

Ethical Decisionmaking

Purpose

To examine day-to-day decisions, based upon:

a. Culture and values.

b. Impact on a department's mission, goals, policies, training, performance standards, etc.

c. Personal and organizational ethics.

Directions

1. Read the scenario. Write your **individual** response in the blanks.

2. On the Student Activity Worksheet (SAW):

   a. Each student will list all **group members** (including him/herself).

   b. Examine the scoring from 1 to 10. These numbers will be used in **My Score** and the **Scores Others Gave** sections.

3. Regarding the score sheet, share your scoring, discussing why that number was chosen.

4. As a group, determine your group score, and be prepared to discuss the group score and the process you followed to arrive at that score.

5. Your group will have 5 minutes to debrief your score.

This page intentionally left blank.

Activity 4.2 (cont'd)

Old Smoky Scenario

You are Lieutenant Black and must make a decision based upon the following information. You have been the Company Officer at Station 23 for 2 months. Annual performance evaluations are due next week and you aren't sure how to handle one of your direct reports.

Smoky is an engineer with 28 years on the department. He openly admits that he's just counting days until he retires in 2 years. You have noticed that the rest of the crew always "covers" for Smoky. Their attitude seems to be "He's put in his time; he deserves a little slack."

At first you thought Smoky just had an attitude problem. He resists and openly criticizes department efforts in EMS and Code Enforcement. He brags that he wasn't hired to be a "nurse" or a "cop."

But, unfortunately, Smoky's shortcomings are more serious than just an attitude problem. He hasn't even kept his firefighting or engineering skills current. Last week he caused some minor damage to one of the pumps and you had to formally counsel him.

You have reviewed Smoky's previous evaluations and officially he has met required standards. Unofficially, prior supervisors have admitted there were lots of times when Smoky fell short of minimum standards.

Today, two other crew members have informed you that Smoky committed two potentially dangerous errors on the previous shift. He mistakenly cut off the water supply during a working fire and he performed CPR incorrectly. The crew members have received your promise that you would not involve them in whatever action you decide is necessary. They have also admitted that they did not tell the whole truth when they completed their reports on the incidents in question.

What will you do? Write your response below:

_____
_____
_____
_____
_____
_____
_____

This page intentionally left blank.

Activity 4.2 (cont'd)

Ethical Decisionmaking Worksheet

Scoring

1	2	3	4	5	6	7	8	9	10
<	<	<	<			>	>	>	>

Shades of Disagreement
I totally disagree with you on this choice and your reasons.

I accept your choice, but disagree with why you chose that option.

Shades of Agreement
I totally agree with you on your choice and your reasons.

Group Members	My Score	Scores Others Gave
1.		
2.		
3.		
4.		
5.		
6.		

When you have completed one round, discuss the following questions.

1. What makes ethical decisions difficult?

2. How much difference or similarity was there in the scores, and why?

3. What did your group learn from this exercise?

This page intentionally left blank.

EXAMPLE CHECKLIST FOR ETHICAL DECISIONS

My specific ethical problem: "Old Smoky"--Is his performance acceptable or unacceptable? What action(s) should I take?

Resources/Guidelines	What does this resource say about this specific problem? Are there specific standards?	As CO, What do I need to consider? Action(s)
A. Documents		
1. Mission Statement	- To be efficient through excellent management practices and accountability.	- I'm expected to hold subordinates accountable for substandard performance.
2. Value Statement	- We value individuals who strive for excellence and self-development. - We value fairness; impartiality for all. - We value open, honest communication.	- I should not reward Smoky for poor performance. - I should not have different standards for different people. - It's dishonest to give Smoky a satisfactory evaluation.
3. Master Plan, Risk Management	- We will reduce liability of the fire department to suits and claims.	- Smoky has a high potential for causing serious liability.
4. Goals/Objectives	- Complete performance-based testing of all engineers and firefighters. - Each Company complete 15 hours of inspection for each 30 shifts.	- Smoky has serious performance deficiencies in technical skills. - Smoky resists and puts down enforcement.
5. Priorities/Critical Actions (high priority actions)	- To provide skilled advanced first aid to all community residents and guests. - That transfers may be made between divisions by request or by assignment.	- Smoky cannot do this. - Possible resource--assign to a desk job.

Resources/Guidelines	What does this resource say about this specific problem? Are there specific standards?	As CO, What do I need to consider? Action(s)
7. Standard Operation Procedures (SOP's)	- Crews will advance an interior attack only with a charged line. - All department members will alert their supervisor 3 months before first-aid certificate will expire. - Crew will not be split up to perform company inspections.	- Smoky has violated SOP. - Smoky has violated SOP. - I can't excuse him from inspections.
8. Code/Laws/Ordinances/ Regulations, etc.	- All public assembly buildings will be inspected annually.	- I have a legal obligation to conduct inspections.
9. Schedules/Work Programs	- Each captain will schedule at least 3 hours per shift for administrative requirements, such as monitoring and evaluation.	- The department considers performance evaluation performance.
10. Chain of Command? Organizational Structure	- Each captain shall evaluate all crew under his/her command, and directly communicate the results.	- I cannot avoid doing his evaluation.
11. Job Descriptions	- Engineers shall operate pumps on **all** apparatus at his/her assigned station without error.	- Smoky knows what's expected of him.
12. Team Assignments/ Special Projects	N/AN/A	
13. Monitoring and Evaluation System	- All supervisors shall monitor performance and provide immediate feedback when performance falls below standard.	- I need to take immediate action.
14. Performance Standards	- All suppression personnel shall be able to perform in a safe manner: A. CPR B. Code enforcement inspections.	- Smoky clearly does not meet performance standard.

Resources/Guidelines	What does this resource say about this specific problem? Are there specific standards?	As CO, What do I need to consider? Action(s)
15. Formal Training Program	- Captains shall be the primary source of training for each crew. - Captains shall plan, schedule, deliver (or get resources to deliver), and evaluate training.	- This makes me even more responsible for Smoky's performance
B. Department "Tradition, History and Culture"		
1. Group Standards (What is accepted/valued in the department?)	- We need to depend on each other for our safety. - We want to be proud of the service we provide. - We should work as a team. - Longevity should be respected and rewarded. - Exceptions should be made for "old-timers." - "Old-timers" should pull their weight. - The job is changing, and we need to change with it.	- Some folks will not be very happy with me if I discipline Smoky..
*(Note: It is normal for many standards to be **contradictory!**)*		
2. Precedents Set (What was done in the past?)	- Old Smoky has been "passed" on his evaluations by several previous Captains. - Old Smoky has not been penalized for poor performance.	- Evaluating Smoky fairly and honestly will make them look bad.
3. Group Maturity Communications Skills Conflict Styles Consensus Style of Decision	- Poor. - Avoidance. - Not used.	- Most other COs would simply ignore the problem. - Doing what's right may make me unpopular for a while.

Resources/Guidelines	What does this resource say about this specific problem? Are there specific standards?	As CO, What do I need to consider? Action(s)
4. Definition of excellence (As a evidence by general attitudes/behavior)	- Go along to get along. - Don't hurt anyone. - Don't get caught. - Don't "harass the troops."	- Most people probably expect me to find an "easy way out." - **But** my own folks have demanded action even though **they** don't want to get involved.
5. Degree of Pride, Respect for Standards, Concern for Image, Tolerance for Differences, etc.	-Senior departments members ignore "people problems." -"Couch potatoes" tolerated. - "Whatever you do, don't make the department look bad." - "We are the best department in this country."	- I may not get management support if I recommend disciplinary action.
C. Personal Standards/Ethics		
1. Clarity/Sureness About Own Values	- I believe individuals should **not** be allowed to endanger others' safety (inside and outside department)	- I've been preaching this to subordinates ever since I made lieutenant.
2. Past Experience in Similar Matters	- I've never had to do a similar performance before evaluation.	- But I've always done honest evaluations and I haven't avoided potential conflicts.
3. What Is At Risk?	- I have to weigh risk of injury or suit against a possible complaint or grievance from Old Smoky. - My image as a leader is at stake.	- Smoky has a right to file a complaint but I get paid to make a good decisions.

Resources/Guidelines	What does this resource say about this specific problem? Are there specific standards?	As CO, What do I need to consider? Action(s)
4. Who will be affected? Relative Importance of Their Interest/Needs in my judgment.	Importance--1 low, 10 high Smoky: 7 Firefighters: 9 Public: 10 Me: 5 The Department: 8 Previous Supervisors: 5	- I need to respect my own values even if there's a persona; risk of unpopularity at stake.
5. What does my **Gut** Say?	- I must go beyond counseling and take the next step in progressive discipline (formal reprimand, suspension, etc., if needed)	- I'd never be able to forgive myself if Smoky harmed someone.

Final Decision:

Smoky's performance is unacceptable and I need to take action in order to protect the public, his coworkers, and the department.

Action Plan:

1. Immediately inform Smoky that his performance is unsatisfactory (and why) and set up a formal interview with him. (No later than next shift.)
2. Document all substandard performance and cite nay relevant existing policies, SOPs, standards, etc.
3. Determine appropriate progressive discipline actions for each infraction.
4. Prepare necessary paperwork and discuss with supervisor, if appropriate/required.
5. Meet with Smoky. Stick to the facts. Inform him of his rights appeal. Don't get intimidated if he starts to threaten.

This page intentionally left blank.

CHARACTERISTICS OF AN ETHICAL ORGANIZATION, LEADER, AND DECISION

Characteristics of an Ethical Organization

- Senior management defines and clarifies standards, values, and ethics.
- Senior management demonstrates a commitment to those ethics, and expects a similar commitment by all members.
- The organization supports and rewards ethical behavior and ethical solutions to problems.
- The organization gives consideration to all stakeholders--the community, policymakers, staff, and special interest groups.
- The organization as a whole prides itself on its ideals and on striving toward them.
- How it is perceived by the community.

Characteristics of an Ethical Leader

- Models ethical behavior after others.
- Attempts to balance personal ethics with those of the organization.
- Considers impact of decisions on all others who will be affected.
- Operates with integrity, honesty, and courage.
- Approaches ethics from a positive point of view, guided by his/her own ethical compass or conscience.

Tests of an Ethical Decision (Organizational or Personal)

- Do I feel unembarrassed, unashamed, not guilty, not defensive?
- Do I object to my decision being published openly?
- Am I willing to risk criticism for my decision?

- Could I justify and defend my decision to my greatest critics and enemies?
- Have I considered all who would be affected by the decision and given them proper priority or weight?
- **Does it feel right in my gut--is my conscience clear?**

An Ethical Decision

1. Honors formal department decisions and documents.
2. Will not violate laws, rules, etc.
3. Reflects reasonable and positive cultural characteristics.
4. Reflects the interest of all parties as much as possible.
5. **Feels right!**

BIBLIOGRAPHY

Ethics. (1994). Module 4 in *Leadership II: Strategies for personal success*. Emmitsburg, MD: National Fire Academy.

ADDITIONAL READINGS

Bowie, N.E. (ed.). (2002). *The Blackwell guide to business ethics.* Malden, MA: Blackwell.

Brady, F.N. (1990). *Ethical managing: Rules and results.* New York: Macmillan.

Caldwell, C., Bischoff, S.J., & Karri, R. (2002). The four umpires: A paradigm for ethical leadership. *Journal of Business Ethics, 36*(1/2), 153-163.

Carmevale, D.G. (1995). *Trustworthy government: Leadership and management strategies for building trust and high performance*. San Francisco: Jossey-Bass.

Di Norcia, V. (1998). *Hard like water: Ethics in business*. New York: Oxford University Press.

Fisher, C., & Lowell, A. (2003). *Business ethics and values*. Harlow, England: Prentice Hall.

Galford, R.M., & Drapeau, A.S. (2002). *The trusted leader: Bring out the best in your people and your company.* New York: Free Press.

Gough, R.W. (1999). *Character is destiny: The value of personal ethics in everyday life.* New York: McGraw-Hill.

Griffin, D. (2002). *The emergence of leadership: Linking self-organization and ethics.* New York: Routledge.

Harkins, P. (1999). *Powerful conversations: How high-impact leaders communicate.* New York: McGraw-Hill.

Johnson, J. (2002, November). Ethical leaders reflect accountability. *LP Gas, 62,* 8.

Johnson, L. (2003). *Absolute honesty: Building a corporate culture that values straight talk and reward integrity.* New York: American Management Association.

Lewis, J.P. (2003). *Project leadership*. New York: McGraw-Hill.

Newton, L.J., & Ford, M.M. (eds.). (1998). *Taking sides: Business ethics and society.* New York: McGraw-Hill.

Nooteboom, B., & Six, F. (eds.). (2003). *The trust process in organizations: Empirical studies of the determinants and the process of trust development.* Northampton, MA: Cheltenham, UK.

Paine, L.S. (2003). *Value shift: Why companies must merge social and financial imperatives to achieve superior performance.* New York: McGraw-Hill.

Parry, K.W., & Proctor-Thomas, S.B. (2002). Perceived integrity of transformational leaders in organizational settings. *Journal of Business Ethics, 35*(2), 75-96.

Reynolds, L. (1997). *The trust effect: Creating the high trust, high performance organization.* Sonoma, CA: Nicholas Bealeu.

Rowson, R. (1999). *Introduction to personal and professional ethics: Morality explained.* London, England: Kingsley Jessica.

Schminke, M. (ed.). (1998). *Managerial ethics: Moral management of people and processes.* Mahwah, NJ: Lawrence Erlbaum Associates.

Shaw, W.H. (1992). *Social and personal ethics.* Belmont, CA: Wadsworth.

APPENDIX

EXAMPLE CHECKLIST FOR ETHICAL DECISIONS

This page intentionally left blank.

EXAMPLE CHECKLIST FOR ETHICAL DECISIONS

My specific ethical problem: "Old Smoky"--Is his performance acceptable or unacceptable? What action(s) should I take?

Resources/Guidelines	What does this resource say about this specific problem? Are there specific standards?	As CO, What do I need to consider? Action(s)
A. Documents		
1. Mission Statement		
2. Value Statement		
3. Master Plan, Risk Management		
4. Goals/Objectives		
5. Priorities/Critical Actions (high priority actions)		
7. Standard Operation Procedures (SOP's)		
8. Code/Laws/Ordinances/ Regulations, etc.		

Resources/Guidelines	What does this resource say about this specific problem? Are there specific standards?	As CO, What do I need to consider? Action(s)
9. Schedules/Work Programs		
10. Chain of Command? Organizational Structure		
11. Job Descriptions		
12. Team Assignments/ Special Projects		
13. Monitoring and Evaluation System		
14. Performance Standards		
15. Formal Training Program		
B. Department "Tradition, History and Culture"		
1. Group Standards (What is accepted/valued in the department?)		
*(Note: It is normal for many standards to be **contradictory!**)*		

Resources/Guidelines	What does this resource say about this specific problem? Are there specific standards?	As CO, What do I need to consider? Action(s)
2. Precedents Set (What was done in the past?)		
3. Group Maturity Communications Skills Conflict Styles Consensus Style of Decision		
4. Definition of excellence (As a evidence by general attitudes/behavior)		
5. Degree of Pride, Respect for Standards, Concern for Image, Tolerance for Differences, etc.		
C. Personal Standards/Ethics		
1. Clarity/Sureness About Own Values		
2. Past Experience in Similar Matters		
3. What Is At Risk?		

Resources/Guidelines	What does this resource say about this specific problem? Are there specific standards?	As CO, What do I need to consider? Action(s)
4. Who will be affected? Relative Importance of Their Interest/Needs in my judgment.		
5. What does my **Gut** Say?		

Final Decision:

Action Plan:

MODULE 5: LEADING OTHERS

TERMINAL OBJECTIVE

The students will be able to examine factors that contribute to leading others.

ENABLING OBJECTIVES

The students will:

1. *Identify and categorize diversity in their department or company.*
2. *Identify job satisfiers that are relevant to their company.*
3. *Determine their beliefs, attitudes, and management style toward their own department.*
4. *List key concepts related to continuous motivation.*

This page intentionally left blank.

MORE ON YOUR MANAGERIAL ROLE

You have three responsibilities:

1. Learn and apply all you can regarding best practices for good management.

2. Assess your followers' developmental needs.

3. Match your leadership style to the situation (including follower needs) to optimize performance.

Mintzberg's Ten Managerial Roles

Henry Mintzberg, a world-reknowned management expert believes that "real bosses spent more time responding quickly to crises, than anything else." (*The Nature of Managerial Work*. Harper and Row, 1973.) He also favors "reflection" and the ability to "ask the right questions." Useful URL Web address: http://oak.cats.ohiou.edu/~chappell/Roles.html

This page intentionally left blank.

Table 5-1
Mintzberg's Ten Managerial Roles

INTERPERSONAL	**Figurehead**	Perform ceremonial and symbolic duties such as greeting visitors, signing legal documents.
	Leader	Direct and motivate subordinates, training, counseling, and communicating with subordinates.
	Liaison	Maintain information links both inside and outside organization; use mail, phone calls, meetings.
INFORMATIONAL	**Monitor**	Seek and receive information; scan periodicals and reports; maintain personal contacts.
	Disseminator	Forward information to other organization members; send memos and reports; make phone calls.
	Spokesperson	Transmit information to outsiders through speeches, reports, and memos.
DECISIONAL	**Entrepreneur**	Initiate improvement projects, identify new ideas, and delegate idea responsibility to others.
	Disturbance Handler	Take corrective action during disputes or crises; resolve conflicts among subordinates; adapt to environmental crises.
	Resource Allocator	Decide who gets resources, scheduling, budgeting, and setting priorities.
	Negotiator	Represent department during negotiation of union contracts, sales, purchases, budgets; represent departmental interests.

This page intentionally left blank.

Activity 5.1

Knowing Others

Purpose

To identify and categorize diversity in your department.

Directions

1. Individually, take 2 minutes to list as many types of diversity as you can think of.

2. Then as a group, determine a list of no more than 20 types of diversity and list them on an easel pad. Place them into two or three categories.

3. Be prepared to discuss your category lists.

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

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 possibly may 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 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 often are 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, which are not mutually exclusive:

1. People in that category (ethnic, gender, appearance) are that way because of genetic disposition.

   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.

CONCEPT OF X's AND O's

Consequences of Being Different

"A Tale of O" 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, 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 (example: nursing);
- a female moving into a traditionally male role, position, or group (example: firefighter);
- a British person (or Japanese, Russian, etc.) among Americans;
- a blind person among sighted;
- a professional among nonprofessionals;
- a married person among singles;
- an older person among a younger group;
- a child among adults; and
- a person in a wheelchair 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 work mates. 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? Do the job and the boss give them 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, 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.

Quite often the powerless are 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 to nurture true leadership. Increased productivity can be encouraged by turning on the power.

KNOW YOUR PEOPLE

Knowing what goes on and how to apply the correct approach can make the difference between failure and success. It's not good enough just to "get along."

People's lives and property are at stake. Your reputation is important. According to a Gallup survey

> "Most organizations run at about 1/3 of their potential."

A good review of "What Leaders Should Know about Basic Human Behaviors at Work" can be found (and read) by going on the Internet to the following URL:
http://www.leadershipadvantage.com/basichumanbehavioratwork.shtml

Model	Based On	References
Maslow's Hierarchy	Satisfying one's needs	www.ship.edu/~cgboeree/maslow.html
McGregor's Theories X, Y, and Z	Beliefs about human nature	www.accel-team.com/humanrelations/hrels_03_mcgregor.html
Livingston's Pygmalion Theory	Management expectations for behavior	www.accel-team.com/pygmalion/
Keirsey's Character and Temperament Types	Personality; similar to Myers-Briggs	www.keirsey.com http://keirsey.com/work.html

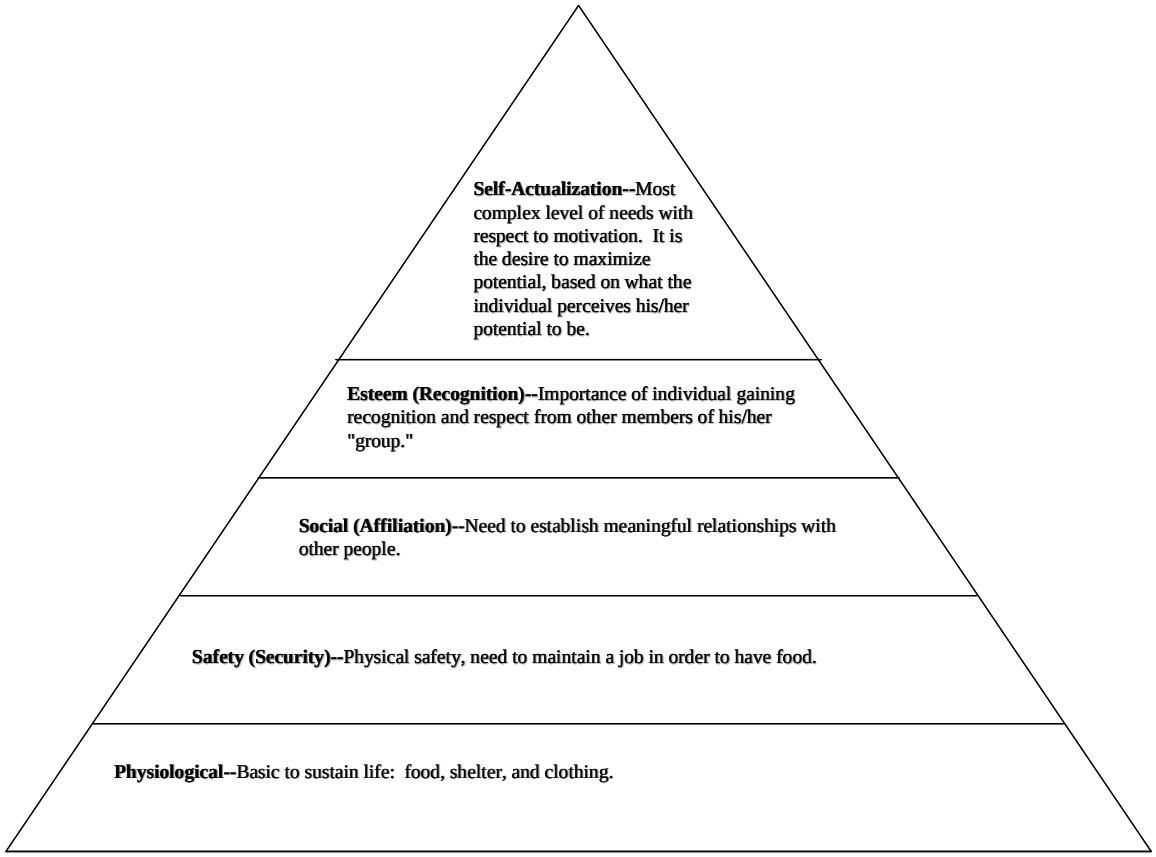
THEORIES OF MOTIVATION

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, and 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.
- **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.



Motivational Needs	Job-Related Satisfiers
Physical	• Pleasant working conditions • Adequate wage or salary • Rest periods • Labor-saving devices • Efficient work methods
Safety	• Safe working conditions • Seniority • Fringe benefits • Proper supervision • Sound company policies, programs, and practices
Social	• Opportunities for interaction with others • Team spirit • Friendly coworkers
Esteem	• Status symbols • Merit awards • Challenging work • Sharing in decisions • Opportunity for advancement
Self-Actualization	• Involvement in planning your work • Freedom to make decisions affecting work • Creative work to perform • Opportunities for growth and development

Activity 5.2

Fix Your Human Resource Problems

Purpose

To identify job satisfiers that are applicable to one's company.

Directions

1. Review the table on Maslow's Job-Related Satisfiers.

2. Identify a problem in your company (with a staff member). _____

   The **motivational need** is _____

3. List at least two possible satisfiers that you could implement when you return home.

   _____
   _____
   _____
   _____

This page intentionally left blank.

THEORIES X, Y, AND Z

Refer back to SM p. 5-14 (Models/References).

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 Human Relations 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.

www.accel-team.com/humanrelations/hrels_03_mcgregor.html

Theory Z (Ouchi) lets the worker design the job. In the fire department you can permit staff to select where to place equipment, and to design and/or implement different fire protection programs.

This page intentionally left blank.

Activity 5.3

Your Beliefs

Purpose

To determine your own beliefs about your staff, and possible approaches for managing those beliefs.

Directions

1. As a group, list on an easel pad four beliefs you have about managing your staff. These beliefs may be positive or negative.

2. Let the instructor know when your group has your list completed.

3. Rotate to the next table. Brainstorm how to handle the attitudes (or in case of a positive attitude, how to encourage it to continue) that are listed on that table's easel pad. Select a recorder from your small group to record your group's responses on an easel pad.

4. Be prepared to discuss each group's findings.

Beliefs About Staff	Your Management Strategy

This page intentionally left blank.

LIVINGSTON'S PYGMALION EFFECT

Refer back to SM p. 5-14 (Models/References).

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.

KEIRSEY'S CHARACTER AND TEMPERAMENT TYPES

Refer back to SM p. 5-14 (Models/References).

There are two sides to personality: character and temperament.

- character: your habits or disposition; and
- temperament: your predisposition or tendency.

Example: It is your tendency, as an emergency responder, to rush into a fire to search and rescue, then fight fires.

A good CO identifies his/her own temperament **and** the temperaments of company members. Remember, CO's who know and understand what inspires their people to perform at their best are better equipped to run an efficient company.

Temperament is

- what we think and feel;
- what we want and need; and
- what we say and do.

Keirsey Temperament Sorter helps to identify a basic personality type. It measures preferences; not skills. There are no right or wrong responses. Only those that fit you and those that do not. One personality type is not better than another.

There are four temperament types:

- artisan
- guardian
- idealist
- rational

This page intentionally left blank.

Activity 5.4

Temperament Types

Purpose

To determine how to work with people having different temperaments.

Directions

1. Given the characteristics and descriptors for each temperament, each table will be assigned one of the temperaments and will discuss ways of working with people having that temperament.

2. Each group must list its ways of working with its assigned temperament.

3. Each group spokesperson will report briefly on the results of the discussion.

This page intentionally left blank.

Activity 5.4 (cont'd)

Temperament Type 1--Artisan--Spontaneous and Playful

Characteristics

- View world as facts and realities.
- Focus on concrete and practical.
- Live in the here and now.
- Born for action.
- Make free, spontaneous maneuvers that get quick, effective results.
- Need to feel free to act.
- Want flexibility to go with flow.
- Don't get locked up in rules and procedures.
- Willing to do what will give quick payoff, even if they bend rules.

Descriptors

- Colorful.
- Effective.
- Tactical.
- Physical.
- Playful.
- Optimistic.
- It's the breaks.
- Today.
- Center of things.
- Graceful.
- Daring.
- Adaptable.
- Excited.
- Impulsive.
- Generous.

1. How to manage (lead) this temperament:

_____
_____
_____
_____

2. How to motivate them?

_____
_____
_____
_____

Temperament Type 2--Guardian--Sensible and Judicious

Characteristics

- Sensible, down-to-earth people.
- Backbone and stabilizer of society.
- View world from perspective of specific details and practical realities.
- Want to make decisions about what they see.
- They want to organize and bring stability to organization.
- Sensitive to customs and traditions.
- They live within constraints and believe others should as well.
- Grounded, practical, dependable.
- Have realistic picture of time and task.
- They want to know the details.
- Not initiators of change.
- Keep organizations running smoothly.
- Careful to follow rules and respect rights of others.

Descriptors

- Factual.
- Law-abiding.
- Logistical.
- Managerial.
- Stoical.
- Cautious.
- It's God's will.
- Yesterday.
- Gatekeeper.
- Dependable.
- Helpful.
- Respectable.
- Concerned.
- Authority.
- Belonging.
- Steady.

1. How to manage (lead) this temperament:

_____

_____

_____

2. How to motivate them?

_____

_____

_____

Temperament Type 3--Idealist--Intuitive and Fervent

Characteristics

- View world in terms of possibilities, relationships, connections, and meanings.
- Believe friendly cooperation is way to achieve goals.
- Highly ethical--have strict standard of integrity.
- Make decisions based on values.
- Want meaning and fulfillment in what they do.
- Emphathetic personalities.
- Awareness of self and others.
- Help others to express their humanness.
- Can assess emotional environment of situation.
- Sometimes self-centered.
- Speak of what they hope for and imagine what might be.
- Try to reach goals without compromising personal ethics.

Descriptors

- Imaginative.
- Ethical.
- Diplomatic.
- Personal.
- Humanitarian.
- Trustful.
- It's a mystery (don't know why it happened).
- Tomorrow is important.
- Kindhearted.
- Authentic.
- Enthusiastic.
- Intuition.
- Romance.
- Introspective.

1. How to manage (lead) this temperament:

_____
_____
_____
_____

2. How to motivate them?

_____
_____
_____
_____

Temperament Type 4--Rational--Ingenious and Theoretical

Characteristics

- Prefer intuition and thinking.
- Comprehend natural world in its complexity.
- Don't care about being politically correct.
- Look for meaning and relationships.
- Prefer making logical and analytical judgments.
- Abstract principles guide decisionmaking.
- Insights have impersonal quality.
- Have "big picture" focus.
- Need to have things make logical sense.
- Change oriented.
- Have trouble with authority.
- Would rather leave implementation to others.
- Not sensitive to people's feelings.
- Competence is all-important.

Descriptors

- Theoretical.
- Efficient.
- Strategic.
- Analytical.
- Pragmatic.
- Doubtful.
- Time on task.
- Ingenious.
- Determined.
- Independent.
- Calm.
- Logic.
- Achievement.
- Curious.

1. How to manage (lead) this temperament:

_____
_____
_____
_____

2. How to motivate them?

_____
_____
_____

CONTINUOUS MOTIVATION

There are many benefits when a CO practices continuous motivation. There are benefits to the community, company, crew, and the CO.

The real secret is for the CO to treat each staff member as an individual (with individual goals and aspirations). Even in today's world, it is possible to maintain standards across the organization and focus upon individual needs and desires.

This page intentionally left blank.

Activity 5.5

Video Notes

Purpose

To list key concepts related to continuous motivation.

Directions

1. As you watch the video "Continuous Motivation," jot down key points.
2. Be prepared to discuss the video afterward.

Part I: The Plan

Concept 1: Different people are motivated by_____
_____
_____

Concept 2: Know what performance you want to_____
_____
_____

Part II: Put Plan in Action

Concept 1: Catch a staff member_____
_____
_____

Concept 2: Reward_____
_____
_____

Concept 3: Be specific with_____
_____
_____

Part III: Continuous Motivator

Concept 1: Motivation is a_____
_____
_____

Part IV: The Number One Motivator

Concept 1: Recognition must come directly from_____

_____

_____

Concept 2: Staff wants recognition for_____

_____

_____

Concept 3: The two most powerful words of a manager are_____

_____

_____

Activity 5.6

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. **Do not open the envelope and distribute the pieces yourself**. The instructor(s) will open the envelopes and distribute the pieces equally among all members of the group, with three pieces in front of each member.

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. Some specific limitations during the exercise:

   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 give pieces voluntarily directly to other members.

   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.

GROUP DYNAMICS

Overview

This unit addresses the interpersonal subject of group relationships. With the exception of one- and two-person fire service agencies, all fire service 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 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 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 hand tools 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 tend to 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.

TEAMS

Team Definition

A group of people (at least two), working toward a common goal, who need each other to reach that goal (interdependent).

Stages

1. Forming--nice, polite.
2. Storming--hidden agendas enter through conversation.
3. Norming--all play by rules.
4. Conforming/Performing--work gets done.

Activity 5.7

Foot Touch

Purpose

To develop group problem-solving and communication skills while encouraging cooperation to complete a task. Trust and diversity awareness, both toward individuals and for the team as a whole, is enhanced while demonstrating physical accomplishment.

Directions

1. Your class will be divided into two groups.

2. Take 5 minutes to determine your group's plan of action.

3. After you indicate that your group is ready and in position, the instructor will give you the start signal.

4. Your group's goal is to maintain foot contact with the person(s) next to you while moving as a group over a designated course to the finish line. The goal is for the team to be successful in completing the course.

5. The second group will observe the first to ensure compliance with the rules of the exercise. If contact is broken at any time, as observed, the group must return to the start line and begin the activity again.

6. The activity may be restarted no more than three times for each team.

This page intentionally left blank.

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.

Refer to the five symptoms of group dysfunction and see how to combat it.

1. **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 Module 1: Management Traits, 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.

2. **Putting down other members**--Rather than emphasize weaknesses, emphasize strengths. Use active listening skills from Module 6: Communication, and Module 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.

3. **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.

4. **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.

5. **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.

BIBLIOGRAPHY

www.ship.edu/~cgboeree/maslow.html

www.accel-team.com/humanrelations/hrels_03_mcgregor.html

www.accel-team.com/pygmalion/

www.keirsey.com

http://fe.pennnet.com/

http://leadershipadvantage.com/basichumanbehaviorsatwork.shtml

ADDITIONAL READINGS

Conger, J. (1998). Leadership: Art of empowering others. *Academy of Management Journal, 3*(1), 17-24.

Daniels, A.C. (2000). *Bringing out the best in people: How to apply the astonishing power of positive reinforcement*. New York: McGraw-Hill.

Dell, T. (1993). *Motivating at work: Empowering employees to give their best.* Los Altos, CA: Crisp Corporation.

Krause, T.R. (2000, March). Motivating employees for safety success. *American Society of Safety Engineers*, 22-25.

McIntosh, R.K. & Fedor, J. (2001). W*here did I put the cattle prod? Hiring, motivating and retaining employees in the new millennium.* Euclid, OH: Lakeshore Communications, Inc.

Pepitone, B.S., & Bruce, A. (1998). *Motivating employees.* New York: McGraw-Hill.

This page intentionally left blank.

APPENDIX A

MASLOW'S HIERARCHY OF NEEDS

This page intentionally left blank.

MASLOW'S HIERARCHY OF NEEDS

from Psychology - The Search for Understanding
by Janet A. Simons, Donald B. Irwin and Beverly A. Drinnien
West Publishing Company, New York, 1987

Abraham Maslow developed a theory of personality that has influenced a number of different fields, including education. This wide influence is due in part to the high level of practicality of Maslow's theory. This theory accurately describes many realities of personal experiences. Many people find they can understand what Maslow says. They can recognize some features of their experience or behavior which is true and identifiable but which they have never put into words.

Maslow is a humanistic psychologist. Humanists do not believe that human beings are pushed and pulled by mechanical forces, either of stimuli and reinforcements (behaviorism) or of unconscious instinctual impulses (psychoanalysis). Humanists focus upon potentials. They believe that humans strive for an upper level of capabilities. Humans seek the frontiers of creativity, the highest reaches of consciousness and wisdom. This has been labeled "fully functioning person", "healthy personality", or as Maslow calls this level, "self-actualizing person."

Maslow has set up a hierarchic theory of needs. All of his basic needs are instinctoid, equivalent of instincts in animals. Humans start with a very weak disposition that is then fashioned fully as the person grows. If the environment is right, people will grow straight and beautiful, actualizing the potentials they have inherited. If the environment is not "right" (and mostly it is not) they will not grow tall and straight and beautiful.

Maslow has set up a hierarchy of five levels of basic needs. Beyond these needs, higher levels of needs exist. These include needs for understanding, esthetic appreciation and purely spiritual needs. In the levels of the five basic needs, the person does not feel the second need until the demands of the first have been satisfied, nor the third until the second has been satisfied, and so on. Maslow's basic needs are as follows:

Physiological Needs

These are biological needs. They consist of needs for oxygen, food, water, and a relatively constant body temperature. They are the strongest needs because if a person were deprived of all needs, the physiological ones would come first in the person's search for satisfaction.

Safety Needs

When all physiological needs are satisfied and are no longer controlling thoughts and behaviors, the needs for security can become active. Adults have little awareness of their security needs except in times of emergency or periods of disorganization in the social structure (such as widespread rioting). Children often display the signs of insecurity and the need to be safe.

Needs of Love, Affection and Belongingness

When the needs for safety and for physiological well-being are satisfied, the next class of needs for love, affection and belongingness can emerge. Maslow states that people seek to overcome feelings of loneliness and alienation. This involves both giving and receiving love, affection and the sense of belonging.

MASLOW'S HIERARCHY OF NEEDS

Needs for Esteem

When the first three classes of needs are satisfied, the needs for esteem can become dominant. These involve needs for both self-esteem and for the esteem a person gets from others. Humans have a need for a stable, firmly based, high level of self-respect, and respect from others. When these needs are satisfied, the person feels self-confident and valuable as a person in the world. When these needs are frustrated, the person feels inferior, weak, helpless and worthless.

Needs for Self-Actualization

When all of the foregoing needs are satisfied, then and only then are the needs for self-actualization activated. Maslow describes self-actualization as a person's need to be and do that which the person was "born to do." "A musician must make music, an artist must paint, and a poet must write." These needs make themselves felt in signs of restlessness. The person feels on edge, tense, lacking something, in short, restless. If a person is hungry, unsafe, not loved or accepted, or lacking self-esteem, it is very easy to know what the person is restless about. It is not always clear what a person wants when there is a need for self-actualization.

The hierarchic theory is often represented as a pyramid, with the larger, lower levels representing the lower needs, and the upper point representing the need for self-actualization. Maslow believes that the only reason that people would not move well in direction of self-actualization is because of hindrances placed in their way by society. He states that education is one of these hindrances. He recommends ways education can switch from its usual person-stunting tactics to person-growing approaches. Maslow states that educators should respond to the potential an individual has for growing into a self-actualizing person of his/her own kind. Ten points that educators should address are listed:

1. We should teach people to be *authentic,* to be aware of their inner selves and to hear their inner-feeling voices.
2. We should teach people to *transcend their cultural conditioning* and become world citizens.
3. We should help people *discover their vocation in life,* their calling, fate or destiny. This is especially focused on finding the right career and the right mate.
4. We should teach people that *life is precious,* that there is joy to be experienced in life, and if people are open to seeing the good and joyous in all kinds of situations, it makes life worth living.
5. We must *accept the person* as he or she is and help the person learn their inner nature. From real knowledge of aptitudes and limitations we can know what to build upon, what potentials are really there.
6. We must see that the person's *basic needs are satisfied.* This includes safety, belongingness, and esteem needs.
7. We should *refreshen consciousness,* teaching the person to appreciate beauty and the other good things in nature and in living.
8. We should teach people that *controls are good,* and complete abandon is bad. It takes control to improve the quality of life in all areas.
9. We should teach people to transcend the trifling problems and *grapple with the serious problems in life.* These include the problems of injustice, of pain, suffering, and death.
10. We must teach people to be *good choosers.* They must be given practice in making good choices.

APPENDIX B

THE THREE BASIC APPROACHES TO IMPROVING PRODUCTIVITY

This page intentionally left blank.

Section 2: Approach

The Three Basic Approaches to Improving Productivity

| Intro | Scientific Management | Financial Control | Human Factors |
| Mayo | Maslow | McGregor | Likert | Herzberg | McClelland | Argyris |

Douglas McGregor -Theory X and Theory Y

Douglas McGregor in his book, "The Human Side of Enterprise" published in 1960 has examined theories on behavior of individuals at work, and he has formulated two models which he calls Theory X and Theory Y.

Theory X Assumptions

The average human being has an inherent dislike of work and will avoid it if he can.

- Because of their dislike for work, most people must be controlled and threatened before they will work hard enough.
- The average human prefers to be directed, dislikes responsibility, is unambiguous, and desires security above everything.
- These assumptions lie behind most organizational principles today, and give rise both to "tough" management with punishments and tight controls, and "soft" management which aims at harmony at work.
- Both these are "wrong" because man needs more than financial rewards at work, he also needs some deeper higher order motivation - the opportunity to fulfill himself.
- Theory X managers do not give their staff this opportunity so that the employees behave in the expected fashion.

Theory Y Assumptions

- The expenditure of physical and mental effort in work is as natural as play or rest.
- Control and punishment are not the only ways to make people work, man will direct himself if he is committed to the aims of the organization.
- If a job is satisfying, then the result will be commitment to the organization.
- The average man learns, under proper conditions, not only to accept but to seek responsibility.

- Imagination, creativity, and ingenuity can be used to solve work problems by a large number of employees.
- Under the conditions of modern industrial life, the intellectual potentialities of the average man are only partially utilized.

Comments on Theory X and Theory Y Assumptions

These assumptions are based on social science research which has been carried out, and demonstrate the potential which is present in man and which organizations should recognize in order to become more effective.

McGregor sees these two theories as two quite separate attitudes. Theory Y is difficult to put into practice on the shop floor in large mass production operations, but it can be used initially in the managing of managers and professionals.

In "The Human Side of Enterprise" McGregor shows how Theory Y affects the management of promotions and salaries and the development of effective managers. McGregor also sees Theory Y as conducive to participative problem solving.

It is part of the manager's job to exercise authority, and there are cases in which this is the only method of achieving the desired results because subordinates do not agree that the ends are desirable.

However, in situations where it is possible to obtain commitment to objectives, it is better to explain the matter fully so that employees grasp the purpose of an action. They will then exert self-direction and control to do better work - quite possibly by better methods - than if they had simply been carrying out an order which the y did not fully understand.

The situation in which employees can be consulted is one where the individuals are emotionally mature, and positively motivated towards their work; where the work is sufficiently responsible to allow for flexibility and where the employee can see his own position in the management hierarchy. If these conditions are present, managers will find that the participative approach to problem solving leads to much improved results compared with the alternative approach of handing out authoritarian orders.

Once management becomes persuaded that it is under estimating the potential of its human resources, and accepts the knowledge given by social science researchers and displayed in Theory Y assumptions, then it can invest time, money and effort in developing improved applications of the theory.

McGregor realizes that some of the theories he has put forward are unrealizable in practice, but wants managers to put into operation the

Douglas McGregor. Theory X Theory Y employee motivation theory

basic assumption that:

- staff will contribute more to the organization if they are treated as responsible and valued employees.

This page intentionally left blank.

APPENDIX C

TEAMBUILDING--THE EFFECT OF LEADER PERCEPTIONS

This page intentionally left blank.

Section 2: Approach

Team Building – The Effect of Leader Perceptions

| Intro | Key principles | Corollaries 1 & 2 | Corollaries 3 & 4 | Corollaries 5 & 6 | Corollaries 7 & 8 | Examp

The Self-fulfilling Prophecy or Pygmalion Effect

Introduction

In 1911 two researchers with the unlikely names of Stumpt and Pfungst began an investigation of an even more unlikely horse named Clever Hans. The unlikely thing about Hans was that he could add, subtract, multiply, divide, spell and solve problems involving musical harmony. Any number of animals had been taught to perform such tricks before, but they all had to be cued by their trainers.

The really clever thing about Clever Hans was that he could run through his repertoire even when his owner a German mathematician named Von Osten, was not present. The horse would answer questions for anyone. Von Osten swore he was mystified by the whole thing.

In '*Teachers and the Learning Process*' (Prentice-Hall, 1971), Robert Strom describes what Stumpt and Pfungst learned. "Among the first discoveries made was that if the horse could not see the questioner, Hans was not clever at all. Similarly, if the questioner did not himself know the answer to the question, Hans could not answer it either... A forward inclination of the head of the questioner would start Hans tapping, Pfungst observed... as the experimenter straightened up, Hans would stop tapping he found that even the raising of his eyebrows was sufficient. Even the dilation of the questioner's nostrils was a cue for Hans to stop tapping."

In other words, unwittingly, people were giving the horse the correct answers by communicating their expectations to him via physical signals. Hans was able to pick up on those signals even subtle ones.

He was clever only when people expected him to be!

A management concept

As it is known and taught today in management and education circles, the notion of the self-fulfilling prophecy was conceptualized by Robert Merton a professor of sociology at Columbia University. In a 1957

Self-fulfilling Prophecy or Pygmalion Effect at Work

work called '*Social Theory and Social Structure*', Merton said the phenomenon occurs when "a false definition of the situation evokes a new behavior which makes the original false conception come true."

In other words, once an expectation is set, even if it isn't accurate, we tend to act in ways that are consistent with that expectation. Surprisingly often, the result is that the expectation, as if by magic, comes true.

An ancient myth

Magic certainly was involved in the ancient myth from which the idea of the self-fulfilling prophecy takes its other common name. As Ovid told the story in the tenth book of Metamorphoses, the sculptor Pygmalion, a prince of Cyprus, sought to create an ivory statue of the ideal woman.

The result which he named Galatea, was so beautiful that Pygmalion fell desperately in love with his own creation. He prayed to the goddess Venus to bring Galatea to life. Venus granted his prayer and the couple lived happily ever after.

A modern update

That's where the name originated but a better illustration of the "Pygmalion Effect" is George Bernard Shaw's play Pygmalion, in which Professor Henry Higgins insists that he can take a Cockney flower girl and, with some vigorous training, pass her off as a duchess. He succeeds. But a key point lies in a comment by the trainee, Eliza Doolittle, to Higgins' friend Pickering:

"You see, really and truly, apart from the things anyone can pick up (the dressing and the proper way of speaking and so on), the difference between a lady and a flower girl is not how she behaves, but how she's treated. I shall always be a flower girl to Professor Higgins, because he always treats me as a flower girl, and always will, but I know I can be a lady to you because you always treat me as a lady, and always will."

The bottom line?

Consciously or not we tip people off as to what our expectations are. We exhibit thousands of cues, some as subtle as the tilting of heads, the raising of eye brows or the dilation of nostrils, but most are much more obvious. And people pick up on those cues.

APPENDIX D

TEMPERAMENT: DIFFERENT DRUMS, DIFFERENT DRUMMERS

This page intentionally left blank.

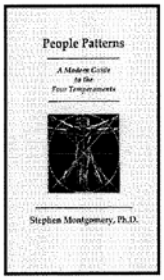
Temperament:

Different Drums, Different Drummers

The Four Temperaments

Personality: Character and Temperament

New! People Patterns: A Modern Guide to the Four Temperaments



$11.95 136 pgs
ISBN 1-885705-03-4

Special: Buy one,
get the second half-off

To order, call
800-754-0039

People Patterns

A Modern Guide to the Four Temperaments

Stephen Montgomery, Ph.D.

Stephen Montgomery offers a fresh new look at the four temperaments found in David Keirsey's ***Please Understand Me II***. Citing dozens of characters from popular books, movies, and TV --from ***Harry Potter*** and ***The Wizard of Oz*** to ***Sex and the City*** and ***Star Trek*** -- Dr. Montgomery brings alive the four basic "people patterns" that hold the key to personality types. Features a new short-form personality test (the "Shorter Sorter") and easy-to-read portraits of the Sixteen Types.

Self-Discovery

Temperament Type

Dating & Mating

Career & Jobs

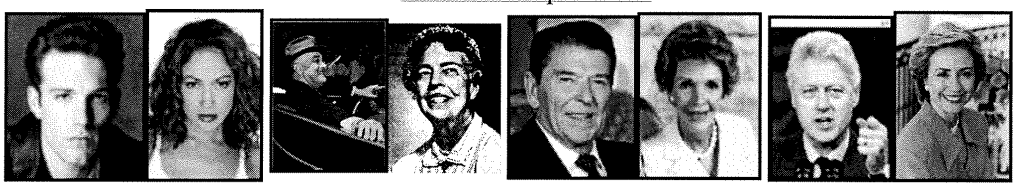
Parents & Children

- A Bestseller! Please Understand Me II
  - Reviews of Please Understand Me II
- A Bestseller for 25 years Please Understand Me
  - Reviews of Please Understand Me
- The Keirsey Temperament Sorter II An online personality questionnaire
  - Non-English Keirsey Temperament Sorters (Spanish, German, French, Portuguese, Norwegian, Swedish, Bosnian, Polish, Czech, Danish, Russian, Finnish, Ukranian)
  - Japanese
- The Four Temperaments: Artisan Guardian Idealist Rational

Keirsey Temperament and Character Web Site

Presidential Temperaments

Love & Temperament



Mating and Temperament

- Champions and Teachers
- An example: Pygmalion Project: Newland Archer
- Mating Relationships in Fiction

- Parenting and Temperament
- Leading and Temperament
- Work and Temperament
- About the web site
  - Frequently asked Questions
  - Frame version of Keirsey Web Site
  - Related Links
- Books, Audiotapes, and Video on Personality

  Books, Video, and Seminar Material by Prometheus Nemesis Book Company: Phone (800) 754-0039 or (760) 632-1575: Email: customerservice@matrixbooksinc.com
  - **Please Understand Me II**
    - Keirsey Temperament Sorter II
    - Please Understand Me, The Video
    - **Leadership, Temperament, and Talent**
    - **Sixteen Types**
    - **Four Type Booklets**
  - **Please Understand Me**
    - Please Understand Me, Audiotape
    - Versteh Mich Bitte (German version)
    - Por Favor Comprendeme (Spanish version)
    - Reprints
  - **Portraits of Temperament**
  - **Presidential Temperament**
  - **The Pygmalion Project:Love and Coercion Among the Types**
    - **Vol. 1: The Artisan**
    - **Vol. 2: The Guardian**
    - **Vol. 3. The Idealist**
- **Essays on Aspects of Temperament and Behavior**

Keirsey Temperament and Character Web Site

- **News Alert: Ritalin Class Action Suit**
- **TOO MUCH DOPE FOR TOO MUCH PLAY AND TOO LITTLE WORK**
- **The Great ADD Hoax**
- THE EVIL PRACTICE OF NARCOTHERAPY FOR ATTENTION DEFICIT
- **Abuse it -- Lose it**
- **Drugged Obedience in the School**
- **Learning in Style: Artisans in Action**

- **Recommended Books**
  - **Children the Challenge**
  - **Talk So Kids Will Listen and Listen So Kids Will Talk**
  - **Talking back to Ritalin**
- **Just Say No To Addicts**

- The Temperaments

- **Guardians**
  - Supervisor ESTJ
  - Inspector ISTJ
  - Provider ESFJ
  - Protector ISFJ
- **Artisans**
  - Promoter ESTP
  - Crafter ISTP
  - Performer ESFP
  - Composer ISFP
- **Idealists**
  - Teacher ENFJ
  - Counselor INFJ
  - Champion ENFP
  - Healer INFP
- **Rationals**
  - Fieldmarshal ENTJ
  - Mastermind INTJ
  - Inventor ENTP
  - Architect INTP

Dimensions of Temperament

- Extroversion and Introversion (E/I)
- Intuition and Sensing (N/S)
- Thinking and Feeling (T/F)
- Judgement and Perception (J/P)

Temperament Statistics on Keirsey Sorters

Last Updated May 3, 2002 by David Mark Keirsey

The Web Site for the Keirsey Temperament Sorter and Keirsey Temperament Theory

This page intentionally left blank.

APPENDIX E

LEADERSHIP THAT TAPS EMOTIONS

This page intentionally left blank.

FireEngineering.com
TRAINING THE FIRE SERVICE FOR 125 YEARS
Fire Engineering's fireEMS

Hot Items! Great Prices! FireFighter.Com

PennWell

Leadership THAT TAPS EMOTIONS

By Karl Bauer

People may like what they do, but they can do it wherever they like. Consequently, fire departments across the country spend untold sums of money assessing a candidate's commitment to their organization; but despite all the money spent, firefighters still come and go like the tide.

Those who have studied the concept of commitment to a job or an organization believe there are three leading forms of commitment: affective, normative, and continuance. While the clinical appeal of those terms somewhat belies the significance of their meaning, according to authors Paul Sweeney and Dean McFarlin,[1] their distinguishing features are quite familiar. Affective commitment refers to an employee's emotional attachment to the organization, while normative commitment denotes a member's obligation to remain, more or less succumbing to a sense of organizational peer pressure. The third type, continuance commitment, speaks to the familiar syndrome from which many a long-term employee suffer: All things considered, it simply costs too much to leave. Of these three, affective commitment compels the most.

If, as McFarlin and Sweeney propose, affective commitment supercedes the other two, then it reasonably follows that fire officers wishing to improve the quality and quantity of their subordinates' commitment to their organization must develop an understanding of how their particular managerial style may influence the emotional attachment of those they supervise.

Undoubtedly, the other two types of commitment merit attention. But, given the power of human emotion over human action, it would seem that fire officers would do well to pay assiduous attention to the sway their managerial style holds over their subordinates' emotions.

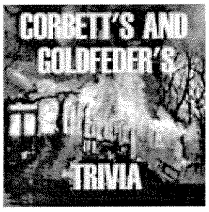
The Athenian Model

Using Athenian organizational democracy as a model for modern organizations, Brooke Manville and Josiah Ober[2] make a strong connection between managerial style and its influence over subordinates. While citing the unprecedented autonomy enjoyed by modern workers, they point out that most subordinates today have little voice in the direction of the company for which they work and, therefore, remain disenfranchised; distrustful; and, in many cases, cynical of professed desires to empower them. In essence, they claim that too many supervisors continue to motivate through "Pavlovian carrot-and-stick incentives."

In contrast to classic militaristic management style, they proffer Athenian organizational democracy as a preferable architecture of organizational citizenship. Not imposed, but rather grown organically out of the needs, beliefs, and actions of its members, the Athenian style constitutes a spirit of governance founded on the governmental precepts of the ancient Athenian people. It eschews the stifling bureaucracy so often found choking contemporary government and business and flattens the quintessential hierarchical, militaristically driven organization to one more attuned to fostering collaboration and instilling a sense of full-fledged ownership in the fortunes of the organization. Moreover, it calls on supervisors to collaborate with fellow workers and cultivate an environment that supports self-governance without task-oriented bureaucratic oversight.

That's fine, but how should fire officers apply such ideals to the rough and tumble world of the

Contact Us
About *Fire Engineering*
PennWell Bookstore



NEW FROM FIRE ENGINEERING

January 2003 Buyers Guide

Fire Engineering 2004 Buyers Guide Questionnaire

2004 Training Achievement Award

Fire Engineering 2002 Editorial Index (286KB PDF, right click and download file)

Fire Engineering 2001 Editorial Index (96KB PDF, right click and download file)

The Recruit Academy Process (136KB PDF, right click and download file)

Courage and Valor Nomination Form

fire station?

Memos Vs. Feelings

No doubt, most fire officers know how to write a good memo. After all, they've been reading them since they were probationary firefighters and have come to view them as the principal method of communication between supervisor and subordinate. If supervisors want to change the way buckets of foam are stored inside the station, they write a memo. If they're changing a firefighter's shift, they send him a memo. Want to inspire an entire engine company to treat the average drunk facedown in the gutter with the same care as they would a young child who's been run over by a car? Write a memo.

John Kotter refers to this cold, clinical style of communication as the "memo approach."[3] Simply stated, by overrelying on detailed explanations of the logical reasons to change (or simply laying down a terse order to do so), we've underrelied on what he and others have found to be a much more effective approach: presenting that which is emotionally compelling. According to Kotter, people change their behavior when they are motivated to do so, and that happens when we speak to their feelings. Great leaders are brilliant at doing precisely that.

Could an emotional approach work with firefighters? According to John Buckman, chief of the German Township Volunteer Fire Department in Evansville, Indiana, not only yes, but fire officers need to recognize that today's firefighters are motivated by intrinsic, emotionally charged values.[4] If allowed to operate under management that relies less on close supervision and detailed rules and more on self-management and initiative, firefighters in many cases will feel energized by their work, even passionate about it. They will view their job as something significant, something that makes a meaningful difference in our cynical world. They will begin to believe in the value of their endeavor because they feel intrinsically rewarded. They will become emotionally attached to the organization.

The Trust Factor

Perhaps nothing potentially engenders affective commitment more than a sense of trust. Conversely, members' affective motivation, or emotional attachment to the organization, can quickly sour once they feel betrayed.

Chief Randy Bruegman, Clackamas County (OR) Fire District and president of the International Association of Fire Chiefs, perhaps says it best: "This may seem almost cliché, but the trust within an organization is the bond that holds it together. Trust is the emotional response that you and those you work with share. It's co-dependency toward common objectives."[5]

The implication for fire officers desirous of improving the quality and quantity of their subordinates' commitment seems rather clear: They will experience greater success by addressing the affective or emotional component of their subordinates' organizational commitment—as long as they do it honestly.

This does not mean that fire officers must suddenly adopt the lugubriousness of an afternoon talk-show host. But the Athenian model provides at least a framework for giving organizational members a voice in determining the organization's development and direction. In contrast to the Olympian peaks of classic militaristic organizations, the Athenian model of organizational democracy flattens organizations, values and relies on intrinsic motivations, and engenders a sense of fulfillment in every member. Moreover, it demands honesty and a shared sense of trust to bind the organization.

Reduced to its essence, the notion of emotional leadership speaks to the need for fire officer training that goes beyond developing sound technical expertise to include a genuine understanding of how managerial style either encourages or dissuades a subordinate's emotional commitment. It suggests that, as fire officers, we must seek to understand a subordinate's emotional tie to the organization and learn how to effectively use self-management techniques while genuinely and enthusiastically rewarding initiative. It implies that successful fire officers will find a way to speak to their subordinates' emotions and thereby foster change in the desired direction. Above all else, it demands that, as fire officers, we will deal openly and forthrightly with those we supervise.

Endnotes

1. McFarlin, P.D. and D.B. Sweeney. Organizational Behavior Solutions for Management (New York, NY: McGraw-Hill, 2002).

Sponsored Link

Read Magazines Online
KeepMedia - 200,000+ articles from leading magazines. Free Trial!
www.KeepMedia.com

Articles
Products and information you need Buy It Now with no bidding! -aff
eBay.com

2. Manville, B. and J. Ober, "Beyond empowerment: building a company of citizens," Harvard Business Review, Motivating People, January 2003, 1-7.

3. Kotter, J., "The power of feelings," Leader to Leader, Winter 2003; www.pfdf.org/leaderbooks/l2l/winter2003/kotter.html.

4. Buckman, J., "Management for Intrinsic Rewards," Fire Engineering, July 2002.

5. Bruegman, R., "A matter of trust," Fire Chief, August 2002; http://firechief.com/ar/firefighting_matter_trust/index.htm.

KARL BAUER has been chief of the Palomar Mountain (CA) Volunteer Fire Department for the past five years. He is enrolled in the National Fire Academy's Executive Fire Officer Program and is working toward a master's degree in executive fire service leadership from Grand Canyon University. He is executive director of the San Diego County Task Force on Fire Prevention and Emergency Medical Services, a collaborative of fire departments, special districts, political leaders, and labor organizations.

Fire Engineering July, 2003
Author(s) : Karl Bauer

Interested in a subscription to Fire Engineering Magazine?
Click here to subscribe!

This page intentionally left blank.

APPENDIX F

WHAT LEADERS SHOULD KNOW ABOUT BASIC HUMAN BEHAVIORS AT WORK

This page intentionally left blank.

What Leaders Should Know about Basic Human Behaviors at Work

Leaders tend to know more about how their cars operate than they do about what motivates and drives the people who work for and with them - and that's not saying a lot. People, human beings, carry out the tasks, projects, and major strategies in any organization. And yet, how much do we as leaders really know and understand about what inspires someone to get out of bed in the morning and *want* to go to work. When a leader understands this it can make the difference between frustration and joy, mediocrity and greatness, failure and success. Let's take a look at what we know.

One of the earliest studies of human behavior at work was done at AT&T's Western Electric Hawthorne Plant from 1927 by Harvard's Elton Mayo and published in a widely influential report by F. J. Roethlisberger and W. Dickson, *Management and the Worker*. Their principle findings are still relevant today:

When workers have an opportunity to contribute their thinking and learning to workplace issues, their job performance improves.

The initial study set out to discover how lighting affects performance and fatigue of workers. The findings revealed that it is not so much physical conditions that matter.

People were motivated to perform well by the mere fact that someone took the time to pay attention to what they were doing.

They were also encouraged to interact socially and to contribute ideas. Their social needs were shown to have a powerful impact on their behavior at work.

Several of the current top business books emphasize this same concept.

> "The success of your organization doesn't depend on your understanding of economics, or organizational development, or marketing. It depends, quite simply, on your understanding of human psychology: how each individual employee connects with your company and how each individual employee connects with your customers." Curt Coffman and Gabriela Gonzalez-Molina, Ph.D. in *Follow This Path: How the World's Greatest Organizations Drive Growth by Unleashing Human Potential*, Warner Books, 2002.

Subsequent research in the seventy years that have passed since the Hawthorne study continues to reveal much the same thing: in order to tap into the potential of human capital, executives and leaders must pay attention to their employees, on a level that respects their basic human nature and individual differences.

Yet a growing number of executives intuitively know what research by the Gallup Organization reveals: *most organizations are running at about one third of their human potential*. Sustainably successful organizations don't expect that employee incentives alone will produce better job performance. They know they must also pay attention to human nature and what drives it.

As one CEO puts it, "In today's business world there are really only two important challenges: One is to reduce costs and cut prices. The other is to grow margins by acquiring and sustaining profitable customers. I can't do that. My employees must do it, one customer at a time." Her challenge as a leader is to understand what motivates people and apply those strategies that enable and support each employee in living and acting from a "customer first" frame of mind.

Companies on the path of high competition must be able to provide more than price advantage. In order to do so, organizations must tap into employee motivation and discover what drives them. When they do, they unleash tremendous energy and potential. When ignored or given only lip service it's like letting the gas out of a helium balloon.

What many organizations don't see is that employee performance and its subsequent impact on customer engagement revolve around intrinsic motivation determined in the brain. This motivation defines specific talents and the emotional mechanisms everyone brings to work. Recent discoveries in the neuro-sciences support the fact that emotional processes are integral to learning, reasoning and decision-making. How can leaders improve their understanding of their employees' strengths and motivating drives?

The Basics of Human Motivation - Six Frameworks That Work

Several theories of human nature provide perspectives for understanding basic human drives. A review of these will remind leaders of how important it is to understand how employees behave at work and how they are motivated. Assessment tools provide insight into this arena. However, a note of caution: *While assessment tools will categorize and simplify human behavior, they cannot fully represent a person's complexity*. Each theory and its measurement merely provide a basic framework and are helpful in understanding how and why humans behave the way they do. Attention and respect must always be paid to the larger complexities that make each individual unique - culture, values, education, religion, family influence, etc.

Most leaders would like there to be a simple equation or formula for understanding and managing employees. But, employees are not all the same. In order to gain greater understanding of an individual's strengths and values, we can look at certain categories or classifications of personalities, styles, preferences, drives and interests.

Psychologist Carl Jung said that people either derive energy from relating to others or from internal thoughts. They also tend to gather information in different ways, either by focusing on data, or by intuitively seeing the big picture. They express themselves in different ways, either with a focus on rational thinking, or on feelings and values. And they also have tendencies to make decisions rapidly with planning and organization, or to be more spontaneous and pressure-prompted. Using the Myers Briggs Type Indicator (which we discussed in our last issue) and other assessments, these dichotomies can be measured to indicate "Type" preferences:

1. **Extraverted** or **Introverted**
2. **Sensing** or **Intuitive**
3. **Thinking** or **Feeling**
4. **Judging** or **Perceiving**

There is also a framework for understanding behavior based on traits. A trait is a temporally stable, cross-situational individual difference. Currently the most popular approach among psychologists for studying personality traits is the five-factor model or "Big Five" dimensions of personality. According to statistical factor analysis, there is much evidence that there are five basic personality traits. Researchers are not in total agreement regarding all of the aspects of the five factors. However, there is general agreement that the following descriptions define the factors:

1. **Emotional stability (also called Neuroticism):** The degree to which an individual is calm, self confident, and cool versus insecure, anxious, depressed and emotional
2. **Extraversion:** The extent to which an individual is out going, assertive and positively interactive with others, instead of reserved and quiet
3. **Openness:** Defines individuals who are creative, curious and cultured, versus practical with narrow interests (some call this a **Culture** dimension)
4. **Agreeableness:** Concerns the degree to which individuals are cooperative, warm and agreeable versus argumentative, cold, and antagonistic
5. **Conscientiousness:** The extent to which individuals are hard working and organized, dependable and persevering versus lazy, disorganized and unreliable

Another theory of behavior style preferences was formulated by William Moulton Marsten, also a psychologist. It postulates four basic behavior preferences:

1. **Dominance:** Response to problems and challenges
2. **Influencing:** Ability to influence others to personal point of view
3. **Steadiness:** Response to the pace of the environment
4. **Compliance:** Response to rules and procedures set by others

The general meaning is that people will demonstrate by their behaviors a natural tendency to be high or low on each of the four dimensions. A person high on the "D" factor is usually task oriented, competitive and a risk taker. A high "I" rating indicates a "people-person," who enjoys interacting and developing relationships. A high "S" means a person is reliable, organized and conscientious, albeit non-demonstrative. A high "C" refers to a person who is compliant and who is concerned with rules and paper work. The implications for job placement are obvious.
Still another framework for behavior defines personal interests, attitudes and values. Based on work of another psychologist, Eduard Spranger, it examines a person's degree of interest in six domains:

1. **Utilitarian:** Usefulness and efficiency of activities, including economy of time and resources
2. **Aesthetic:** Beauty and harmony in the environment
3. **Theoretical:** Learning, with a high regard for knowledge and research
4. **Individualistic:** Influencing others, and having power
5. **Social:** The good of mankind, justice and fairness for all
6. **Traditional:** A social system, which could be religious, political or philosophical

According to this theory, each person holds these interests in a hierarchical manner, and will seek to satisfy their first and second interests in all of their activities, including at work. The implications are important for job placement, as well as for job enrichment.
Abraham Maslow believed that satisfying physiological and safety needs alone is not enough to motivate a person. Once these needs have been met, there are others waiting to take their place. In Maslow's Hierarchy, a person progressively seeks to satisfy more sophisticated needs:

MASLOW'S HIERARCHY OF NEEDS

Physiological Needs: Basic physical needs such as the ability to acquire food, shelter, clothing, sex and other survival needs **Safety Needs:** A safe and non-threatening work environment, job security, safe equipment and installations **Social Needs:** Contact and friendship with fellow-workers, social activities and opportunities **Ego:** Recognition, acknowledgment, rewards **Self-Actualization:** Realizing one's dreams, using one's gifts, talents and potential
In 1968, Frederick Herzberg wrote a classic article in *Harvard Business Review* on how to motivate employees -- an article that today remains the all-time best selling reprint for the publication.

He explains that money doesn't really motivate people, but if inadequate, will cause dissatisfaction. People are motivated by interesting work, an opportunity to contribute and be heard, and appropriate recognition. Job enrichment is created by giving employees responsibility and participation in decision-making.

Herzberg reinforces the research results of the Hawthorne Studies. His landmark article called, "One More Time: How Do You Motivate Employees?" (*Harvard Business Review*, reprint 87507) merits a thorough reread for understanding the basics of motivation in employees.

David McClelland described three basic motivators in managers in an important article in the Harvard Business Review (1976). His original work on motivation defined three social motives in humans (1949):

1. The drive to **achieve**
2. The drive for **power**
3. The drive to **affiliate** with others.

The key issue here is the way a manager defines success, i.e. what motivates the manager. Some equate success with personal achievement ("personal power manager"); others see it as being liked by others ("the affiliative manager"). While both have merit, in order to succeed in a complex organization, a manager needs to have a power motivation that is not a dictatorial impulse but a desire to have a strong impact and to be influential. Furthermore, that desire for power must be organized around the benefit of the organization ("the institutional manager"), rather than for personal achievement.

A popular assessment tool called *Leadership WorkStyles* integrates the works of Maslow, McClelland and others into a framework that measures these drives and motivators. It also identifies the behaviors (both productive and counter-productive) that flow from them and paints a clear picture of their impact on task accomplishment, teamwork, communication and conflict. Leadership WorkStyles looks at the more complex nature of humans and provides clear descriptions of how these drives and tendencies play themselves out in the workplace - and how to manage them.

During the Enlightenment (1762), Rousseau observed that institutions could only flourish if they are founded on a social contract that enables human beings to pursue their individual and collective interests to the fullest extent possible. This French philosopher knew then what we emphasize in successful organizations today: *The modern enterprise flourishes when there is attention to and respect for the human beings who contribute their work efforts.*

The human potential that can be unleashed in the work place is enhanced by teams working together with opportunities to contribute, participate in decisions and have social interactions. This is as true today as it was in 1930 at the Hawthorne Plant.

Darwin and Evolutionary Psychology: A New Theory of Four Basic Human Drives

A recent book on motivation offers a new theory on basic drives in humans: *Driven: How Human Nature Shapes Our Choices*, by Paul R. Lawrence and Nitin Nohria (Jossey Bass, 2001). These two Harvard Business School professors draw evidence for their four-drive theory from evolutionary psychology and Darwin as well as from the social sciences and business. Human beings are driven to seek ways to fulfill all four drives because these drives are the product of the species' common evolutionary heritage: they increase the ability of our genes to survive. They make a good case for the following basic drives:

1. **The drive to acquire** objects and experiences that improve our status relative to others
2. **The drive to bond** with others in long-term relationships of mutual care and commitment
3. **The drive to learn** and to make sense of the world and of ourselves
4. **The drive to defend** ourselves, our loved ones, our beliefs, and our resources from harm

Each drive also has a counter-productive side. For example, when the *drive to acquire* becomes excessively competitive it diminishes respect for others; when the *drive to defend* one's current thinking becomes excessive it diminishes the *drive to learn* new perspectives.

These four drives exist in each of us, and determine the choices we make. In some people, one drive will be more developed than others, creating an imbalance. In some jobs, some drives will be emphasized more than others. The authors suggest that organizational life can be enhanced when attention is paid to all four drives.

The independence of these drives is what forces people to think and to choose, because not all drives can be met at all times. These four drives are what make people distinctly human- complex beings with complex motives and complex choices.

Modern economic theory based on Adam Smith may actually create an imbalance by its over-emphasis on *the drive to acquire*. With opportunities for reform prevalent in countries such as Russia, Afghanistan and now Iraq, smoother transitions are made possible when leaders pay attention to all four drives as they exist in the basic nature of mankind.

> "The challenge is to find a course forward that fulfils all of our basic drives in some creative, balanced way. …The way forward must be to use the best side of each drive to check the dark, excessive potential of human nature" (Lawrence & Nohria, p. 283).

Leadership Actions

Why should leaders take the time to understand basic human drives and apply motivational strategies? Because it directly affects your ability to deliver results. The quality of the work environment, the culture and working relationships has a direct impact on the quality of the products and services produced. Underlying many successful organizations is a tried and true adage: "Take care of the employees (treat them with dignity, respect and maturity) and they will take care of the customers."

To achieve sustainable success it is as important for leaders to understand and manage the human element, as it is to manage work processes, structure and strategy. Here are a number of specific suggestions on what you can do:

- Ask people where they would like more responsibility and authority and give it - within the boundaries of good judgement
- Encourage and recognize more initiation and self-directed action in others
- Ask more questions; become inquisitive (not a prosecutor); listen more and talk less
- Ask others to set their own goals and agree to them as long as they are realistic

- Recognize people for their results and contributions - show your appreciation - *do not take people's efforts for granted*
- Ask people how they would redesign their work to make what they do more efficient and effective - come to agreement and then let them do it. Measure results together.
- Give people responsibility and let them know they are accountable for delivering results
- Make personal/professional development a high priority and support it with resources
- Look for and acknowledge the positive qualities in others
- Be solution oriented with others; eliminate judgement and blame
- To the maximum extent possible, make people feel safe, supported and secure in their work
- Put yourself in others' positions in order to understand their point of view
- Communicate expected deliverables clearly - make no assumptions that because it's clear to you it's also clear to others

Resources for Understanding Basic Human Behaviors at Work

Coffman, Curt & Gonzalez-Molina, Gabriela (2002), *Follow This Path: How the World's Greatest Organizations Drive Growth by Unleashing Human Potential*, Warner Books.

Fitzgerald, Catherine, & Kirby, Linda K. (1997), *Developing Leaders*, Davies- Black Publishing.

Fordham, Freida (1966), *An Introduction to Jung's Psychology*, Penguin Books.

Herzberg, Frederick (1968, 1976), "One More Time: How Do You Motivate Employees?" *Harvard Business Review*.

Lawrence, Paul R., & Nohria, Nitin (2002), *Driven: How Human Nature Shapes Our Choices*, Jossey-Bass.

McClelland, D. C. (1984), *Motives, Personality and Society*, New York: Praeger.

McClelland, D. C., and Burnham, D. (Jan/Feb 1995), "Power is the Great Motivator," *Harvard Business Review*, 73, No. 1: 126-139.

Web site resources: A partial list of search results

Leadership WorkStyles: Leadership Advantage - Assessment Tools, www.leadershipadvantage.com

Myers Briggs Type Inventory: www.cpp-db.com.

Big Five Personality Factors: www.personalityresearch.org/bigfive.html.

Maslow's Hierarchy of Needs: www.hcc.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/maslow.htm

The Hawthorne Studies: www.accel-team.com/motivation/hawthorne_02.html

Module 6

MODULE 6: COMMUNICATION

TERMINAL OBJECTIVE

The students will be able to examine factors that contribute to better communication in their role as supervisor.

ENABLING OBJECTIVES

The students will:

1. *Examine communication that is both effective and ineffective.*
2. *Identify organizational barriers to effective communication.*
3. *Determine how customer service relates to the fire service.*
4. *Identify effective requirements for conducting meetings.*

This page intentionally left blank.

COMMUNICATION: AN OVERVIEW

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.

Definition:

- basic--transfer a message from point A to point B; and
- more involved--stimulating ideas in a receiver's mind for the purpose of mutual understanding.

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:

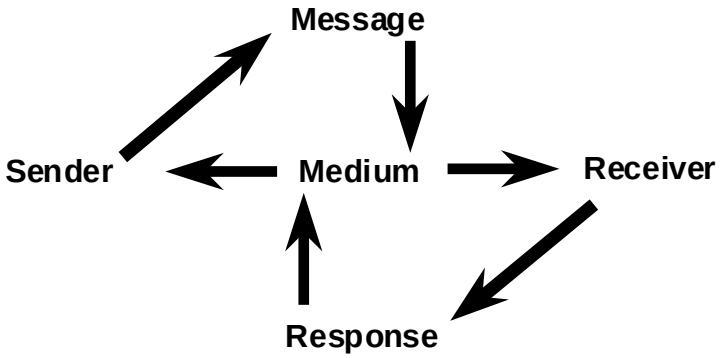
- Be aware of who the receiver is and present the information in a manner that the receiver can understand.

- 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.

COMMUNICATION 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 MEDIA

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 Communications*, 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.

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.

This page intentionally left blank.

Activity 6.1

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

Part 1

1. The individual in the front of the room (sender) will follow the instructions provided in the activity description. Each instruction shall be stated clearly and will not be repeated.

2. The remainder of the class (receivers) will draw the graphic as described to them. They may not speak, ask any questions, turn around, or otherwise communicate to the individual providing the instructions.

Part 2

3. The individual up front (sender) will follow the instructions provided in the activity description. Each instruction should be stated clearly, may be repeated, and/or explained. **Any questions should be answered.**

4. The rest of the class (receiver) will draw the graphic as described to them. They may speak, ask any questions they like, and otherwise communicate back to the individual providing the instructions.

This page intentionally left blank.

Activity 6.2

Listening

Purpose

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

Directions

Follow the directions given by your instructor.

This page intentionally left blank.

Activity 6.3

Organizational Barriers That Get in the Way of Effective Communication

Purpose

To give you an opportunity to think of communication problems in organizational and interpersonal terms, and develop solutions.

Directions

1. Review the **Combination Department** example to understand the specifics of this activity better.

2. Count off by fours and divide into new groups. All ones will sit together, etc.

3. In your group, write a problem on your easel pad. This problem may deal with a communication issue within your agency or between your agency and the community.

4. List coping strategies to deal with this problem.

5. When called upon by the instructor, have your spokesperson present the group's work.

This page intentionally left blank.

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.

Giving Feedback

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.

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.

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.

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.

Activity 6.4

Giving Feedback

Purpose

To practice giving feedback to others.

Directions

1. Each group will write one feedback scenario that reflects a real-life emergency services situation.

2. The scenario(s) will be re-assigned to another group to prepare for role plays. Everyone in the group must participate.

3. The instructor will facilitate the role-play scenarios.

4. As a large group, you will discuss and evaluate the quality of the feedback.

This page intentionally left blank.

CUSTOMER SERVICE

Customer service is an often-misunderstood concept. Often it is confused with client services.

- **Customer Service**--one who receives services; a direct receipt of goods.

- **Client Service**--one who receives services; an intermediate receiver who then passes service on to the customer; the middle person.

This page intentionally left blank.

Activity 6.5

Customer Service

Purpose

To determine how the fire service responds to its "customers."

Directions

1. Read Handouts 6-11 and 6-12.
2. Half of the class will defend the article "Customer--Not a Fire Service Concept," and the other half will defend "The Ten Commandments of Customer Service."
3. Place your chairs in two lines facing each other.
4. Debate for 10 minutes.
5. The instructor will conduct a debrief.

This page intentionally left blank.

RUNNING A MEETING

Meetings have a reputation. The range of opinions vary as to the use for meetings. It can be the best time waster (if poorly planned, with no real agenda) to the most organized method to distribute information and gain support.

Requirements

Meetings must have a purpose.

- What are you trying to accomplish?
- What is the group's control over the final outcome?

Everything has its **time** and **place**.

Refer to the Meeting Setup Checklist on the next page.

Meeting Setup Checklist

Facilities:

_____ Room reserved

_____ Table and chairs arranged

_____ Appearance professional

Attendees:

_____ Invited to attend

_____ Informed of time and place

_____ Attendance acknowledged

Equipment/Materials:

_____ Audiovisual equipment tested and in place

_____ Chart paper/easel

_____ Film/Cassette

_____ Pens (markers and others) and Paper

_____ Nametags

_____ Masking tape

_____ Handouts

_____ Agenda

_____ Supporting documents

Household:

_____ Coffeepot

_____ Instant coffee, tea, chocolate

_____ Sugar and cream

_____ Spoons and stirrers

_____ Cups

_____ Food

_____ Napkins or paper towels

_____ Wastebasket

_____ Key to room

_____ Lights (location, use, switches)

_____ PA system (use, controls)

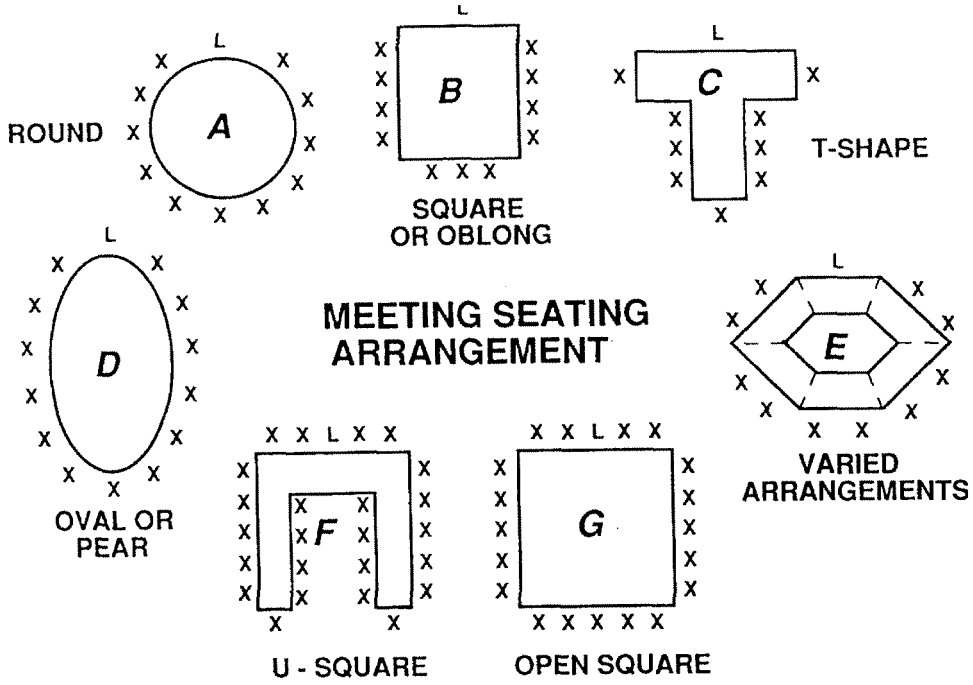
_____ Restrooms (location, handicapped facilities)

_____ Temperature (heat and/or A.C. controls)

Individuals are important.

- Invite only **necessary** people.
- Contact key players in advance.
- PLAN AHEAD--anticipate responses.

Positioning: Where you sit/stand is important.



SMALL VERSUS LARGE MEETINGS

In small meetings (three or four participants) it is more difficult to get tasks done and keep personal relationships in good order. Small meetings may also be more difficult to manage due to:

- The meetings are more personal; offensive words are more apt to be spoken.
- The leader seems inclined to postpone the start of the meeting until all participants have arrived.
- There seems to be more inclination to interrupt the leader.

- Two or more participants are likely to keep talking at the same time.

- The informal and freer atmosphere of the small meeting makes it more difficult to adhere to rules.

- Small meetings can take the longest time for even the simplest business.

Don't be frustrated with the small meeting's inefficiencies but rather, plan ahead for the meeting. Use the seven requirements with freedom to deviate and direct the flow of the meeting without stopping the spontaneity of the **small** group meeting.

The "stand-up" meeting is a successful way to have a small informal meeting. This can work well in a routine way, such as the start of a shift. The leader of the meeting has the crew stand in a circle. During this time there is no eating, leaning, or other distractions. The meeting lasts no more than 10 minutes. The leader refers to his/her notebook and disseminates information. Brevity, informality, and simplicity of topics make it appropriate for using the leader's notebook as the single source of the agenda **and** the written record of the meeting.

SUMMARIZING A MEETING

Meeting minutes should be prepared and distributed within 24 hours. This helps reaffirm the importance of the meeting as well as helping to reduce errors due to faulty memory. Typing is not necessary. The minutes should provide clear and concise summaries of key agenda points. It can be divided into two categories: action items and progress items.

The action items specify decisions made, agreements reached, and assignments made as well as the person responsible and the target dates. Progress items include what has been accomplished since the last meeting, what is being worked on, and what the next accomplishment should be, and target dates.

SUMMARY

Productive meetings are successful if you plan ahead. If you were preparing for a meeting you need to:

- determine a purpose;
- set agenda;

- invite participants;
- prepare the details;
- select the environment;
- summarize; and
- honor the time limits.

This page intentionally left blank.

BIBLIOGRAPHY

Communication, (1995). Unit 6 in *Interpersonal Dynamics in Fire Service Organizations.*

ADDITIONAL READINGS

Clampitt, P.G. (2001). *Communicating for managerial effectiveness*. Thousand Oaks, CA: Sage Publications.

Hattersley, M.E., & McJannet, L.M. (1997). *Management communication: Principles and practice*. New York: McGraw-Hill.

Hiam, A. (2003). *Motivational management: Inspiring your people for maximum performance*. New York: AMACOM.

London, M. (1997). *Job feedback: Giving, seeking, and using feedback for performance*. Mahwah, NJ: Lawrence Erlbaum Associates.

Van Velsor, E., & Leslie, J.B. (1991). *Feedback to managers*. Unpublished manuscript, Greensboro, NC.

This page intentionally left blank.

APPENDIX A

VERBAL COMMUNICATION TECHNIQUES

This page intentionally left blank.

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.

The Conversation

1. **Be concise**.

   There is nothing worse than one who rambles on and on about details that really have nothing to do with the main thrust of the conversation.

2. **Be patient**.

   Hear out what the sender has to say.

3. **Be considerate**.

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

   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**.

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

7. **Be positive**.

   Positive communications are much better received by most people.

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

   Be careful not to blow their own horns too much.

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 it.

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 say nothing.

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

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

Being too Sensitive

Be less sensitive and take things less personally.

Blowing Your Cool

Generally, impatient people fly off the handle when things don't go their way.

Exaggerating

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

Always Bringing a Problem

Although you 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

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

Once the point is made, that's sufficient.

Killing Enthusiasm

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. 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.

APPENDIX B

SEVEN REQUIREMENTS FOR RUNNING A MEETING

This page intentionally left blank.

Seven Requirements for Running a Meeting

1. Every meeting must have a purpose. (If it doesn't--don't have a meeting.)

   a. If the leader doesn't know the purpose of the meeting or cannot communicate its purpose to participants, there is no point in having a meeting.

   b. To determine the purpose of your meeting, answer these questions:

      - What are you trying to accomplish?

      - What is the extent of the group's control over the final outcomes?

2. Everything has its own time and place.

   a. For participants, the time and place for your meeting competes with the time and place for doing something else or being somewhere else.

   b. Meeting setup checklist.

      - It is simple to take care of the planning and execution of details with regard to the setup of the meeting.

      - By neglecting setup details, you risk "being run by the meeting" rather than "running the meeting."

3. Each individual is important.

   a. It is vitally important that everyone who should be invited **is** invited, and anyone who should not be invited **is not** invited.

   b. Prior to the meeting, take time to think about the attributes and likely responses of each participant.

      - Anticipate how they are likely to respond to the particular agenda items.

      - Anticipate how you are likely to respond to them.

   c. Plan necessary actions to best accomplish the task and to have a good interpersonal relationship with each participant.

      - One person may make or break a meeting.

      - Consider potential group dynamics.

d. Call key players in advance.

- Inform them you want them to know key issues.

- Solicit support or their views.

4. Prepare a meeting agenda.

Preparing a list of topics in advance to be presented during the meeting is a powerful leadership tool.

5. Where you sit or stand is important.

a. Where a person sits or stands during a meeting sends differing messages.

b. The most appropriate arrangement of table and chairs should be considered in relation to each particular group and its purpose for meeting.

c. Meetings are most successful when members see each other face-to-face.

d. Sometimes alternate arrangements are required.

- When there is a large number of participants.

- When the leader needs to assert more control over the meeting process.

- Being alone and center stage indicates a not-so-subtle position of influence for the leader.

- In the circle arrangement, the influence is equally dispersed among participants, no matter where the leader sits.

- When it is desirable to place some people on the fringe of influence.

- Some seats are far removed from the center of mass or from the leader.

e. Summary.

- Position is related to influence.

- Where one sits or does not sit changes the environment of the meeting from open to closed.

- The leader needs to plan and execute the right environment according to the purpose and the participants of any given meeting.

6. Implement ground rules.

a. Fix time limits.

- Start on time; end on time.

- Essential for meetings that occur frequently.

b. Leaders need to listen more, speak less.

- Much can be communicated well when the leader uses good listening skills.

- Enforce listening strategies while someone else is speaking.

- Encourage those who habitually are silent to express their views.

c. Override interruptions.

- Except for emergencies, the only interruptions to be permitted are visits (perhaps telephone calls) from someone who outranks the meeting leader.

- The time of many people and the focus on many items for this meeting deserve top priority.

d. Controlling problem individuals.

- The **show-off.**

-- Toss him/her a difficult question or say "that's an interesting point, lets see what the group says."

- The **argumentative heckler.**

-- Remain calm. Agree with and affirm good points. Toss bad points to group for discussion. Heckler will be quickly rejected.

- The **rambler.**

-- At a pause in his/her monologue, thank him/her, restate relevant points and go on.

- The **enemy** (personality clash).

-- Emphasize points of agreement, minimize differences.

- The **off-base** participant.

  -- Take the blame yourself. Say: "Something I said must have led you off the subject; this is what we should be discussing."

- The **silent** one.

  -- Ask a provocative question.

  -- Ask direct, easy-to-answer questions from time to time.

e. Other ground rules, as you deem appropriate.

7. Put it in writing.

a. Having to keep a written record forces clarification of the issues.

- Memories are faulty.

- Sometimes you "kind of" have a decision but it is not really clearly defined.

b. Procedures for summarizing a meeting.

- Appoint a competent person to take notes during meetings.

- Summarize as you go.

- Go around the group at the apparent conclusion of a key point and ask a member to summarize the issue points.

- Place those points on the chalkboard or easel pad.

- Get consensus/agreement from the group on that summary.

- It will help, especially after "heated" discussions, to have as many group members as possible participate in the summary.

c. The goal of the minutes is to be complete, clear, and brief.

Module 7

MODULE 7: LEADING YOUR PART OF THE ORGANIZATION

TERMINAL OBJECTIVE

The students will be able to examine problem-solving factors that contribute to solutions in the fire services.

ENABLING OBJECTIVES

The students will:

1. *Identify strategies to prevent GroupThink.*
2. *Relate GroupThink to their own organization.*
3. *Perform problem-solving strategies (Brainstorming, Force-Field Analysis, Situation Analysis).*
4. *Apply a problem-solving model to a real-life emergency services situation.*

This page intentionally left blank.

EFFICIENT USE OF ORGANIZATIONAL RESOURCES

As a Company Officer (CO) you are responsible for accomplishing many things. There are two critical skills that help with completion of tasks. Knowing how to:

- allocate the proper resources to solve needs; and
- determine if you alone, or others, are needed to solve a problem.

Allocating Proper Resources: Community Example

Need	Right Personnel	Right Approach
Too many residences are burning in certain neighborhoods in the town of **Incendiary.**	Prevention-trained - Education - Enforcement - Engineering Operations-trained - ICS - NFIRS - Postfire analysis	Prefire plan of all residential occupancies in high-risk neighborhoods based on last 5 years of NFIRS data.

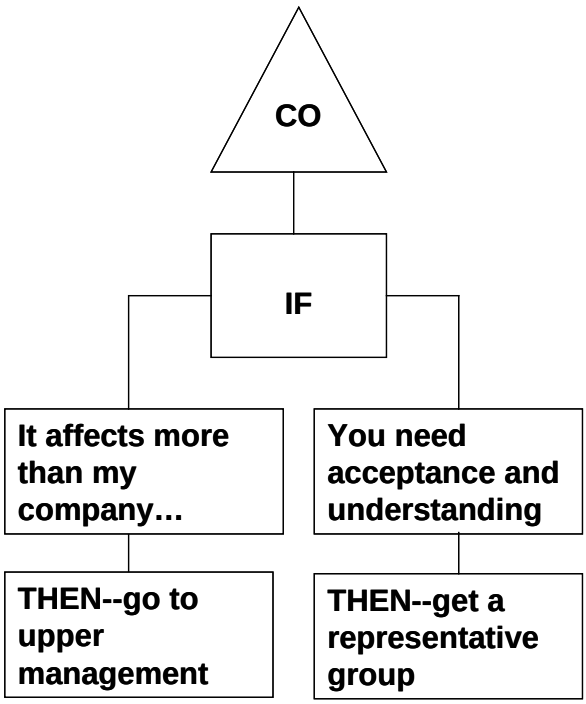
Useful Web URL

As a CO, you have many opportunities to learn about leadership and management. Electing to take courses or workshops help. Surfing the Internet also provides a no-cost alternative for updating your knowledge. A useful problem-solving URL is

http://www.mapnp.org/library/grp_skll/grp_dec/grp_dec.htm

Determining Who Solves the Problem

When faced with the need to solve a problem, you have choices, as to who can best handle the situation.



PROBLEM-SOLVING: A CRITICAL SKILL

It's the CO's responsibility to identify and solve problems that can be taken care of at the company level and to inform management about other critical problems which require upper-level attention.

In order to contribute to the efficient operation of the fire and life safety system, the CO must allocate resources to meet needs. Before allocating resources, the CO must be able to identify the needs of the company. The CO must establish priorities. Problems arise when the needs of individuals or groups cannot be met, especially when their priorities are different from those of the allocator.

The CO has to make judgments/decisions about whether existing processes are adequately meeting individual and group needs of the company. Problems generally arise when existing processes fail to meet existing needs. Then the CO must establish problem-solving priorities.

Admittedly, a few problems cannot be solved without management intervention, particularly ones which are caused by insufficient resources. But even these problems can be influenced in ethical and productive ways from the company level. Participative management implies that employees from all levels within an organization participate in and contribute to the problem-solving process. (Participation in this context can mean giving input, rather than being the actual problem-solver.)

GroupThink

Definition: In a group, when persons of an in-group tend to override realistic alternative courses of action in favor of dominant group concurrence. This means, to be considered as part of the group, individuals are more willing to "go along" rather than think for themselves.

Symptoms

Pressures of conformity: Members apply pressure to any individual who expresses an opinion not shared by the group.

Self-censorship: Individuals keep silent about misgivings, minimizing their own doubts.

Issues of morality: Group members are inclined to ignore the ethical or moral consequences of their decisions.

Silence is acceptance: A belief that if the listeners are not responding to the discussion item, the listeners are in agreement with the group's decisions/actions.

Self-appointed "mind guards": Members who protect the leader from adverse information that might break the group's thoughts.

Feelings of invulnerability: Members' beliefs that they are "above" danger, causing them to take risks; failing to respond to any warnings.

Rationalizing: Members ignore negative feedback from outsiders, choosing to "justify" their decisions as the right decisions.

This page intentionally left blank.

Activity 7.1

Preventing GroupThink

Purpose

To identify strategies to prevent GroupThink from occurring.

Directions

1. As a class, brainstorm five ways to prevent GroupThink.

2. Have a group recorder write your ideas on an easel pad as they are discussed.

3. Be prepared to discuss your list with the class. Write class ideas on your worksheet.

This page intentionally left blank.

Activity 7.1 (cont'd)

Worksheet

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

This page intentionally left blank.

Activity 7.2

In Your Organization

Purpose

To relate GroupThink concepts to your own organization.

Directions

1. Individually, write down the initials of members of your own in-group at the station:

   a. _____

   b. _____

   c. _____

   d. _____

   e. _____

   f. _____

   g. _____

2. Are there other company members who are excluded from your in-group?

   _____ Yes _____ No
   _____ It depends on the circumstance

3. What can you, as a CO, do to expand your list of in-group members?

   _____
   _____
   _____
   _____
   _____
   _____
   _____
   _____
   _____

4. Be prepared to discuss your answers.

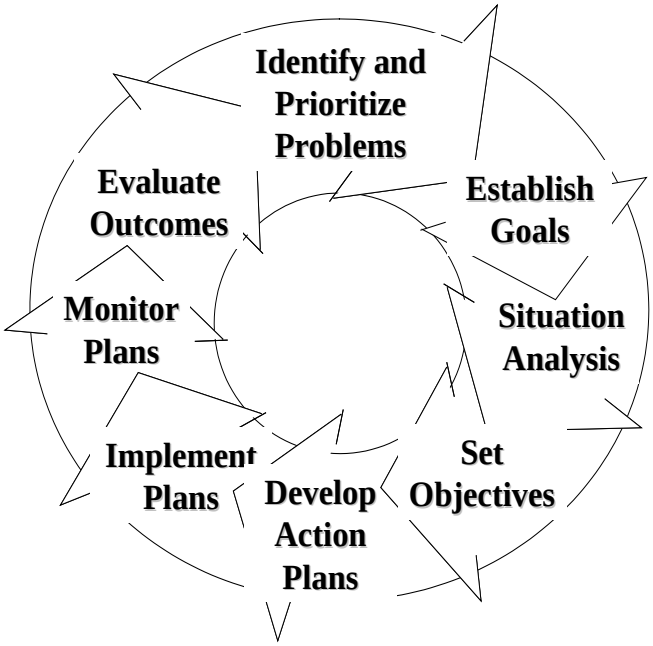
This page intentionally left blank.

A SYSTEMATIC PROBLEM-SOLVING MODEL: OVERVIEW

Critical Steps

- identify and prioritize problems;
- establish goals;
- situation analysis;
- set objectives;
- develop action plans;
- implement plans;
- monitor plans; and
- evaluate outcomes.

The problem-solving process is cyclical, sometimes requiring you to return to earlier steps prior to moving forward.



STEP 1: IDENTIFY AND PRIORITIZE PROBLEMS

The CO has needs and priorities to be satisfied and resources to be allocated, and, when these cannot be properly balanced, problems often result.

What is a problem? A problem exists when there is a difference between the actual situation and the desired situation. A problem exists whenever there is a gap between the way things are and the way they ought to be. The greater the gap, the bigger the problem.

The CO has to decide how much input he/she needs from company members in order to identify and prioritize company problems.

There are distinct advantages to getting a maximum amount of input from all company members. Using a group process:

- Allows the CO to hear about problems from company members' perspectives.
- Generates more ideas--the CO gets a better picture of all problems.
- Meets subordinates' need to be involved.
- Heightens subordinates' awareness of conflicting needs and the complexity involved in trying to balance such conflicts.
- Generates subordinate interest in solving company problems.

But, there are also some potential disadvantages to the group process:

- Usually takes more time.
- Cliques and conflicts sometimes develop.
- Individuals may have little interest in participating.
- Interacting groups may waste time on interpersonal relationships.
- Ideas are sometimes evaluated prematurely.
- Conformity may inhibit idea generation.
- Certain people can dominate discussion and some are not heard.

Brainstorming has been designed to overcome the disadvantages listed above. This technique can be used effectively for identifying problems and/or generating solutions.

Checking Priorities

After problems have been prioritized the CO needs to do a final check before committing resources to solving identified problems. The following questions will help determine whether solving a problem is worth the required time and effort.

- Who will benefit if the problem gets solved? Highest priority should go to problems that affect the public (quality of service, etc.).

- Will it save money?

- What's the impact on company performance? Will solving the problem enhance company effectiveness?

If solving the problem will not have a direct or indirect effect on quality of service, cost of operations, or company performance, then the problem is questionable as a valid priority.

Problem-Solving Methods

The first method is intuitive, which is based on hunches, gut feelings, and is not systematic. The second is minimum effort. Judgments are based on a limited number of alternatives. An alternative is selected because it is good enough, rather than the best one. This method is sometimes called "satisficing."

The third method is politically based. The problem is diagnosed in terms of preferences and power of other parties affected by decision. Consequences of alternatives are assessed in terms of acceptance or resistance by other parties. Judgments are based on compromise, and implemented in a way that considers stake and political position of involved parties.

The fourth method is systematic. The problem-solver:

- Relies on measurable objectives to achieve a goal.

- Has explored all possible alternatives.

- Knows relative pros and cons of each.

- Always chooses the alternative(s) that maximize(s) the attainment of the goal.

There are a fixed number of steps in the process. This method represents the ideal.

STEP 2: ESTABLISH GOALS

Convert each problem you've decided to work on into a goal.

- Focus on a solution.
- A goal is a **broad positive statement of what you wish to accomplish.**
- Example:

  Problem: Poor company performance at structure fires.

  Goal: To improve company performance at structures fires.

Evaluate your goal.

- Is it realistic? (achievable)
- Is it important? (worth our time)
- Is it challenging? (do we care)
- **The goal will be measured when you write your objectives later.**

STEP 3: SITUATION ANALYSIS

First, determine causal factors. For example: What are the symptoms? Who is involved? What is the standard? What exactly is happening? Where is the problem occurring? When does it occur?

Some problems will have only one cause; others will have several. Many errors in problem-solving can be traced to confusing symptoms with causes. Symptoms are what happened such as, decreased productivity, lower quality, poor morale, and communication breakdowns. Causes are why it happened.

Next, identify factors that can contribute to reaching your goal (assets).

Finally, explore alternative strategies for reaching your goal and prioritize.

FORCE-FIELD ANALYSIS: A TOOL

Force-field analysis is a tool for organizing and analyzing information during the situation analysis step.

It may be used individually or by a group.

The procedure is as follows:

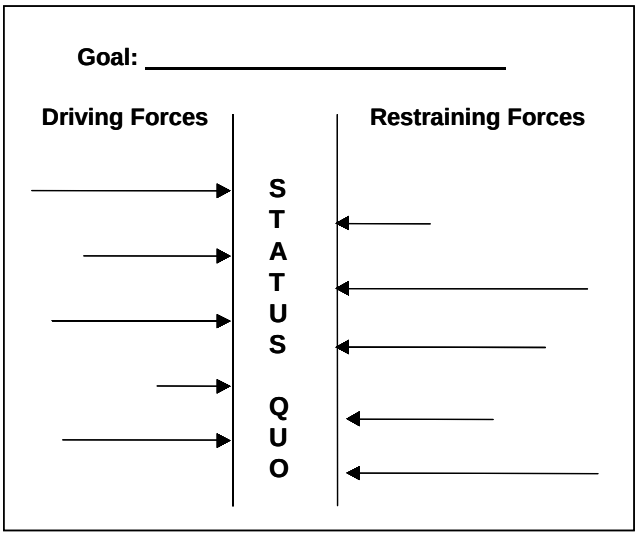
1. Clearly define the problem and goal by stating the difference between the actual and the desired situation.

2. List the forces that are driving the problem toward solution. These forces can be individual, organizational, or external.

3. List the restraining forces that are preventing movement toward solution. These forces can also be individual, organizational, or external.

4. Make estimates of the relative strength of each of the driving and restraining forces.

5. Make estimates of your ability to influence each force.



One of three conditions will result:

- If the driving forces outweigh the restraining forces, simply proceed.

- If the restraining forces heavily outweigh the driving forces and if you do not have any possibility of reducing restraining forces, you should probably reconsider your goal because your probability of success is limited.

- If the driving and restraining forces are about equal you should resist the temptation to push harder on the driving forces because the restraining forces will push back even harder. Rather, work to weaken or eliminate some of the restraining forces.

This page intentionally left blank.

Activity 7.3

Force-Field Analysis

Purpose

To perform a force-field analysis.

Directions

1. Using the worksheet on the following page, individually complete Steps 1 through 4.

2. As a group, place your answers on the easel pad and be prepared to share and discuss your lists with the class.

Example:

Step #1: Define the problem and goal.

The Problem

Poor company performance at structure fires.

The Goal

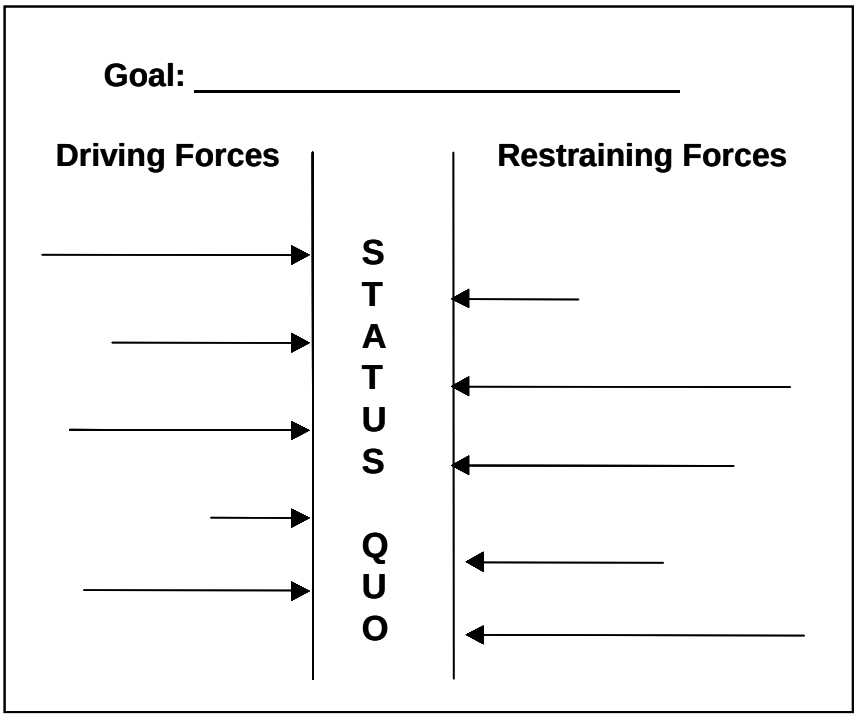
To improve company performance at structure fires.

This page intentionally left blank.

Activity 7.3 (cont'd)

Worksheet

A force-field analysis is a useful way of identifying pressures for and against change which must be considered in a problem-solving situation. The pressures for change (the driving forces) are listed and their strength is estimated. The length of each arrow represents the strength of that particular pressure in the mind of the person doing the analysis. The pressures which resist change (the restraining forces) are also listed and their strengths are estimated. The driving and restraining forces then can be arranged in a diagram similar to the one shown below.



This technique does not make decisions. Rather, it helps the problem-solver to visualize the forces at work and the individual and cumulative strengths of each force. A more sound decision can be made when pertinent factors are identified.

Step #1

As a group, list the forces driving the problem toward a solution (these may be individual, organizational, or external). In short, they are things you have going for you in reaching your goal. _____

_____

_____

_____

Step #2

As a group, list the restraining forces that are preventing movement toward solution (these forces can be individual, organizational, or external also). In short, they are things which are contributing to the problem. _____

_____

_____

_____

Step #3

Estimate the relative strength of each driving and restraining force (high, medium, or low). _____

_____

_____

_____

Step #4

Can we control what happened? Estimate your ability to influence each force, particularly the high impact restraining forces. Assess your ability to reach the goal based on this analysis. _____

_____

_____

_____

Brainstorming Rules

- Record all ideas.
- Anyone can speak at any time.
- No criticism.
- Encourage unusual ideas.
- Piggy-backing is O.K.
- Evaluate and prioritize after all ideas are listed.

This page intentionally left blank.

Activity 7.4

Generating Alternative Strategies

Purpose

To use brainstorming techniques to reach a goal.

Directions

1. You will follow brainstorming rules to generate ideas about how to increase or decrease the high-impact forces asterisked on the posted lists.

2. When ideas start running out, suggest ways of combining forces (using one strategy to influence two or more forces).

3. Evaluate the strategies and decide which ones **must** be implemented to reduce or eliminate **all** the asterisked forces.

This page intentionally left blank.

STEP 4: SET OBJECTIVES

Convert selected goals to objectives.

- Each goal needs at least one objective.
- An objective is a specific description of an expected outcome to be attained over an identified period of time.

Writing objectives.

- Spell out:

  - **A**udience (who).

  - **B**ehavior (what).

  - **C**onditions (by when, where, how).

  - **D**egree (quantity and quality).

Smart Objectives

Specific

Provide enough detail so that there is no indecision as to what exactly you should be doing when the time comes to do it. Poor example: Study firefighting. Good example: Read pp. 62 to 64, making notes in the margin, and demonstrating your understanding to your instructor.

Measurable

Your goal should be such that when you are through you have some tangible evidence of completion. Producing tangible evidence requires **active** studying on your part, which research clearly suggests will produce superior learning and retention. Good example: You will have notes to review after reading pp. 62 to 64.

Achievable

Your goal should be set by you rather than by someone else. You know best your strengths and weaknesses, and can use this information to maximize your chances of success.

Realistic

Don't plan to do things if you are unlikely to follow through. Better to plan only few things and be successful rather than many things and be unsuccessful. Success breeds success! Start small, with what you can do, and only then gradually increase the amount of work that you ask of yourself. Give yourself some flexiblity.

Timeframe

Say when you plan to work at your goal, e.g., between 4 and 5 p.m. Anything that will take you more than 2 hours to complete, break into smaller, more manageable chunks.

Example:

- **Problem:** Poor performance at structure fires.
- **Restraining force:** Lack of hands-on experience.
- **Strategy:** Provide hands-on training.
- **Audience:** Crew.
- **Behavior:** Complete drills.
- **Condition:** Nov. 1, at training tower.
- **Degree:** Successfully, 4 drills.

GOAL	=	OBJ. #1	+	OBJ. #2

STEPS 5 AND 6: DEVELOP AND IMPLEMENT AN ACTION PLAN

Writing action plans.

- A step-by-step outline of work that needs to be done.
- Each objective requires a separate action plan.

GOAL	=	Obj. #1	+	Obj. #2
		Action Plan		Action Plan
		1. _____		1. _____
		2. _____		2. _____
		3. _____		3. _____
		4. _____		4. _____
		5. _____		5. _____
		6. _____		6. _____

- Action plan requirements.

  - Determine and assign tasks.

  - Assign responsibility for monitoring.

  - Plan for evaluation.

  - Determine timeframes.

  - Identify needed resources.

  - Document completion of each task.

Let's see what an action plan for our structure-fire objective might look like.

ACTION PLAN **DATE**_____

Goal: To improve each crew member's ability to perform during a structure fire.

Objective: By November 1, each crew member will successfully complete four structure fire drills at the training tower.

Item #	Action	To be Completed by	Person Responsible	Needed Resources	Date Completed
1	Review crew members' vacation schedules. Develop list of dates when total crew is expected to be on duty.	07/08	FF Green		
2	Coordinate with training center to reserve four dates.	07/15	FF Green		
3	Get necessary approval for out-of-service time on drill days.	07/31	Lt. Smith		
4	Publish schedule of drills to all crew members.	08/05	Lt. Smith		
5	Determine equipment needed.	08/15	FF Jones		
6	Secure necessary equipment.	09/01	FF Jones		
7	Conduct drill number 1.	09/15	Lt. Smith		
8	Conduct drill number 2.	10/01	Lt. Smith		
9	Conduct drill number 3.	10/15	Lt. Smith		
10	Conduct drill number 4.	11/01	Lt. Smith		

Notes for the Future: _____

_____

_____

Use "Notes for the Future" to document problems encountered, and unanticipated events or changes you would make next time.

STEPS 7 AND 8: MONITOR AND EVALUATE

Monitor

- Make sure tasks are completed correctly and on time.
- Amend action plan when necessary.
- Keep work group informed.

Evaluate

- Did we meet our goal?
- What did we do right?
- What did we do wrong?
- What could we have done better?

ACTION PLAN

DATE _____

GOAL:

OBJECTIVE:

ITEM #	ACTION	TO BE COMPLETED BY	PERSON RESPONSIBLE	RESOURCES NEEDED	DATE COMPLETED

NOTES FOR THE FUTURE:

_____

_____

_____

Activity 7.5

Group Problem-Solving

Purpose

To apply the problem-solving model to a real-life emergency services situation.

Directions

1. In your small group, select a problem from the problem-solving list that was generated by the class members on the first day of class.

2. Each group will complete the problem-solving model (and related strategies) to determine a solution(s).

3. Document your problem-solving steps. Use Problem-Solving Job Aids 2 and 3 on the following pages.

4. As a group, be prepared to present your solution(s) to the initial problem.

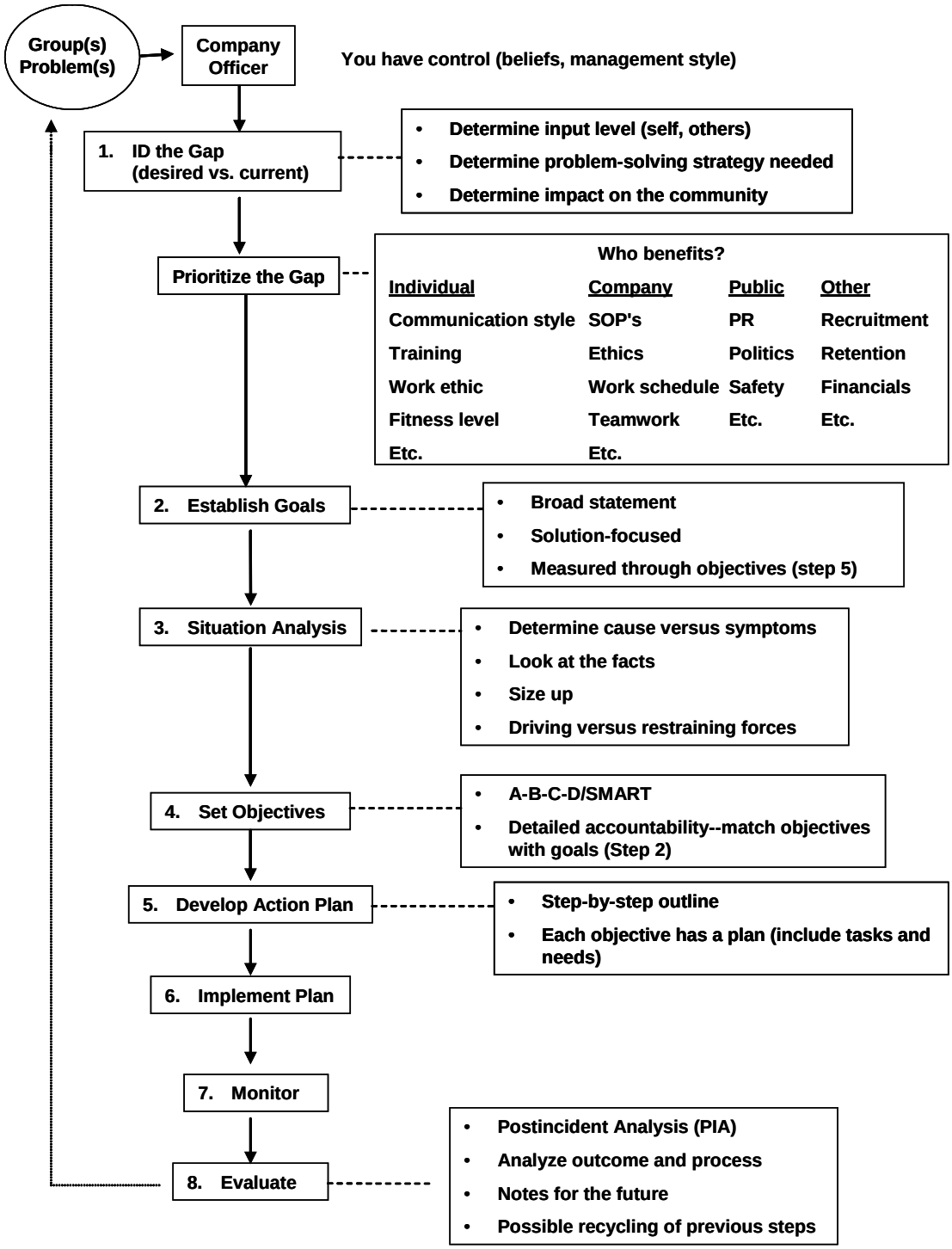
    a. Provide a copy of your documented steps for each class member. Ask the instructor to make copies.

    b. Present your key points on PowerPoint® or easel pad. For assistance, ask your instructor.

This page intentionally left blank.

Activity 7.5 (cont'd)

Problem-Solving Job Aid 1



This page intentionally left blank.

Activity 7.5 (cont'd)

Job Aid 2

ACTION PLAN

DATE _____

GOAL: OBJECTIVE:

ITEM	ACTION	TO BE COMPLETED BY	PERSON RESPONSIBLE	RESOURCES NEEDED	DATE COMPLETED

NOTES FOR THE FUTURE:

This page intentionally left blank.

Activity 7.5 (cont'd)

Problem-Solving Job Aid 3

Existing Problem (Define as clearly as possible)	
1. Identify and Prioritize the Problem	
2. Establish Goals	
3. Situation Analysis	
4. Set Objectives	
5. Develop Action Plans	
6. Implement Plans	
7. Monitor Plans	
8. Evaluate Outcomes	

This page intentionally left blank.

GLOSSARY

1. **Force-Field Analysis**--A tool for organizing and analyzing information during a problem-solving process.

2. **Goal**--A broad statement of what you wish to accomplish.

3. **Intuitive method of problem-solving**--Based on hunches, gut feelings.

4. **Minimum effort method of problem-solving**--A process where alternatives are investigated only until a satisfactory solution (one that minimally satisfies the objectives) is found.

5. **Nominal group technique**--A technique for structuring group meetings that assures participation and neutralizes power/status differences.

6. **Objective--**A specific description of an expected outcome to be attained over an identified period of time.

7. **Political method of problem-solving**--A process that selects a solution based on the preferences and power of parties affected.

8. **Problem**--A difference that exists between an actual situation and a desired situation.

9. **Problem-solving**--A process that results in eliminating the gap between desired performance and actual performance.

10. **Systematic method of problem-solving**--A rational process whereby the problem-solver knows his/her objectives and has them ranked in order of importance, has explored all possible alternative solutions, knows the relative pros and cons of each, and always chooses the alternative(s) that maximize(s) potential attainment of the goal.

This page intentionally left blank.

BIBLIOGRAPHY

Interpersonal dynamics in fire service organizations, June 1995.

"Problem-Solving I: Identifying needs and problems." Unit 2 in *Leadership I: Strategies for Company Success*, 1994.

"Problem-Solving II: Solving problems." Unit 3 in *Leadership I: Strategies for Company Success*, 1994.

ADDITIONAL READINGS

Hint: To find books and resources listed here, copy a long string from the citation and paste in the search box at www.google.com

Bedman, W. L. (1995, October-December). From litigation to ADR: Brown and Root's experience. *Dispute Resolution Journal*, pp. 8-14.

Bennett, J. A. (1995, September). Discipline: Where have you gone? *American Fire Journal*, pp. 14-19.

Bingham, L. A. (1997, Spring). *Mediating employment disputes: Perceptions of redress at the United States Postal Service.* Review of Public Personnel Administration, pp. 20-30.

Blake, R., & Mouton, J. S. (1984). *Solving costly organizational conflicts: Achieving intergroup trust, cooperation, and teamwork.* San Francisco: Jossey Bass.

Brett, J. M., Goldberg, S. B., & Ury, W. L. (1994). *Managing conflict: The strategy of dispute system design.* Business Week Executive Briefing Service, Vol. 6.

Carpenter, S., & Kennedy, W.J.D. (2001). *Managing public disputes: A practical guide for government, business, and citizen's groups*. San Francisco: Jossey-Bass.

Carroll, M. (1996). *Workplace counseling: A systematic approach to employee care.* Thousand Oaks, CA: Sage Publications.

Cavenagh, T. (1999). *Business dispute resolution: Best practices, system design & case management*.

Charney, C. (1995). *The manager's tool kit: Practical tips for tackling 100 on-the-job problems*. New York: AMACOM.

Costantino, C. A., & Merchant, C. S. (1996). *Designing conflict management systems: A guide to creating productive and healthy organizations.* San Francisco: Jossey Bass.

Couger, J. D. (1995). *Creative problem solving and opportunity finding.* Hinsdale, IL: Boyd & Fraser Publishing.

Cutcher-Gershenfeld, J., & Kochan, T. A. (1997). Dispute resolution and team-based work systems. In S. B. Gleason (ed.) *Workplace dispute resolution: Directions for the twenty-first century.* East Lansing: Michigan State University Press, pp. 107-127.

Dana, D. (2001). *Conflict resolution: Mediation tools for everyday worklife.* McGraw-Hill.

_____. (2001). *Managing differences: How to build better relationships at work and home.* (3rd ed.). MTI Publications.

Dunlop, J. T., & Zack, A. M. (1997). *Mediation and arbitration of employment disputes.* San Francisco: Jossey Bass.

Ewing, D. W. (1989). *Justice on the job: Resolving grievances in the non-union workplace.* Boston: Harvard Business School Press.

Furtado, T. (1996). *Why an organizational ombudsman? What an organization's management might want to know.* Dallas: Ombudsman Association.

Galdin, M., & Pino, E. W. (1997). Neutrality: What an organizational ombudsman might want to know. Dallas: Ombudsman Association.

Goldberg, S. B. (1989). Grievance mediation: A successful alternative to labor arbitration. *Negotiation Journal,* 5(1), 9-15.

Goldberg, S. B. & Brett, J. M. (1991). Getting, spending, and losing power in dispute system design. *Negotiation Journal*, 7(2), 119-121.

Goldberg, S. B., Brett, J. M., & Ury, W. L. (1988). Designing an effective dispute resolution system. *Negotiation Journal*, 4(4), 413-431.

Grote, D. C. (1995). *Discipline without punishment*. New York: AMACOM.

Hawley, R. A. (1994). Mediation and arbitration in the non-union workplace. In Sochynsky, Y. and Baird, M. (ed's) California ADR *Practice Guide.* Colorado Springs: Shepard's/McGraw Hill.

Hennessey, J. (1992, November). Counseling and employee assistance as discipline. *Fire Chief*, pp. 45-48.

Hoenig, C. (2000). *The problem solving journey: Your guide to making decisions and getting results*. Cambridge, MA: Perseus Publisher.

Howard, C. L., & Gulluni, M. A. (1996). *The ombuds confidentiality privilege: Theory and mechanics.* Dallas: Ombudsman Association.

Hughes, L. (2002, Jan/Feb). If you want something done right, delegate it. *Women in business*, p. 13.

Hutchins, R. L. (1996). *Reprisal, retaliation, and redress*: *What an organization's management might want to know*. Dallas: Ombudsman Association.

Isenhart, M. W. (2000). *Collaborative approaches to resolving conflict*. Thousand Oaks, CA: Sage Publications.

Jehn, K. A. (2001). The dynamic nature of conflict: A longitudinal study of intragroup conflict and group performance. *Academy of Management Journal*. *44*(2), 238-251.

Kandel, W. L., & Frummer, S. L. (1994, Spring). "The corporate ombudsman and employment law: Maintaining the confidentiality of communications." *Employee Relations* L. J., 19(4), 587-602.

Katz, N. H., & Lawyer, J. W. (1992). *Communication and conflict resolution skills*. Dubuque, IA: Kendall Hunt.

Kolb, D. M. (1989). How existing procedures shape alternatives. *Journal of Dispute Resolution*.

Lipsky, D. B., & Seeber, R. L. (1997). The use of ADR in U.S. corporations. (Executive Summary.) Ithaca, N.Y.: Cornell/PERC Institute on Conflict Resolution and Price Waterhouse LLP.

Lynch, Q. C., J. (1997). Labour management system design--The RCMP experience. *Canadian Arbitration and Mediation Journal*, *1* (6), 7-9

MacLennan, N. (1996). *Counseling for managers.* Brookfield, VT: Aldershot-England.

Manring, N. J. (1993). Dispute system design and the U.S. forest service. *Negotiation Journal*, *9*(1), 13-21.

Masters, M. F., & Albright, R. R. (2002). *The complete guide to conflict resolution in the workplace.* New York: AMACOM.

Mayer, B. S. (2000). *The dynamics of conflict resolution: A practioner's guide.* San Francisco: Jossey-Bass.

McDermott, E. P., with Berkeley, A. E. (1996). *Alternative dispute resolution in the workplace: Concepts and techniques for human resource executives and their counsel.* Westport: Quorum Books.

McDowell, D. S. (1993). *Alternative dispute resolution techniques: Options and guidelines to meet your company's needs.* Washington: Employment Policy Foundation.

Murphy, V. L. (1999, May). The pre-disciplinary hearing: The next step in the discipline ladder. *Fire-Rescue*, pp. 87-89.

Murray, J. S. (1989). Designing a Disputing System for Central City and its Schools. *Negotiation Journal*, 3(4), 365-372.

_____. Dispute system design, power, and prevention. *Negotiation Journal*, 1990, *4*(1), 105-108.

Page, J. O. (1991). *Discipline with due process: A practice guide for emergency medical service personnel, their employers, regulators and representatives:* Author/National Fire Academy Learning Resources Center; #19316.

Paterson, L. T. (1993). *Supervisor's guide to documenting employee discipline.* Unpublished manuscript, National Fire Academy/Emmitsburg, MD.

Phillips, D. T. (1990). The price tag of turnover. *Personnel Journal*, Dec. 58.

Pitzer, L. R. (1994). *Development of operational procedures for discipline*. Unpublished manuscript, National Fire Academy/Emmitsburg, MD.

Rowe, M. P. (1990a). People who feel harassed need a complaint system for both formal and informal options. *Negotiation Journal, 6*(2), 164-165.

_____. (1990b). Helping people help themselves: An ADR option for interpersonal conflict. *Negotiation Journal, 6*(3), 239-248.

_____. (1991). The ombudsman's role in a dispute resolution system. *Negotiation Journal, 7*(4), 353-362.

_____. (1995). Options, functions and skills: What an organizational ombudsman might want to know. *Negotiation Journal, 11*(2), 103-114.

_____. (1997). Dispute resolution in the non-union environment: An evolution toward integrated systems for conflict management? In S. E. Gleason (ed.) *Workplace Dispute Resolution: Directions for the Twenty-First Century.* East Lansing: Michigan State University Press.

Sanders, R. (1999). *The executive decision making process: Identifying problems and assessing outcomes.* Westport, CT: Quorum.

Sheppard, B. H., Lewicki, R. J., & Milton, J. W. (1992). *Organizational justice: The search for fairness in the workplace.* New York: MacMillan.

Shouldis, W. (1992, March). The art of discipline. *Fire Engineering*, pp. 111-112.

Simons, T. (1989). Practitioners of a new profession. *Negotiation Journal, 3*(4), 401-405.

Silver, I. (2002). *Public employee discharge and discipline*. (3rd ed.). Gaithersburg, MD: Aspen.

Slaikeu, K. A. (1989). Designing dispute resolution systems in the health care industry. *Negotiation Journal, 5*(4), 395-400.

_____. (1992, November-December). Conflict management: Essential skills for health care managers. *Journal of Health Care Material Management*, 36-48.

Slaikeu, K. A., & Hasson, R. H. (1998). *Controlling the costs of conflict: How to design a system for your organization.* San Francisco: Jossey Bass.

_____. (1992). Not Necessarily Mediation. The Use of Convening Clauses in Dispute System Design. *Negotiation Journal, 8*(4), 33 1-337.

Stitt, A. J. (1998). *Alternative dispute resolution for organizations: How to design a system for effective conflict resolution.* John Wiley and Sons.

Stittleburg, P. C. (1993, March/April). Discipline promotes effective performance. *NFPA Journal*, pp. 85-86.

Stone, F. M. (1999). *Coaching, counseling and mentoring: How to choose and use the right technique to boost employee performance.* (Electronic Book). AMACOM. Retrieved, 2003, from the World Wide Web: http://www.netlibrary.com

Stuci, H. U. (1996). *How Motorola measures economic benefits of ADR.* Alternatives to the High Costs of Litigation. CPR Institute for Dispute Resolution, *14*(7), 91.

Ting-Toomey, S. (1999). *Communication across cultures*. New York: Guildford Press.

Ury, W. L., Brett, J. M., & Goldberg, S. B. (1988). *Getting disputes resolved: Designing systems to cut the costs of conflict.* San Francisco: Jossey Bass.

U.S. General Accounting Office. (1995, July). *Employment discrimination: Most private sector employers use alternative dispute resolution.* U.S. General Accounting Office/HEHS-150.

_____. (1997, August). *Alternative dispute resolution: Employers experiences with ADR in the workplace.* U.S. General Accounting Office, B-274297.

Victor, D. A. (1998). *Conflict management: A communication skills approach.* (2nd ed.). Boston: Allyn and Bacon.

Weise, R. H. (1989). The ADR program at Motorola. *Negotiation Journal, 5*(4), 38 1-394.

Weisinger, H. (1995). *Anger at work*. New York: Morrow and Company.

Westin, A. F., and Feliu, A. G. (1998). *Resolving employment disputes without litigation.* Washington: Bureau of National Affairs.

Williams, S. W. (2002). *Making better business decisions: Understanding and improving critical thinking and problems-solving skills.* Thousand Oaks, CA: Sage Publications.

Wittenberg, P. M. (1995, September). Discipline with dignity: A positive approach for managers. *Federal Probation*, 40-42.

Ziegenfuss, J. T., Jr., Rowe, M., and Munzenrider, R. F. (1993). Corporate ombudsman: Functions, case loads, approaches, and outcomes. *Journal of Health and Human Resources Administration, 15*(3), 261-280.

Zinsser, J. W. (1996). Employment dispute resolution systems: Experience grows, but some questions persist. *Negotiation Journal*, *12*(2), 151-165.

APPENDIX A

PROBLEM-SOLVING PROJECT

This page intentionally left blank.

Problem-Solving

The Existing Problem (Define as clearly as possible)	
Step 1	**Identify and Prioritize the problem.**
	• Identify the current status:
	• Identify the desired outcome:
	• Prioritize the gap:
Step 2	**Establish Goal(s).**

Step 3	Situation Analysis
	• Identify the symptoms:
	• Determine the cause:
	• Examine the facts:
	• Driving vs Restraining Forces:
Step 4	**Set Objectives.**

Step 5	Develop Action Plan
	• Goal(s)
	• Objective(s)
	• Plan(s)

Action Plan

Date _____

Goal: _____

Objective: _____
_____
_____
_____

Item #	Action	Completed by	Person Responsible	Resources Needed	Date Completed

Action Plan

Date _____

Goal: _____

Objective: _____
_____
_____
_____

Item #	Action	Completed by	Person Responsible	Resources Needed	Date Completed

**** Make additional copies if plan requires more input.**

Step 6	Implement the Plan (How do you want it done?)
	(Include barriers you will have to overcome and how it will be accomplished.)
Step 7	**Monitor (How will it be done?)**
Step 8	**Evaluate (How will it be done?)**

APPENDIX B

THE NOMINAL GROUP TECHNIQUE

This page intentionally left blank.

The Nominal Group Technique

Originally developed as an organizational planning technique by Delbecq, Van de Ven and Gustafson in 1971, the *nominal group technique* is a consensus planning tool that helps prioritize issues.

In the nominal group technique, participants are brought together for a discussion session led by a moderator. After the topic has been presented to session participants and they have had an opportunity to ask questions or briefly discuss the scope of the topic, they are asked to take a few minutes to think about and write down their responses. The session moderator will then ask each participant to read, and elaborate on, one of their responses. These are noted on a flipchart. Once everyone has given a response, participants will be asked for a second or third response, until all of their answers have been noted on flipcharts sheets posted around the room.

Once duplications are eliminated, each response is assigned a letter or number. Session participants are then asked to choose up to 10 responses that they feel are the most important and rank them according to their relative importance. These rankings are collected from all participants, and aggregated. For example:

Overall measure

Flowchart for the Nominal Group Technique

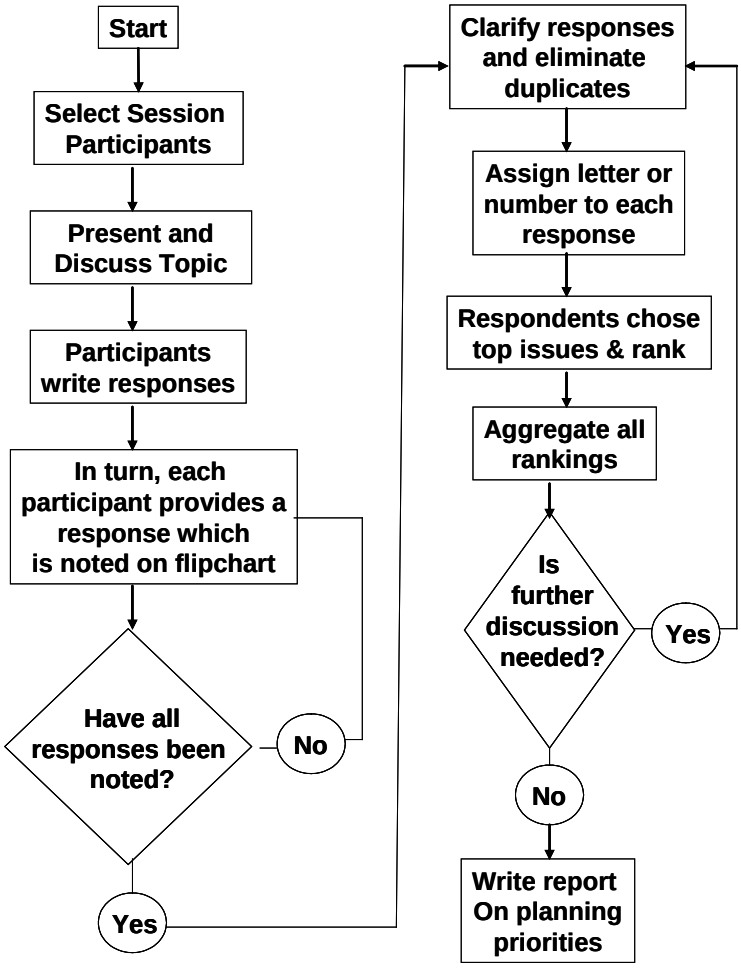
Response	Participant 1	Participant 2	Participant 3	..... of importance
A	ranked 1st	ranked 2nd	ranked 2nd	5 = ranked 1st
B	ranked 3rd	ranked 1st	ranked 3rd	7 = ranked 3rd
C	ranked 2nd	ranked 3rd	ranked 1st	6 = ranked 2nd
D	ranked 4th	ranked 4th	ranked 4th	12 = ranked 4th

Sometimes these results are given back to the participants on order to stimulate further discussion, and perhaps a readjustment in the overall rankings to the various responses. This is done only when group consensus regarding the prioritization of issues is important to the overall research of planning project.

The nominal group technique can be used as an alternative to both the focus group and the Delphi techniques. It presents more structure than the focus group, but still takes advantage of the synergy created by group participants. As its name suggests, the nominal group technique is only "nominally" a group, since the rankings are provided on an individual basis.

http://www.ryerson.ca/~mjoppe/ResearchProcess/841TheNominalGroupTechnique.htm 6/10/2004

The Nominal Group Technique



Related Readings (Ritchie, J.R.B., E.L., Ch 42 in Ritchie and Goeldner)

APPENDIX C

PROBLEM-SOLVING SUMMARY

This page intentionally left blank.

PROBLEM-SOLVING SUMMARY

The CO has a responsibility to recognize the relationship between **resources** (inputs) and **service delivery** (outputs). In order to balance inputs and outputs the CO must establish and maintain effective company-level **processes**. Finally, the CO has a responsibility to monitor internal processes by identifying and solving company-level problems.

Identifying, Defining, and Prioritizing Problems

A problem exists if there is a gap (difference) between what is desired and what actually exists. After a problem has been identified, you must decide whether resources should be committed to attempt a solution. This decision is based on the urgency and importance of the problem and whether you have the authority to act.

The CO also must select an appropriate level of participation for others in carrying out problem-solving activities. There are three general levels of involvement: 1) none; 2) some input from group; and 3) group working together. Different levels may be used in different parts of the problem-solving process. The effectiveness of problem-solving depends on both the selection of the right level of participation and on the process used. Who is involved depends upon the importance and complexity of the problem, the required degree of acceptance by group, time available, whose values should be considered and what weight they should be given.

The nominal group technique (NGT) is an effective process for identifying and prioritizing problems.

Priority problem-solving efforts should be given to those problems that have a direct or indirect impact on quality of service, cost of operations, and company performance.

There are four methods of solving problems: 1) **Intuitive** which is based on hunches; 2) **Minimum effort** which involves forming a judgment based on a limited number of alternatives and choosing an alternative that is good enough--not necessarily the best; 3) **Political**, and 4) **Systematic** which is a rational process with a fixed number of steps. This process is time-consuming, exploring **all** possible alternatives and choosing the alternatives that maximize the attainment of the goal. The key to selecting the proper method is to select the one that takes the least time and resources to arrive at a satisfactory solution to the problem.

A Systematic Problem-Solving Model Includes Several Critical Steps

- Identify and prioritize problems.
- Establish goals.
- Situation analysis.
- Set objectives.
- Develop action plans.
- Implement plans.
- Monitor.
- Evaluate outcomes.

The problem-solving process is an evolutionary process. It often becomes necessary to cycle back to earlier steps as difficulties arise or if alternative solutions initially attempted do not bring about a satisfactory solution.

REVIEW OF FORCE-FIELD ANALYSIS

Force-field analysis is a useful way of identifying pressures for and against change in a problem situation.

The technique:

Pressures for change (the driving forces) are listed and their strength is estimated. The pressures which resist change (the restraining forces) are also listed and their strength is estimated. The relative strength of the particular pressure is indicated by the length of the arrow. The driving and restraining forces then are arranged in a diagram similar to the one shown in Problem-Solving I.

The technique does not make decisions.

Rather, it helps you to visualize the forces at work and their individual and cumulative strengths. In order to solve the problem, it is necessary to evaluate the impact of each force and the probability of increasing or decreasing it.

GENERATING ALTERNATIVE STRATEGIES

Alternative strategies are actions that could reduce or eliminate the difference between the actual and the desired situation. For each driving and restraining force, identify actions you must take in order to increase or reduce the force.

CHOOSING FROM ALTERNATIVES

Evaluate each of the alternative strategies.

What are the advantages and disadvantages of each?

Do you have the resources necessary?

Are group members committed?

Is it cost-effective?

Which one(s) are critical to reaching your stated goal?

SETTING OBJECTIVES

Convert each critical strategy to a written objective.

An objective is a specific description of an expected outcome to be attained over an identified period of time.

An objective must spell out the ABCD's (Audience, Behavior, Conditions, Degree).

Objectives should define what you intend to accomplish as specifically as possible.

Example:

One of the causes of poor performance at structure fires is "lack of hands-on experience."

Converting this to an objective might produce something like:

"By November 1, 1988, our crew will successfully complete four structure fire drills at the training tower."

You now have a strategic plan for reaching your stated goal.

GOAL	=	OBJ. #1	+	OBJ. #2

Before moving on, take a final look at your problem-solving plan. If you accomplish all of your objectives can you reasonably assume that you'll reach your goal and eliminate the problem? If not, consider additional and/or different strategies (objectives).

DEVELOPING AND IMPLEMENTING ACTION PLANS

An action plan is a step-by-step outline of work that needs to be done in order to meet the stated objective. Each objective requires its own action plan.

A good action plan requires that you:

- Determine and assign tasks.
- Assign responsibility for monitoring.
- Plan for evaluation.
- Determine timeframes.
- Identify needed resources.
- Document completion of each task.

Now you have a complete set of objectives for reaching a specific goal. Each objective has a clear and concise action plan. Individuals can now go to work on their assigned action plan steps. Remember, coordination and communication are essential.

GOAL	=	Obj. #1	+	Obj. #2
		Action Plan		Action Plan
		1. _____		1. _____
		2. _____		2. _____
		3. _____		3. _____
		4. _____		4. _____
		5. _____		5. _____
		6. _____		6. _____

While the present alternative is being implemented, think of the next alternative you will try if this one doesn't work.

MONITORING AND EVALUATING

The CO needs to monitor each activity to make sure tasks are completed correctly and on time. Amend the plan where necessary (unanticipated events, inability to meet specified deadlines, etc.). Keep all work group members informed of progress. Monitoring and evaluating can indicate discrepancies in the plan that necessitate cycling back to earlier parts of the process. The problem-solving model is a continuing process, not one where you follow the steps once and are successful automatically.

Completion of the problem-solving process requires an indepth evaluation. Evaluation is taking a "lessons learned" approach. This allows you to capitalize on noted strengths and weaknesses in your next problem-solving venture. Bring the work group back together and evaluate the total project in terms of both **outcome** and **process**.

The following are possible questions that can be used to determine "Did it work?"

- Did we meet our stated goal?
- What did we do right?
- What did we do wrong?
- What could we have done better?

Almost no project ends without bringing to light additional problems of which you were unaware. Thus, the process begins again.

This page intentionally left blank.