Leadership I for Fire and EMS: Strategies for Company Success

LS I-Instructor Guide

2nd Edition, 2nd Printing-July 2010

FEMA

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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), National Fire Programs (NFP), and the National Preparedness Network (PREPnet). 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.

Designed to meet the needs of the company officer, this course of Leadership provides the participant with basic skills and tools needed to perform effectively as a leader in the fire service environment. This course addresses ethics, use and abuse of power at the company officer level, creativity in the fire service environment, and managing the multiple roles of the company officer.

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	Total Slides	128

Video

Decisionmaking Styles: "Analyzing Decisionmaking Styles" (Scenarios 1 to 3)

COURSE SCHEDULE

MODULES	TIME
Problem-Solving: Identifying Needs and Problems	3 hr.
Decisionmaking Styles	3 hr.
Planning Skills for the Company Officer	3 hr.
Communications for the Company Officer	3 hr.
Total Time:	12 hr.

National Fire Academy courses are designed for 12 hours of student contact. These 12 contact hours **do not** include time for registration, introductions, breaks, meals, student examinations, course evaluations, and the distribution of certificates. With these activities, the actual time required will be approximately 16 hours.

INSTRUCTOR PREFACE

Congratulations! You are about to teach one (or more) of the three NFA courses in **Leadership**. These courses each contain four 3-hour modules, which are designed to either stand alone, be presented with the other three modules of this course, or as part of an overall 6-day series.

As you instruct these course modules, it might be helpful to you to know the overall rationale, key concepts, and common threads that unite the three Leadership courses.

Rationale. These courses were developed to meet a universally expressed need in the fire service. That is, to enable midrange managers, especially Company Officers (COs) (or their equivalent) **to be more effective in their role as leaders.** Whether the CO carries out these responsibilities in a small rural volunteer department, a suburban "combination" part-volunteer/part-paid department, or a fully-paid metropolitan/urban department, there are certain critical skills and a degree of experience needed to be effective as a midmanager in the fire service.

Key concepts. The key concepts that link all of the modules in the three courses are

1.   COs need training and skill practice in three major managerial strategies:

  a.   Strategies for Company Success *(Problem-Solving: Identifying Needs and Problems; Decisionmaking Styles; Planning Skills for the Company Officer; and Communications for the Company Officer).*

  b.   Strategies for Personal Success *(Managing Multiple Roles for the Company Officer; Creativity; Enhancing Your Personal Power Base; and Ethics).*

  c.   Strategies for Supervisory Success *(Situational Leadership; Delegating; Coaching; and Discipline at the Company Level).*

That is, the CO must continuously strive to orchestrate growth on a personal level, improved productivity of the company as a whole, and push for greater effectiveness of each individual.

2.   COs must be focused upon the "big picture"--the overall mission and goals of the department must guide their actions. New COs especially are challenged to expand their view of how their company/platoon, etc., contributes to the department mission.

3.   As managerial styles outside the fire department have changed, so have the approaches, techniques, and styles of the fire service manager. Greater participation in decisionmaking, greater involvement in problem-solving, and a modified "Theory Z" approach to management can have high payoff to those who are prepared. The focus of many of these three Leadership course modules is to assist the CO to examine these payoffs, and the implications for the leader.

4.   The "win-win" or collaborative approach to the day-to-day challenges of the leader is a useful approach; even such leadership functions as discipline, using power, and decisionmaking (traditionally handled in an authoritarian manner) can be made more effective by a "win-win" style.

5.   To be consistent with the key concepts above, it is recommended that we try to model the concepts while teaching the class. When it is possible and feasible, students should be included in discussion, setting standards, solving problems, and contributing to the "mission" or desired results of the class.

MANAGING THE CLASS

In managing the class, the instructor should try to model "Situational Leadership"--that is, adopt his or her style according to the maturity (willingness and abilities, etc.) of the class as a whole.

CLASS PROFILE

One way to get a rapid "fix" on the class composition and maturity is to do a registration "sign-in" to develop the class profile. As people enter the classroom they sign in on easel pad paper (or a chalkboard). When introducing the class to the course "mission" and goals, etc., the group as a whole can review the class composition and needs. Sample questions might be:

1.   Distance traveled to get here today:

a.	1 to 50 miles	b.	51 to 100 miles
c.	101 to 150 miles	d.	Etc.

   (Adapt to local area!!)

2.   Position held in fire department:

a.	Firefighter	b.	EMT
c.	Lieutenant	d.	Sergeant
e.	Captain	f.	BC
g.	DC/AC	h.	Chief Officer
i.	Other		
	(Board, Fire Marshal, etc.)		

3.   Type of department:

   a.   All volunteer
   b.   Combination
   c.   All paid
   d.   Private provider

4.   Reason for attending class:

   a.   Assigned/Forced to come (Prisoner)
   b.   Hoping for rest and relaxation (Vacationer)
   c.   Hoping for new experience and opportunity (Adventurer)

5.   Background in leadership training:

   a.   Minimal or no exposure
   b.   Adequate--can operate as a leader in a small group effectively
   c.   Maximum--can train others in leadership

6.   Major issues facing fire service leaders now:

7.   Etc. (Make questions locally relevant and useful in finding out about the group.)

WARM UPS

Another way to quickly get the class started is to do brief warmup activities. Warm ups or icebreakers can have several purposes:

1.   To introduce participants to the content of the modules--such as Creativity or Decisionmaking.

2.   To relax the participants by moving around and having fun.

3.   To identify the level of willingness and ability (maturity) that the group possesses.

4.   To identify the strengths and possible contributions that each individual will make.

5.   To identify group needs, interests, and agendas.

SAMPLE WARM UPS

A few warm ups from the most simple and safe to the more elaborate and risky are

1.   Each person introduces himself/herself to the group by name, position/rank, department, and goal for the class.

2.   Individuals interview another person, then introduce them to the whole group.

3.   Small groups introduce themselves, then decide (by consensus) what their major goals/needs are from the class, and present their list to the whole group.

4.   Group tosses a ball of yarn from person to person until all are "connected," then the group tries to create a "wave." As a variation, the group can try to unwind itself without dropping the yarn (problem-solving)--as each person gets loose, that person should make an introduction and comment on the experience.

5.   Individuals, using a full sheet of easel pad paper, draw their professional life-line (with symbols and stick figures) representing the ups and down of their own professional career.

WARM-UP TIPS

1.   Use your intuition (gut feeling) to select the most appropriate form of warm up. The time invested in the exercise you choose will have high payoff!

2.   Listen carefully during warm ups and introductions for references to "volunteer," "career," "professional," etc., fire departments. At the end of the warm up, emphasize the similarities between fire executives/middle managers of different types of departments; if "stereotypes" emerge, such as "only fully-paid departments are professional," or make a "career" out of the fire service, discuss those points. Try to dispel the stereotypes, and try not to reinforce inaccurate labels. Volunteer departments that act and perform professionally are professional, and people who have dedicated many years to the volunteer fire service have, in fact, made an unpaid "career" out of their service!

The critical point is that the content of the modules crosses paid, unpaid, part-paid, rural, urban, and suburban lines--and is equally useful to all.

GRADUATION

At the end of the course, try to make the certificate-awarding process as ceremonial as possible, given your limited resources of time and space, etc. Present the diploma to each individual with a handshake and the thanks of the NFA. They have earned it!

SUMMARY

Above all, be prepared content wise and attitudinally to move smoothly through the material and enjoy teaching the class. Model the enthusiasm and energy you expect of your students, and they will fulfill your expectations.

Name: _____   Date: _____

EXAMINATION

Multiple-Choice Directions: *Read each question carefully, and choose the best answer from the four choices.*

1.   Nonverbal communications account for _____ percent of the messages we send.

   a.   25
   b.   50
   c.   65
   d.   80

2.   Fire/Emergency medical services (EMS) written communications may be read by

   a.   lawyers, judges.
   b.   insurance adjusters, news media.
   c.   medical professionals.
   d.   all of the above.

3.   Email at work is subject to

   a.   Freedom of Information Act (FOIA) requests.
   b.   legal discovery.
   c.   social networking rules.
   d.   both a and b.

4.   Negative organizational tattoos on a person may be stopped by

   a.   allowing the tattoo to fade.
   b.   replacing the negative tattoo with a positive tattoo.
   c.   stopping the behavior that caused the negative tattoo.
   d.   all of the above.

5.   Negative organizational tattoos are

   a.   funny.
   b.   part of the fire/EMS culture.
   c.   destructive.
   d.   useful.

6.   The Vroom-Yetton Decision-Making Model includes four styles of decisionmaking. If performed properly, the group process style will result in:

   a.   the leader delegating the decision to the group after providing adequate parameters.
   b.   all group members accepting the final decision and being committed to supporting the implementation of the decision.
   c.   the leader sharing the decision issue with relevant group members to derive input.
   d.   the leader delegating responsibility for the decision to the group but guiding them in the direction desired.

7.   If commitment by subordinates is critical to the effective implementation of a decision, the one style of decisionmaking that should **not** be used is

    a.   delegating.
    b.   autocratic.
    c.   consulting.
    d.   group-process.

8.   The style of decisionmaking where the leader and the subordinates work together until they arrive at a consensus decision is referred to as

    a.   group-process.
    b.   consulting.
    c.   delegating.
    d.   autocratic.

9.   The relative importance of a decision is related to

    a.   how many people will be affected.
    b.   the consequences of a bad decision, how many people will be affected, and whether or not the decision impacts on mission and goals.
    c.   whether or not you have the information.
    d.   the intelligence of the person deciding.

10.   When the leader decides to delegate, it means

    a.   letting others work the problem but retains the decision.
    b.   looking for consensus from others.
    c.   the leader has, in effect, let others work it out themselves.
    d.   the leader is still involved in the solution.

11.   The responsibility for identifying and solving problems at the company level rests with

    a.   management.
    b.   the company itself.
    c.   fire department administration.
    d.   the Company Officer (CO).

12.   The Nominal Group Technique (NGT) is a five-step process. What is the correct sequence?

    a.   Silent generation of ideas, recording, clarification, voting, and scoring.
    b.   Silent generation of ideas, clarification, recording, voting, and scoring.
    c.   Silent generation of ideas, recording, voting, clarification, and scoring.
    d.   None of the above.

13.   In the NGT during the "record ideas" step, the leader should

    a.   permit only a "little" discussion about each idea.
    b.   permit no discussion about the ideas being listed.
    c.   encourage participants to evaluate the appropriateness of the ideas.
    d.   have each person explain their ideas.

14.	The **first** critical step you should take in problem-solving is

	a.	identify and prioritize problems.
	b.	establish goals.
	c.	develop objectives.
	d.	evaluate outcomes.

15.	"Force field analysis" is a tool for organizing and analyzing information during the situation analysis step. Which of the following is true regarding its use?

	a.	Considers only the actual situation (problem) and its analysis.
	b.	Does not consider the restraining forces until the goal is determined.
	c.	Can be used only by a group.
	d.	Can be used individually or by a group.

16.	The technique or process, which can be used in problem identification that maximizes individual participation and minimizes domination by any individual is **best** referred to as the

	a.	group process (GP).
	b.	brainstorming (BR).
	c.	NGT.
	d.	democratic decisionmaking.

17.	There are four problem-solving methods described. Which one of the following is not one of the four presented?

	a.	Maximum effort.
	b.	Intuitive.
	c.	Systematic.
	d.	Minimum effort.

18.	A well-written action plan would include

	a.	the assignment of tasks and a means of documenting their completion.
	b.	plans for monitoring and evaluating.
	c.	a timeframe.
	d.	all of the above.

19.	The difference between a goal and an objective is that

	a.	a goal is the specific outcome to be attained in an identified period of time while an objective is a generalized statement of what one hopes to accomplish sometime in the future.
	b.	a goal is a broad, general description of what one desires to accomplish while an objective is a specific description of an expected outcome over an identified period of time.
	c.	goals are more specific in all dimensions than are objectives.
	d.	there is no significant difference between a goal and an objective.

20.	A well-written objective will include which of the following?

	a.	The audience.
	b.	The desired behavior, a timeframe, and the quantity expected.
	c.	The expected behavior, a tentative timeframe, the quantity expected, and the quality expected.
	d.	The audience, the behavior, the conditions, and the degree.

Name: _____   Date: _____

EXAMINATION ANSWER SHEET

1. _____   11. _____

2. _____   12. _____

3. _____   13. _____

4. _____   14. _____

5. _____   15. _____

6. _____   16. _____

7. _____   17. _____

8. _____   18. _____

9. _____   19. _____

10. _____   20. _____

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   c.   The expected behavior, a tentative timeframe, the quantity expected, and the quality expected.
   d.   The audience, the behavior, the conditions, and the degree.

EXAMINATION ANSWER SHEET KEY

1.	c	11.	d
2.	d	12.	a
3.	d	13.	b
4.	d	14.	a
5.	c	15.	d
6.	b	16.	c
7.	b	17.	a
8.	a	18.	d
9.	b	19.	b
10.	c	20.	d

PROBLEM-SOLVING: IDENTIFYING NEEDS AND PROBLEMS

OBJECTIVES

The students will:

1. *Identify services provided by a typical fire/emergency medical services (EMS) company (outputs), and resources needed to provide these services (inputs), and understand their interrelationship.*

2. *Describe advantages and disadvantages of individual and group problem-solving.*

3. *Demonstrate Nominal Group Technique (NGT).*

4. *Describe four methods by which problems are solved.*

5. *Outline the critical steps in a problem-solving model.*

6. *Apply force field analysis as an aid to diagnosing a problem.*

POINTS FOR THE INSTRUCTOR

The most important fire/emergency medical services (EMS) company responsibility is to carry out its assigned mission within the department. In order to fulfill this responsibility the Company Officer (CO) must allocate resources to satisfy the needs of his/her company. This implies that the CO has identified the needs. When sufficient resources are not available, the CO must establish priorities. Problems often arise when the needs of involved individuals and groups cannot be met, especially when their priorities are different from those of the CO.

This module provides a blueprint for solving critical problems as well as the details of problem identification and diagnosis. Several methods of problem-solving are outlined. Students should realize that the systematic method is generally used only for complex problems, and that simpler methods are used in most everyday situations.

Students are given guidelines for deciding level of participation. The advantages and disadvantages of group problem-solving are discussed, and a Nominal Group Technique (NGT) is demonstrated as a useful group process for problem identification.

Students then convert problems into goals. In conclusion, force field analysis is demonstrated as a tool for organizing and analyzing information prior to finalizing a problem-solving plan.

The emphasis of the examples and demonstrations should be primarily on the process. It is impossible to make the content fit every department at the same time.

METHODOLOGY

This module includes lecture, discussion, a demonstration, and a large group activity.

(Total Time: 3 hr.)

90 min.	Lecture/Discussion	
	Objectives	IG PS-5
	Overview	IG PS-5
	General Responsibilities of the Company Officer	IG PS-6
	Relationship Between Service	
	Delivery and Needed Resources	IG PS-7
	Problem-Solving: A Critical Skill	IG PS-10
	Identifying and Prioritizing Problems	IG PS-12
	Brainstorming	IG PS-16
	Nominal Group Technique	IG PS-17
45 min.	Demonstration	
	Demonstration of Nominal Group Techniques	IG PS-18
30 min.	Lecture/Discussion	
	Checking Priorities	IG PS-22
	Problem-Solving Methods	IG PS-24
	Situation Analysis	IG PS-26
	Force Field Analysis	IG PS-28
10 min.	Large Group Activity PS.1	
	Generating Alternative Strategies	IG PS-33
5 min.	Lecture	
	Summary	IG PS-37

AUDIOVISUAL

Slides PS-1 to PS-40
Index Cards
Easel Pad

INSTRUCTOR PREPARATION

1.   Review the lesson plan and activity.

2.   Study the NGT process. (A complete and detailed summary is contained in the Student Manual (SM).) Note the timesaving shortcuts outlined in the Instructor Guide (IG).

3.   Have index cards ready for NGT.

4.   Make sure you thoroughly understand force field analysis.

ICONS USED IN INSTRUCTOR GUIDE

SM 1-1	Indicates corresponding page number in ***Student Manual***
	Instructor should show ***video*** cited in instructor's notes
	Easel pad(s) required for instructor or student table groups

Slide PS-1

> **LEADERSHIP I FOR FIRE AND EMS: STRATEGIES FOR COMPANY SUCCESS**
>
> **PROBLEM-SOLVING: IDENTIFYING NEEDS AND PROBLEMS**
>
> Slide PS-1

90 min.
Lecture/Discussion

Slide PS-2

> **OBJECTIVES**
>
> **The students will:**
> - **Identify services provided by a typical fire/ emergency medical services (EMS) company (outputs), and resources needed to provide these services (inputs), and understand their interrelationship.**
> - **Describe advantages and disadvantages of individual and group problem-solving.**
> - **Demonstrate Nominal Group Technique (NGT).**
>
> Slide PS-2

I. OBJECTIVES

The students will:

A. Identify services provided by a typical fire/ emergency medical services (EMS) company (outputs), and resources needed to provide these services (inputs), and understand their interrelationship.

B. Describe advantages and disadvantages of individual and group problem-solving.

C. Demonstrate Nominal Group Technique (NGT).

Slide PD-3

> **OBJECTIVES (cont'd)**
>
> - **Describe four methods by which problems are solved.**
> - **Outline the critical steps in a problem-solving model.**
> - **Apply force field analysis as an aid to diagnosing a problem.**
>
> Slide PS-3

D. Describe four methods by which problems are solved.

E. Outline the critical steps in a problem-solving model.

F. Apply force field analysis as an aid to diagnosing a problem.

Slide PS-4

> **OVERVIEW**
>
> - **General Responsibilities of the Company Officer (CO)**
> - **Relationship Between Service Delivery and Needed Resources**
> - **Problem-Solving: A Critical Skill**
> - **Identifying and Prioritizing Problems**
>
> Slide PS-4

II. OVERVIEW

A. General Responsibilities of the Company Officer (CO).

B. Relationship Between Service Delivery and Needed Resources.

C. Problem-Solving: A Critical Skill.

Slide PS-5

D.   Identifying and Prioritizing Problems.

E.   Brainstorming.

F.   Checking Priorities.

G.   Problem-Solving Methods.

H.   Situation Analysis.

I.   Force Field Analysis.

Pause here to acquaint students with the Student Manual (SM) format. The SM begins with a detailed outline section, which includes all module activities. It is intended that students use this section while the module is in session.

Assure students that it is not necessary to take notes on lecture content unless they so desire. The note-taking section simply serves as a general outline of the lecture material with space provided to jot down interesting discussion points, etc. Immediately following this section is a detailed text that covers all module content. This text is intended to be read after the module presentation, so that student attention can focus on actual classroom activity.

Slide PS-6

III.   **GENERAL RESPONSIBILITIES OF THE COMPANY OFFICER**

A.   The most important company responsibility is to carry out an assigned mission within the department.

B.   The CO is the link between the fire department/ EMS administration and the firefighter/emergency medical technician (EMT).

C.   The CO transforms departmental goals into specific actions.

D.   The CO is responsible for using company resources to meet company needs.

 1.   Recognizing needs can prevent problems.

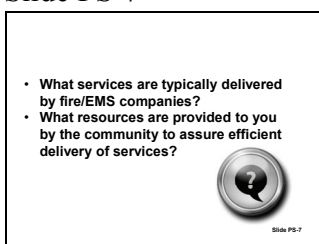 2.   All needs are not necessarily problems.

 E.   The CO must identify and solve problems.

20 min.
Discussion

IV.   RELATIONSHIP BETWEEN SERVICE DELIVERY AND NEEDED RESOURCES

 A.   Services.

Slide PS-7

> • **What services are typically delivered by fire/EMS companies?**
> • **What resources are provided to you by the community to assure efficient delivery of services?**
>
> Slide PS-7

ASK: What services are typically delivered by fire/EMS companies?

List responses on easel pad.

Suggested responses:
- fire control/extinguishment;
- building safety/fire prevention;
- code enforcement;
- building inspections;
- hazardous materials (hazmat) response;
- mitigation;
- inspection;
- emergency medical/assistance and rescue;
- broken water tanks;
- children locked in;
- natural and manmade disaster response;
- public education;
- public relations;
- blood pressure checks; and
- drop-off site for charitable activities (toys, food, etc.).

As you review the services, discuss their impact on the people in the community. Emphasis should be placed on the contribution that these services make to the quality of life for all people, whether they use the services or not. Point out that if this list were being developed for the student's department, it would be based on community expectations as well as departmental desires, and would be longer and more specific.

B.   Resources needed for delivery of services.

ASK: What resources are provided to you by the community to assure efficient delivery of services?

List responses on easel pad.

Suggested responses:
- operating budget (which allows you to purchase necessary resources);
- personnel;
- tools and equipment;
- apparatus (pumpers, trucks, rescues, etc.); and
- facilities.

If not mentioned already, point out that the community also pays for your **time**, which is one of your most valuable resources.

C.   Relationship between services and resources.

1.   The community expects effective and efficient delivery of services.

2.   The community **depends** on the fire/EMS department for delivery of these services.

3.   In return for service delivery, the community provides tax money to assure the department has the resources required.
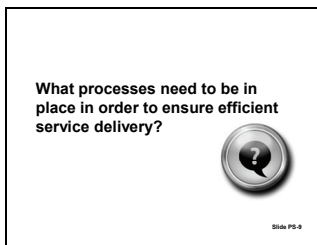
Slide PS-8
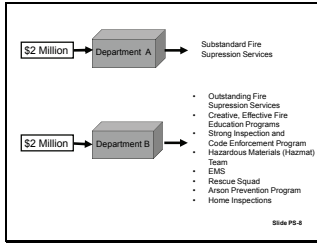
Read Slide PS-8 to the class and ask: "If Department A and Department B both start with $2 million, the input, what makes the difference? Why does Department A produce so little for its community and Department B so much?" Most students will respond, "Management" or "Leadership." Instructor should respond: "Yes, management, but more exactly it is what management **does** to produce these services. The specific actions management takes are the processes for producing the services. It is the processes that determine the services, the outputs of the system. Efficient, effective processes produce excellent services (outputs). Ineffective processes produce failures. Problem-solving is about producing successful services.
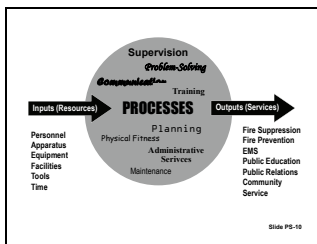
D. Processes within the department.

The department ensures its ability to deliver required services by establishing and maintaining effective internal managerial processes.

Slide PS-9

ASK: What processes need to be in place in order to ensure efficient service delivery?

List responses on easel pad.

Suggested responses:
- training (recruit, in-service, officer, etc.);
- administrative services (recruitment/selection, payroll, finance, purchasing, standards and procedures, etc.);
- communications (dispatch, radios, coordination);
- maintenance (apparatus, facilities, personnel);
- supervision (counseling, discipline, performance evaluation, coaching, leadership, etc.);
- physical fitness maintenance;
- planning;
- coordinating; and
- problem-solving.

Slide PS-10

When list is complete, ask which processes are a CO's responsibility. Emphasize that most processes take place, at least in part, at the company level.

Slide PS-11

```
The community provides inputs
(resources) and the fire/EMS
department provides processes in
order to achieve outputs (services).

                              Slide PS-11
```

E.   The community provides inputs (resources) and the fire/EMS department provides processes in order to achieve outputs (services).

V.   PROBLEM-SOLVING: A CRITICAL SKILL

Slide PS-12

```
      COMPANY OFFICER
        CHALLENGES
• CO is responsible for efficient service
  delivery.
• CO must allocate resources effectively.
• Needs of the company must be identified.
• Inadequate resources and overwhelming
  needs create great challenges.
• CO must establish priorities.
• CO must balance individual and group
  needs.
                              Slide PS-12
```

A.   CO challenges.

1.   The CO has primary responsibility for efficient service delivery.

2.   To fulfill this responsibility, the CO must allocate available resources in an effective manner.

3.   Before allocating resources, the CO must be sensitive to the needs of the company.

      Allocating resources (which are often inadequate) to satisfy needs (which are often overwhelming) is one of the greatest challenges a CO faces.

4.   The CO has to prioritize and balance individual and group needs.

Slide PS-13

```
What are some examples of
individual needs that the CO must
consider?



                              Slide PS-13
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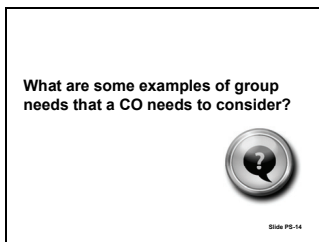
ASK: What are some examples of individual needs that the CO must consider?

Suggested responses:
- training (individual);
- coaching;
- counseling;
- physical fitness;
- job understanding;
- equipment;
- performance standards;
- performance reviews;
- discipline;

Slide PS-14

> **What are some examples of group needs that a CO needs to consider?**
>
> Slide PS-14

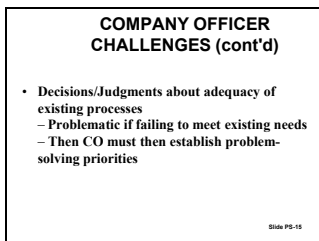- career development; and
- reward systems.

ASK: What are some examples of group needs that a CO needs to consider?

Suggested responses:
- team building;
- training (group);
- performance standards;
- performance evaluations;
- standard operating procedures (SOPs);
- code of ethics and values;
- work schedules; and
- reward systems.

Point out that all the needs (both individual and group) are directly related to internal **processes** covered in a previous section.

Slide PS-15

> **COMPANY OFFICER CHALLENGES (cont'd)**
>
> - Decisions/Judgments about adequacy of existing processes
>   – Problematic if failing to meet existing needs
>   – Then CO must then establish problem-solving priorities
>
> Slide PS-15

5. The CO has to make decisions/judgments about whether existing **processes** are adequately meeting individual and group needs.

6. Problems arise when the existing processes fail to meet existing needs. The CO must then establish problem-solving priorities.
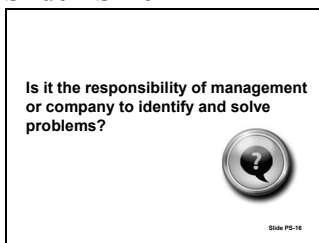
B. Is identifying and solving problems a company or management responsibility?

Slide PS-16

> **Is it the responsibility of management or company to identify and solve problems?**
>
> Slide PS-16

Discuss whether the responsibility to identify and solve problems is a management or company responsibility.

Make the following points, but limit the discussion to 5 to 7 minutes.

1.   It's tempting to blame all problems on management.

2.   Perceived company problems often focus on lack of personnel and apparatus (resources) and overlook how things are working at the company level (processes).

3.   Actually, many problems can be solved at the company level without management involvement and support.

4.   A few problems cannot be solved without management support.

5.   But even problems that are essentially management's responsibility can be influenced in ethical and productive ways from the company level.

6.   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 that being the actual problem-solver.)

7.   It's the CO's responsibility to identify and solve company-level problems and to inform management about other critical problems that cannot be solved without upper-level assistance/action.

Slide PS-17

THE COMPANY
OFFICER MUST

- **Identify problems**
- **Solve company-level problems**
- **Inform management about other critical problems that cannot be solved without upper-level assistance/action**
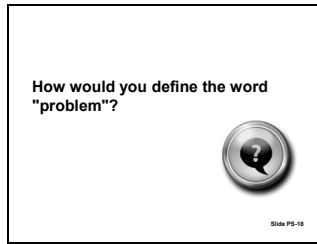
Slide PS-17

VI.   IDENTIFYING AND PRIORITIZING 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.
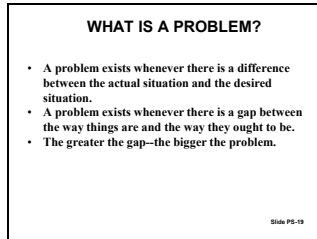
A.   What is a problem?

Slide PS-18

How would you define the word "problem"?

ASK: How would you define the word "problem?"

Allow several participants to respond. Note that a problem means there is something wrong that needs to be fixed.

Slide PS-19

WHAT IS A PROBLEM?

• A problem exists whenever 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.

Slide PS-19

1.   A problem exists whenever there is a difference between the actual situation and the desired situation.

2.   A problem exists whenever there is a gap between the way things are and the way they ought to be.

3.   The greater the gap, the bigger the problem.

B.   Multiple problems.

1.   If every CO had only one problem to contend with at any time, life would be simple!

2.   Unfortunately, most COs have many problems, which are competing for his/her attention.

3.   In addition, most COs have problems of which they are not even aware.

ASK: How could this happen?

Suggested response: Because they never ask for their company members' input on problem identification.

Slide PS-20

```
┌─────────────────────────────────────┐
│           PARTICIPATION IN           │
│        PROBLEM IDENTIFICATION        │
│                                      │
│ Three options:                       │
│ 1. None (CO works alone)             │
│ 2. Some (CO gets input from group members) │
│ 3. A lot (CO and company work together as a │
│    group)                            │
│                                      │
│                                      │
│                            Slide PS-20 │
└─────────────────────────────────────┘
```

C.   Level of participation in problem identification.

  1.   CO has to decide how much input is needed from company members in order to identify and prioritize company problems.

  2.   Three options for participation, much like decisionmaking:

    a.   None--CO works alone.

    b.   Some--CO gets input from group members.

    c.   A lot--CO and the company work together as a group.

D.   Use a group process for problem identification and prioritization.

  1.   Advantages:

┌──┐
│ ASK: What are the advantages to the whole company   │
│   participating?   │
│   │
│ Write responses on an easel pad. Make sure the following │
│ points have been made. If students have already completed │
│ the module on Decisionmaking Styles, this will be familiar │
│ information.   │
└──┘

    a.   Allows CO to hear about problems from company's perspective.

    b.   Generates more ideas (CO gets a better picture of **all** problems).

    c.   Meets subordinates' need to be involved.

d.   Heightens subordinates' awareness of conflicting needs and the complexity of running a company.

e.   Generates subordinate interest in helping to solve problems.


ASK: If it's so obvious that group input is critical, why don't we do it more often?

List responses on an easel pad. Make sure the following points have been covered.

---

2.   Disadvantages:

a.   Takes a lot of time.

b.   Cliques and conflicts sometimes develop.

c.   Individuals may have little interest in participating.

d.   Interacting groups waste time on interpersonal relationships.

e.   Ideas may be evaluated prematurely.

f.   Conformity may inhibit idea generation.

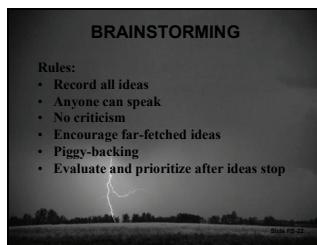g.   Certain people may dominate discussion and some may not be heard.

Slide PS-21

TECHNIQUES FOR INCREASING EFFECTIVENESS OF GROUPS

· **Brainstorming**
· **NGT**

Slide PS-21
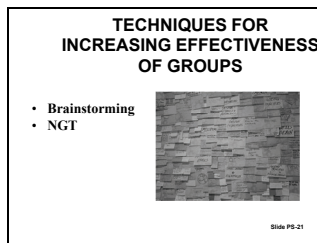
E.   Techniques for increasing effectiveness of groups.

1.   Two techniques designed to overcome the disadvantages listed above:

a.   Brainstorming.

b.   NGT.

2. Both techniques can be used effectively for identifying problems; NGT is particularly helpful in prioritizing.

> Emphasize that NGT allows the CO to **maximize individual participation** of group members and to **minimize domination** of the process by any one person. Each person has equal input into the final decision.

Slide PS-22

BRAINSTORMING

Rules:
- Record all ideas
- Anyone can speak
- No criticism
- Encourage far-fetched ideas
- Piggy-backing
- Evaluate and prioritize after ideas stop

VII. BRAINSTORMING

> Next we will use brainstorming to illustrate a technique for developing a large number of ideas from a group. Some groups will be familiar with the technique. Others will require a refresher. If necessary:
>
> ASK:
>
> - How many are familiar with brainstorming?
>
> - What are the rules for brainstorming?

A. Rules.

1. Record all ideas without passing judgment.

2. Anyone can speak at any time.

3. No criticism is allowed during the brainstorming phase.

4. Far-fetched and nontraditional ideas are encouraged because they may trigger more practical ones.

5. Allow piggy-backing of ideas, even if repetitious. Urge students to create their own variations of others' suggestions.

6. Evaluate and prioritize **after** all ideas are listed.

Slide PS-23

> **NOMINAL GROUP TECHNIQUE**
>
> **Simple five-step process:**
> 1. **Silent generation of ideas**
> 2. **Recording ideas**
> 3. **Clarification**
> 4. **Voting**
> 5. **Scoring**
>
> Slide PS-23

VIII.   NOMINAL GROUP TECHNIQUE

A.   NGT is a simple five-step process:

> Briefly describe each step.

       1.   Silent generation of ideas.

       2.   Recording ideas.

       3.   Clarification.

       4.   Voting.

       5.   Scoring.

Slide PS-24

> **ADVANTAGES OF NOMINAL GROUP TECHNIQUE**
>
> • **Each member participates**
> • **Prevents domination**
> • **Each person has equal vote**
> • **Structured process**
> • **Many ideas**
>
> Slide PS-24

B.   Advantages of NGT.

       1.   Assures participation of each group member.

       2.   Prevents domination of the group by any one person.

       3.   Each person has an equal vote on the final outcome.

       4.   The structured process prevents unproductive discussions, arguments, etc.

       5.   Many ideas are generated.

> ASK: What are the primary differences between NGT and brainstorming?
>
> **Suggested responses:**
>
> •   Brainstorming is faster.
>
> •   Brainstorming uses a random, **unstructured** process.

45 min.
Demonstration

- Although participation is encouraged in brain-storming, it is not **assured**.

- It's easier for dominant personalities to dominate a brainstorming process than an NGT process.

Demonstration of Nominal Group Technique

The success of this demonstration depends upon the instructor following the directions exactly. Do not deviate from, expand on, or comment on the process beyond what is indicated here.

Advise students that you will demonstrate NGT.

Option 1: Ask for six volunteers to participate in the demonstration. Have them move to the front of the room (or use six persons in the first row).

Option 2: If there are fewer than 10 students, allow everyone to take part.

Option 3: Allow entire class to participate in the first three steps. Then allow only six volunteers to participate in the voting.

Point out that it is important to formulate the questions in such a way that you are sure to get the response you want.

Refer rest of class to the description of NGT in their SMs so they can follow along.

**SM
PS-7**

Begin the exercise by advising the six persons in the demonstration group that you are their CO and they are your crew members.

Advise students that NGT usually requires 60 to 90 minutes, and to save time you will be shortening the time spent on each step.

1. Make a brief opening statement to the demonstration group.

   a. Highlight the importance of the session.

b.   Emphasize the value of each person's contribution.

c.   Point out that the purpose of the session is "to improve our effectiveness as a company (team)" by establishing priorities for problem-solving efforts.

2.   Read NGT question to group (this should already be written on the easel pad):

NGT Question Options:

What can we do to attract new volunteers and retain current members?

What can we do to reduce the conflicts between the various divisions in our department--suppression, EMS, fire prevention, training, special operations?

*How can we improve our image and standing in the community?*

How can we better prepare our personnel to respond to terrorists events or natural disasters?

Point out that it is important to formulate the question in such a way that you are sure to get appropriate responses.
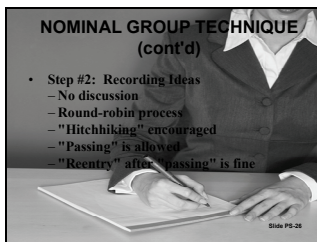
Slide PS-25

3.   Ask demonstration group members to work silently and to individually list possible problems. Allow only a couple of minutes for silent generation of ideas.

Point out that 5 to 10 minutes would normally be allowed.
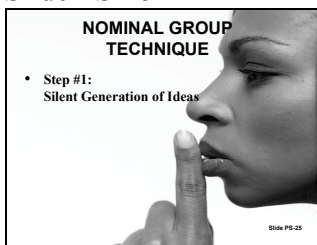
Slide PS-26

4.   Explain recording step.

a.   No discussion.

b.   "Round-robin" process.

  c. "Hitchhiking" is encouraged (when someone else's idea triggers you to think of another idea you hadn't considered).

  d. "Passing" is allowed.

  e. "Reentry" after "passing" is fine.

5. Record ideas. Allow **no** discussion.

  a. Number each item as you list it on the easel pad.
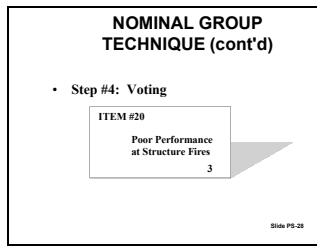
  b. Stop listing ideas once you have 25 or so.

Emphasize that normally this step would be allowed to continue as long as anyone still had ideas.

Slide PS-27

> **NOMINAL GROUP**
> **TECHNIQUE (cont'd)**
>
> • **Step #3: Clarification**
>   – **Clarify meaning, don't discuss**
>   – **Combine obvious duplicates**
>   – **Eliminate problems that need to be**
>   **solved by:**
>   **-- Upper management**
>   **-- CO alone**
>
>   **Slide PS-27**

6. Explain clarification step.

  a. Purpose is to make sure everyone understands what each item means (not to discuss or evaluate items).

  b. Second purpose is to combine duplicates.

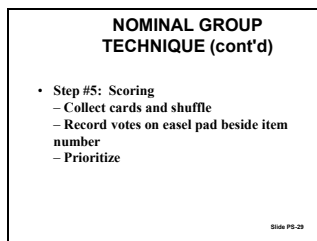7. Clarify each item and combine obvious duplicate items.

  This should take about 5 minutes.

8. Reevaluate the list before voting. Reemphasize that the purpose is to prioritize **company** problem-solving needs.

  a. Eliminate any problems that require upper-level attention. (CO should assure group members that he/she will take responsibility for informing management about these problems.)

  b. Eliminate any items related to one individual's performance/personality/deficiencies. (The CO must take responsibility for dealing with the individual.)

Slide PS-28

> **NOMINAL GROUP**
> **TECHNIQUE (cont'd)**
>
> · **Step #4: Voting**
>
> > **ITEM #20**
> >
> > **Poor Performance**
> > **at Structure Fires**
> >
> > **3**
>
> Slide PS-28

9.   Explain voting process.

   a.   Distribute five index cards to each person in the demonstration group.

   b.   Allow each member of the demonstration group a few minutes to select their five most critical problems.

   c.   Remind them to write the item number in the upper left-hand corner and to write the item itself across the center of each card.

10.   Conduct voting process by saying:

   a.   Spread out cards in front of you.

   b.   Select most important card and write **5** in lower right-hand corner. Turn card over.

   c.   Select least important of remaining cards. Write **1** in lower right-hand corner. Turn over.

   d.   Select most important of remaining cards. Write **4** in lower right-hand corner and turn over.

   e.   Select least important of remaining cards. Write **2** in lower right-hand corner and turn over.

   f.   Write **3** in lower right-hand corner of last card.

Slide PS-29

> **NOMINAL GROUP**
> **TECHNIQUE (cont'd)**
>
> · **Step #5: Scoring**
> > – **Collect cards and shuffle**
> > – **Record votes on easel pad beside item**
> > **number**
> > – **Prioritize**
>
> Slide PS-29

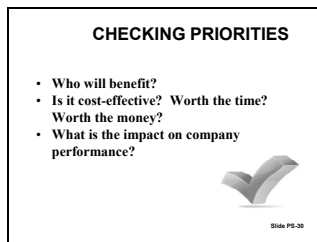11.   Collect cards and shuffle.

12.   Record votes on easel pad--beside item number. Be sure to record **actual** votes; e.g., item #6 received 3, 4, 5, 1, etc. Do not just count up the numbers of votes; e.g., 4 people voted for #6.

13.   Scoring--prioritize list. If the top items are very close, the group can take a revote on the top items only.

    a.   Document the four top-rated problems on new easel pad paper. These will be used during the remainder of this module and in the next module.

    b.   Be sure to save this list of problems for later use.

14.   We have now completed the first step of the problem-solving process in that we have identified the problems we would like to solve in order to improve our company's effectiveness.

15.   As a group, finalize your decision by reexamining your ranked list.

30 min.
Lecture/Discussion

Slide PS-30

CHECKING PRIORITIES

- Who will benefit?
- Is it cost-effective? Worth the time? Worth the money?
- What is the impact on company performance?

Slide PS-30

IX.   CHECKING PRIORITIES

A.   After problems have been identified, the CO has to decide whether resources should be committed to attempt a solution.

B.   Reexamine the company's prioritized list. The following questions will help you decide if solving the problem is worth the time and effort required.

C.   Who will benefit if the problem gets solved?

    1.   The public?

    2.   The department?

    3.   The company?

    4.   One or two individuals?

Point out that the highest priority should go to problems that affect the public (quality of service).

Ask students to evaluate the top four problems from the NGT exercise. For each problem, identify who will benefit from the solution.

       D.   Is it cost-effective?

Again, refer to the four NGT problems and determine their cost-saving potential.

       E.   What is the impact on company performance?

             1.   Will solving the problem enhance company effectiveness?

             2.   Will performance be improved?

Again, evaluate the four NGT problems regarding potential impact on performance.
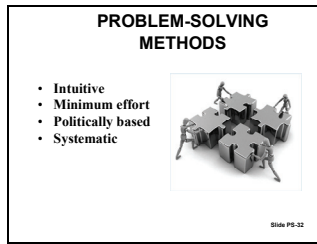
Slide PS-31

CHECKING PRIORITIES (cont'd)

- If solving the problem will not have a direct or indirect impact on company performance, cost of operation, or quality of service, then it is questionable as a valid priority.

Slide PS-31

       F.   If solving the problem will not have a direct or indirect effect on company performance, cost of operation, or quality of service, then it is questionable as a valid priority.

Slide PS-32

PROBLEM-SOLVING
METHODS

· Intuitive
· Minimum effort
· Politically based
· Systematic

Slide PS-32

X.   PROBLEM-SOLVING METHODS

ASK:

- How do you solve problems at work? At home?

- Do you always solve problems in the same way?

- Do others solve problems the same way you do?

- Do you actually spend time gathering complete information and developing alternatives for most of your decisions?

- Do you use a more systematic approach for more important decisions?

Point out that most people either follow their hunches or act on what they think might be an acceptable solution. Based on this discussion, briefly discuss the following points.

As you cover each of the methods below, ask students to refer back to the master NGT list and identify problems that might have been solvable with the method being discussed.

A.   Intuitive method.

1.   Based on hunches, gut feelings.

2.   Not systematic.

B.   Minimum effort method.

1.   Form a solution based on limited number of alternatives.

2.   Select an alternative that is good enough, rather than the best one.

3.   Sometimes called the "satisficing" method.

C.   Politically based method.

      1.   The problem is diagnosed in terms of preferences and power of other parties affected by solution.

      2.   Consequences of solutions are assessed in terms of acceptance or resistance by other parties.

      3.   Solution is based on compromise.

      4.   Implemented in way that considers stake and political position of involved parties.

   D.   Systematic method.

      1.   An orderly approach that rationally proceeds from one step to the next.

      2.   Relies on measurable objectives to achieve a clearly stated goal.

      3.   Analyzes pros and cons of potential alternative strategies.

      4.   Selects and implements strategies, which maximize potential for solving the problem.

Emphasize that the first three methods may suffice for many problems, particularly when the problem is less complex and/or requires an immediate solution.

However, critical complex problems require a systematic approach. The key is to select a method that takes the least time and effort to satisfactorily solve the problem.

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.

Slide PS-33

LEVEL OF PARTICIPATION

· Importance and complexity of problem
· Knowledge of subordinates
· Who is affected
· Required degree of acceptance

Slide PS-33

E.   Level of participation.

1.   Again, the CO needs to decide how much input is needed from subordinates in order to **solve** the problem.

2.   Consider maximum input from subordinates if:

a.   The problem is complex.

b.   They know as much about the problem as you do.

c.   They will be affected by the solution.

d.   They need to accept the solution in order for it to work.

3.   Different levels of participation can be used for different parts of the problem-solving process, if appropriate.

Slide PS-34

SITUATION ANALYSIS

· Determine causal factors
· Identify assets
· Explore alternative strategies
· Prioritize strategies

Slide PS-34

XI.   SITUATION ANALYSIS

Briefly cover the steps listed on the slide.

Slide PS-35

DETERMINE CAUSAL FACTORS

· What are the symptoms?
· Who is involved?
· What is the standard?
· What exactly is happening?
· Where is the problem occurring?
· When does it occur?

Slide PS-35

A.   Determine causal factors--factors that are contributing to the problem.

1.   Use the following questions as guidelines:

a.   What are the symptoms?

b.   Who is involved?

c.   What is the standard?

d.   What exactly is happening?

e.   Where is the problem occurring?

f.   When does it occur?

2.   Some problems will have only one cause; others will have several.

Slide PS-36

SYMPTOMS VERSUS CAUSE

• **Symptom--What happened**
• **Cause--Why it happened**

Slide PS-36

3.   Symptoms versus cause.

a.   Many errors in problem-solving can be traced to confusing symptoms with causes.

b.   Symptoms--what happened.

c.   Examples of symptoms:

- Decreased productivity.

- Lower quality.

- Poor morale.

- Communication breakdowns.

d.   Cause--why it happened.

Emphasize that in a real problem-solving effort considerable time would be devoted to identifying **all** factors that are contributing to the problem.

B.   Identify assets--factors that can contribute to reaching the goal.

Figure out what you have working for you.

C.   Force field analysis.

1.   A tool for organizing and analyzing information during the situation analysis step.

2.   May be used individually or by a group.

Slide PS-37

XII.   FORCE FIELD ANALYSIS

Briefly review the steps involved in conducting a force field analysis, using the lecture outline below.

Using any hypothetical "problem" and "goal," allow students to contribute ideas at each specific step.

Build a sample force field analysis on easel pad sheets, based on student responses.

A sample problem and analysis has been provided; however, feel free to improvise by using any **humorous** "problem" with which the group can identify.

Assure students that this is intended to be a brief, "fun" introduction to the force field analysis process. Activity PS.1 will allow a serious, indepth application.

A.   Step #1: Define the **present** situation (the problem) and the **desired** situation (the goal).

Example:

1.   Problem--I'm smoking too much.

2.   Goal--Quit smoking.

B.   Step #2: Identify driving forces (factors that will **drive** you toward reaching your goal).

Examples:

1.   Your spouse doesn't smoke so quitting will improve your relationship.

2.   If you quit, you'll be a better role model for your kids.

3.   Your subordinates complain about your smoking at the station.

4.   You're worried about your health.

C.   Step #3: Identify **restraining** forces (factors that are contributing to the problem and ones that will **pull you away** from reaching your goal).

Examples:

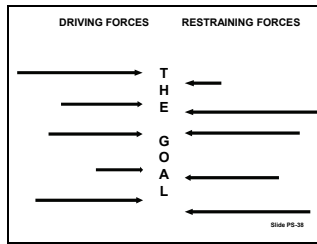1.   You enjoy smoking.

2.   You're "hooked."

3.   Smoking relaxes you.

D.   Step #4: Estimate the relative **strength** of each driving and restraining force (high, medium, or low).

Write high, medium, or low next to each item listed on the easel pad.

Arrange the listed forces in a diagram similar to the example provided below (the longest arrows indicate the greatest strength).

Slide PS-38
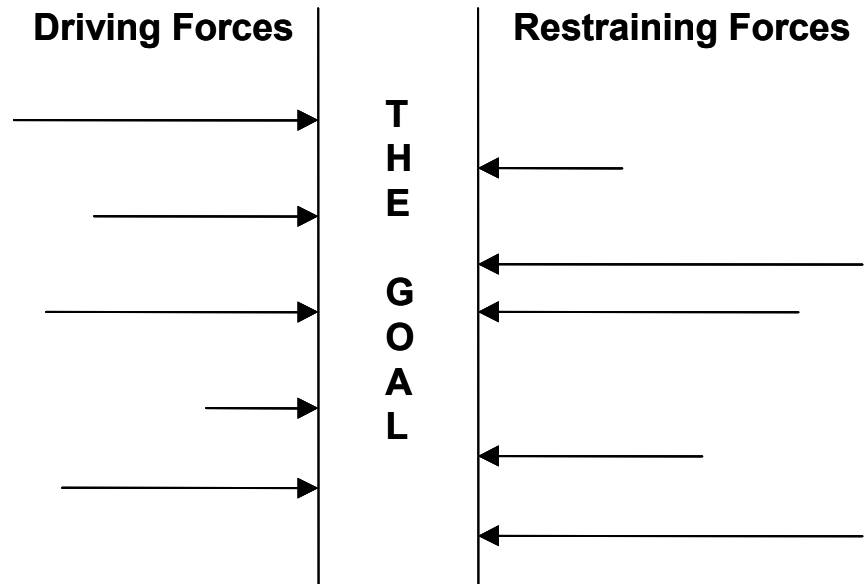
E.   Step #5: Estimate your ability to **decrease** the restraining forces and to capitalize on and/or **increase** the driving forces.

One of three conditions will emerge:

1.   If the driving forces outweigh the restraining forces, you'll probably be able to reach your goal.

2.   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.

3.   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, focus on reducing or eliminating the restraining forces.

Example: It would be okay to enlist your spouse's support and assistance in your effort to stop smoking. But, solely relying on your spouse's force would be unfair. You would have to also work on ways to reduce your enjoyment of smoking, break your addiction, etc.

10 min.
Large Group
Activity PS.1

Slide PS-39
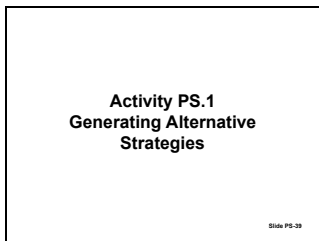
Activity PS.1
Generating Alternative
Strategies

Slide PS-39

SM
PS-15

Activity PS.1

Generating Alternative Strategies

Purpose

To use brainstorming and force field analysis to decide on priority strategies for problem solving.

Directions to Students

1. Have the class follow brainstorming rules to generate ideas about how to increase or decrease high-impact forces, which are asterisked on the posted lists. Point out that what you are actually doing is developing potential strategies for reaching the stated goal.

2. When ideas start running out ask students to suggest ways of combining forces (using one strategy to influence two or more forces).

3. Then ask the group to evaluate the strategies and decide which ones **must** be implemented in order to reduce or eliminate **all** the asterisked high-impact forces.

4. Point out that you now have decided on priority strategies for solving the problems (reaching the goal).

STUDENT ACTIVITY WORKSHEET

Activity PS.1

Generating Alternative Strategies

Purpose

To use brainstorming and force field analysis to decide on priority strategies for problem solving.

Directions

You will follow brainstorming rules to generate ideas about how to increase or decrease high-impact forces, which are asterisked on the posted lists.

5 min.
Lecture

Slide PS-40

```
                SUMMARY

•  General responsibilities   •  Identifying and
   of the CO                     prioritizing problems
•  Relationship between       •  Brainstorming
   service delivery and       •  Checking priorities
   needed resources           •  Problem-solving
•  Problem-solving: a            methods
   critical skill             •  Situation analysis
                              •  Force field analysis

                                        Slide PS-40
```

XIII. **SUMMARY**

     A.   General responsibilities of the CO.

     B.   Relationship between service delivery and needed resources.

     C.   Problem-solving: a critical skill.

     D.   Identifying and prioritizing problems.

     E.   Brainstorming.

     F.   Checking priorities.

     G.   Problem-solving methods.

     H.   Situation analysis.

     I.   Force field analysis.

DECISIONMAKING STYLES

OBJECTIVES

The students will:

1.   *Differentiate among the three decisionmaking styles and the five processes identified.*

2.   *Match appropriate decisionmaking styles to given situations using the Vroom-Yetton-Jago Model.*

3.   *Cite the advantages and potential disadvantages of group decisionmaking.*

POINTS FOR THE INSTRUCTOR

Unless the Company Officer (CO) is aware of the various styles available for use in decisionmaking, the traditional approaches to decisionmaking will continue to dominate the fire service/emergency medical services (EMS). Therefore, in this module it is imperative that the instructor foster a positive attitude toward experimentation with different decisionmaking styles in accordance with the principles taught. The instructor must reinforce students' confidence in themselves and in their abilities as fire/EMS decisionmakers at the company level.

ATTITUDES TO FOSTER

1.   COs are responsible for the decisions they make.

2.   COs, while responsible and accountable for given decisions, realize they need not make each and every decision themselves.

3.   Effective decisionmaking may be accomplished by use of a variety of decisionmaking styles.

4.   Effective COs match the possible decisionmaking styles to situational variables to determine which decisionmaking style to use.

5.   Effective COs practice the three decisionmaking principles.

6.   Effective COs are aware of their strengths and potential weaknesses as decisionmakers and strive to improve their decisionmaking skills.

METHODOLOGY

This module uses lecture, video, discussion, brainstorming, role-play, and individual and large group activities.

(Total Time: 3 hr.)

5 min.	Lecture	
	Objectives	IG DM-5
	Overview	IG DM-5
10 min.	Individual Activity DM.1	
	Selecting a Decisionmaking Style, Part 1	IG DM-7
80 min.	Lecture/Discussion	
	Introduction to Decisionmaking	IG DM-11
	The Leader's Role in Decisionmaking	IG DM-16
	Selecting the Right Style	IG DM-19
40 min.	Large/Small Group Activity DM.2	
	Analyzing Decisionmaking Styles	IG DM-25
	Video: "Analyzing Decisionmaking Style"	
	(Scenarios 1 to 3)	IG DM-25
20 min.	Lecture/Discussion	
	Using Groups Effectively	IG DM-35
	Characteristics of Effective Decisionmakers	IG DM-39
15 min.	Large Group Activity DM.1 (cont'd)	
	Selecting a Decisionmaking Style, Part 2	IG DM-41

10 min.   Lecture
                     Three Decisionmaking Principles   IG DM-45
                     Summary   IG DM-45

AUDIOVISUAL

Slides DM-1 to DM-34
Video: "Analyzing Decisionmaking Styles" (Scenarios 1 to 3)

INSTRUCTOR PREPARATION

1.   Review the lesson plan and activities.

2.   Assemble necessary supplies.

3.   Read the role-play script and select four students to act it out in class.

ICONS USED IN INSTRUCTOR GUIDE

SM 1-1	Indicates corresponding page number in ***Student Manual***
	Instructor should show ***video*** cited in instructor's notes
	Easel pad(s) required for instructor or student table groups

Slide DM-1

**LEADERSHIP I FOR FIRE AND
EMS: STRATEGIES FOR
COMPANY SUCCESS**

DECISIONMAKING STYLES

Slide DM-1

5 min.
Lecture

Slide DM-2

OBJECTIVES

The students will:
• Differentiate among the three decisionmaking
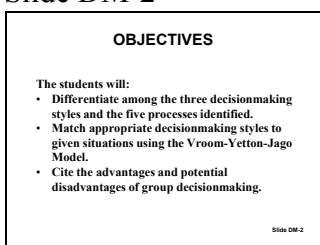 styles and the five processes identified.
• Match appropriate decisionmaking styles to
  given situations using the Vroom-Yetton-Jago
  Model.
• Cite the advantages and potential
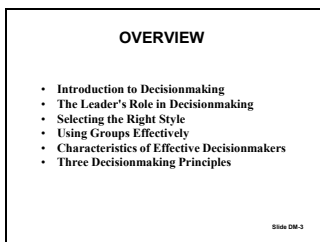 disadvantages of group decisionmaking.

Slide DM-2

I.   OBJECTIVES

The students will:

A.   Differentiate among the three decisionmaking
      styles and five processes identified.

B.   Match appropriate decisionmaking styles to given
      situations using the Vroom-Yetton-Jago Model.

C.   Cite the advantages and potential disadvantages of
      group decisionmaking.

Slide DM-3

OVERVIEW

• Introduction to Decisionmaking
• The Leader's Role in Decisionmaking
• Selecting the Right Style
• Using Groups Effectively
• Characteristics of Effective Decisionmakers
• Three Decisionmaking Principles

Slide DM-3

II.   OVERVIEW

In presenting the Overview, it is necessary to stress the
relationship between good decisionmaking and effective fire
service/emergency medical services (EMS) leadership, and
that good decisionmaking does not mean making all of the
decisions oneself.

A.   Introduction to Decisionmaking.

B.   The Leader's Role in Decisionmaking.

C.   Selecting the Right Style.

D.   Using Groups Effectively.

E. Characteristics of Effective Decisionmakers.

F. Three Decisionmaking Principles.

Pause here to acquaint students with the Student Manual (SM) format. The SM begins with a detailed outline section, which includes all module activities. It is intended that students use this section while the module is in session.

Assure students that it is not necessary to take notes on lecture content unless they so desire. The note-taking section simply serves as a general outline of the lecture material with space provided to jot down interesting discussion points, etc. Immediately following this section is a detailed text that covers all module content. This text is intended to be read after the module presentation, so that the students' attention can focus on actual classroom activity.

10 min.
Individual
Activity DM.1

Slide DM-4

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Activity DM.1
Selecting a Decisionmaking
Style, Part 1


                                    Slide DM-4
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**SM
DM-3**
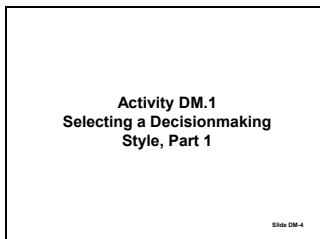
Activity DM.1

Selecting a Decisionmaking Style, Part 1

Purpose

To differentiate among decisionmaking styles.

Directions to Students

1.   Refer students to the activity in their SMs.

2.   Read through instructions and answer any questions.

3.   Allow students to work silently until everyone is finished.

4.   Then ask students to set the worksheet aside for the time being. They will return to it later in the module.

STUDENT ACTIVITY WORKSHEET

Activity DM.1

Selecting a Decisionmaking Style, Part 1

Purpose

To differentiate between decisionmaking styles.

Directions

In each of the following situation a decision needs to be made. Assume that you are the Company Officer (CO) or Station Officer (SO) described. For each situation, select one of the styles listed below for determining a final decision.

Style A (Autocratic)	--	CO makes decision without input from others.
Style C (Consulting)	--	CO makes decision after consulting with one or more subordinates.
Style G (Collaborative)	--	The whole group makes the decision together (CO and subordinates).

NOTE: For this activity, ignore the questions on "Applicable Guideline(s)" and "Inappropriate Style(s)." These will be covered later in the module.

Situation 1

As a CO, you have a problem with a subordinate. This subordinate has been extremely tense and antagonistic for the past few shifts. You have reason to believe family problems are the cause of this behavior. Some action needs to be taken. Which style will you use?

Decisionmaking Style _____

Applicable Guideline(s) _____

Inappropriate Style(s) _____

Situation 2

A new policy has been implemented by the department; firefighters/emergency medical technicians (EMTs) will now perform building inspections in their down time. Initially, your crew was opposed to the new policy but is now resigned to the idea. You have a 30-day deadline for submitting a 12-month plan for conducting inspections in your district. Which style will you use?

Decisionmaking Style _____

Applicable Guideline(s) _____

Inappropriate Style(s) _____

STUDENT ACTIVITY WORKSHEET

Situation 3

You are the captain of a volunteer fire/EMS department. One of your subordinates has been somewhat obnoxious lately. You've just now noticed a heavy odor of alcohol as this subordinate attempts to mount the engine to respond to a fire. Some action needs to be taken. Which style will you use?

Decisionmaking Style _____

Applicable Guideline(s) _____

Inappropriate Style(s) _____

Situation 4

Department policy is that crews on duty on Christmas Day may invite family members to the station for dinner between 2 and 5 p.m. Each SO has been requested by headquarters to make a final decision within 1 week about what time dinner will be served at the station. As SO, which style will you use?

Decisionmaking Style _____

Applicable Guideline(s) _____

Inappropriate Style(s) _____

Situation 5

You are a brand new CO in charge of a truck company. Your crew are seasoned veterans with excellent skills. Your experience as a firefighter/EMT was limited to rescue. The department is developing a new performance-based evaluation system. You have been requested to recommend performance standards for your crew. Which style will you use?

Decisionmaking Style _____

Applicable Guideline(s) _____

Inappropriate Style(s) _____

Situation 6

The department has just hired its first female firefighter/EMT and she will be assigned to your company. Company members resent the department's decision to hire females and you've overheard them discussing ways to make her life miserable. The station has one large open bathroom/shower area. The chief has ordered you to work out a procedure that will protect the new firefighter's/EMT's right to privacy. Which style will you use?

Decisionmaking Style _____

Applicable Guideline(s) _____

Inappropriate Style(s) _____
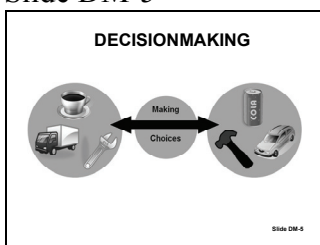
80 min.
Lecture/Discussion

III.   INTRODUCTION TO DECISIONMAKING
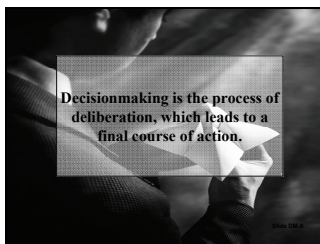
A.   Definitions.

ASK: What is a decision?

After several responses, discuss the following definition.

Slide DM-5

Slide DM-6

1.   A decision is a choice made between two or more alternative options.

a.   If there is no **choice** regarding what to do, no **decision** is required.

b.   If you have a **choice**, you need a **decision**!

2.   Therefore, decisionmaking is the process of deliberation, which leads to a final course of action.

3.   Not making a decision is, in fact, making a decision and carries the same responsibility as making a decision; i.e., to not attack a fire.

4.   Data gathering and evaluation of assembled information is not a decision. Decisionmaking is an action-oriented activity even though the result may not be an action.

B.   The decisionmaking process.

ASK: What steps do you take when you have to make an important decision?

Allow several responses, then summarize by pointing out that we usually:

Slide DM-7

THE DECISIONMAKING PROCESS
• Define the problem
• Collect information
• Generate alternatives
• Evaluate alternatives
• Select (decide)
Slide DM-7

1.   Define the problem.

2.   Collect information.

3.   Generate alternative options.

4.   Evaluate alternative options.

5.   Select one option (make the decision).

ASK: What are examples of decisions a CO might have to make one day?

List responses on easel pad. Make sure that examples include administrative decisions as well as emergency scene decisions.

Suggested responses:
•   station-duty assignments;
•   onscene building size up;
•   transport a victim or not;
•   how to resolve a conflict between company members; and
•   what performance rating to give a subordinate.

ASK: After you examine the list you've developed, which decisions are more important than others?

Place an asterisk (*) beside those items everyone feels are important decisions.
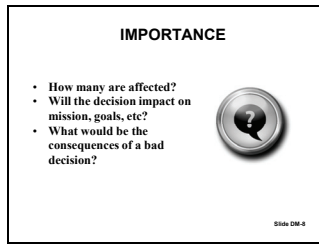
ASK: What makes a decision important?

Summarize by making the following points.

C.   Relative importance of decisions

1.   COs make many decisions.

2.   Some decisions are more important than others.

Slide DM-8

```
┌─────────────────────────────────┐
│           IMPORTANCE            │
│                                 │
│  •  How many are affected?      │
│  •  Will the decision impact on │
│     mission, goals, etc?        │
│  •  What would be the           │
│     consequences of a bad       │
│     decision?                   │
│                                 │
│                      Slide DM-8 │
└─────────────────────────────────┘
```

3.   The relative importance of any decision is related to:

    a.   How many people will be affected by the final decision?

        - As a general rule, the more people affected, the more important the decision.

> Point out a decision on the posted list that fits this concept.

        - An exception to this rule is when a supervisory decision affects only one person, but may be critical to that person's standing in the organization.

    b.   Will the decision have an impact on the overall departmental mission, goals, etc.?

        - The more potential impact, the more important the decision.

> ASK: What are examples of decisions on the posted list which could impact on departmental mission or goals?
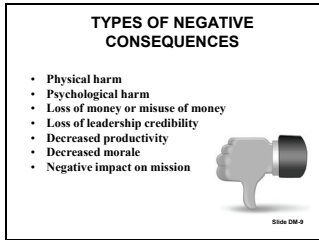
    c.   What would be the consequence if you made a bad decision?

        - Generally, the greater the potential for serious negative consequence, the more important the decision.

ASK: What are examples of potential negative consequences resulting from decisions on the posted list?

Example: The wrong decision on a fire scene or a medical emergency could result in death or injury.

Summarize discussion with the following points.

Slide DM-9

TYPES OF NEGATIVE CONSEQUENCES

- Physical harm
- Psychological harm
- Loss of money or misuse of money
- Loss of leadership credibility
- Decreased productivity
- Decreased morale
- Negative impact on mission

Slide DM-9

4.   Types of negative consequences:

a.   Physical harm.

b.   Psychological harm.

c.   Loss or misuse of money.

d.   Loss of leadership credibility.

e.   Decreased productivity.

f.   Decreased morale.

g.   Negative impact on department mission.

5.   Due to their potential negative consequences, important decisions are sometimes referred to as "high-risk" decisions.

6.   The relative importance of any decision should determine the amount of time, care, and attention it receives.

Refer to the decisionmaking process. Point out that in making a relatively unimportant decision, a CO may only generate a couple of alternatives and may evaluate each alternative quickly.

On the other hand, a relatively important decision merits systematic (rational) analysis.


        D.   The importance of decisionmaking.

ASK: Why is decisionmaking such a critical skill?

Responses are as follow.

---

        1.   Decisions can positively or negatively affect:

            a.   Our subordinates.

            b.   The public.

            c.   The department.

            d.   The leader.

Slide DM-10

EFFECTIVE DECISIONS ARE BASED ON A LOGICAL PROCESS

- Deductive
- Intuitive
- Combination

Slide DM-10

        2.   Effective decisions are based on a logical process. This process may be:

            a.   Deductive reasoning--based solely on observable, known facts.

            b.   Intuitive reasoning--based on personal insight and perceptions.

            c.   A combination of deductive reasoning and intuition.
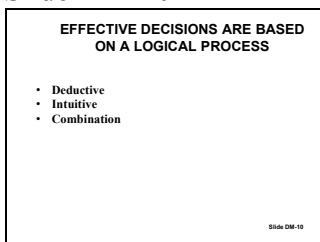
ASK: What happens when decisions are made when we are angry or upset?

Suggested responses:
- overreacting;
- poor quality decisions; and
- emotionally-based decisions.

Cite and/or ask for examples when on fire ground and in station.

ASK: What happens when we, as individuals, do not have adequate facts?

IV.   THE LEADER'S ROLE IN DECISIONMAKING

Refer to the posted list of CO decisions.

ASK: What role might the CO play?

If most responses are similar to "make the actual decision," emphasize the following points.

    A.   Effective decisionmaking:

        1.   Does not necessitate making every decision yourself.

        2.   Requires an ability to use different decisionmaking styles appropriately.

    B.   Controlling decisionmaking processes.

Slide DM-11

THE LEADER'S ROLE

• **"Controlling the processes by which decisions are made in that part of the organization for which he or she is responsible."**

          – Victor Vroom

Slide DM-11

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        1.   "Controlling the processes by which decisions are made in that part of the organization for which he or she is responsible."
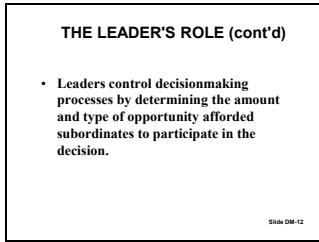
Vroom, V. H., & Jago, A. G. *The New Leadership: Managing participation in organizations*. Englewood Cliffs, NJ: Prentice Hall.

ASK: How do leaders control decisionmaking processes?

Summarize with the following point.

Slide DM-12

THE LEADER'S ROLE (cont'd)

· Leaders control decisionmaking processes by determining the amount and type of opportunity afforded subordinates to participate in the decision.

Slide DM-12

2.   Leaders control decisionmaking processes by determining the **amount** and **type** of opportunity afforded subordinates to participate.

C.   The Vroom-Yetton-Jago Decisionmaking Model.

Slide DM-13

Three styles of decisionmaking contain five processes.

Slide DM-13

Three styles of decisionmaking containing five processes.

The three video scenarios and the role-playing scenario used in Activity DM.2 illustrate four of the five decisionmaking styles covered below. Be prepared to provide an example for each style (or elicit one from students) in order to assure students' understanding.   (Style in Bold/Italic, Process in regular type.)

Slide DM-14

STYLE A: AUTOCRATIC

"We are going to adopt these standards."

Slide DM-14
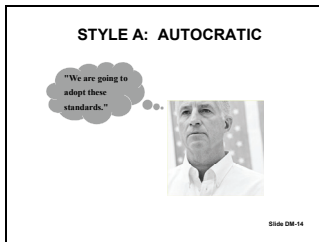
1.   *Autocratic. Leader makes decision and informs others of it. (Style A)*

(A-1).

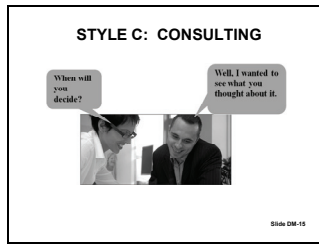The leader makes the decision with information already known.

(A-2).

The leader asks unit members for specific information. Once the information is obtained, leader makes the decision. Unit members may not be further involved.

a.   The leader listens actively, and carefully considers all ideas.

b.   Subordinate(s) know(s) ideas are being considered.

Slide DM-15

STYLE C: CONSULTING

When will you decide?

Well, I wanted to see what you thought about it.

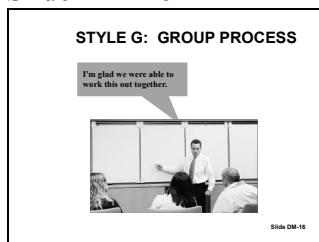Slide DM-15

2.   ***Consulting. (Style C)***

(C-1).

The leader informs unit members of what he/she is doing and may individually ask opinions: However, the group is not brought together for discussion. The leader makes the decision alone.

(C-2).

The leader is responsible for making the decision; however, he/she assembles the group to discuss the situation, hear different perspectives, and solicit suggestions.

Slide DM-16

STYLE G: GROUP PROCESS

I'm glad we were able to work this out together.

Slide DM-16

3.   Collaborative. (Style G) (This style is also referred to as Group Process.)

(G-2).

Unit makes decision together. The leader's role is mostly facilitative and he/she helps the team come to a final decision everyone agrees on.

Slide DM-17

CONSENSUS

· Equal opportunity to give opinions
· All suggestions carefully considered
· Everyone committed to final decision
· No voting

Slide DM-17
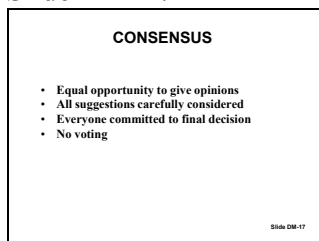
D.   Consensus.

1.   Equal opportunity to give opinions.

2.   All suggestions are carefully considered.

3.   Everyone committed to final decision.

4.   No voting.

E.   Variations in leaders' influence styles.

1.   The leader's personal influence on the final decision drops from 100 percent to almost zero!

Slide DM-18

> **The leader retains ultimate responsibility and accountability in all styles.**
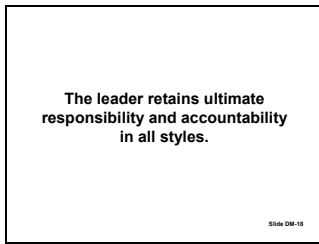>
> Slide DM-18

2. Yet, no matter which style is selected, the leader retains ultimate **responsibility** and **accountability** for the final decision!

3. Many leaders are reluctant to use G2 because they recognize how risky it can be.

    a. They're not willing to pay the price if subordinates make a bad decision.

    b. They're not comfortable with sharing decisions.

> Point out that such an attitude is actually quite reasonable and there are, in fact, many decisions inappropriate for subordinate participation.
>
> On the other hand, group input has many advantages, and some decisions actually **require** subordinate participation.

4. Effective leaders vary their decisionmaking style according to the requirements of the situation/issue.

V.   SELECTING THE RIGHT STYLE

A. Factors to consider.

> Emphasize that, within limits, COs have a choice in selecting a decisionmaking style.
>
> Ask students to brainstorm questions they might want to ask before selecting a decisionmaking style. List responses on easel pad.
>
> As each response is listed ask whether the factor suggests leaning toward more or less subordinate participation.
>
> Make sure the following factors are covered. (+ and/or - indicates more or less subordinate input required.)

Slide DM-19

CONSIDERATIONS

- Do you have a reasonable amount of time to make the decision?
- Does the leader have the expertise to make a quality decision?
- Do subordinates have enough expertise/information to make a quality decision?

Slide DM-19

Slide DM-20

CONSIDERATIONS (cont'd)

- Do subordinates share the organizational goals to be accomplished by solving the problem?
- Is the decision area complex, with many possible solutions?
- Are acceptance of the decision and commitment of subordinates critical?

Slide DM-20

Slide DM-21

CONSIDERATIONS (cont'd)

- Is the decision likely to cause conflict among subordinates?
- Will the decision directly impact most subordinates?
- Will the decision directly impact only a select few?

Slide DM-21

1. Do you have a reasonable amount of time to make the decision? (Yes +/No -)

2. Does the leader have the expertise required to make a quality decision? (Yes -/No +)

3. Do subordinates have enough expertise/information to make a quality decision? (Yes -/No +)

4. Do subordinates share the organizational goals to be accomplished by solving the problem? (Yes +/No -)

5. Is the decision area complex, with many possible solutions? (Yes +/No -)

6. Are acceptance of the decision and commitment of subordinates critical? (Yes +/No -)

7. Is the decision likely to cause conflict among subordinates? (Yes +/No -)

8. Will the decision directly impact most subordinates? (Yes +/No -)

9. Will the decision directly impact only a select few? (Yes +/No -)

SM DM-10

Point out that the questions have been converted to guidelines, which assist leaders in selecting the most appropriate style for any particular decision.

Refer students to the Decisionmaking Style Selection Guide in their SMs so they can follow along as you cover the guidelines.

As you cover each guideline, ask for examples of when it might apply and provide opportunity for questions and discussion.

Emphasize that these are **guidelines**, **not absolutes.**

Slide DM-22

NINE GUIDELINES

- Guideline 1--Time
- Guideline 2--Leader Expertise
- Guideline 3--Subordinate Expertise
- Guideline 4--Goal Compatibility
- Guideline 5--Degree of Complexity

Slide DM-22

B.   Decisionmaking guidelines.

1.   Guideline 1 (Time).

If an immediate decision is required, Styles C-1, C-2, and G-2 should not be considered.

Point out that if you answer yes to the first question, you don't need to answer any other questions. Often a pressing time requirement precludes selection of the "best" style.

---

2.   Guideline 2 (Leader Expertise).

If the leader does not possess adequate expertise to make a quality decision, Style A should not be considered.

3.   Guideline 3 (Subordinate Expertise).

If the subordinate(s) lack(s) the knowledge or expertise necessary to make a quality decision, Process G-2 should not be considered.

4.   Guideline 4 (Goal Compatibility).

If subordinates do not appear to share organizational goals in the area of the decision, Process G-2 should not be considered.

5.   Guideline 5 (Degree of Complexity).

a.   If the decision issue is complex and little is known about it, Processes A-1, A-2, and C-1 should not be considered.

b.   The selected style needs to generate as many alternative options as possible. Subordinate input, as well as leader input, is critical.

Slide DM-23

```
NINE GUIDELINES (cont'd)

· Guideline 6--Commitment
· Guideline 7--Commitment with Conflict
· Guideline 8--Group Consequence
· Guideline 9--Individual Consequence




                                    Slide DM-23
```

6.   Guideline 6 (Commitment).

If commitment by subordinates is critical to effective implementation and/or autocratic decisions are likely to be rejected by subordinates, only C-2 and G-2 should be considered.

Make sure students understand that commitment = "buying in" and supporting, it does not mean **compliance!**

---

7.   Guideline 7 (Commitment with Conflict).

a.   If autocratic decisions are likely to be rejected, and/or if there is likely to be serious conflict among subordinates regarding methods to attain goals, only G-2 should be considered.

Emphasize that in this guideline, conflict expected is related to **how** to do something, **not whether** to do something.

---

b.   The selected style/process may allow for the venting of differences and resolution of the issue with full knowledge of the situation by everyone involved.

Emphasize that it may not always be possible to follow this rule. Rule 4 would have priority if necessary.

---

8.   Guideline 8 (Group Consequence).

If a decision will have similar and nearly equal impact upon a number of individuals, each of those affected should have the opportunity for input and influence in the decisionmaking process. Any style may be open to interpretation.

9.   Guideline 9 (Individual Consequence).

a.   If a decision is to affect only one individual or a select few, Processes C-1 and C-2 should be considered.

b.   Opportunity for the affected individual to influence the decision should be provided to maximize acceptance and commitment to the decision.

(Adapted from: Vroom, V. H. and A. G. Jago. "Decisionmaking as a Social Process," *Decision Sciences*, 5 749.)

Reemphasize that the amount of time available (Guideline 1) and/or the attitude of subordinates (Guideline 4--Goal Compatibility) are bottom-line priorities. Even in situations where subordinate input is advantageous, sometimes unavailability of time and/or likelihood of a poor subordinate decision preclude using the ideal style.

---

40 min.
Large/Small Group
Activity DM.2

Slide DM-24
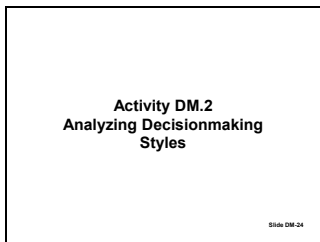
Activity DM.2
Analyzing Decisionmaking Styles

Slide DM-24

Activity DM.2

Analyzing Decisionmaking Styles

Purpose

To match appropriate decisionmaking styles to given situations using the Vroom-Yetton-Jago Model.

Directions to Students

SM
DM-11

1.   Refer students to the activity in their SMs.

2.   Read through instructions and answer any questions.

3.   Show Scenario 1 from the video "Analyzing Decisionmaking Styles."

4.   Each group should answer the question: What decision is required?

SM
DM-11

5.   Allow enough time for table groups to discuss the answers to the guideline questions referring back to the Decisionmaking Style Selection Guide.

6.   Ask for volunteers to recommend the appropriate style. Conduct a large group discussion on why this style is the most appropriate for the situation.

7.   Follow same procedure for video Scenarios 2 and 3.

8.   The fourth scenario may be a role play or a large group discussion. This can be conducted by selecting four people from the class to act out the role play or by reading the discussion between the Firefighter/EMT and Lieutenant to the class. The script is provided in the SM as well as the Instructor Guide (IG). If using the role-play strategy, give the role-play students advance notice so they have time to read the script.

9.   Keep in mind that the focus is on analysis, not on agreeing with the recommended style.

STUDENT ACTIVITY WORKSHEET

Activity DM.2

Analyzing Decisionmaking Styles

Purpose

To match appropriate decisionmaking styles to given situations using the Vroom-Yetton-Jago Model.

Directions

1.   Watch Scenario 1 from the video "Analyzing Decisionmaking Styles."

2.   Each group should answer the question: What decision is required?

3.   Discuss as a table group the answers to the guideline questions, referring back to the Decisionmaking Style Selection Guide.

4.   Be prepared to recommend the appropriate style.

5.   This process will be repeated for video Scenarios 2 and 3. Scenario 4 may be a role play or large group discussion.

STUDENT ACTIVITY WORKSHEET

Activity DM.2 (cont'd)

Video Scenario 1

What decision is required:

Suggested response: *What strategy should the CO use to fight the fire?*

1.   Is an immediate decision required?

2.   Does leader lack adequate expertise?

3.   Do subordinates lack adequate expertise?

4.   Are subordinates apt to sabotage goals?

5.   Is problem complex with little available information?

6.   Is commitment by subordinate critical to implementation?

7.   Are autocratic decisions likely to be rejected and/or is there conflict among subordinates?

8.   Will decisions impact most subordinates?

9.   Will decisions impact only select subordinates?

Most appropriate style:

Suggested response: *Autocratic (A).*

Emphasize to students that this is a situation which **requires** an immediate decision.   Therefore, no other questions after the first need to be answered.

STUDENT ACTIVITY WORKSHEET

Video Scenario 2

What decision is required:

Suggested response: *How to provide backup drivers with more experience.*

1. Is an immediate decision required?

2. Does leader lack adequate expertise?

3. Do subordinates lack adequate expertise?

4. Are subordinates apt to sabotage goals?

5. Is problem complex with little available information?

6. Is commitment by subordinate critical to implementation?

7. Are autocratic decisions likely to be rejected and/or is there conflict among subordinates?

8. Will decisions impact most subordinates?

9. Will decisions impact only select subordinates?

Most appropriate style:

Suggested response: *Consultative (C).*

Point out that the leader sought **input** from subordinates, but made it clear that **he would** make the final decision.

STUDENT ACTIVITY WORKSHEET

Video Scenario 3

What decision is required:

Suggested response: *Whether or not to collect for the Burn Center. If yes, how long, when, and where.*

1.   Is an immediate decision required?

2.   Does leader lack adequate expertise?

3.   Do subordinates lack adequate expertise?

4.   Are subordinates apt to sabotage goals?

5.   Is problem complex with little available information?

6.   Is commitment by subordinate critical to implementation?

7.   Are autocratic decisions likely to be rejected and/or is there conflict among subordinates?

8.   Will decisions impact most subordinates?

9.   Will decisions impact only select subordinates?

Most appropriate style:

Suggested response: *Collaborative (G2).*

Make sure students understand that although there is conflict regarding methods, everyone supports the concept of collecting for The Burn Center.

STUDENT ACTIVITY WORKSHEET

Role-Play Scenario 4

What decision is required:

Suggested response: Who should test the TPASS?

1.   Is an immediate decision required?

2.   Does leader lack adequate expertise?

3.   Do subordinates lack adequate expertise?

4.   Are subordinates apt to sabotage goals?

5.   Is problem complex with little available information?

6.   Is commitment by subordinate critical to implementation?

7.   Are autocratic decisions likely to be rejected and/or is there conflict among subordinates?

8.   Will decisions impact most subordinates?

9.   Will decisions impact only select subordinates?

Most appropriate style:

Suggested response: Collaborative (G2).

STUDENT ACTIVITY WORKSHEET

Role-Play Exercise: Scenario 4

The scenario is inside a firehouse break room, where a **LIEUTENANT** *and* **three FIREFIGHTER/EMTs** *are seated at a conference table. The* **LIEUTENANT** *is finishing up the meeting with the last item on his/her agenda.*

Notes or instructions for the reader are **not indented** *and should not be read out loud. Dialogue, or text to be read in the role-play exercise, is indented under the name of each character.*

LIEUTENANT

Okay, here's the last item of interest. The chief is going to bring a new transmitting personal alarm safety system (TPASS) for us to test out for a couple of months.

FIREFIGHTER/EMT #1

A what?

LIEUTENANT

An additional personal alarm safety system--a "TPASS." It's one of those new little pieces of equipment that you attach to your self-contained breathing apparatus (SCBA). If you get lost, it can send a signal to the Incident Commander (IC), or if you're unconscious and can't move around, the IC will receive a message and we'll be able to find you.

FIREFIGHTER/EMT #1

I've heard about that. They are like a PASS, but send a signal to a receiver monitored by the IC.

FIREFIGHTER/EMT #2

Are you going to test it, Lieutenant?

LIEUTENANT

That's the problem. We're only getting one, so instead of me testing, I'm going to give it to one of you. You three are going to have to decide who will use it.

FIREFIGHTER/EMT #3

What's this test all about?

LIEUTENANT

OK, here are the parameters we want. Whoever uses it is going to have to keep a log--let us know what fire calls it was used on and how it performed. The big problem we've been having is, say you're pulling a hoseline and stop in a hall to listen, sometimes they're "falsing," you know, going off when they shouldn't. We need to get your thoughts on exactly how you feel about the thing, whether the batteries are acting up, or whether it's falling off the SCBA. We need a complete log/diary of this device.

FIREFIGHTER/EMT #2

Do we get in trouble if we break it?

STUDENT ACTIVITY WORKSHEET

LIEUTENANT

No, in fact checking its endurance will go along with the test, so hang in there and see if you can destroy it.

FIREFIGHTER/EMT #2

Any more money for testing it?

LIEUTENANT

No, no more money involved. It's just a test to see if we're going to get them for all the personnel.

FIREFIGHTER/EMT #1

I'd like to test it.

FIREFIGHTER/EMT #2

I wouldn't mind doing it either.

LIEUTENANT

Tell you what, why don't you go ahead and discuss it before you get to your house work and get back to me immediately.
(Gets up from the table and leaves the room.)

FIREFIGHTER/EMT #2

I want to do it because I....

FIREFIGHTER/EMT #1

You always get the special jobs.

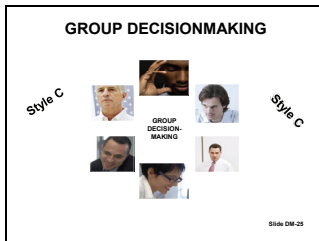**FIREFIGHTER/EMT #2**

No...

END

20 min.
Lecture/Discussion

VI.   USING GROUPS EFFECTIVELY

Point out that two of the five processes (C-2 and G-2) involve a group working together.

Slide DM-25

GROUP DECISIONMAKING

Style C   GROUP DECISION-MAKING   Style C

Slide DM-25

A.   Three levels of group participation in decisionmaking.

1.   Style C-2 allows the group an advisory role only.

2.   Style G-2 allows the group to make the decision with the leader facilitating.

Point out that this section focuses on leadership skills required to facilitate groups when using Processes C-1, C-2, or G-2. Another entire module in the leadership curriculum covers effective delegation.

Slide DM-26

GROUP DECISIONMAKING (cont'd)

Responsibilities of Company Officer (CO)
• **Set the stage**
• **Make sure group understands their role**
• **Make sure everyone understands what "consensus" means**

Slide DM-26
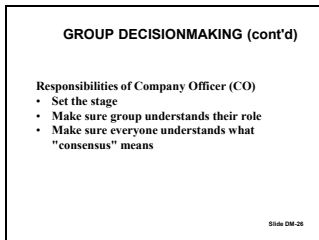
B.   Set the stage.

1.   The CO must tell the group clearly what role they are playing before the session begins.

ASK: Why is this important?

Suggested response: If they assume they are sharing the decision and you just want ideas, they will feel misled.

---

2.   If you are using Processes C-1 or C-2, make sure the group understands the ground rules.

      a.   You want their ideas.

      b.   You'll consider the suggestions.

      c.   You will do what you think is best.

3.   If you are using Process G-2, make sure everyone understands the definition of consensus.

      a.   Spend some time going over what is involved.

      b.   Emphasize your expectation that everyone will "buy into" the final decision.

      c.   Do not allow more vocal members to push for a majority vote!

Ask students to brainstorm expected advantages of the group process. Make sure the following points have been covered.

Slide DM-27

ADVANTAGES OF GROUP DECISIONMAKING

- Greater potential for knowledge
- Diversity of ideas
- More thorough, comprehensive analysis
- Greater understanding of final decision
- Group acceptance of decision
- Increased motivation
- Stress reduction
- Professional growth

Slide DM-27

C.   Advantages you can expect from group participation.

1.   Greater potential of total knowledge, information, and opinion.

2.   More diversity of ideas and alternatives.

3.   More thorough, comprehensive analysis.

4.   Greater understanding of final decision.

5.   Acceptance of decision by the whole group.

6.   Group commitment to final decision.

7.   Increased subordinate motivation.

   a.   Sense of achievement.

   b.   Self-esteem.

8.   Stress reduction.

9.   Professional growth for all group members.

   a.   Decisionmaking skills.

   b.   Management viewpoint explored/ understood.

D.   Potential disadvantages.

ASK: What are some potential disadvantages?

Make sure the following points are covered.

Slide DM-28

DISADVANTAGES OF GROUP DECISIONMAKING
• Time-consuming • Indecision • Compromise may not lead to best decision • Domination by individuals • Counterproductive conflict • Hidden agendas Slide DM-28

1.   Time-consuming.

2.   Group may be indecisive--reluctant to finalize a decision.

3.   Group may want to compromise--not pick the best decision.

4.   Some individuals may dominate the discussion.

5.   Diversity of opinions sometimes leads to counterproductive conflict.

6.   Hidden agendas. (When one or more group members have priorities or objectives unknown to others.)

7.   Inadequate analysis of all alternatives.

8.   Group may make a bad decision.

Slide DM-29

> **LEADER AS FACILITATOR**
>
> - Set time limit
> - Use brainstorming or Nominal Group Techniques (NGT)
> - Be a good gatekeeper--ensure equal input
> - No personal attacks
> - Play "devil's advocate"
> - Ask "what if" questions
>
> Slide DM-29

E.   The leader as facilitator.

Emphasize that in order to maximize potential advantages and minimize potential disadvantages the CO must:

---

1.   Set a reasonable time limit for the meeting and stick to it.

2.   Use brainstorming or Nominal Group Technique (NGT) to generate ideas.

Mention that these processes are explained in detail in the Problem-Solving: Identifying Needs and Problems module.

---

3.   Be a good gatekeeper--make sure everyone has equal input.

4.   Insist on objectivity and logic--do not allow personal attacks!

5.   Play the "devil's advocate" to assure that pros and cons of all alternatives are identified.

Make sure all students understand the term "devil's advocate."

---

6.   Ask "what if" questions about implementation of proposed alternatives.

Slide DM-30

**CHARACTERISTICS OF
EFFECTIVE DECISIONMAKERS**

- Not "born"
- Not "lucky"
- Success is a composite of
  – Knowledge
  – Skills
  – Personal attributes

Slide DM-30

VII.   CHARACTERISTICS OF EFFECTIVE DECISIONMAKERS

A.   Successful fire/EMS leaders and successful decisionmakers:

1.   Are not "born."

2.   Are not "lucky."

B.   Success is a composite of:

1.   Knowledge.

2.   Skills.

3.   Personal attributes.

Slide DM-31

**MARVIN'S
CHARACTERIZATION**

- Synoptic
- Dissatisfied
- Sensitive
- Catalytic
- Opportunistic
- Skill-directed
- Innovative
- Forward thinking
- Resourceful
- Evaluative
- Expedient
- Courageous

Slide DM-31

C.   Marvin's characterization of effective decision makers:

1.   **Synoptic**--They focus on the big picture, considering all possible opportunities and potentials.

2.   **Dissatisfied**--They have an inherent preoccupation to make the best better.

3.   **Sensitive**--They continuously and consistently exercise acute sensitivity to others and their environment.

4.   **Catalytic**--They make things happen and assume personal responsibility to do so.

5.   **Opportunistic**--They take advantage of opportunities and even create opportunities where there are seemingly none.

6.   **Skill-directed**--They do not play trial and error; they rely on things they do well and make the most of available inputs and resources.

7. **Innovative**--They are creative and draw upon the creativity and strengths of others.

8. **Forward thinking**--They look to the future and search for other opportunities.

9. **Resourceful**--They use the expertise and ideas of others, involving them in decisionmaking as appropriate.

10. **Evaluative**--They know what they are doing, asking the right questions and pursuing the answers to those questions.

11. **Expedient**--They get things done.

12. **Courageous**--They take calculated risks and they act, accepting responsibility for the things they do.

15 min.
Large Group
Activity DM.1

Slide DM-32
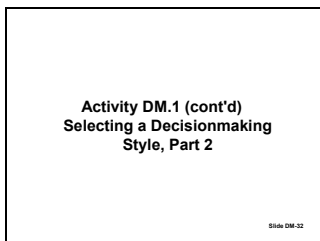
> **Activity DM.1 (cont'd)**
> **Selecting a Decisionmaking**
> **Style, Part 2**
>
> Slide DM-32

SM
DM-21

SM
DM-11

SM
DM-10

IG p. DM-43

Activity DM.1 (cont'd)

Selecting a Decisionmaking Style, Part 2

Purpose

To differentiate among the three decisionmaking styles and five processes identified.

Directions to Students

1. Ask students to refer to the activity they used at the beginning of the module **and** to the Decisionmaking Style Selection Guide.

2. Facilitate a large group discussion to determine: (1) which guidelines apply to the scenarios; and (2) which style(s) are most appropriate.

3. Assure students they do not have to share their original responses. The purpose is to demonstrate how much easier it is to select a style when you have some guidelines to follow.

4. Suggested responses are listed on the SAW.

5. Emphasize that agreeing with the class or the instructor on the style selected is not necessary. These are fictional scenarios.

6. What's important is knowing how to use the model and being able to vary your decisionmaking style according to a given situation.

STUDENT ACTIVITY WORKSHEET

Activity DM.1 (cont'd)

Selecting a Decisionmaking Style, Part 2

Purpose

To differentiate among the three decisionmaking styles and five processes identified.

Directions

Refer to the Activity Worksheet you used at the beginning of the module. Also, refer to the Decisionmaking Style Selection Guide.

Suggested responses:

Situation	*Applicable Guidelines*	*Suggested Process(s)*
1	*5, 6, 9*	*C-1, C-2, or G-2*
2	*5, 6, 8*	*C-1, C-2, or G-2*
3	*1*	*A-1 or A-2*
4	*6, 7, 8*	*C-1, C-2, or G-2*
5	*2, 5, 7, 8*	*C-1, C-2, or G-2*
6	*4, 6*	*A-1, A-2, C-1, C-2, or G-2*

---

10 min.
Lecture

Slide DM-33

```
THREE DECISIONMAKING
PRINCIPLES

1.  Make the decision
2.  Implement and evaluate
3.  Realize that you cannot satisfy everyone

                           Slide DM-33
```

VIII.   THREE DECISIONMAKING PRINCIPLES

Regardless of the style of decisionmaking one uses there are three decisionmaking principles to remember.

A.   Make the decision.

1.   Use a rational decisionmaking model.

2.   Match decisionmaking style to decision situation.

3.   Recognize and minimize the potential negative effects of personal and behavioral influences.

4.   Try to avoid the common pitfalls.

B.   Implement and evaluate.

1.   Carry out the decision.

2.   Monitor the process.

3.   Remain alert for unanticipated consequences.

4.   Evaluate results.

C.   Realize that you probably cannot satisfy everyone.

D.   Recognize that you have the organization to think about now--you are a fire/EMS leader!

Slide DM-34

```
SUMMARY

•  Decisionmaking affects/overlaps all other
   functions
•  Rational choices
•  Qualities of effective decisionmakers

                           Slide DM-34
```

IX.   SUMMARY

A.   Decisionmaking is the one managerial/leadership function that:

1.   Directly affects.

2.   Overlaps all other functions.

B.   Rational (purposeful) decisionmaking involves making rational choices using:

     1.   A systematic process.

     2.   An appropriate decisionmaking style.

C.   Effective decisionmakers:

     1.   Are aware of their own strengths and limitations as a decisionmaker.

     2.   Seek to improve the quality of the decisions they make.

     3.   Accept responsibility for the decisions they make.

     4.   Know that due to circumstances beyond their control, they are masters of their fate and captains of their souls.

Stress that effective decisionmakers are developed, not born. By identifying areas in which they may fall shy, students can work to improve decisionmaking skills. The challenge is theirs. They too can become top performers in decisionmaking.

PLANNING SKILLS FOR THE COMPANY OFFICER

OBJECTIVES

The students will:

1.   *Discuss the planning processes used in the fire services/emergency medical services (EMS).*

2.   *Identify three types of plans.*

3.   *Describe the effect the plans have on the Company Officer (CO).*

4.   *Develop goals and objectives needed for planning*

5.   *Identify components of an action plan.*

METHODOLOGY

This module uses lecture, discussion, and small group activities.

(Total Time: 3 hr.)

10 min.	Lecture	
	Objectives	IG PL-5
	Overview	IG PL-5
	Types of Plans	IG PL-6
30 min.	Small Group Activity PL.1	
	Types of Plans	IG PL-7
50 min.	Lecture/Discussion	
	Definitions	IG PL-11
	Any Program Should Have a Plan	IG PL-13
	Establishing Goals	IG PL-18
	Setting Objectives	IG PL-18
	Developing and Implementing Action Plans	IG PL-19
	Monitoring and Evaluating	IG PL-21
60 min.	Small Group Activity PL.2	
	Developing a Plan	IG PL-23
30 min.	Lecture	
	Characteristics of Good Planners	IG PL-27
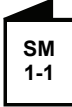
AUDIOVISUAL

Slides PL-1 to PL-36
Easel Pad

INSTRUCTOR PREPARATION

1.   Review the lesson plan and activities.

2.   Assemble necessary supplies.

3.   Set up and test computer.

ICONS USED IN INSTRUCTOR GUIDE
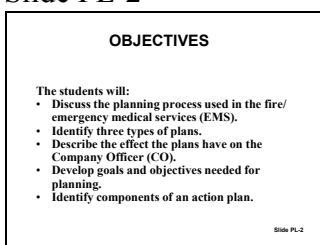
SM 1-1	Indicates corresponding page number in ***Student Manual***
	Instructor should show ***video*** cited in instructor's notes
	Easel pad(s) required for instructor or student table groups

Slide PL-1

```
LEADERSHIP I FOR FIRE
AND EMS:  STRATEGIES
FOR COMPANY SUCCESS

PLANNING SKILLS FOR
THE COMPANY OFFICER

                          Slide PL-1
```

10 min.
Lecture

Slide PL-2

```
OBJECTIVES

The students will:
•  Discuss the planning process used in the fire/
   emergency medical services (EMS).
•  Identify three types of plans.
•  Describe the effect the plans have on the
   Company Officer (CO).
•  Develop goals and objectives needed for
   planning.
•  Identify components of an action plan.

                          Slide PL-2
```

I.   **OBJECTIVES**

The students will:

A.   Discuss the planning processes used in the fire services/emergency medical services (EMS).

B.   Identify three types of plans.

C.   Describe the effect the plans have on the Company Officer (CO).

D.   Develop goals and objectives needed for planning.

E.   Identify components of an action plan.

Slide PL-3

```
OVERVIEW

•  Types of Plans
•  Definitions
•  Any Program Should Have a Plan
•  Establishing Goals
•  Setting Objectives
•  Developing and Implementing Action Plans
•  Monitoring and Evaluating
•  Characteristics of Good Planners

                          Slide PL-3
```
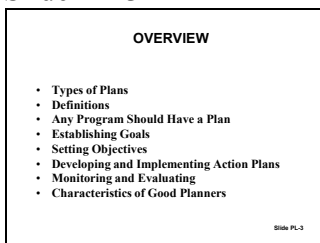
II.   **OVERVIEW**

A.   Types of Plans.

B.   Definitions.

C.   Any Program Should Have a Plan.

D.   Establishing Goals.

E.   Setting Objectives.

F.   Developing and Implementing Action Plans.

G.   Monitoring and Evaluating.

H.   Characteristics of Good Planners.

Slide PL-4

TYPES OF PLANS

- **Strategic Plan and Master Plan**
- **Staffing plan, training plan, fire prevention plan, public education plan, vehicle maintenance plan**
- **Incident Action Plan (IAP)**
- **Disaster Plan**

III.   TYPES OF PLANS

Slide PL-5

TYPES OF PLANS (cont'd)

- **Strategic Plan and Master Plan**
  - **Departmentwide**
  - **Mission**
  - **Vision**
  - **Goals**
  - **Objectives**

Slide PL-5

A.   Strategic Plan and Master Plan.

1.   Departmentwide.

2.   Mission.

3.   Vision.

4.   Goals.

5.   Objectives.

Slide PL-6

TYPES OF PLANS (cont'd)

- **Staffing plan, training plan, fire prevention plan, public education plan, vehicle maintenance plan**
  - **More CO oriented**
  - **Affects daily routine**
  - **Lays out a pattern**
  - **Detail oriented**
  - **Understood by all**

Slide PL-6

B.   Staffing plan, training plan, fire prevention plan, public education plan, and vehicle maintenance plan.

1.   More COs oriented.

2.   Affects daily routine.

3.   Lays out a pattern.

4.   Detail oriented.

5.   Understood by all.

Slide PL-7

TYPES OF PLANS (cont'd)

- **IAP:**
  - **Incident specific.**
  - **Used to mitigate situation.**
- **Disaster Plan:**
  - **Pre-event plan that creates a framework of response for an event.**
  - **Broad-based approach.**

Slide PL-7

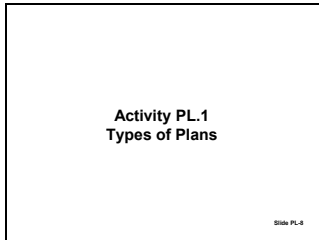C.   Incident Action Plan (IAP).

1.   Incident specific.

2.   Used to mitigate situation.

D.   Disaster Plan.

Pre-event plan that creates a framework of response for an event. This is broad-based approach.

30 min.
Small Group
Activity PL.1

Slide PL-8

Activity PL.1

Activity PL.1
Types of Plans

Types of Plans

Slide PL-8

Purpose

To identify the types of plans that are currently used.

SM
PL-5

Directions to Students

1.   List and discuss, in your small group, all of the plans
you develop, use, or impact your daily events.

IG p. PL-9

2.   Place answers on easel pad and have group
spokesperson present one group's findings. Suggested
responses are on the Student Activity Worksheet
(SAW).

STUDENT ACTIVITY WORKSHEET

Activity PL.1

Types of Plans

Purpose

To identify the types of plans that are used.

Directions

1.   List and discuss, in your small group, all of the plans you develop, use, or impact your daily events.

   Suggested responses:
   - *Staffing Plan;*
   - *Training Plan;*
   - *Fire Prevention Plan;*
   - *Vehicle Maintenance Plan;*
   - *Strategic Plan;*
   - *Master Plan; and*
   - *IAP.*

2.   Place answers on an easel pad and then select a group spokesperson to present one group's findings.

---

50 min.
Lecture/Discussion

Slide PL-9

DEFINITIONS

- **Strategic Planning**
  – **Management tool**
  – **Used for one purpose--do better**
  – **Disciplined effort**
  – **Process is strategic**

Slide PL-9

IV.   DEFINITIONS

A.   Strategic Planning.

    1.   Management tool.

    2.   Used for only one purpose--to do a better job.

        a.   Focus its energy.

        b.   Ensure members are working toward same goals.

        c.   Assess and adjust organization's direction in response to changing environment.

    3.   Disciplined effort to produce fundamental decisions and actions that shape and guide what an organization is, what it does, and why it does it, with a focus on the future. (Adapted from *Bryson's Strategic Planning in Public Nonprofit Organizations*.)

    4.   Process is strategic.

        a.   Involves preparing the best way to respond to circumstances of organization's environment, whether or not its circumstances are known in advance.

        b.   Fire/EMS department often must respond to dynamic and even hostile environments.

        c.   Being clear about organization's objectives.

        d.   Being aware of organizations resources.

Slide PL-10

DEFINITIONS (cont'd)
• **Master Plan:**
– **Example: comprehensive master plan.**
– **Describes broad vision for future.**
– **Core philosophy.**
– **Guides development.**
– **Tests appropriateness of development proposals.**
– **Decisions will be made and judged.**
Slide PL-10

e.   Incorporating both into being consciously responsive to a dynamic environment.

B.   Master Plan.

1.   Example: comprehensive master plan.

a.   Based on the following fundamental vision:

b.   Continue to be a city that emphasizes the characteristics of a small town community, offers an excellent quality of life, provides a responsive government serving its citizens, and has a distinct positive identity tied to its history.

2.   Definition.

a.   The master plan describes the broad vision for the city's future.

b.   It is the core philosophy that directs all development activities.

c.   It guides where and in what form development occurs in the community and frames the city's capital improvement projects.

d.   It is used to test the appropriateness of both public and private development proposals.

e.   During the life of the plan, decisions will be made on land use issues and budget priorities.

f.   These decisions will be judged by the extent to which they correspond with the master plan.

Slide PL-11

```
MASTER PLAN

• Compilation of goals, policies, and
  recommendations for each of the subject areas
  it covers.
  – Goals are conceptual.
  – Policies are the guides.
  – Recommendations define specifications.
• Twenty-year timeframe.
• Reviewed or amended every 6 years.

                                    Slide PL-11
```

3.   Compilation of goals, policies, and recommendations for each of the subject area it covers.

   a.   Goals are conceptual, broad, and long range.

   b.   Policies are the guides to achievement of the goals.

   c.   Recommendations define specific actions needed to accomplish overall goal as well as policies.

4.   Master plan has 20-year timeframe.

5.   Reviewed or amended every 6 years. This helps ensure document is updated to reflect conditions and philosophy.

Slide PL-12

```
ANY PROGRAM SHOULD
HAVE A PLAN

• Training:
  – Yearly.
  – Quarterly.
  – Monthly.
  – By topic.
  – Mandated training takes priority.

                                    Slide PL-12
```

V.   ANY PROGRAM SHOULD HAVE A PLAN

A.   Training.

   1.   Yearly.

   2.   Quarterly.

   3.   Monthly.

   4.   By topic.

   5.   Mandated training takes priority.

Slide PL-13

```
ANY PROGRAM SHOULD
HAVE A PLAN (cont'd)

• Staffing Plan
  – Per memorandum of understanding (MOU)/contract
  – Based on National Fire Protection Association (NFPA)
    1710, Standard for the Organization and Deployment of
    Fire Suppression Operations, Emergency Medical
    Operations, and Special Operations to the Public by Career
    Fire Departments and 1720, Standard for the Organization
    and Deployment of Fire Suppression Operations,
    Emergency Medical Operations and Special Operations to
    the Public by Volunteer Fire Departments

                                    Slide PL-13
```

B.   Staffing Plan.

   1.   Per memorandum of understanding (MOU)/ contract.

2.   Or based on National Fire Protection Association (NFPA) 1710, *Standard for the Organization and Deployment of Fire Suppression Operations, Emergency Medical Operations, and Special Operations to the Public by Career Fire Departments* and 1720, *Standard for the Organization and Deployment of Fire Suppression Operations, Emergency Medical Operations and Special Operations to the Public by Volunteer Fire Departments.*

Slide PL-14

```
ANY PROGRAM SHOULD
HAVE A PLAN (cont'd)

• Staffing Plan (cont'd)
  – Or based on your departments standard
    operating procedures (SOPs)
  – Long range
  – Short range

                              Slide PL-14
```

3.   Or based on your departments standard operating procedures (SOPs).

4.   Long range.

   a.   Growth.

   b.   Retirements.

   c.   Hiring.

5.   Short range.

       Minimum staffing.

Slide PL-15

```
ANY PROGRAM SHOULD
HAVE A PLAN (cont'd)

• Fire Prevention Plan
  – Fire prevention bureau staff
  – Company inspections
  – Volunteers
  – Occupancy overload inspections
  – Development and community growth

                              Slide PL-15
```

C.   Fire Prevention Plan.

1.   Fire prevention bureau staff.

2.   Company inspections.

3.   Volunteers.

4.   Occupancy overload inspections.

5.   Development and community growth.

Slide PL-16

```
ANY PROGRAM SHOULD
HAVE A PLAN (cont'd)


• Vehicle Maintenance Plan
   – Annual
   – Quarterly
   – Monthly
   – Daily




                              Slide PL-16
```

D.   Vehicle Maintenance Plan.

       1.   Annual.

       2.   Quarterly.

       3.   Monthly.

       4.   Daily.

Slide PL-17

```
INCIDENT ACTION PLANS


• Formally documents incident goals, operational
  period objectives, and response strategy
• Contains general tactics
• Facilitates dissemination of information
• Revised on regular basis



                              Slide PL-17
```

E.   IAP.

       1.   Formally documents incident goals (known as control objectives in National Incident Management System (NIMS)), operational period objectives and the response strategy defined by incident command during response planning.

       2.   Contains general tactics to achieve goals and objectives within the overall strategy, while providing important information on event and response parameters.

       3.   IAP facilitates dissemination of critical information about the status of response assets themselves.

       4.   Because incident parameters evolve, action plans must be revised on a regular basis (at least once per operational period) to maintain consistent, up-to-date guidance across the system.

Slide PL-18

```
INCIDENT ACTION PLAN
INCLUSION CONSIDERATIONS


• Incident goals
• Operational period objectives
• Response strategies
• Response tactics
• Organization list with Incident Command
  System (ICS) chart
• Assignment list w/specific tasks
• Critical situation updates and assessments

                              Slide PL-18
```

       5.   The following should be considered for inclusion in an IAP:

              a.   Incident goals (where the response system wants to be at the end of response).

              b.   Operational period objectives (major areas that must be addressed in the specified operational period to achieve the goals or control objectives).

c.   Response strategies (priorities and the general approach to accomplish the objectives).

d.   Response tactics (methods developed by Operations to achieve the objectives).

e.   Organization list with Incident Command System (ICS) chart showing primary roles and relationships.

f.   Assignment list with specific tasks.

g.   Critical situation updates and assessments.

Slide PL-19

h.   Composite resource status updates.

<table>
<tr><td>**INCIDENT ACTION PLAN INCLUSION CONSIDERATIONS (cont'd)**

• Composite resource status updates
• Health and safety plan
• Communications plan
• Logistics plan
• Responder medical plan
• Incident map
• Additional component plans, as indicated by the incident

Slide PL-19</td></tr>
</table>

i.   Health and safety plan (to prevent responder injury or illness).

j.   Communications plan (how functional areas can exchange information).

k.   Logistics plan (e.g., procedures to support Operations with equipment, supplies, etc.).

l.   Responder medical plan (providing direction for care to responders).

m.   Incident map (i.e., map of the incident scene).

n.   Additional component plans, as indicated by the incident.

Slide PL-20

DISASTER PLANS

- **Natural disasters**
  - **Earthquake**
  - **Fire or wildfire**
  - **Flood and dam failure**
  - **Hurricane and high wind**
  - **Landslide**
  - **Thunderstorm**
  - **Tsunami**
  - **Volcano**
  - **Extreme cold**
  - **Extreme heat**

Slide PL-20

F.   Disaster plans.

1.   Natural disasters.

a.   Earthquake.

b.   Fire or wildfire.

c.   Flood and dam failure.

d.   Hurricane and high wind.

e.   Landslide.

f.   Thunderstorm.

g.   Tsunami.

h.   Volcano.

i.   Extreme cold.

j.   Extreme heat.

Slide PL-21

DISASTER PLANS (cont'd)

- **Manmade disasters**
  - **Bioterrorism**
  - **Chemical agents**
  - **Pandemics and diseases**
  - **Radiation emergencies**
  - **Terrorism**

Slide PL-21

2.   Manmade disasters.

a.   Bioterrorism.

b.   Chemical agents.

c.   Pandemics and diseases.

d.   Radiation emergencies.

e.   Terrorism.

Slide PL-22

What part of this type of plan does a CO have the greatest role?

Slide PL-22

ASK: What part of this type of plan does a CO have the greatest role?

Slide PL-23

```
      ESTABLISHING GOALS


  • Focus on solution    • Evaluate your goal
  • Broad statement        – Realistic
  • Goal:  to improve      – Important
    company performance    – Challenging
    at structure fires



                              Slide PL-23
```

VI.   ESTABLISHING GOALS

A.   Focus on a solution.

B.   A goal is a broad statement of what you wish to accomplish.

C.   Goal: to improve company performance at structures fires.

Some students may comment that they thought goals had to be measurable. Assure them that measurability will be considered when we get to "setting objectives."

D.   Evaluate your goal.

1.   Is it realistic? (achievable)

2.   Is it important? (worth our time)

3.   Is it challenging? (do we care)

As a large group, have students develop a goal statement. Then in each table group have them evaluate the goals, using the criteria above. Rewrite, if necessary.

Slide PL-24

```
      SETTING OBJECTIVES


  Writing objectives:
  • Specific description of expected outcome.
  • Spell out the "ABCDs".
     – Audience.
     – Behavior.
     – Conditions.
     – Degree.
  • Define what you intend to accomplish.

                              Slide PL-24
```

VII.   SETTING OBJECTIVES

A.   Writing objectives.

1.   An objective is a specific description of an expected outcome to be attained over an identified period of time.

2.   An objective must spell out the "ABCDs":

a.   **A**udience--who will do it?

b.   **B**ehavior--what must be done?

c.   **C**onditions--by when, where, how?

d.   **D**egree--quantity and quality expected.

3.   Objectives should define what you intend to accomplish as specifically as possible.

Slide PL-25

SETTING OBJECTIVES (cont'd)

• **Example**
  "By November 1, our crew will successfully complete four structure fire drills at the training tower."

Slide PL-25

4.   Example:

"By November 1, our crew will successfully complete four structure fire drills at the training tower."

> Have students individually write an objective for one of the goals previously listed. Allow a few students to read their objectives aloud and let others critique them. Each objective must be in A, B, C, D format.

VIII.   DEVELOPING AND IMPLEMENTING ACTION PLANS

A.   Developing action plans.

Slide PL-26

WRITING AN ACTION PLAN

• Step-by-step outline.
• Each objective requires its own action plan.
• A good action plan requires the following:
  – Determine and assign tasks.
  – Assign responsibility for monitoring.
  – Plan for evaluation.
  – Determine timeframes.
  – Identify needed resources.
  – Document completion of each task.

Slide PL-26

1.   Writing an action plan.

a.   An action plan is a step-by-step outline of work that needs to be done in order to meet the stated objective.

b.   Each objective requires its own action plan.

```
GOAL

=

Obj. #1        +        Obj. #2        +        Obj. #3

Action Plan              Action Plan              Action Plan

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

c.   A good action plan requires you to:

- Determine and assign tasks.

- Assign responsibility for monitoring.

- Plan for evaluation.

- Determine timeframes.

- Identify needed resources.

- Document completion of each task.

**SM
PL-11**

2.   Let's see what an action plan for our structure fire objective might look like.

Slide PL-27

Show Slide PL-27 which is a completed action plan and have students follow the plan in their Student Manuals (SMs) as it is discussed.

Slide PL-28

> **IMPLEMENTING THE PLAN**
>
> • 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.
> • Coordination and communication are essential.
>
> Slide PL-28

B. Implementing the plan--putting the plan to work.

   1. Now you have a complete set of objectives for reaching a specific goal.

   2. Each objective has a clear and concise action plan.

   3. Individuals can now go to work on their assigned action plan steps.

   4. Coordination and communication are essential.

C. While the present alternative is being implemented, think of the next alternative you will try if this one doesn't work.

IX. MONITORING AND EVALUATING

Slide PL-29

> **MONITORING THE PLAN**
>
> • CO needs to monitor each activity.
> • Completed tasks correctly and on time.
> • Amend plan where necessary.
> • Keep all members informed of progress.
>
> Slide PL-29

A. Monitoring the plan.

   1. The CO needs to monitor each activity.

   2. Make sure tasks are completed correctly and on time.

   3. Amend the plan where necessary (unanticipated events, inability to meet specified deadlines, etc.).

   4. Keep all work group members informed of progress.

Slide PL-30

> **EVALUATING--DID IT WORK?**
>
> • Completion of the problem-solving process requires an indepth evaluation.
> • "Lessons learned" approach.
> • Capitalize on noted strengths and weaknesses.
> • Bring work back together and evaluate.
>
> Slide PL-30

B. Evaluating--Did it work?

   1. Completion of the problem-solving process requires an indepth evaluation.

> Point out that this step is equivalent to a postfire critique.

2. Evaluation is taking a "lessons learned" approach.

3. This allows you to capitalize on noted strengths and weaknesses in your next problem-solving venture.

4. Bring the work group back together and evaluate the total project in terms of both **outcome** and **process.**

Slide PL-31

> **EVALUATING--DID IT WORK? (cont'd)**
>
> • **Possible questions:**
>   – **Did we meet our stated goals?**
>   – **What did we do right?**
>   – **What did we do wrong?**
>   – **What could we have done better?**
>
> Slide PL-31

5. Possible questions.

   a. Did we meet our stated goal?

   b. What did we do right?

   c. What did we do wrong?

   d. What could we have done better?

Point out that each group member should have "Notes for the Future" on his/her copy of action plan.

---

6. Almost no project ends without bringing to light additional problems of which you were unaware. Thus, the process begins again.

Slide PL-32

> **EVALUATING--DID IT WORK? (cont'd)**
>
> • **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 automatically successful.**
>
> Slide PL-32

C. 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 automatically successful.

60 min.
Small Group
Activity PL.2

Slide PL-33
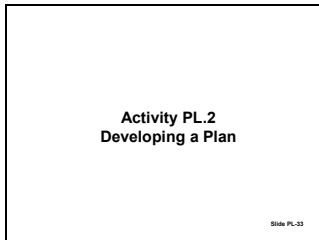
Activity PL.2
Developing a Plan

Slide PL-33

SM
PL-13

Activity PL.2

Developing a Plan

Purpose

To identify goals, objectives, and components of an action plan.

Directions to Students

1. A presidential visit is being planned for your community in 90 days. In your group, discuss and decide what types of plans need to be in place to manage this event from a fire department's point of view.

2. Develop goals and objectives for your plan.

3. What would have to be included in your action plan?

4. What would you need to monitor?

5. Select a spokesperson to report on group findings.

STUDENT ACTIVITY WORKSHEET

Activity PL.2

Developing a Plan

Purpose

To identify goals, objectives, and components of an action plan.

Directions

1.   A presidential visit is being planned for your community in 90 days. In your group, discuss and decide what type of plans need to be in place to manage this event from a fire department's point of view.

2.   Develop goals and objectives for your plan.

3.   What would have to be included in your action plan?

4.   What would you need to monitor?

5.   Select a spokesperson to report on group findings.

30 min.
Lecture

Slide PL-34

CHARACTERISTICS OF GOOD
PLANNERS

- Leadership skills
  - Vision and strategy
  - Establishing direction
  - Aligning people
  - Communicating
  - Negotiating
  - Motivating and inspiring
  - Influencing organizations
  - Overcoming barriers to change

Slide PL-34

X. CHARACTERISTICS OF GOOD PLANNERS

A. Leadership skills.

1. Vision and strategy.

2. Establishing direction.

3. Aligning people.

4. Communicating.

5. Negotiating.

6. Motivating and inspiring.

7. Influencing organizations.

8. Overcoming barriers to change.

Slide PL-35

CHARACTERISTICS OF GOOD
PLANNERS (cont'd)

- General management skills
  - Planning
  - Finance and accounting
  - Personnel administration
  - Technology
  - Organizational development
  - Delegation
  - Team building
  - Conflict management
  - Solving problems

Slide PL-35

B. General management skills.

1. Planning.

2. Finance and accounting.

3. Personnel administration.

4. Technology.

5. Organizational development.

6. Delegation.

7. Team building.

8. Conflict management.

9. Solving problems.

Slide PL-36

```
CHARACTERISTICS OF GOOD
PLANNERS (cont'd)

· Communication skills
  – Writing
  – Listening
  – Speaking
  – Presenting
  – Media relations
  – Public relation
  – Meeting management


                              Slide PL-36
```

C.   Communications skills.

   1.   Writing.

   2.   Listening.

   3.   Speaking.

   4.   Presenting.

   5.   Media relations.

   6.   Public relations.

   7.   Meeting management.

D.   COs may not be as involved in the process as chiefs, but are plan development integral in the execution of the plan.

COMMUNICATIONS FOR THE COMPANY OFFICER

OBJECTIVES

The students will:

1.   *Describe different types or methods most commonly used to communicate.*

2.   *Discuss what makes communication effective given different situations.*

3.   *Identify organizational tattoos that prevent effective communication.*

METHODOLOGY

This module uses lecture discussion, article review, and individual/small and large group activities.

(Total Time: 3 hr.)

45 min.	Lecture/Discussion	
	Objectives	IG CM-3
	Overview	IG CM-3
	Types of Communication	IG CM-3
45 min.	Individual/Small Group Activity CM.1	
	How Do You Communicate?	IG CM-9
30 min.	Lecture/Article Review	
	Organizational Tattoos	IG CM-13
60 min.	Large Group Activity CM.2	
	Organizational Tattoos in Practice	IG CM-15
	Appendix	IG CM-21

INSTRUCTOR PREPARATION

1.   Review the lesson plan and activities.

2.   Assemble necessary supplies.

3.   Set up and test computer.

AUDIOVISUAL
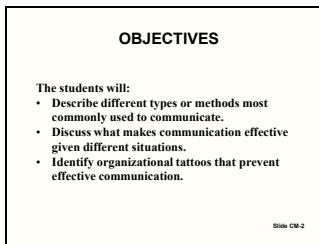
Slides CM-1 to CM-18

ICONS USED IN INSTRUCTOR GUIDE

SM 1-1	Indicates corresponding page number in *Student Manual*
	Instructor should show *video* cited in instructor's notes
	Easel pad(s) required for instructor or student table groups

Slide CM-1

**LEADERSHIP I FOR FIRE AND EMS:
STRATEGIES FOR COMPANY
SUCCESS**

**COMMUNICATIONS FOR THE
COMPANY OFFICER**

Slide CM-1

45 min.
Lecture/Discussion

Slide CM-2

OBJECTIVES

The students will:
• **Describe different types or methods most
commonly used to communicate.**
• **Discuss what makes communication effective
given different situations.**
• **Identify organizational tattoos that prevent
effective communication.**

Slide CM-2

I. OBJECTIVES

The students will:

A. Describe different types or methods most commonly used to communicate.

B. Discuss what makes communication effective given different situations.

C. Identify organizational tattoos that prevent effective communication.

Slide CM-3

OVERVIEW

• **Types of Communication**
• **Organizational Tattoos**

Slide CM-3
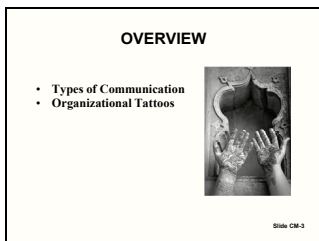
II. OVERVIEW

A. Types of Communication.

B. Organizational Tattoos.

III. TYPES OF COMMUNICATION

A. Humans communicate in many ways and most of the time do a pretty good job of knowing what is said and what is meant. However, there are so many ways in which we communicate, we can't use just one sense or one sensor to determine the actual meaning of communication.

B. Company Officers (COs)/Supervisors have to set the example in effective communication for their crew. Be aware of how you communicate--not just talk.

Slide CM-4

TYPES OF COMMUNICATION

• **Verbal:**
 – **Language**
 – **Vocabulary**
  -- **Slang**
  -- **Industry**
   Terminology
 – **Simply the words**

Slide CM-4

C.   Verbal--how we speak.

   1.   Language.

   2.   Vocabulary, slang, industry terminology.

ASK: How many different ways are there to say "connect to a hydrant?"

Allow students latitude to discuss other phrases that mean different things in different departments.

Different regions of the country have different meanings for a lot of what we do as an industry. That is one reason why the Incident Command System (ICS) clear text is so important.

---

   3.   Simply the words.

Slide CM-5

TYPES OF COMMUNICATION   **(cont'd)**
• **Nonverbal:**   – **We send 65 percent of**   **all messages**   **nonverbally.**   – **We say so much**   **without saying a thing.**
Slide CM-5

D.   Nonverbal. Scientists have discovered that over 65 percent of the messages we send are done so via nonverbal communications. We say so much without saying a thing.

Demonstrate the following variety of nonverbal messages. Let the group tell you what message you conveyed to them.

- Deep sigh…shake your head…look down. **(sadness and disappointment)**

- Smile…slight tilt of your head. **(amusement and delight)**

- Smirk…shoulder shrug…head tilt. **(doubt and resolve)**

- Wide eyed…eyebrows raised. **(surprise and shock)**

Slide CM-6

> **TYPES OF COMMUNICATION**
> **(cont'd)**
>
> • Nonverbal:
> – Body language
> -- Face
> --Arms, hands,
> -- Movement, posture
> – How we stand or face each other
> -- Males--typically 90-degree angles
> -- Women--face-to-face
>
> Slide CM-6

1.   Body language.

      a.   Face.

      b.   Arms, hands.

      c.   Movement, posture.

2.   How we stand or face each other.

      a.   Males are typically at 90-degree angles. For males, facing each other is perceived to be hostile or an attempt to dominate.

      b.   Women stand more face-to-face. To women, this is not a confrontational position.

Slide CM-7

> **TYPES OF COMMUNICATION**
> **(cont'd)**
> • Paraverbal--it's not what you say, but how you say it
> – Tone of voice
> – Volume
> – Enunciation
> – Sarcasm can be sensed
> – Emphasis on the wrong word can give different meaning
> – Pausing can change a meaning as well
>
> Slide CM-7

E.   Paraverbal--it's not **what** you say, but **how** you say it.

1.   Tone of voice.

2.   Volume.

3.   Enunciation.

4.   Sarcasm can be sensed; condescending tone can be sensed; anger can be sensed.

5.   Emphasis on the wrong word can give the sentence a different meaning.

ASK: Is there a difference in the meaning of the previous two statements, even though the same words were used?

Suggested response: Absolutely.

In these days of having to be so politically correct, a supervisor cannot take the chance of being accused of harassment simply by how something is said.

---

          c.   Pausing can change the meaning of what is being said as well.

Slide CM-8

> **TYPES OF COMMUNICATION**
> **(cont'd)**
>
> · Written communication
>   – Business writing
>   – Report writing
>   – Personnel documentation
>   – Personal correspondence
>   – Email
>   – Social networking sites
>   and blogs
>
> Slide CM-8

F.   Written communication.

    1.   All written communications, especially documentation of work-related events are extremely critical for the CO.

Slide CM-9

> **WRITTEN COMMUNICATION**
>
> · Business writing:
>   – Company Officers (COs) need to know how to
>   write a professional letter, memo, and formal
>   thank you letter.
>
> Slide CM-9

    2.   Business writing: COs need to know how to write a professional letter, a memorandum, and a formal thank you letter.

Slide CM-10

> **WRITTEN COMMUNICATION**
> **(cont'd)**
>
> · Report writing:
>   – Read by many people
>   – Need to be:
>   -- Complete
>   -- Accurate
>   -- Factual
>   -- Legible
>   -- Consistent
>   -- Per policy
>   -- Objective, not subjective
>
> Slide CM-10

    3.   Report writing: Fire/Emergency medical services (EMS) department reports are read by many people--lawyers, insurance adjusters, news media, medical professionals, and judges. Your reports need to be

          a.   Complete.

          b.   Accurate.

          c.   Factual.

          d.   Legible.

          e.   Consistent.

f.   Per policy.

g.   Objective, not subjective.

Slide CM-11

> **WRITTEN COMMUNICATION**
> **(cont'd)**
>
> - **Personnel documentation:**
>   – **"If you didn't write it down, it didn't happen."**
> - **Personal correspondence:**
>   – **Personal notes.**
>   – **Thank you notes.**
>   – **Letters of commendation.**
>   – **Best if hand written.**
>   – **Legible.**
>   – **Short, but from the heart.**
>
> Slide CM-11

4.   Personnel documentation.

a.   "If you didn't write it down, it didn't happen."

b.   All of the elements listed above for reports hold true for personnel documentation. In many cases, this documentation arises when there is administrative or legal action pending against the employee.

5.   Personal correspondence.

a.   Personal notes.

b.   Thank you notes.

c.   Letters of commendation.

d.   Best if handwritten.

e.   Legible.

f.   Short, but from the heart.

Slide CM-12

> **WRITTEN COMMUNICATION**
> **(cont'd)**
>
> - **Email**
>   – **Keep professional if at work**
>   – **Grammar and spelling**
>   – **No "texting" shorthand**
>   – **Work email subject to the Freedom of Information Act (FOIA)**
> - **Social networking sites and blogs**
>   – **Be careful**
>   – **You're not anonymous**
>
> Slide CM-12

6.   Email.

a.   If at work, keep them professional.

b.   Grammar and spelling is important.

c.   Do not use "texting" shorthand when writing work-related emails.

d.   Most work email is subject to the Freedom of Information Act (FOIA) and can be retrieved through legal discovery--all of it. Check with your legal counsel for your State's laws.

7.   Social networking sites and blogs.

    a.   Be very careful what you say.

    b.   You are not as anonymous as you
think you are.

45 min.
Individual/Small Group
Activity CM.1

Slide CM-13
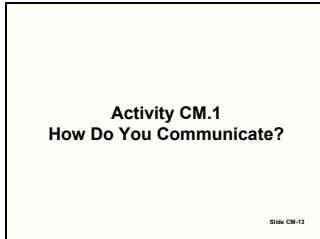
> Activity CM.1
> How Do You Communicate?
>
> Slide CM-13

**SM
CM-7**

Activity CM.1

How Do You Communicate?

Purpose

To discuss what makes communication effective in different situations.

Directions to Students

1. Allow 10 minutes for individuals work on Part 1.

2. Then allow 15 minutes for small groups to discuss communication in Part 2.

3. Debrief with the entire class for the final 20 minutes allowing each group to report on its group work.

STUDENT ACTIVITY WORKSHEET

Activity CM.1

How Do You Communicate?

Purpose

To discuss what makes communication effective in different situations.

Directions

1.   Complete Part 1 of the activity individually.

2.   Complete Part 2 in small groups.

3.   Be prepared to report on your group's discussion with the class.

Part 1

1.   List three recent conversations that you thought "went well."

_____

_____

_____

2.   List three recent conversations that you thought "didn't go very well."

_____

_____

_____

3.   What are the differences in the two lists?

_____

_____

_____

STUDENT ACTIVITY WORKSHEET

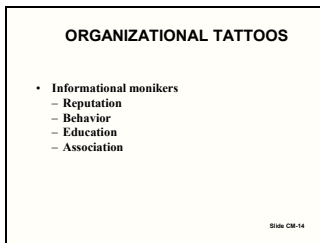**Part 2**

1.   In your group, discuss how you typically communicate with your:

      a.   Supervisor.

      b.   Subordinates.

      c.   Spouse or significant other.

      d.   Children.

      e.   Authority figures (judges, legislators).

      f.   Friends.

2.   Are they different? How? Why?

---

30 min.
Lecture/Article Review

Slide CM-14

ORGANIZATIONAL TATTOOS

- Informational monikers
  – Reputation
  – Behavior
  – Education
  – Association

Slide CM-14

SM
CM-17

IG p. CM-21

IV.   ORGANIZATIONAL TATTOOS

Refer students to the article "Organizational Tattoos" found in the Student Manual (SM) and Instructor Guide (IG) Appendix. Allow 10 minutes for the students to read the article. Review the points below, then conduct Activity CM.2.

A.   Informal monikers we pick up during our career. Most of time, we get them and are unaware of them. This is because most of them are negative and are obtained through a variety of factors:

1.   Reputation.

2.   Behavior.

3.   Education.

4.   Association with others.

B.   You give them; you probably have one (or more).

Slide CM-15

ORGANIZATIONAL TATTOOS
(cont'd)

- Get a positive one:
  – Ethical
  – Fair
  – Good listener
  – Good trainer
  – Team player

Slide CM-15

C.   A one-time incident can lead to a lifetime tattoo. Knowing that we all are going to get a tattoo, then do what you can to get a positive one:

1.   Ethical.

2.   Fair.

3.   Good listener.

4.   Good trainer.

5.   Team player.

Slide CM-16

```
ORGANIZATIONAL TATTOOS
       (cont'd)

• Negative tattoos are destructive:
  – Opportunities can be missed.
  – Good ideas are discounted.
  – Bad ideas embraced.
  – Good people aren't allowed to grow fully.



                              Slide CM-16
```

D.   Negative tattoos are often destructive to the individuals and cause organizational dysfunction.

     1.   Opportunities are missed because we can't see past someone's tattoo.

     2.   Good ideas are discounted simply because of the person who offered it.

     3.   Bad ideas are embraced for the same reason.

     4.   Good people are not allowed to grow to their full potential.

Slide CM-17

```
ORGANIZATIONAL TATTOOS
       (cont'd)

• How to get rid of organizational tattoos:
  – Stop behavior that got you there.
  – Allow tattoo to "fade."
  – Replace negative tattoo with positive one.
  – Supervisors must discourage placing negative
    tattoos on their people.


                              Slide CM-17
```

E.   How to get rid of organizational tattoos.

     1.   Stop the behavior that got you there in the first place.

     2.   Allow the time to pass to have the tattoo "fade."

     3.   Replace a negative tattoo with a positive one.

     4.   Supervisors must discourage placing negative tattoos on their people.

60 min.
Large Group
Activity CM.2

Slide CM-18
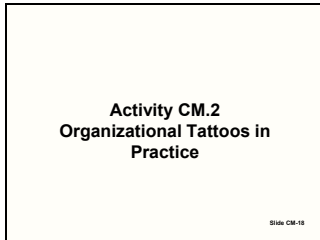
Activity CM.2
Organizational Tattoos in
Practice

Slide CM-18

Activity CM.2

Organizational Tattoos in Practice

Purpose

To identify organizational tattoos that prevent effective communications.

Directions to Students

To prepare for this activity, using easel pad paper, cut one hat into pieces for each student. Wrap the ends together and staple or tape so that you have a circular hat. On each hat write a different organizational tattoo. Examples:

- Chief's snitch;
- Hazmat expert;
- EMS expert;
- Prankster;
- Lovable loser;
- Backstabber;
- Pity me;
- Ignore me;
- Comedian;
- Dumb as a rock; and
- Mayor's son-in-law.

Add your own organization tattoos if you don't use these.

**SM
CM-13**

1.   Place six to eight chairs in the center of the room in a circle. These six to eight people represent a fire/EMS department management team and they are going to be asked to hold a meeting to discuss and solve a problem. The fire/EMS chief cannot attend the meeting, but has tasked the group to discuss the issue thoroughly and provide him/her with a recommendation.

2.   Each member of the group will receive a hat to put on prior to the discussion starting. On that hat is the organizational tattoo they have in the fire department. **Students are not allowed to look at your hat.** Students will know everyone else's tattoo, but they will not know their own. Students should respond to other students based on their tattoo. It may become apparent to the student what the organizational tattoo is as the discussion progresses.

3.   Choose a topic for the group to discuss.

         The topic should be one that does not have a clear answer and may be somewhat controversial. Here are few suggestions:

         a.   Too much time doing fire prevention inspections, not enough time doing training.

         b.   Training is getting stale and redundant. We always do the same drills.

         c.   Do we need to send our paramedics out to "citizen assists" calls and minor medical incidents? Why can't the engine companies handle those calls?

         d.   Creating a fair rotation of overtime for out-of-county Strike Team assignments.

         e.   We just gave an engineer test and had a few people fail. Do we allow those individuals to continue to serve on the "acting engineer" list?

f.   Some volunteers do not come to drills but show up on calls and are dangerous and ineffective. What should we do?

g.   Firefighters/EMTs want the paramedics moved into their own separate dorms so that the firefighters/EMTs are not bothered when the medics go out at night.

h.   We have a new engine being delivered in 4 weeks. What station should it be assigned to?

4.   Allow the group 20 minutes to discuss the issue and to generate a recommendation for the fire/EMS chief.

At the end of the activity, allow the audience to describe what it observed and then ask role players to identify their tattoo (before they take their hat off.)

ASK:

•   How did it feel to have a tattoo?

•   What part of the discussion was hampered by a tattoo?

•   Did the group reach the best decision, in spite of the tattoos?

STUDENT ACTIVITY WORKSHEET

Activity CM.2

Organizational Tattoos in Practice

Purpose

To identify organizational tattoos that prevent effective communications.

Directions

1. Six to eight chairs will be placed in the center of the room in a circle. These six to eight people represent a fire/EMS's department management team and are going to be asked to hold a meeting to discuss and solve a problem. The fire/EMS chief cannot attend the meeting, but has tasked the group to discuss the issue thoroughly and provide him/her with a recommendation.

2. Each member of the group will receive a hat to put on prior to the discussion starting. On that hat is the organizational tattoo he/she has in the fire department. **You are not allowed to look at your own hat.** You will know everyone else's tattoo, but you will not know your own. Respond to other students based on their tattoo. It may become apparent to you what it is as the discussion progresses.

3. The group will have 20 minutes to discuss the issue and to generate a recommendation for the fire/EMS chief.

APPENDIX

More than skin deep: Organizational tattoos

Wherein the author explains and explores an esoteric area of fire department culture. How many foreheads can *you* read?

By Capt. Phil Davis
Benicia (Calif.) Fire Department

You have one (or more), and you give them, too. You can see them on others when they can't. They know all about yours, but you can't see it. We all have them.

Have what?

I'm talking about "organizational tattoos," those informal monikers we pick up during our careers. Some of our tattoos change as we are promoted or change assignments, while others last a lifetime.

How do I know? Have you ever attended a retirement dinner for a colleague after an illustrious 35-year career? What do they talk about? Right — how he got the organizational tattoos.

Some, such as nicknames, are common knowledge. Others are hidden from the person, because they're so defamatory they could destroy him or her. We generally consider organizational tattoos as negative, but there are instances where positive tattoos have gotten people in trouble.

There are tattoos groups bring on themselves. Can you tell which shift is on duty by what's on the TV? Do you have the MTV crowd? The VH-1 baby-boomers? The TNN gang?

And which group is it that arrives at work on motorcycles? In pick-up trucks? You know what I mean.

Now we have a working knowledge of what an organizational tattoo is. In today's fire departments, these tattoos are often destructive to the individuals and cause organizational dysfunction.

In the big picture, perhaps if we all have them, then tattoos must not be bad and must be the organizational norm. No, in the big picture, we miss opportunities because we can't see past a tattoo. To truly understand organizational tattoos,

you must first analyze how we get them, how we retain them and how we get rid of them.

Tattooing in action

Organizational tattoos aren't just a theory. Everyone knows they exist. The concept is even written into the California Fire Academy's curriculum for the Chief Officer Certification course, Management 2A, "Organizational Development and Human Relations."

To reinforce the points about organizational tattoos, an activity was created in which six to eight members of the class are asked to volunteer for a small group activity. They are seated in a circle in the middle of the classroom surrounded by the remaining students.

They are told that they are a fire department management team at a special staff meeting. The meeting was called by the chief of the department, who cannot attend because of a conflict. The group's task is to develop the implementation plan for NFPA 1500 for their department (or some other equally challenging task).

The catch is that the instructor puts a paper hat on each participant, and each hat has an organizational tattoo written on it. The other members of the group can see your hat and you can see theirs, but you can't see your own tattoo. The group keeps everyone in character by treating each other according to their tattoos. Some examples are:
- Backstabber
- Prankster
- Expert
- Comedian
- Pity Me
- Ignore Me
- Loser
- Chief's Informant

The group now tries to solve the problem. If it's not already hard enough to implement 1500, combine that with the preconceived attitudes we have toward some people. It's a funny activity, but the ramifi-

cations of tattoos become obvious almost immediately.

No matter how good the ideas are from some people (Loser, Pity Me), they are discounted and put down. No matter how ridiculous some ideas are from others (Expert), they are treated as plausible solutions.

Now tell me this doesn't happen in fire service organizations every day.

Let me give you a few examples. How many good people have been passed over for a promotion because of an organizational tattoo? How many people are not allowed to develop to their full potential because of a tattoo? How many good fire service instructors aren't allowed to expand their horizons because of an organizational tattoo? How many people leave the fire service (career or volunteer) because of an unfavorable tattoo?

Getting tattoos

Critical incident stress debriefings are becoming the norm in the modern fire service, but that hasn't been the case for very long. Only a few years ago, firefighters who didn't deal well with stress were given some very unflattering tattoos. Some left the fire service. Most didn't, and their tattoos remain.

Keith J. Taylor

How would your organization react to a rookie who ran out of a live training burn? Would he be looked on as a coward, or just as an inexperienced firefighter who might have potential? And a new officer who gets tongue-tied on his or her first major rager? I predict a tattoo coming.

Many of you have taken the Myers-Briggs Type Indicator or a similar personality index that places you in a category, that labels you. A tattoo is a label, and once you get a label it's tough to change.

Given that you *will* get tattoos, try to get ones that are flattering and positive. Tattoos such as "professional," "ethical," "fair," "good listener" and "team player" give us a positive picture of the individual, even if we know nothing else about him or her.

Getting rid of tattoos
A tattoo is simply a symbol of a behavior a person had or has and how others perceived it. It will usually tend to hang on as a matter of course, whether the individual continues the behavior or not.

(If a tattoo is positive, of course, you can choose to perpetuate it by maintaining the relevant behavior.)

Fortunately, it is possible to get rid of or at least dilute a tattoo by changing the behavior.

Time is the best dilution ingredient. The "law of recency" is relative here. The more recent the behavior, the stronger the recollection of that behavior.

You can erase tattoos, but it takes time and you have to be conscious about changing or avoiding the behavior. Some people leave one department for another in hopes — consciously or unconsciously — of dropping old tattoos or maybe picking up new ones.

What often happens, however, is that the behavior resurfaces and so does the tattoo. Don't ever forget that firefighters from your old department talk to firefighters in your new department. Tattoos can transfer with you from one department to the next.

Tattoos up close
Here are a few examples of specific tattoos we see in many departments.

■ "Expert" — Anyone can become an expert on something. The department might "make" you an expert, for example, a hazmat specialist, paramedic, fire prevention

specialist or disaster-preparedness coordinator.

These tattoos have both positive and negative sides. It's gratifying to be considered the local expert on something, but it can become a negative when you are tattooed an expert in one field and excluded from others. How many of us have heard, "What could you know about fire investigation? You're a paramedic." The divisiveness among fire service specialties is partly a result of organizational tattoos.

The tattoo of expert around the fire station is not limited to department duties. It might have a lot to do with a side job or other specialty acquired outside of work. Most fire departments have their construction experts, computer experts and writing experts.

■ "Troublemaker/Malcontent" — It might have been 15 years ago, but people remember, don't they? Because "trouble" is in the eye of the beholder, the reason or the underlying history doesn't really matter.

The "troublemaker" tattoo is a tough one to shed, too; it might follow you for your entire career. Promotions will be tougher to attain, and credibility will be non-existent until you remove the tattoo. Union officers and activists are often labeled as troublemakers, even though the union has a legitimate role in the organization and the cause might be right.

■ "Goof-off" — Akin to the troublemaker tattoo is the goof-off tattoo. It's tough to be taken seriously when the goof-off tattoo is glaring off your forehead.

This presents a big problem when you are testing for a promotion or especially when trying to establish credibility with your subordinates. Have you ever noticed how hard it is for the goof-off — or even the former goof-off — to reprimand subordinates for goofing off?

Similarly, some of the best practical jokers forget their prior behavior when they become officers. Your tattoo is still showing, chief.

■ "Educated" — It's as if your degree were tattooed on your face. The fire service is becoming more educated, and we are seeing entry-level applicants coming in with associate's and baccalaureate degrees.

As a result, the fire service is breaking into two camps: those with the education tattoo and those without. "He's book smart — no experience, though" or "The chief hired another college boy."

You can imagine the characteristics that go along with other tattoos such as "Reckless/Careless," "Loser," "Know-it-all" and "Yes-

man." The list of tattoos could go on and on. You know them well, because you wear them and you give them.

Supervisors and tattoos

It does the department no good to create an environment where negative organizational tattoos are acceptable. If a chief recognizes tattoo-driven perceptions or behavior, how can he or she deal with that constructively? You have to be an investigator and determine the origin of the tattoo and whether the wearer knows he or she has it.

Find out who gave the tattoo, and why, and how long it has been on. When was the last behavior that reinforced the tattoo? These are all complex individual and organization behavior patterns and practices that must be evaluated.

Supervisors have choices when it comes to handling organizational tattoos. You can do and say things to accentuate and perpetuate positive tattoos in your people. An example might be a comment like, "That hazmat call went great, thanks to our resident hazmat guru, Steve."

Another option is to not comment when you hear references to a tattoo. This condones the reference

> A tattoo is simply a symbol of a behavior a person had or has and how others perceived it. It will usually hang on, whether the behavior continues or not.

without reinforcing it and can be seen with both positive and negative tattoos. As a supervisor, you do not have to get directly involved, because peer pressure is in effect. One example that comes to mind is the firefighter who pays back shift trades grudgingly. No one will work a trade for him or her, knowing how unreliable that person is in paying back.

Destructive tattooing has to be stopped, however, because it damages the individual and the department. This isn't simple criticism we are talking about: it is character assassination and defamation. In your role, you must stop the behavior of the tattooers, even if you agree.

If references to old tattoos keep creeping into conversations, it is the fire officer's role to help bury those tattoos, not resurrect them. Remind your subordinates that old tattoos do not draw an accurate picture of how things are today: "Quit harping on the way Sam used to be. He's not like that now, and you know it. Create new, positive tattoos where old ones once existed.

An organizational tattoo is finally nothing more than a perception, but as Tom Peters, the management guru, wrote, "Perception is reality and perceptions are never neutral."

An organizational tattoo is like a first impression: it just takes a second or two to get, and a lifetime to get rid of. Be careful about the tattoos you get and the ones you give. Sometimes they aren't very flattering, and they don't wash off in the shower.

Phil Davis is a captain and department training officer for the Benicia (Calif.) Fire Department. He holds a bachelor's degree in health science and a master's degree in public administration, as well as state certifications as a fire officer, chief officer and master instructor. Davis teaches resident and extension courses as an adjunct instructor and curriculum developer for the National Fire Academy and is a part-time faculty member for the University of California-Davis hazmat training program.