

# Leadership In Supervision — (6 Day)

LIS-Student Manual

*1st Edition, 6th Printing-August 2018*



**FEMA**

FEMA/USFA/NFA  
LIS-SM  
August 2018  
1st Edition, 6th Printing

***Leadership In Supervision — (6 Day)***



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Acronyms

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## ACKNOWLEDGMENTS

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

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

The following people participated in the creation of this course:

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## **RATIONALE**

The NFA supports courses for federal, state and local fire and Emergency Medical Services (EMS) personnel to include professional development within the disciplines of leadership and executive development. This curriculum is intended to serve the professional development needs of fire and emergency services personnel who are at or are preparing for first line supervisory positions. The curriculum is also intended to serve as prerequisite course work for participants of the NFA Managing Officer Program.

## **COURSE GOAL**

Provide a conceptual foundation and framework for a successful transition by fire and EMS personnel to first line supervisor by exploring a broad spectrum of leadership, supervision and managerial subjects within three central themes: Frameworks for Success, Creating Environments for Professional Growth, and Perspectives in Thinking.

## **AUDIENCE, SCOPE AND COURSE PURPOSE**

The primary target audience for this course are those individuals who are at the first line of supervision. For purposes of student selection, first line level is considered to be those at the Company Officer or Unit (fire prevention, fire education, communications, EMS, etc.) Supervisor level. More specific primary selection criteria is as follows:

- First line supervisors in fire and EMS organizations.
- Fire and EMS personnel due for promotion/appointment to a first line supervisory position within 18 months.
- Fire and EMS personnel who are regularly assigned acting supervisory positions.
- Fire and EMS personnel currently enrolled in the NFA Managing Officer will be provided priority selection.

The secondary target audience are fire and EMS personnel at the first line management level (chief officer or above). Students at this level may be given consideration on a space available basis.

This six-day course presents the student with the basic leadership and supervisory knowledge, skills and tools needed to perform effectively in the fire and EMS environment. The course includes:

Unit 1: Transition to Supervisor: At the completion of this unit, students will be able to apply concepts related to a successful transition to supervisory and leadership roles, including models of leadership, change management, active followership, and active engagement in fire and EMS.

Unit 2: Effective Communication: At the completion of this unit, students will be able to identify effective communication processes across a multitude of scenarios and environments, to include written, oral, paraverbal, nonverbal, dialogue-focused, inquiry- and advocacy-based, and crucial conversations.

Unit 3: Ethics, Authority and Responsibility: At the completion of this unit, students will be able to apply an ethical perspective to responsibility, authority, power, decision-making and discipline in a supervisory or leadership role in fire or EMS.

Unit 4: Active Engagement: At the completion of this unit, students will be able to create a personal plan for active engagement as a supervisor and leader in fire and EMS, using concepts presented in this course.

Unit 5: Thinking Perspectives: At the completion of this unit, students will be able to assess situations from multiple perspectives.

Unit 6: Think Imaginatively, Act Creatively: At the completion of this unit, students will be able to articulate techniques for fostering an environment of creativity and innovation.

Unit 7: Think Analytically, Politically and Critically: At the completion of this unit, students will be able to create a personal plan as a supervisor and leader in fire and EMS based on the thinking perspectives presented in this course.

Unit 8: Self: At the completion of this unit, students will be able to apply the concepts of professionalism to create a roadmap for professional success.

Unit 9: Creating Environments for Growth in Others: At the completion of this unit, students will be able to explain how the concepts of managing conflict, empowerment, empathy, authorization and delegation can contribute to creating an environment for professional growth in others.

Unit 10: Together: At the completion of this unit, students will be able to apply the concepts of failure, collaboration, synergy and team dysfunction to your creation of a personal plan of active engagement as a supervisor and leader in fire and EMS.

**GRADING METHODOLOGY**

Students will be graded on unit reflections, written essay response and final student presentation. Written responses are to be handed into the facilitator on the morning of the last day of class. Student presentations will be conducted on the last day of class at a time determined by the facilitator.

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**LEADERSHIP IN SUPERVISION COURSE EVALUATION ACTIVITY**

**SELF-REFLECTION, ESSAY AND ORAL PRESENTATION**

**Certification Statement**

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

Print Name: \_\_\_\_\_

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

**Instructions**

Unit self-reflections are not limited to the space provided in the SM. Additional pages may be attached. These reflections may be neatly hand-written.

The written paper is not to exceed three paragraphs per question.

The paper is to be double spaced, 12 point font, in Times, Arial, or Calibri font style, and no smaller than one inch margins on all sides.

The written essay should be free of grammatical, composition and spelling errors. Any works of others used must be cited using APA format.

A cover sheet (template provided) must be completed and attached to the front of all submissions.

Any visual aids (PowerPoints) used to support your oral presentation should be free of errors, succinct and easily correlated to the main points of your presentation.

The evaluation rubric should be used to guide all your written and oral presentations.

**Part 1: Unit Self-Reflections (Maximum 20 points)**

<b>Assessment Area</b>	<b>Insufficient 0 points</b>	<b>Needs Improvement 5 points</b>	<b>Adequate 10 points</b>	<b>Good 15 points</b>	<b>Excellent 20 points</b>
Unit reflections are completed	0-1 unit self-reflection completed	2-3 unit self-reflections completed	3-5 unit self-reflections completed	6-7 unit self-reflections completed	8-9 unit self-reflections completed

**Part 2: Essay Exam (Maximum 60 points)**

<b>Assessment Area</b>	<b>Insufficient 0 points</b>	<b>Needs Improvement 5 points</b>	<b>Adequate 10 points</b>	<b>Good 15 points</b>	<b>Excellent 20 points</b>
Analyze unit self-reflections and create a written description of two areas of knowledge, skills and abilities (KSAs) currently held that support active engagement in role as supervisor.	None presented.	Only one area presented with minimal specifics and is vague.	Two areas presented with minimal specifics and is vague but main points could be inferred.	Two areas presented with adequate specifics so the issues are reasonably evident.	Two areas presented with significant specifics so the issues are clearly evident.
Analyze unit self-reflections and create a written description of two areas of KSAs needed to improve to support active engagement in role as supervisor.	None presented.	Only one area presented with minimal specifics and is vague.	Two areas presented with minimal specifics and is vague but plan could be inferred.	Two areas presented with adequate specifics so the issues are reasonably evident.	Two areas presented with significant specifics so the issues are clearly evident.

Create a specific plan with measurements for KSAs identified as needing development.	None presented.	Only one area presented with minimal specifics and is vague.	Two areas presented with minimal specifics and is vague but plan and measurements could be inferred.	Two areas presented with adequate specifics so the plan and measurements are reasonably evident.	Two areas presented with significant specifics so the plan and measurements are clearly evident.
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**Assessment Area: Organization, Grammar and Mechanics (Maximum 4 points)**

<b>Assessment Area</b>	<b>Insufficient 0 points</b>	<b>Needs Improvement 1 point</b>	<b>Adequate 2 points</b>	<b>Good 3 points</b>	<b>Excellent 4 points</b>
Organization, Grammar and Mechanics: Diction, sentence structure and spelling. Complies with APA Sixth Edition.	<p>Presentation contained eight or more errors in grammar, usage or writing conventions that lead to confusion.</p> <p>Presentation was not organized, and instructions were not followed.</p>	<p>Presentation contained six to seven errors in grammar, usage or writing conventions that lead to confusion.</p> <p>Presentation is organized, but instructions were not entirely followed.</p>	<p>Presentation contained four to five errors in grammar, usage or writing conventions that lead to confusion.</p> <p>Presentation is organized, but instructions were not entirely followed.</p>	<p>Presentation contained two to three errors in grammar, usage or writing conventions that lead to confusion.</p> <p>Presentation is organized, and instructions were generally followed.</p>	<p>Free from errors in grammar, usage and the conventions of written English.</p> <p>Presentation is well organized, and instructions were entirely followed.</p>

**Part 3: Oral Presentation (Maximum 40 points)**

<b>Assessment Area</b>	<b>Insufficient 0 points</b>	<b>Needs Improvement 10 points</b>	<b>Adequate 20 points</b>	<b>Good 30 points</b>	<b>Excellent 40 points</b>
Create a presentation that provides a specific plan for active engagement with measureable objectives, milestones and dates for completion based on determined areas of KSA strengths and development needs.	No presentation	<p>Presentation includes one area of identified KSA strength or development need.</p> <p>Presentation is not clear and lacked supportive detail.</p> <p>Presentation is between one and two minutes in duration; or greater than eight but less than 10 minutes.</p>	<p>Presentation includes one area of identified KSA strength and one development need.</p> <p>Presentation is clear and organized but only partially supported with specifics.</p> <p>Presentation is greater than two minutes but less than three; or greater than six but less than eight minutes.</p>	<p>Presentation includes two areas of identified KSA strengths and two development needs.</p> <p>Presentation is clear, organized and supported with an adequate amount of specifics.</p> <p>Presentation is greater than three minutes but less than four minutes; or greater than five minutes but less than six minutes.</p>	<p>Presentation includes two areas of identified KSA strengths and two development needs.</p> <p>Presentation is clear, well organized and fully supported with specifics</p> <p>Presentation is greater than four minutes and did not exceed five minutes in total duration.</p>

**Unit Self-Reflection score:** \_\_\_\_\_  
(20 total points available)

**Essay Exam score:** \_\_\_\_\_  
(64 total points available and include organization, grammar and mechanics)

**Oral Presentation score:** \_\_\_\_\_  
(40 total points available)

**Course Grade:** \_\_\_\_\_  
(Determined by dividing your points total by 124\*100)

<b>Numerical Score</b>	<b>Letter Grade</b>
100-90	A
89-80	B
79-70	C
69 and below	F



**SCHEDULE**

<b>TIME</b>	<b>DAY 1</b>	<b>DAY 2</b>
8:00 - 8:50	Introduction, Welcome and Administrative	Unit 3: Ethics, Authority and Responsibility
8:50 - 9:00	<i>Break</i>	<i>Break</i>
9:00 - 9:50	Introduction, Welcome and Administrative Unit 1: Transition to Supervisor	Unit 3: Ethics, Authority and Responsibility (cont'd)
9:50 - 10:00	<i>Break</i>	<i>Break</i>
10:00 - 10:50	Unit 1: Transition to Supervisor (cont'd)	Unit 3: Ethics, Authority and Responsibility (cont'd)
10:50 - 11:00	<i>Break</i>	<i>Break</i>
11:00 - 12:00	Unit 1: Transition to Supervisor (cont'd)	Unit 3: Ethics, Authority and Responsibility (cont'd)
12:00 - 1:00	<i>Lunch</i>	<i>Lunch</i>
1:00 - 1:50	Unit 1: Transition to Supervisor (cont'd)	Unit 4: Active Engagement
1:50 - 2:00	<i>Break</i>	<i>Break</i>
2:00 - 2:50	Unit 2: Effective Communication	Unit 4: Active Engagement (cont'd)
2:50 - 3:00	<i>Break</i>	<i>Break</i>
3:00 - 3:50	Unit 2: Effective Communication (cont'd)	Unit 4: Active Engagement (cont'd)
3:50 - 4:00	<i>Break</i>	<i>Break</i>
4:00 - 5:00	Unit 2: Effective Communication (cont'd)	Unit 4: Active Engagement (cont'd)

Note: Times listed reflect approximate instructional time blocks and may be adjusted to meet individual course preferences.

**Essay responses due Friday morning.**

<b>TIME</b>	<b>DAY 3</b>	<b>DAY 4</b>
8:00 - 8:50	Unit 5: Thinking Perspectives	Unit 7: Think Analytically, Politically and Critically
8:50 - 9:00	<i>Break</i>	<i>Break</i>
9:00 - 9:50	Unit 5: Thinking Perspectives (cont'd)	Unit 7: Think Analytically, Politically and Critically (cont'd)
9:50 - 10:00	<i>Break</i>	<i>Break</i>
10:00 - 10:50	Unit 5: Thinking Perspectives (cont'd)	Unit 7: Think Analytically, Politically and Critically (cont'd)
10:50 - 11:00	<i>Break</i>	<i>Break</i>
11:00 - 12:00	Unit 5: Thinking Perspectives (cont'd) Unit 6: Think Imaginatively, Act Creatively	Unit 7: Think Analytically, Politically and Critically (cont'd)
12:00 - 1:00	<i>Lunch</i>	<i>Lunch</i>
1:00 - 1:50	Unit 6: Think Imaginatively, Act Creatively (cont'd)	Unit 7: Think Analytically, Politically and Critically (cont'd)
1:50 - 2:00	<i>Break</i>	<i>Break</i>
2:00 - 2:50	Unit 6: Think Imaginatively, Act Creatively (cont'd)	Unit 7: Think Analytically, Politically and Critically (cont'd)
2:50 - 3:00	<i>Break</i>	<i>Break</i>
3:00 - 3:50	Unit 6: Think Imaginatively, Act Creatively (cont'd)	Unit 7: Think Analytically, Politically and Critically (cont'd)  Unit 8: Self
3:50 - 4:00	<i>Break</i>	<i>Break</i>
4:00 - 5:00	Unit 6: Think Imaginatively, Act Creatively (cont'd)	Unit 8: Self (cont'd)

Note: Times listed reflect approximate instructional time blocks and may be adjusted to meet individual course preferences.

**Essay responses due Friday morning.**

<b>TIME</b>	<b>DAY 5</b>	<b>DAY 6</b>
8:00 - 8:50	Unit 8: Self (cont'd)	Unit 9: Creating Environments for Growth in Others (cont'd)
8:50 - 9:00	<i>Break</i>	<i>Break</i>
9:00 - 9:50	Unit 8: Self (cont'd)	Unit 9: Creating Environments for Growth in Others (cont'd)
9:50 - 10:00	<i>Break</i>	<i>Break</i>
10:00 - 10:50	Unit 8: Self (cont'd)	Unit 10: Together
10:50 - 11:00	<i>Break</i>	<i>Break</i>
11:00 - 12:00	Unit 8: Self (cont'd)	Unit 10: Together (cont'd)
12:00 - 1:00	<i>Lunch</i>	<i>Lunch</i>
1:00 - 1:50	Unit 9: Creating Environments for Growth in Others	Unit 10: Together (cont'd)
1:50 - 2:00	<i>Break</i>	<i>Break</i>
2:00 - 2:50	Unit 9: Creating Environments for Growth in Others (cont'd)	Unit 10: Together (cont'd)
2:50 - 3:00	<i>Break</i>	<i>Break</i>
3:00 - 3:50	Unit 9: Creating Environments for Growth in Others (cont'd)	Exam
3:50 - 4:00	<i>Break</i>	<i>Break</i>
4:00 - 5:00	Unit 9: Creating Environments for Growth in Others (cont'd)	Exam Graduation

Note: Times listed reflect approximate instructional time blocks and may be adjusted to meet individual course preferences.

**Essay responses due Friday morning.**

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# FIREFIGHTER CODE OF ETHICS

## Background

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

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

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

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



# FIREFIGHTER CODE OF ETHICS

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

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

**Developed by the National Society of Executive Fire Officers**

## A Student Guide to End-of-course Evaluations

**Say What You Mean ...**

### Ten Things You Can Do to Improve the National Fire Academy

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

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

Actual quotes from student evaluations:	Examples of specific, actionable comments that would help us improve the course:
1 "Update the materials."	<ul style="list-style-type: none"> <li>The (ABC) fire video is out-of-date because of the dangerous tactics it demonstrates. The available (XYZ) video shows current practices.</li> <li>The student manual references building codes that are 12 years old.</li> </ul>
2 "We want an advanced class in (fill in the blank)."	<ul style="list-style-type: none"> <li>We would like a class that enables us to calculate energy transfer rates resulting from exposure fires.</li> <li>We would like a class that provides one-on-one workplace harassment counseling practice exercises.</li> </ul>
3 "More activities."	<ul style="list-style-type: none"> <li>An activity where students can physically measure the area of sprinkler coverage would improve understanding of the concept.</li> <li>Not all students were able to fill all ICS positions in the exercises. Add more exercises so all students can participate.</li> </ul>
4 "A longer course."	<ul style="list-style-type: none"> <li>The class should be increased by one hour per day to enable all students to participate in exercises.</li> <li>The class should be increased by two days so that all group presentations can be peer evaluated and have written abstracts.</li> </ul>
5 "Readable plans."	<ul style="list-style-type: none"> <li>The plans should be enlarged to 11 by 17 and provided with an accurate scale.</li> <li>My plan set was blurry, which caused the dotted lines to be interpreted as solid lines.</li> </ul>
6 "Better student guide organization," "manual did not coincide with slides."	<ul style="list-style-type: none"> <li>The slide sequence in Unit 4 did not align with the content in the student manual from slides 4-16 through 4-21.</li> <li>The instructor added slides in Unit 4 that were not in my student manual.</li> </ul>
7 "Dry in spots."	<ul style="list-style-type: none"> <li>The instructor/activity should have used student group activities rather than lecture to explain Maslow's Hierarchy.</li> <li>Create a pre-course reading on symbiotic personal relationships rather than trying to lecture on them in class.</li> </ul>
8 "More visual aids."	<ul style="list-style-type: none"> <li>The text description of V-patterns did not provide three-dimensional views. More photographs or drawings would help me imagine the pattern.</li> <li>There was a video clip on NBC News (date) that summarized the topic very well.</li> </ul>
9 "Re-evaluate pre-course assignments."	<ul style="list-style-type: none"> <li>The pre-course assignments were not discussed or referenced in class. Either connect them to the course content or delete them.</li> <li>The pre-course assignments on ICS could be reduced to a one-page job aid rather than a 25-page reading.</li> </ul>
10 "A better understanding of NIMS."	<ul style="list-style-type: none"> <li>The instructor did not explain the connection between NIMS and ICS.</li> <li>The student manual needs an illustrated guide to NIMS.</li> </ul>

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# **UNIT 1: TRANSITION TO SUPERVISOR**

## **TERMINAL OBJECTIVE**

*The students will be able to:*



- 1.1 *Apply concepts related to a successful transition to supervisory and leadership roles, including models of leadership, change management, active followership, and active engagement in fire and Emergency Medical Services (EMS).*

## **ENABLING OBJECTIVES**

*The students will be able to:*

- 1.1 *Articulate the challenges in transitioning into a supervisory role.*
  - 1.2 *Differentiate between leadership models.*
  - 1.3 *Describe the correlation between change management and adaptive leadership.*
  - 1.4 *Differentiate between the leadership role and the responsibility of active followership.*
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## UNIT 1: TRANSITION TO SUPERVISOR

Slide 1-1

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### TERMINAL OBJECTIVE

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Apply concepts related to a successful transition to supervisory and leadership roles, including models of leadership, change management, active followership, and active engagement in fire and Emergency Medical Services (EMS).

Slide 1-2

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### ENABLING OBJECTIVES

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- Articulate the challenges in transitioning into a supervisory role.
- Differentiate between leadership models.
- Describe the correlation between change management and adaptive leadership.
- Differentiate between the leadership role and the responsibility of active followership.

Slide 1-3

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## ACTIVITY 1.1

### Address Transitional Areas

#### Purpose

Articulate the challenges in transitioning into a supervisory role.

#### Directions

1. Using markers and easels to record your results, brainstorm challenges in the following three transitional areas:
  - a. Relational/Interpersonal changes.
  - b. Responsibility changes.
  - c. Role changes.
2. After 20 minutes, be prepared to participate in a facilitated discussion.

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## I. MODELS OF LEADERSHIP

### MODELS OF LEADERSHIP

- Adaptive leadership.
- Transactional leadership.
- Transformational leadership.
- Situational leadership.
- Servant leadership.

Slide 1-5

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### ADAPTIVE LEADERSHIP

- Managing change so that people can thrive.
- Concept borrowed from evolutionary biology.
- Technical problems versus adaptive problems.



Slide 1-6

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- A. The Adaptive Leadership Model comes from the work of Ronald Heifetz and Marty Linsky, best detailed in their book, “The Practice of Adaptive Leadership: Tools and Tactics for Changing Your Organization and the World” (Heifetz, Grashow, & Linsky, 2009).

Adaptive leadership mobilizes people to tackle tough challenges and thrive.

1. The concept of adaptive leadership is about managing change so that people can thrive.
2. For Heifetz and Linsky, “thriving” is an idea borrowed from evolutionary biology.
  - a. Adaptive leadership builds on the past (conserves what is essential) **and** builds toward the future (progress).

- b. Experimentation is required. An experimental mindset is accepting of failures and false starts.
  - c. As in biology, adaptation requires diversity.
  - d. New adaptations mean loss. Loss means pain. Pain means resistance.
  - e. New adaptations take time — it means shifting the culture.
- 3. Adaptive leadership differentiates between technical problems (for which the organization already has the answers) and adaptive problems/challenges (which require new ways of conceptualizing and innovating).
  - a. Because experimentation is required, adaptive change cannot be driven from the top down.
  - b. The people with the adaptive problem must internalize it, experiment and discover how to move forward.
  - c. Because it is transformational, it is deeply personal.
- 4. Technical problems are ones in which the nature of the problem is clear, the nature of the solution is clear, and the challenge is met by those with organizational authority.
- 5. Adaptive challenges, on the other hand, require learning in order to identify the problem or the solution. The solution lies with the stakeholders — all stakeholders.
- 6. You may be facing an adaptive challenge if:
  - a. The solution requires operating in a way different from the way you do now.
  - b. The problem **and** the solution requires learning.
  - c. The solution requires shifting authority and responsibility to the people who are actually affected.
  - d. The solution requires some sacrifice of past ways of working or living.
  - e. The solution requires experimenting before you're sure of the answer.
  - f. Implementing the solution will take a long time.




- g. The challenge connects to people's deeply-held values.
- 7. The process of adaptive leadership.
  - a. Observe what is happening.
  - b. Interpret what you see.
  - c. Intervene to help people move through it.
- 8. Designing effective interventions.
  - a. Get on the balcony.
  - b. Determine the ripeness of the issue in the system.
  - c. Ask, "Who am I in this picture?"
  - d. Think hard about your framing.
  - e. Hold steady.
  - f. Analyze the factions that begin to emerge.
- 9. Keep the work at the center of people's attention.

**TRANSACTIONAL  
LEADERSHIP**

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- Rewards and punishments.
- Planning and execution.



Slide 1-7

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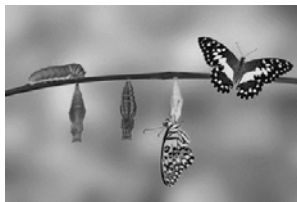
**B. Transactional Leadership Model.**

- 1. Transactional leadership was first identified by sociologist Max Weber (1864-1920) and was accepted and widely discussed in business literature starting in the 1940s.

2. It employs rewards and punishments to motivate employees.
3. The leader relies upon positional authority and power.
4. It focuses on planning and execution, and on preserving and developing the existing culture and status quo.

## TRANSFORMATIONAL LEADERSHIP

- Leader motivates followers.
- Personal/Psychological motivators.
- Change and innovation.



Slide 1-8

- C. Transformational leadership describes a leadership style wherein the leader uses influence and inspiration to motivate followers.

1. It was first described by James MacGregor Burns in 1978.
2. The focus is on the values and needs of the followers, rather than on the positional power of the transactional leader.
3. Thus, the motivators are pride, esteem and accomplishment, rather than tangible rewards and punishments.
4. The focus is on changing the existing culture and on innovation.

## SITUATIONAL LEADERSHIP

- Style varies as situation dictates.
- Flexibility is key.
- At ease with variation.

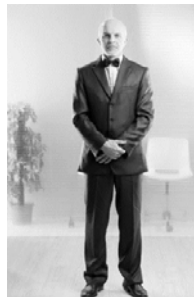


Slide 1-9

- D. Situational leadership is a term used to describe leaders who assess and analyze their own natural leadership style to determine whether it is the best approach to use in all situations. The Situational Leadership model comes from the work of Paul Hersey and Ken Blanchard (Hersey & Blanchard, 2012).
1. No one style is always appropriate; each style is appropriate at certain times.
    - a. Sometimes the task needs more attention than the person.
    - b. Sometimes the person and the task require equal attention.
    - c. Sometimes the person needs more attention than the task.
    - d. Sometimes neither the person nor the task require much attention.
  2. Situational leadership requires three basic skills:
    - a. Flexibility: the ability to change your leadership style to fit the needs of the follower.
    - b. Diagnosis: the ability to accurately assess the needs of the follower.
    - c. Communication: the ability to reach a mutual understanding with each follower regarding the leadership style which most effectively meets the present needs of each follower.
  3. The development level of an individual must be assessed with a specific task in mind.
  4. An individual's development level varies from task to task.
  5. Any decline in performance will probably require the leader to move back to the previous style in order to correct performance.

## SERVANT LEADERSHIP

- Leads by helping others.
- Puts followers first.
- Ancient method, modern applicability.



Slide 1-10

E. Servant (Service) Leadership Model.

1. Based on the work of Robert K. Greenleaf (Greenleaf & Spears, 2002), servant (or service) leadership is a leadership model which emphasizes serving others by putting them first — employees, customers, community and family.
2. This approach to leading by being a servant first is the complete opposite of the norm in much of 21st-century corporate environments, which tend to operate on a “leader-first” model.
3. It is an ancient approach to leadership, but Robert Greenleaf was the one who articulated it in the 20th century for the organizational context.
4. While some later organizational theorists have put forth the terminology of “service leadership” to avoid what 21st-century practitioners might see as a negative connotation associated with the term “servant,” the terms are not interchangeable in the view of the Robert K. Greenleaf Center for Servant Leadership.
5. The notion of “servant leadership” remains radically countercultural in 21st-century America.
6. While all leaders must have good communication skills, servant leaders should excel in listening and having empathy, self-awareness and a commitment to the growth of others.

**SERVANT LEADERSHIP (cont'd)**

“The best test is this: do those served grow as persons; do they, while being served, become healthier, wiser, freer, more autonomous, and more likely themselves to become servants?”

— Robert Greenleaf  
Slide 1-11

7. In fact, Robert Greenleaf stated, “The best test is this: do those served grow as persons; do they, while being served, become healthier, wiser, freer, more autonomous, and more likely themselves to become servants?” (2002).

8. Greenleaf believed that organizations, as well as individuals, can be servant leaders in society.
9. These are organizations which operate by a credo of service to others.

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## ACTIVITY 1.2

### Leadership Models

#### Purpose

Differentiate between leadership models.

#### Directions

1. Considering the relational/interpersonal changes, responsibility changes, and role changes identified in Activity 1.1, discuss how each leadership theory (adaptive, transactional, transformational, situational, servant) might apply.

2. Answer the following questions:

- a. Which leadership theory's principles can help the new supervisor navigate the relational/interpersonal changes identified in Activity 1.1? How?

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- b. To what extent do these relational/interpersonal changes require a transformational approach?

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- c. Why does a transition to supervisor require an adaptive approach?

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- d. If your promotion to supervisor is a transaction, how might your transformation enable you to succeed?

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- e. How might situational leadership be applied to help clarify role ambiguity?

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- f. Which leadership theory may be best to mitigate role conflict and how?

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- g. Which leadership model most appeals to you and why?

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## **ACTIVITY 1.3**

### **Technical Problems and Challenges**

#### **Purpose**

Differentiate between technical problems and adaptive challenges.

#### **Directions**

As a group, you will brainstorm a list of technical problems and adaptive challenges from within your own organizations, and list on the easel pad.

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## II. CHANGE MANAGEMENT AND ADAPTIVE LEADERSHIP

CHANGE MANAGEMENT AND  
ADAPTIVE LEADERSHIP

The nature of change:

- Incremental versus transformational.
- “Deep Change: Discovering the Leader Within” — Dr. Robert E. Quinn.

Slide 1-14

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The nature of change.

- A. To understand change, we must examine the differences between incremental change and transformational change (deep change). Each type of change is a profoundly different experience.
- B. Work of Robert E. Quinn:
1. Dr. Robert E. Quinn has researched and written extensively on organizational change.
  2. His work “Deep Change: Discovering the Leader Within” (1996) is a comprehensive treatment of the differences between incremental change and transformational change.
- C. Incremental change.
1. The result of rational planning.
  2. A desired goal with steps to reach it.
  3. Can usually be reversed.
  4. Does not usually disrupt our past; it is an extension of the past.
  5. Involves us using our knowledge and ability.
  6. Enables us to feel in control.
- D. Deep change (transformational change).

1. Requires new ways of thinking and behaving.
2. Major in scope.
3. Discontinuous with the past. It represents an entirely new paradigm.
4. It is generally irreversible.
5. Creates a situation in which we realize we don't have the knowledge or ability.
6. Requires that we surrender control.
7. Deep change — which is transformational in nature — places us in the position of being where we have never been before, demanding tools we have never used before; it is therefore a very uncomfortable experience.

## ACTIVITY 1.4

### Application of Adaptive Leadership Practices

#### Purpose

Analyze adaptive challenges and describe approaches to facilitate change.

#### Directions

1. Working in small groups, look again at the adaptive challenges within your own organizations that were identified earlier.
2. Answer the following questions:
  - a. Do these adaptive challenges appear to be incremental changes or deep changes? Why?

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- b. What adaptive leadership approaches may be used to facilitate these types of changes?

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- c. In what ways might the adaptive leadership approaches described above be different or similar to what you have observed in previous change processes?

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### III. LEADERSHIP ROLE AND ACTIVE FOLLOWERSHIP

#### LEADERSHIP ROLE AND ACTIVE FOLLOWERSHIP

- What are the differences between a leadership role and active followership?
- Is active followership a prerequisite to leadership?



Slide 1-16

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- A. Differentiate between the leadership role and the responsibility of active followership.
- B. Active followership is a prerequisite for leadership.
  1. Everyone spends more time as followers than as leaders.
  2. Roles are simultaneous; no one is purely a “leader” or a “follower.” Rather, we each live out both simultaneously.
  3. According to Dr. Robert E. Kelley, two elements are required: critical thinking and participation (1988).
  4. According to Kelley, “What distinguishes an effective from an ineffective follower is enthusiastic, intelligent and self-reliant participation — without star billing — in the pursuit of an organizational goal.”
  5. Effective followers are both actively engaged and thinking critically.
  6. Effective followers know that they must be fully committed to high performance (performance initiative) and to developing effective relationships with others including, the leader (relational initiative).

## LEADERSHIP ROLE AND ACTIVE FOLLOWERSHIP (cont'd)

- Four characteristics of followers with performance initiative:
  - Working effectively with others.
  - Embracing change.
  - Doing the job (being competent).
  - Seeing self as a resource that is valuable to the group.



Slide 1-17

### C. Four characteristics of followers with performance initiative.

1. Working effectively with others.
2. Embracing change.
3. Performing the job (being competent).
4. Seeing self as a resource that is valuable to the group.

## LEADERSHIP ROLE AND ACTIVE FOLLOWERSHIP (cont'd)

- Four characteristics of followers with relational initiative:
  - Building trust (their word is good).
  - Communicating courageously.
  - Identifying with the leader.
  - Adopting the leader's vision.



Slide 1-18

### D. Four characteristics of followers with relational initiative.


1. Building trust (their word is good).
2. Communicating courageously.
3. Identifying with the leader.



4. Adopting the leader's vision.

### LEADERSHIP ROLE AND ACTIVE FOLLOWERSHIP (cont'd)

- Five types of followers in Kelley's model:
  - Alienated.
  - Passive.
  - Conformist.
  - Pragmatic.
  - Exemplary.



Slide 1-19

E. There are five types of followers in Kelley's model:

1. Alienated followers: These individuals commit to no one; they are passive, but think independently.
2. Passive followers: These individuals do as they are asked, but do not think independently.
3. Conformist followers: These followers conform and are more participative than the passive followers, but because they lack independent thinking, they offer no inherent challenge to the leader.
4. Pragmatic followers: These individuals are "middle-of-the-road" survivors. They will engage as needed, enough to get by.
5. Exemplary followers: Strongly engaged, these followers offer leaders both challenge and support. They are active and engaged followers and are the individuals on whom leaders can rely to carry the organization forward.

F. Kelley's model offers leaders ways in which to identify followers and to use followers.

- What types of followers have you seen in the fire service?
- What type of follower have you been?
- How can you increase your people's capacity to be effective followers?
- What kind of courage does it take to be an effective follower?



Slide 1-20

- Which type of follower is most important to leaders' success in achieving transformational change?
- Which type of follower is most detrimental?



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## ACTIVITY 1.5

### Unit 1 Learning Reflections

#### Purpose

As a portion of your personal and professional development, reflections on your learnings and identified development needs are essential. This activity provides you the opportunity to reflect and critically assess your development needs, within the topics of this unit, which will lead to a personal plan of action.

#### Directions

1. Review and reflect on the enabling objectives for this unit from a perspective of your current degree of competencies. The students will be able to:
  - a. Articulate the challenges in transitioning into a supervisory role.
  - b. Differentiate between leadership models.
  - c. Describe the correlation between change management and adaptive leadership.
  - d. Differentiate between the leadership role and the responsibility of active followership.
2. From your above reflections, class dialogue, activities and personal notes from this unit, what knowledge, skills and abilities do you currently hold that support you achieving these objectives? How are you maintaining an effective degree of competency in these areas? Be specific. Use additional paper as needed.

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3. From the above reflections, what knowledge, skills and abilities are you, personally and professionally, **most in need of developing** in order to apply the unit objectives? Be specific. Use additional paper as needed.

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#### IV. SUMMARY



FEDERAL  
EMERGENCY  
MANAGEMENT  
AGENCY

## SUMMARY

- Models of leadership.
- Correlating change management and adaptive leadership.
- Active leadership and active followership.

Slide 1-23

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## **UNIT 2: EFFECTIVE COMMUNICATION**

### **TERMINAL OBJECTIVE**

*The students will be able to:*



- 2.1 *Relate effective communication processes across a multitude of scenarios and environments, to include written, oral, paraverbal, nonverbal, dialogue-focused, inquiry- and advocacy-based, and crucial conversations.*

### **ENABLING OBJECTIVES**

*The students will be able to:*

- 2.1 *Identify what makes communications effective, given different situations.*
  - 2.2 *Describe paraverbal and nonverbal communications.*
  - 2.3 *Define the inquiry- versus advocacy-based conversation.*
  - 2.4 *Describe the components of a crucial conversation.*
  - 2.5 *Describe the model process to conduct an effective crucial conversation.*
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## UNIT 2: EFFECTIVE COMMUNICATION

Slide 2-1

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### TERMINAL OBJECTIVE

Relate effective communication processes across a multitude of scenarios and environments, to include written, oral, paraverbal, nonverbal, dialogue-focused, inquiry- and advocacy-based, and crucial conversations.

Slide 2-2

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### ENABLING OBJECTIVES

- Identify what makes communications effective, given different situations.
- Describe paraverbal and nonverbal communications.
- Define the inquiry- versus advocacy-based conversation.

Slide 2-3

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### ENABLING OBJECTIVES (cont'd)

- Describe the components of a crucial conversation.
- Describe the model process to conduct an effective crucial conversation.

Slide 2-4

## I. COMPONENTS OF EFFECTIVE COMMUNICATION

### SUPERVISOR'S ROLE

- Humans communicate in many ways.
- We can't use just one sense or one sensor to determine the actual meaning of communication.
- Supervisors have to set the example.
- Be aware of how you communicate — not just talk. Walk the talk.

Slide 2-5

#### A. Supervisor's role in effective communication.

1. Humans communicate in many ways, and most of the time we do a pretty good job of knowing what is said and what is meant.
2. 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.
3. Supervisors have to set the example of effective communication for their crew.
4. Be aware of how you communicate — not just talk. Walk the talk.

## WRITTEN COMMUNICATION

- All written communications, especially documentation of work-related events, are extremely critical for the supervisor.
- Poor writing leads to:
  - Lack of credibility.
  - Lack of professionalism.
  - Lack of trust.



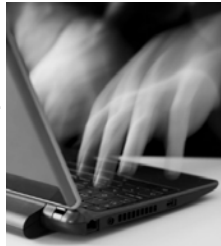
Slide 2-6

### B. Written communication.

1. All written communications, especially documentation of work-related events, are extremely critical for the supervisor.
2. Poor writing leads to:
  - a. Lack of credibility.
  - b. Lack of professionalism.
  - c. Lack of trust.

## WRITTEN COMMUNICATION (cont'd)

- Types of written communication.
  - Business writing.
  - Report writing.
  - Personnel documentation.
  - Personal correspondence.
  - Email.
  - Social networking sites and blogs.



Slide 2-7

3. Types of written communication.
  - a. Business writing: Supervisors need to know how to write a professional letter, a memorandum, and a formal thank-you letter.

- b. Report writing: Fire/Emergency Medical Services (EMS) department reports are read by many people (e.g., lawyers, insurance adjusters, news media, medical professionals and judges). Your reports need to be:
  - Complete.
  - Accurate.
  - Factual.
  - Legible.
  - Consistent.
  - Per policy.
  - Objective, not subjective.
- c. Personnel documentation:
  - “If you didn’t write it down, it didn’t happen.”
  - All written communication is immortalized and discoverable.
- d. Personal correspondence:
  - Personal notes.
  - Thank-you notes.
  - Letters of commendation:
    - Best if handwritten.
    - Legible.
    - Short, but from the heart.
  - Texting — dangers of shorthand, abbreviations and misinterpretations.
- e. Email:
  - If at work, keep them professional.

- Grammar and spelling are important.
- Do not use “texting” shorthand when writing work-related emails.

f. Social networking sites and blogs.

4. Most work communications are subject to the Freedom of Information Act (FOIA) and can be retrieved through legal discovery. Check with your legal counsel for your state’s laws.

All employees should understand that in most cases in an employment status, they should never assume that they have a right to privacy in the use of employer provided communication instruments and methods.

## VIDEO PRESENTATION

“SOCIALNOMICS 2018”

<https://www.youtube.com/watch?v=2lcpwISszbQ>

Slide 2-8

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## ACTIVITY 2.1

### Effective Written Communication

#### Purpose

Discuss components of effective written communication.

#### Directions

1. Read each of the examples below.
2. Have students discuss the possible impacts of the different examples.

#### Media Release Example

On Thursday, March 18, 2016 at approximately 5:20 p.m., the Spartan Fire Department (SFD) responded to a report of a fire at 3344 Izzone Avenue. The SFD dispatched a “high-level” structural fire response, sending four engines, one truck, one rescue, and two battalion chiefs. Upon arrival, personnel reported a single-story home with smoke and flame coming from the structure. Crews made an offensive attack and had the fire extinguished at a reported time of 5:36 p.m. Firefighters contained the fire to the incident address and prevented extension of the fire to neighboring homes. Damages have not been estimated. There were no injuries reported, and the fire is under investigation.

#### Vague Example

The fire department arrived at a house today because of a fire. They were able to put the fire out. No one knows why the fire started.

#### Nonobjective Example

The SFD responded to a fire today at 3344 Izzone Avenue. The brave personnel entered the building and were able to put the fire out through their heroic efforts. Without the intervention of the fire department, the lives of humans and pets would have been lost. Firefighters are suspicious that wrongdoing could have been the cause of the fire because they found a pot of rice unattended on a stove.

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**I. COMPONENTS OF EFFECTIVE COMMUNICATION (cont'd)**

**VERBAL COMMUNICATION**

- Know your audience — vocabulary, slang, industry terminology.
- Important to have a consistent way to communicate as in the Incident Command System (ICS).
- Acronyms.

Slide 2-10

**C. Verbal communication.**

1. Know your audience — vocabulary, slang, industry terminology.
2. Important to have a consistent way to communicate, as in the Incident Command System (ICS).
3. Acronyms.

Need to be cautious with acronyms as they can cause confusion (e.g., USC could be University of Southern California or University of South Carolina).

**PARAVERBAL**

Paraverbal — it's not what you say, but how you say it.

- Tone of voice.
  - Sarcasm can be sensed.
  - Condescending tone can be sensed.
- Volume.
- Inflection.
  - Emphasis on the wrong word can give different meaning.

Slide 2-11

**D. Paraverbal.**

1. Tone of voice — emotions can be transmitted (e.g., anger, happiness, contrition, etc.).
  - a. Sarcasm can be sensed.
  - b. Condescending tone can be sensed.
2. Volume.
3. Inflection.

### NONVERBAL

- Greatest amount of communication is transmitted via nonverbal communication.
- Body language.
  - Face.
  - Arms, hands.
  - Movement, posture.

Slide 2-12

#### E. Nonverbal.

1. Greatest amount of communication is transmitted via nonverbal communication.
2. Body language.
  - a. Face.
  - b. Arms, hands.
  - c. Discuss the emphasis that can be added with proper hand motions.
  - d. Movement, posture.

## II. ADVOCACY- VERSUS INQUIRY-BASED CONVERSATION

### ADVOCACY VERSUS INQUIRY

Two key communication behaviors with critical implications:

- Advocacy = stating one's views.
- Inquiry = asking questions (to gain understanding).

Slide 2-13

- A. “Advocacy and Inquiry are two key communication behaviors with critical implications for interpersonal, group, and organizational effectiveness. Advocacy refers to stating one’s views; inquiry refers to asking questions.” Source: <http://www.actiondesign.com/resources/readings/advocacy-and-inquiry>.

The material below has been adapted from sources including Fred Kofman (Kofman, F., 2010) and Rick Ross and Charlotte Roberts (Ross & Roberts, n.d.).

### PRODUCTIVE ADVOCACY

- Disclose assumptions.
- Disclose reasoning, data, concerns and goals.
- Share the “why.”
- Disclose the doubts about the data in the beginning.
- Encourage others to ask about your views and seek to understand their reactions.

Slide 2-14

- B. Productive advocacy.

1. Disclose assumptions.
2. Disclose reasoning, data, concerns and goals.
3. Share the “why.”
4. Disclose the doubts about the data in the beginning.

5. Encourage others to ask about your views and seek to understand their reactions.

**PRODUCTIVE ADVOCACY**  
(cont'd)

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- Be upfront that this assumption could be wrong.
- Make your thinking process more visible.
- Publicly test your conclusions and assumptions.

Slide 2-15

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6. Be upfront that this assumption could be wrong.
7. Make your thinking process more visible.
- a. State your assumptions; describe the data that led to them and say, “Here’s what I think, and here’s how I got there.”
- Explain your assumptions and comment, “I assumed that ...”
- b. Make your reasoning explicit and say, “I came to this conclusion because ...”
- c. Explain the context of your point of view: Who will be affected by what you propose, how will they be affected, and why?
- d. Give examples of what you propose, even if they’re hypothetical or metaphorical, and say, “To get a clear picture of what I’m talking about, imagine that you’re a customer who will be affected ...”
- e. As you speak, try to picture the other people’s perspectives on what you are saying.
8. Publicly test your conclusions and assumptions.
- a. Encourage others to explore your model, your assumptions, and your data, and ask, “What do you think about what I just said?”; “Do you see any flaws in my reasoning?”; “What can you add?”

- b. Refrain from defensiveness when your ideas are questioned. If you're advocating something worthwhile, then it will only get stronger by being tested.
- c. Reveal where you are least clear in your thinking. Rather than making you vulnerable, this defuses the force of advocates who are opposed to you, and invites improvement. Also ask, "Here's one aspect which you might help me think through."
- d. Even when advocating, listen, stay open and encourage others to provide different views; ask, "Do you see it differently?"

### PRODUCTIVE INQUIRY

- Be open and honest. Explain why you are questioning.
- Focus questioning on education and not on confirmation or proving yourself right.
- Be open to other perspectives and ideas.
- Approach the other person's perspective on data and reasoning with curiosity.
- Ask open-ended questions.

Slide 2-16

#### C. Productive inquiry.

1. Be open and honest. Explain why you are questioning.
2. Focus questioning on education and not on confirmation or proving yourself right.
3. Be open to other perspectives and ideas. Remain flexible. Be ready to accept that your judgment can be flawed.
4. Approach the other person's perspective on data and reasoning with curiosity.
5. Ask open-ended questions: "Do you have a different view? What led you to think that? What is your conclusion?"

**PRODUCTIVE INQUIRY**  
(cont'd)

- Ask the person about your role in the problem or the solution.
- Ask for examples.
- Confirm your understanding.
- Ask others to make their thinking process visible.
- Compare your assumptions to theirs.

Slide 2-17

6. Ask the person about your role in the problem or the solution: “How do you think I am contributing to our continual breakdowns in communication?”
7. Ask for examples: “How would your perspective and way of thinking affect this differently?”
8. Confirm your understanding by asking if you are summarizing correctly.
9. Ask others to make their thinking process visible.
  - a. Gently find out what data they are operating from by asking, “What leads you to conclude that?” or, “What causes you to say that?”
  - b. Use unaggressive language and ask in ways that do not provoke a defensive response by asking, “Can you help me understand your thinking here?”
  - c. Find out why they are saying what they are saying by asking, “How does this relate to your concerns? Where does your logic go next?”
  - d. Explain your reasoning for inquiry by stating, “I am asking you about your line of thinking because ...”
10. Compare your assumptions to theirs.
  - a. Test what they say by asking for broader contexts, or for examples. Ask, “How would your proposal affect ...?”; “Is this similar to ...?”; “Can you describe a typical example?”
  - b. Check your understanding of what they have said and ask, “Am I correct that you’re saying ...?”



- c. Explore, listen and offer your own views in an open way. Ask, “Have you considered ...?”
- d. Listen for the new understanding that may emerge. Don’t concentrate on preparing to destroy the other person’s argument or promote your own agenda.

**PRODUCTIVE INQUIRY**  
(cont’d)

- How do you face a point of view with which you disagree?
- What do you do when you are at an impasse?

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- 11. Understand how to face a point of view with which you disagree.
  - a. Again, inquire about what has led the person to that view. Ask, “How did you arrive at this view?”; “Are you taking into account data that I have not considered?”
  - b. Make sure you truly understand the view: “If I understand you correctly, you’re saying that ...”
  - c. Explore, listen and offer your own views in an open way. Ask, “Have you considered ...?”
  - d. Listen for the larger meaning that may come out of honest, open sharing of alternative mental models: “When you say such-and-such, I worry that it means ...”
  - e. Raise your concerns and state what is leading you to have them. Ask, “I have a hard time seeing that, because of this reasoning ...”
- 12. What do you do when you are at an impasse?
  - a. Embrace the impasse, and tease apart the current thinking. You may discover that focusing on “data” brings you together.

- b. Ask, “What do we know for a fact?”; “What do we sense is true, but have no data for yet?”; “What don’t we know?”
- c. Look for information which will help people move forward. Ask, “What do we agree on, and what do we disagree on?”
- d. Ask if there is any way you might design an experiment or inquiry together which could provide new information.
- e. Listen to ideas as if for the first time.
- f. Consider each person’s mental model as a piece of a larger puzzle. Ask, “Are we starting from two very different sets of assumptions here? Where do they come from?”
- g. Ask what data or logic might change their views. For example, “What, then, would have to happen before you would consider the alternative?”
- h. Ask for the group’s help in redesigning the situation: “It feels like we’re getting into an impasse, and I’m afraid we might walk away without any better understanding. Do you have any ideas that will help us clarify our thinking?”
- i. Don’t let the conversation stop with an “agreement to disagree.” State, “I don’t understand the assumptions underlying our disagreement.”
- j. Avoid building your “case” when someone else is speaking from a different point of view.

### III. WHAT IS A CRUCIAL CONVERSATION?

#### WHAT IS A CRUCIAL CONVERSATION?

- Any conversation with the potential for high emotions.
- Any conversation where the stakes are high.
- Any conversation with the potential for conflict.



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- A. Any conversation with the potential for emotions to be high.
- B. Any conversation where the stakes are high.
- C. Any conversation with the potential for conflict.

### HOW TO SOLVE A CRUCIAL CONVERSATION

- S: Share facts.
- T: Tell a story.
- A: Ask for the other's perception.
- T: Talk tentatively.
- E: Encourage testing.

Slide 2-20

#### D. How to solve a crucial conversation — STATE:

1. S: Share facts.

Give the objective information that is available.

2. T: Tell a story.

Explain to the individual how the facts are shaping the issue.

3. A: Ask for the other's perception.

Invite the person to explain their perspective of the situation.

4. T: Talk tentatively.

a. Use a curious tone, not an accusatory one.

b. There might be something that you are not aware of.

5. E: Encourage testing.


a. This is not about being right; it is about developing a clear understanding of the entire situation.

b. "Help me understand."

- c. “What am I missing here?”

STEPS TO A SUCCESSFUL OUTCOME

- Step 1: Inquiry.
- Step 2: Acknowledgment.
- Step 3: Advocacy.
- Step 4: Problem-Solving.



Slide 2-21

- E. Steps to a Successful Outcome, according to Judy Ringer.

1. Step 1: Inquiry.
  - a. Create an attitude of curiosity.
  - b. Gather as much information as possible to better understand the situation.
  - c. Watch body language.
  - d. Actively listen.
2. Step 2: Acknowledgment.
  - a. Demonstrate that you understand and have been listening by summarizing what you think the other person is saying.
  - b. Respect their viewpoint.
  - c. Acknowledge if you believe you are being defensive. Be open.
3. Step 3: Advocacy.
  - a. “Help me see your viewpoint”; “What have I missed?”
  - b. Find a way to define your position without dismissing theirs.

4. Step 4: Problem-solving.
  - a. Brainstorm.
  - b. Ask the other person what they believe would work.
  - c. Find something you like in what they say and develop it.
  - d. If the discussion becomes confrontational, go back to the inquiry step.

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## ACTIVITY 2.2

### Crucial Conversations

#### Purpose

Apply a process to effectively conduct a crucial conversation.

#### Directions

1. In table groups, each individual will describe a crucial conversation that they should have had but didn't, and explain why they didn't.
2. Consider the "STATE" process and "Ringer" steps used to reach successful outcomes. Which one would be most effective for each individual, crucial conversation presented? Why?
3. Choose the model that you are most comfortable with, and be prepared to discuss how you could have dealt with this crucial conversation.

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## ACTIVITY 2.3

### Unit 2 Learning Reflections

#### Purpose

As a portion of your personal and professional development, reflections on your learnings and identified development needs are essential. This activity provides you the opportunity to reflect and critically assess your development needs, within the topics of this unit, which will lead to a personal plan of action.

#### Directions

1. Review and reflect on the enabling objectives for this unit from a perspective of your current degree of competencies. The students will be able to:
  - a. Identify what makes communications effective, given different situations.
  - b. Describe paraverbal and nonverbal communications.
  - c. Define the inquiry- versus advocacy-based conversation.
  - d. Describe the components of a crucial conversation.
  - e. Describe the model process to conduct an effective crucial conversation.
2. From your above reflections, class dialogue, activities and personal notes from this unit, what knowledge, skills and abilities do you currently hold that support you achieving these objectives? How are you maintaining an effective degree of competency in these areas? Be specific. Use additional paper as needed.

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3. From the above reflections, what knowledge, skills and abilities are you, personally and professionally, **most in need of developing** in order to apply the unit objectives? Be specific. Use additional paper as needed.

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#### IV. SUMMARY



FEDERAL  
EMERGENCY  
MANAGEMENT  
AGENCY

## SUMMARY

- Components of effective communication.
- Advocacy- versus inquiry-based conversation.
- What is a crucial conversation?

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## **UNIT 3: ETHICS, AUTHORITY AND RESPONSIBILITY**

### **TERMINAL OBJECTIVE**

*The students will be able to:*

- 3.1 *Apply an ethical perspective to responsibility, authority, power, decision-making and discipline in a supervisory or leadership role in fire or Emergency Medical Services (EMS).*



### **ENABLING OBJECTIVES**

*The students will be able to:*

- 3.1 *Identify five types and two sources of power, and the inherent limits of different types of power.*
  - 3.2 *Recognize the consequences of the use of power.*
  - 3.3 *Define the concept of ethics and ethical dilemmas.*
  - 3.4 *Demonstrate ethical decision-making.*
  - 3.5 *Examine the supervisor's role in ethical leadership and the promotion of professional conscience.*
  - 3.6 *Recognize the boundaries of authority.*
  - 3.7 *Discuss how positive discipline is derived from the balance of authority and responsibility.*
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# UNIT 3: ETHICS, AUTHORITY AND RESPONSIBILITY

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## TERMINAL OBJECTIVE

Apply an ethical perspective to responsibility, authority, power, decision-making and discipline in a supervisory or leadership role in fire or Emergency Medical Services (EMS).

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## ENABLING OBJECTIVES

- Identify five types and two sources of power, and the inherent limits of different types of power.
- Recognize the consequences of the use of power.
- Define the concept of ethics and ethical dilemmas.

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## ENABLING OBJECTIVES (cont'd)

- Demonstrate ethical decision-making.
- Examine the supervisor's role in ethical leadership and the promotion of professional conscience.
- Recognize the boundaries of authority.
- Discuss how positive discipline is derived from the balance of authority and responsibility.

Slide 3-4

## I. FIVE TYPES OF POWER

### TYPES OF POWER

- Formal.
- Reward.
- Coercive.
- Expert.
- Referent.



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The following description and analysis of types of power and sources of power is adapted from a theory first proposed by John French and Bertram Raven in 1959. More information pertaining to these concepts can be found in Gary Yukl's book "Leadership in Organizations" (2013).

#### A. Formal power.

1. Formal power is tied to your official position within the organization (chief, captain, fire/Emergency Medical Services (EMS) officer, etc.).
2. The position you occupy guarantees you a certain level of authority over your subordinates.
3. Within your assigned level of authority, you can direct or order your subordinates.

4. The higher your position is within the organization, the more formal power you possess.
5. When formal power is used, others comply because they believe you have the right to tell them what to do, and they have an obligation to do it.

B. Reward power.

1. Reward power is the ability to give rewards in exchange for compliance.
2. Rewards may be official (raises, awards, promotions, citations, etc.) or informal (“atta boy/girl,” special recognition, favors, etc.).
3. Rewards must be meaningful to and desired by the person you are trying to influence.
4. When reward power is used effectively, others comply because they want to obtain some benefit that you control.

C. Coercive power.

1. Coercive power is the ability to punish for noncompliance.
2. It is the opposite side of the coin from reward power.
3. Punishments, like rewards, can be official (reprimand, suspension, loss of pay, termination, etc.) or informal (isolation, ignoring, peer pressure, etc.).
4. Punishments must also be meaningful to the person you are trying to influence.
5. When coercive power is used effectively, others comply because they want to avoid some punishment that you control.

D. Expert power.

1. Expert power involves having more knowledge and/or ability than others in some specific area and using this to your advantage.
2. It is not enough to be an expert; others must be aware of your expertise.
3. When expert power is used effectively, others comply because they believe you know more than they do, and they respect your expertise.

E. Referent power.


1. Referent power involves being liked, admired and trusted by others.

2. You use charisma to your advantage.
3. When referent power is used effectively, others comply because they want to please you, and they want your personal approval.

## II. TWO SOURCES OF POWER

### SOURCES OF POWER

- Ascribed or position power.
- Achieved or personal power is earned.



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- A. All five types of power come from two basic sources.
  1. Ascribed or position power.
    - a. Given to an individual by virtue of his or her position within the organization.
    - b. Generally, your official rank determines the amount of formal, reward and coercive power you possess.
    - c. Subordinates' compliance with position power is based on their required acceptance of your organizational authority.
    - d. Subordinates comply because they must.
  2. Achieved or personal power is earned by an individual.
    - a. Expert and referent powers fall under this category.
    - b. Your formal position within the organization — no matter how high — carries no guarantee of these powers.
    - c. In fact, quite often, those individuals with no position power manage to build an extremely effective power based on personal power alone.

- d. Individuals earn personal power through accumulation of knowledge, skills, and effective interpersonal relations.
- e. Subordinate compliance is based on respect and/or admiration for you.
- f. Subordinates comply because they want to!

### LIMITS OF POWER

All five types of power can be used effectively and work to your advantage. But there are limits!

Slide 3-7

- B. All five types of power can be used effectively and work to your advantage. But there are limits!
  - 1. Formal, reward and coercive powers generally only work on subordinates — downward power only!
  - 2. Formal power is limited by your assigned scope of authority.
  - 3. Reward power is limited by the desirability of the promised reward.
  - 4. Overuse of coercive power leads to covert resistance.
  - 5. Expert power is limited by others' perception of the importance/usefulness of the area of expertise.
- C. Other facts about use of power.
  - 1. Expert and referent powers can work downward (subordinate), across (peers), and upward (superiors).
  - 2. Individuals with low self-confidence rely more on formal and coercive powers.
  - 3. The most effective leaders rely more on referent and expert powers.
  - 4. Compliance in visible, routine tasks can be influenced by formal power alone. Less visible, more creative tasks require referent or expert powers.

5. The more sophisticated/self-confident/capable individuals are apt to be influenced more by expert and referent powers.
6. Use of power expends a limited source of energy — the more you use, the more you lose!

**Using Different Power Types and Likely Outcomes**

TYPE OF POWER	TYPES OF OUTCOMES		
	Commitment	Compliance	Resistance
Referent power	<b>LIKELY</b> If request is believed to be important to leader.	<b>POSSIBLE</b> If request is perceived as unimportant to leader.	<b>POSSIBLE</b> If request is perceived as harmful to leader.
Expert power	<b>LIKELY</b> If request is persuasive and subordinates share leader's goals.	<b>POSSIBLE</b> If request is persuasive, but subordinates don't care about goals.	<b>POSSIBLE</b> If leader is arrogant or insulting, or subordinates oppose goals.
Formal power	<b>POSSIBLE</b> If request is polite and appropriate.	<b>LIKELY</b> If request is seen as appropriate.	<b>POSSIBLE</b> If request is arrogant and/or inappropriate.
Reward power	<b>POSSIBLE</b> If used in a subtle, very personal way.	<b>LIKELY</b> If used in a routine, impersonal way.	<b>POSSIBLE</b> If used in a manipulative, arrogant way.
Coercive power	<b>VERY UNLIKELY</b> Regardless of how it's done!	<b>POSSIBLE</b> If used in a helpful, nonpunitive way.	<b>LIKELY</b> If overused or used in a hostile or manipulative way.

Adapted from Yukl (2013).

## ACTIVITY 3.1

### Analyzing Appropriate Use and Abuse of Power

#### Purpose

Recognize the consequences of the use of power.

#### Directions

1. You are going to read a scenario. After reading it, respond to the questions provided at the end. Use the Do's and Don'ts Checklist to help analyze behaviors.
2. Discuss the following scenario to determine which type of power is being used and whether the power being exercised is appropriate or abusive.

#### Scenario: The Case of the Ambitious Fire Captain

The Paradise County Fire Department provides fire and emergency services to approximately 2.5 million citizens of Paradise County, an area of some 725 square miles. The Paradise County Fire Department is a large, urban department, having 60 or more fire stations spread out over its service area. Captain Meefurst and his crew of three are stationed at Fire Station 13, one of the department's busiest areas. His engineer is a longtime friend, having worked with him for over 15 years. One firefighter is new to him and has worked with him for three months. The second firefighter is on his probationary period, having just graduated from the department's internal fire academy.

Each fire captain is responsible to maintain completed training documentation for each of his or her crew members. This training can vary from fire prevention to manipulative skills, such as confined-space rescue training, to new department policies and procedures. Each crew member is responsible for completing a minimum of 10 hours per month, and each captain is responsible to see that the crew completes the training. The captain is then responsible to sign off on the documentation.

Captain Meefurst has been studying for his test for a potential battalion chief promotion. He has not completed any required training for four months, nor has he facilitated any training for the crew members during this time. The engineer has completed no training during this four-month period. The tenured firefighter has completed a total of 12 hours of the required 40 by taking off-duty training to prepare him for promotion in the future, and the new firefighter has been so busy studying for his probationary exam that he has not completed any training.

The operations chief recently sent a memorandum to all members of the department advising them that adhering to the training schedule is a high priority in the organization. In that memorandum, he advised everyone that it would be the responsibility of the respective battalion chiefs to inspect the training records on the first shift of each month to ensure that they have been completed.

Upon receipt of this memorandum, Captain Meefurst met with his crew and informed them that he had delegated responsibility for signing off on the training records to his engineer.

Three weeks later, the battalion chief dropped by the station to inspect the records. The probationary firefighter was present for this inspection, and was surprised to see that there were completed training records in the file for the previous four months, which documented that the 40 hours of training required had been met by all crew members for the four months in which there had been no scheduled training completed.

The probationary firefighter realized that the training records had been falsified. Not wanting to cause trouble, he waited until the battalion chief left and then spoke with the engineer. He asked whether the engineer had completed the training records, and when the engineer replied that he had, the firefighter said, "That's wrong. We didn't do that training." The engineer responded by getting quite irritated and telling him to "butt out" of things that "aren't your business."

Not knowing what to do next, the probationary firefighter said nothing else. However, later that shift, Captain Meefurst called the firefighter into his office. He demanded to know why the firefighter had questioned the engineer, and reminded him, "It is NOT your place to question your superiors!" He ended the conversation by adding, "It would be a shame if you were spending so much time poking your nose into other people's business that you didn't pass probation." He then told him, "I am giving you a directive to refrain from speaking to anyone else about it. It is not your concern."

### **Type of Power**

1. What did the leader do which indicated either the appropriate use or abuse of power?

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2. What are the possible consequences of the use of power?

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**ACTIVITY 3.1 (cont'd)****Do's and Don'ts Checklist**

<b>Formal Power</b>	
<b>Do</b>	<b>Don't</b>
Be polite.	Be arrogant and/or discourteous.
Make requests in a confident tone.	Bully subordinates.
Be specific.	Give ambiguous orders.
Check for comprehension.	Make needless demands just to prove you are in charge.
Make sure your request is within your scope of authority.	Make demands outside of your scope of authority.
Require compliance.	
Be responsive to subordinate concerns.	

<b>Reward Power</b>	
<b>Do</b>	<b>Don't</b>
Make sure request is achievable.	Offer rewards for an undoable task.
Make sure the reward is meaningful (desired).	Offer meaningless rewards.
Make sure you have the ability/authority to deliver the reward.	Offer rewards you can't deliver.
Make sure your request is proper and ethical.	Offer rewards for improper behavior (bribes).

<b>Coercive Power</b>	
<b>Do</b>	<b>Don't</b>
Inform subordinates about rules and penalties for violation.	Make up rules as you go along.
Administer discipline fairly and consistently.	Play favorites.
Stay calm and avoid hostility.	Punish without being sure of your facts.
Administer punishment privately.	Punish in public.
Make sure you have the ability/authority to deliver the threatened punishment.	Threaten to do something you know is beyond your authority.

<b>Expert Power</b>	
<b>Do</b>	<b>Don't</b>
Promote/Advertise your own expertise in a subtle way.	Flaunt your expertise.
Prove/Demonstrate your expertise.	Claim expertise you don't possess.
Use your expertise to help others.	Use your expertise to reduce others' self-esteem.
Use your expertise to solve organizational problems.	Hoard information that others need.
Stay humble.	Become conceited and arrogant.

<b>Referent Power</b>	
<b>Do</b>	<b>Don't</b>
Learn how to make personal appeals. (Do it for ME.)	Overuse personal appeals.
Express affection and trust.	Violate others' trust in you.
Show concern for others' welfare.	Take advantage of others because they like you.
Be a good role model.	Ask others to do something improper out of friendship.
Accept others as they are.	

### III. CONSEQUENCES OF THE USE OF POWER

#### CONSEQUENCES OF THE USE OF POWER

- The exercise of any type of power has moral implications.
- Our ability to choose how we will exercise our power is the very essence of being human.
- Power used well brings health to the organization.

Slide 3-9

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- A. The exercise of any type of power has moral implications.
- B. Our ability to choose how we will exercise our power is the very essence of being human.
- C. Power used well brings health — both personal and organizational.

#### CONSEQUENCES OF THE USE OF POWER (cont'd)

- Power used poorly is destructive and detrimental to the mission of the organization.

Slide 3-10

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- D. Power used poorly is destructive and detrimental to the mission of the organization.

## CONSEQUENCES OF THE USE OF POWER (cont'd)

Type of Power	Positive Effects	Negative Effects
Formal	Providing resources and direction for the good of the organization.	Relying on position power to control, manipulate or punish.
Reward	Using rewards to motivate and acknowledge contributions.	Withholding rewards to control or exclude.
Coercive	Used judiciously, can be a tool for progressive discipline.	Using coercion to manipulate others or take away their power.
Expert	Sharing knowledge, teaching.	Withholding knowledge to control.
Referent	Moving others in a positive direction.	Moving others in a negative direction.

Slide 3-11

Type of Power	Positive Effects	Negative Effects
Formal	Providing resources and direction for the good of the organization.	Relying on position power to control, manipulate or punish.
Reward	Using rewards to motivate and acknowledge contributions.	Withholding rewards to control or exclude.
Coercive	Used judiciously, can be a tool for progressive discipline.	Using coercion to manipulate others or take away their power.
Expert	Sharing knowledge, teaching.	Withholding knowledge to control.
Referent	Moving others in a positive direction.	Moving others in a negative direction.

## ACTIVITY 3.2

### Please Everyone, Please No One

#### Purpose

Apply a decision-making approach to a given scenario using differing influences.

#### Directions

1. You will play the role of a hospital organ transplant committee.
  - a. Your committee has to make an important decision.
  - b. Seven patients need a heart transplant.
  - c. There is only one donor at this time.
  - d. All of the patients are physically able to undergo surgery.
  - e. All are eligible.
  - f. All are compatible.
  - g. Time is of the essence in order to ensure viability of the donated heart.
  - h. All will die without a transplant.
2. Decide which patient should receive the heart and why. Your group must agree on the choice. Patients will not automatically die if they are not selected.
  - a. Review the list. Discuss as a group and develop consensus.
  - b. List of patients in priority order. You may not use a lottery or “name out of a hat” approach.
  - c. Select a representative to present the priority list and rationale.

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#### IV. RECOGNIZE THE CONCEPT OF ETHICS AND ETHICAL DILEMMAS

### THE CONCEPT OF ETHICS

- Definition of ethics:
  - Given system of conduct.
  - Principles of honor or morality.
  - Guidelines for human action.
  - Rules or standards for individuals or professions.
  - Character of a group.



Slide 3-13

#### A. The concept of ethics.

##### 1. Definition.

- a. A given system of conduct.
- b. Principles of honor or morality.
- c. Guidelines for human action.
- d. Rules or standards for a society, organizations, individuals or professions.
- e. The character of a group based on its agreements about what is proper or expected behavior.
- f. Values driven.

### THE CONCEPT OF ETHICS (cont'd)

- Ethics have roots in:
  - History.
  - Systems of law.
  - Social customs.
  - Our own personal code of conduct.

Slide 3-14

2. Roots.

a. History.

- Prominent in Ancient Greek culture, which adopted rules for its citizens, such as, “Do the greatest good for the greatest number.”
- All of the great religions of the world have the equivalent of the Ten Commandments to guide the thinking and actions of their members.
- These guidelines specifically state how people should act, especially in relationships with other human beings.
- The concept of a Golden Rule is often considered a basic principle of human behavior rooted in biblical writings and indicative of “commonsense ethics.”

b. Systems of law.

- Laws summarize decisions of technically trained judges, as well as juries of peers, who decide if a wrong has been committed.
- New laws also arise as the values and attitudes of the community change.
- Ethics often begin where the law leaves off.

c. Social customs.

- Define what is acceptable and unacceptable in a certain community.
- Members of any community either condone (support) or condemn (resist) specific actions.
- Examples:
  - Dry counties (no alcohol sold).
  - X-rated bars and films allowed or not allowed.

d. Personal code of conduct.

- Based on a very personal assessment of what is right or wrong.



- Begins with early childhood and matures through our life experience.
- Related to attitudes of people we respect, the confidence we have in our own standards, how often we have been supported or burned by past decisions, etc.
- Examples: cheating the IRS or falsifying training reports.

### THE CONCEPT OF ETHICS (cont'd)

- Codes of ethics:
  - Provide specific guidelines.
  - Inform of a common set of standards.
  - Encourage members to live by those standards.
  - Protect integrity and reputation.
  - Promote a professional conscience.

Slide 3-15

#### B. Codes of ethics.

1. Provide specific guidelines.
2. Inform of a common set of standards.
3. Encourage members to live by those standards.
4. Protect integrity and reputation.
5. Promote a professional conscience.

- How many of you belong to an organization that has a published code of ethics?
- What types of statements are included?

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C. Hippocratic Oath.

The modern version of the well-known Hippocratic Oath of physicians brings to light a comprehensive guide of behaviors and attitudes for physicians to follow. In effect, it is a code of ethics.

### THE AMERICAN SOCIETY FOR PUBLIC ADMINISTRATION

- Serve the Public Interest.
- Respect the Constitution and the Law.
- Demonstrate Personal Integrity.
- Promote Ethical Organizations.
- Strive for Professional Excellence.

Slide 3-17

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D. American Society for Public Administration (ASPA) Code of Ethics.

1. Serve the Public Interest.
2. Respect the Constitution and the Law.
3. Demonstrate Personal Integrity.
4. Promote Ethical Organizations.
5. Strive for Professional Excellence.

### FIREFIGHTER CODE OF ETHICS

If this were your department's code of ethics,  
what would this mean to you as a supervisor?



Slide 3-18

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- E. Firefighter code of ethics.
- F. Ethical dilemmas and decision-making.
  - 1. Rushworth Kidder, Ethicist, defines an ethical dilemma as being a situation that pits two rights against each other. Or simply stated, “Right versus Right” (Kidder, 2003).
  - 2. Ethical dilemmas can be manifested in all walks of life because they involve decisions based on values, whether personal or organizational.
  - 3. Ethical dilemmas can be created when a decision must be rendered that challenges deeply held beliefs and customs.
  - 4. Confronting ethical dilemmas requires active leadership willing to examine issues and challenge current thinking.
  - 5. Decision-making for ethical dilemmas is similar to any problem-solving process. The different moral implications of the decision, or those in play within the situation, modify the choices available to the decision-maker.
  - 6. Basic decision-making includes:
    - a. Fact finding.
    - b. Alternative solutions review.
    - c. Solution selection.
    - d. Solution implementation.
    - e. Observations and evaluation.
    - f. Reflection and modifications if needed.

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## ACTIVITY 3.3

### Ethical Decision-Making

#### Purpose

Examine the supervisor's role in ethical leadership, the promotion of professional conscience, codes of ethics and apply it to an ethical decision-making scenario.

#### Directions

1. Assume your small group is a fire and EMS agency, and you are all newly appointed first-line supervisors. The agency director has requested your group review and determine the salient points of the Hippocratic Oath (Modern Version) the firefighter code of ethics, and the ASPA Code of Ethics.

From this review, the director requests that you develop a brief code of ethics for the agency. The code is to be placed on an easel pad and will be presented at the next all supervisory staff meeting.

2. Using your newly developed code of ethics, the director has further requested you develop a succinct and easy to use ethical decision-making model. The model is to be placed on an easel pad and will be presented at the next all supervisory staff meeting.
3. Using your newly developed code of ethics and ethical decision-making model, the director is requiring you to apply those concepts to a specific ethical dilemma that has just been brought the director's attention.
4. Review your group's assigned ethical scenario, apply your new concepts, and prepare a group response to present to the director. Your response must be specific and linked to the new concepts developed above. The director is very thorough and uses an inquiry-based approach to projects. Be prepared to state what the ethical dilemma is and why the group sees it as an ethical dilemma. Your response will be presented at the next all supervisory staff meeting.

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### ACTIVITY 3.3 (cont'd)

#### Ethical Decision-Making Scenarios

1. Your unit is dispatched to a medical-aid call. When you arrive, you find a patient who has suffered severe burns to his right arm and his face. The patient states that he was burned while cooking. You do note an odd burning smell, but it does not really smell like food. While treating and packaging him for transport, you notice there are several 8-by-10 photographs of significant local landmarks on the walls. While you and the crew are carrying the patient out of the house, you note a large box with sawed portions of pipe in it along the side of the house. What do you do? Why?
2. You are a firefighter in a large metropolitan fire department. A “not guilty” verdict has just been announced this morning in a police shooting incident that resulted in a young man’s death. Protestors have been gathering in the downtown area all afternoon, and as night has fallen, there are increasing reports of violence and vandalism breaking out. Your unit is dispatched to a staging area, and the city manager has ordered the fire department to direct the deck gun on the protestors surrounding city hall. What do you do? Why?
3. You are the paramedic on your crew. The crew responds to a medical aid call for an 18-month-old child. When you arrive, you find a child who is very sick with a high fever. The mother reports that the child has been unable to hold down anything for three days. You determine that the child needs to be transported to the hospital, and you get the child ready for transport. You notice that the child also has several bruises on his arms and one on his cheek, though they appear to be several days old. You ask the mother how the child was bruised, and she replies that he fell out of his brother’s bunk bed several days ago. You also notice that she has bruises on her arms and one on her collarbone area. When it is time to transport the child to the hospital, the mother says that she will stay behind with their older boy, who is about four years old, and the father will ride to the hospital with the toddler. What do you do, if anything? Why?
4. Your community has been hit very hard with an economic downturn. Many business have closed, and those that are still open are struggling. As you go about conducting a fire code inspection, you note several items needed to bring a small business into compliance. The owner is accompanying you on the inspection. He tells you he can barely keep the doors open, and he has not taken a paycheck in several weeks in order to stay open and pay his employees. What you note in your inspection that is needed for compliance, you also know will cost the owner several thousands of dollars. What do you do, now knowing if you write up the inspection as found, the business will most likely close?

5. Upon arrival at a vehicle accident, you begin patient treatment. The patient in one of the vehicles is your best friend's spouse. Law enforcement on the scene tells you that this patient was the cause of the accident and asks if you note anything peculiar with the patient, such as possibly being impaired. You know your friend's spouse has had trouble with alcohol. From your vantage point, you can see an open container on the floor of the car, but the law enforcement officer cannot. Knowing who you are, the patient looks up at you and whispers, "Please. Please. Do not say anything." What do you do now? Why?
6. As a new supervisor, you are on probation, and you have been assigned to a very seasoned crew. As a crew, they are very competent and effective in their job responsibilities. They can be edgy at times, particularly when it comes to the agency policy on human dignity and zero tolerance for bullying. They believe that fire station pranks are part of history and serve to make "real firefighters" out of the "new breed." The senior member of the crew is the sibling to the chief who serves as your probationary evaluator. You have over heard conversations between the two that seem to be about planning a new prank to pull on the agency's first female firefighter. What do you do? Why?



**V. BOUNDARIES OF AUTHORITY**

- What perception does the public have about your boundaries of authority?
- By what guidelines can a supervisor establish his or her foundational expectations for ethical behavior on the part of the crew?
- How can supervisors instill ethical behaviors in employees?

Slide 3-20

Characteristics of an ethical leader:

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

**VI. BALANCE OF AUTHORITY AND RESPONSIBILITY****BALANCE OF AUTHORITY  
AND RESPONSIBILITY**

Supervisory effectiveness within the concept of exercising ethical leadership lies, in part, between balancing the authority with the responsibilities that the supervisor possesses.

- Authority without responsibility (accountability) = ineffectiveness.
- Responsibility without authority = burnout.
- “Discipline” = “to mold or to teach” — not to punish or retaliate.

Slide 3-21

Supervisory effectiveness within the concept of exercising ethical leadership lies, in part, between balancing the authority with the responsibilities that the supervisor possesses.

- A. Authority without responsibility (accountability) = ineffectiveness.
- B. Responsibility without authority = burnout.
- C. “Discipline” = “to mold or to teach” — not to punish or retaliate.

- What images come to mind when you hear the phrase “a disciplined crew”?
- What types of power can a supervisor bring to bear on the disciplinary process that will lead to a positive result?
- What examples can you think of where a supervisor has misused coercive power in the disciplinary process? What was the result?

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### PUNITIVE VERSUS POSITIVE DISCIPLINE

- Punitive discipline attempts to change behaviors by negative actions.
- Positive discipline is the use of a balance of authority as responsibility.

Slide 3-23

Punitive versus positive discipline.

1. Punitive discipline attempts to change behaviors by negative actions.
2. Positive discipline is the use of a balance of authority as responsibility.

## ACTIVITY 3.4

### Unit 3 Learning Reflections

#### Purpose

As a portion of your personal and professional development, reflections on your learnings and identified development needs are essential. This activity provides you the opportunity to reflect and critically assess your development needs, within the topics of this unit, which will lead to a personal plan of action.

#### Directions

1. Review and reflect on the enabling objectives for this unit from a perspective of your current degree of competencies. The students will be able to:
  - a. Identify five types and two sources of power, and the inherent limits of different types of power.
  - b. Recognize the consequences of the use of power.
  - c. Define the concept of ethics and ethical dilemmas.
  - d. Demonstrate ethical decision-making.
  - e. Examine the supervisor's role in ethical leadership and the promotion of professional conscience.
  - f. Recognize the boundaries of authority.
  - g. Discuss how positive discipline is derived from the balance of authority and responsibility.
2. From your above reflections, class dialogue, activities and personal notes from this unit, what knowledge, skills and abilities do you currently hold that support you achieving these objectives? How are you maintaining an effective degree of competency in these areas? Be specific. Use additional paper as needed.

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3. From the above reflections, what knowledge, skills and abilities are you, personally and professionally, **most in need of developing** in order to apply the unit objectives? Be specific. Use additional paper as needed.

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## VII. SUMMARY



FEMA

SUMMARY

- Five types of power.
- Two sources of power.
- Consequences of the use of power.
- The concept of ethics and ethical dilemmas.
- Boundaries of authority.
- Balance of authority and responsibility.

Slide 3-25

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# **APPENDIX**

## **HIPPOCRATIC OATH, MODERN VERSION**

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## HIPPOCRATIC OATH, MODERN VERSION

The origin of the “modern” Hippocratic Oath is not 100% certain, despite the credit to Dean Lasagna.

The Encyclopedia of Bioethics (2003) says:

- “A document patterned after the Oath of Hippocrates appeared in 1948, when the newly organized World Medical Association (WMA) adopted the Declaration of Geneva. In 1991, 47 U.S. medical schools used it (Dickstein et al.). (Of the remainder, 14 schools used the Prayer of Maimonides or more recently written oaths.)”

I swear to fulfill, to the best of my ability and judgment, this covenant:

I will respect the hard-won scientific gains of those physicians in whose steps I walk, and gladly share such knowledge as is mine with those who are to follow.

I will apply, for the benefit of the sick, all measures which are required, avoiding those twin traps of overtreatment and therapeutic nihilism.

I will remember that there is art to medicine as well as science, and that warmth, sympathy, and understanding may outweigh the surgeon’s knife or the chemist’s drug.

I will not be ashamed to say “I know not,” nor will I fail to call in my colleagues when the skills of another are needed for a patient’s recovery.

I will respect the privacy of my patients, for their problems are not disclosed to me that the world may know. Most especially must I tread with care in matters of life and death. If it is given me to save a life, all thanks. But it may also be within my power to take a life; this awesome responsibility must be faced with great humbleness and awareness of my own frailty. Above all, I must not play at God.

I will remember that I do not treat a fever chart, a cancerous growth, but a sick human being, whose illness may affect the person’s family and economic stability. My responsibility includes these related problems, if I am to care adequately for the sick.

I will prevent disease whenever I can, for prevention is preferable to cure.

I will remember that I remain a member of society, with special obligations to all my fellow human beings, those sound of mind and body as well as the infirm.

If I do not violate this oath, may I enjoy life and art, respected while I live and remembered with affection thereafter. May I always act so as to preserve the finest traditions of my calling and may I long experience the joy of healing those who seek my help.

Written in 1964 by Louis Lasagna, Academic Dean of the School of Medicine at Tufts University, and used in many medical schools today.

The Hippocratic Oath and the Ethics of Medicine.

Use/adaption of this page with permission of Tim Ruggles of Dalhousie University.

Retrieved March 9, 2017 <http://guides.library.jhu.edu/c.php?g=202502&p=1335759>

# **UNIT 4:**

## **ACTIVE ENGAGEMENT**

### **TERMINAL OBJECTIVE**

*The students will be able to:*



- 4.1 *Create a personal plan for active engagement as a supervisor and leader in fire and Emergency Medical Services (EMS), using concepts presented in this course.*

### **ENABLING OBJECTIVES**

*The students will be able to:*

- 4.1 *Differentiate between active and passive engagement.*
  - 4.2 *Identify the building blocks needed to be successful in a supervision or leadership role in fire and EMS.*
  - 4.3 *Implement an appropriate problem-solving and critical decision-making process.*
  - 4.4 *Develop a personal plan for active engagement using the relevant building blocks.*
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**UNIT 4:**

**ACTIVE ENGAGEMENT**

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**TERMINAL OBJECTIVE**

Create a personal plan for active engagement as a supervisor and leader in fire and Emergency Medical Services (EMS) using concepts presented in this course.

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**ENABLING OBJECTIVES**

- Differentiate between active and passive engagement.
- Identify the building blocks needed to be successful in a supervision or leadership role in fire and EMS.
- Implement an appropriate problem-solving and critical decision-making process.

Slide 4-3

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## ENABLING OBJECTIVES (cont'd)

- Develop a personal plan for active engagement using the relevant building blocks.

Slide 4-4

### I. ACTIVE AND PASSIVE ENGAGEMENT

## ENGAGEMENT

- Ongoing process that occurs when people:
  - Undertake tasks related to their interests and competence.
  - Learn about them continuously.
  - Participate freely with (equal) associates.
  - Immerse themselves deeply.
  - Continue the task with persistence and commitment.

Slide 4-5

#### A. Definitions of engagement.

1. Engagement is an ongoing process that occurs when an individual or group undertakes tasks related to their interests and competence, learns about them continuously, participates freely with (equal) associates, immerses themselves deeply, and continues the task with persistence and commitment because of the value they attribute to the work.
2. Engagement can also be defined as a key blend of three existing operational business concepts:
  - a. Job satisfaction.
  - b. Commitment to the organization.



- c. Extra-role behavior — i.e., discretionary effort to go beyond the job description.
- 3. There are two types of engagement — active and passive.

**ENGAGEMENT (cont'd)**

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- Active engagement.
- Passive engagement.

Slide 4-6

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B. Active engagement.

The collaborative use of motivation, conceptual knowledge, cognitive strategies and social interactions.

- 1. Characteristics of active engagement:
  - a. Employee engages in collaboration.
  - b. Employee engages in participation.
  - c. Employee perceives role as important.
  - d. Employee seeks the involvement of various levels within the organization.
  - e. Employee cares about the process and destination.
- 2. Facilitating active engagement:
  - a. Paraphrase.
  - b. Compliment.
  - c. Elaborate.
  - d. Energize (humor).

- e. Disagree.
- f. Mediate.
- g. Pull together.
- h. Influence perspectives.
- i. Summarize.

C. Passive engagement.

- 1. The minimum or status quo level of involvement.
- 2. Characteristics of passive engagement:
  - a. Feeling isolated (silo effect).
  - b. Routine (just going through the motions).
  - c. Perceiving role as passive issuer of directives.
  - d. Minimizing interaction with various levels of the organization.

**ANALYZING ENGAGEMENT**

- Does the organization promote active engagement?
- Does the employee promote active engagement?
- Does the employee speak with the terms "I" or "we"?
- Do employees collaborate for success?

Slide 4-7

D. Analyzing organizational and employee engagement.

- 1. Does the organization promote active engagement by:
  - a. Department vision?
  - b. Department mission?
  - c. Department values statement?

- d. Department culture and values?
- e. Departmental strategic and operational initiatives?
- 2. Does the employee promote active engagement by:
  - a. Personal vision?
    - Creating a positive future desired state.
    - Very positive and persuasive.
    - Very assertive in a positive way.
    - Confident.
  - b. Interpersonal skills?
    - Maintaining appropriate levels of comfort with others.
    - Approachable.
    - Building strong relationships.
    - Issuing and receiving performance feedback.
    - Feeling comfortable managing conflict.
  - c. Communication?
    - Being skilled at sending, receiving and interpreting messages.
    - Using appropriate grammar/vocabulary.
    - Making eye contact.
    - Using appropriate gestures.
- 3. Does the employee use the terms “I” or “we”?
  - a. The use of the term “I” means that the employee is not engaged with the organization. They are practicing passive engagement.
  - b. The organization can be classified as a “group of individuals” and not a team.

- E. Collaboration as a tool for active engagement.

## Slide 4-8

- [illegible]

- a. Source of the risk is from within the organization.
  - b. It can be controlled.
  - c. Examples include employees' unethical behavior or inappropriate actions as the result of deteriorating operational procedures.
  - d. Strategic risks.
    - Voluntary risks that are taken on by the organization.
    - Big risks for big gains.
2. External risks.
- a. Outside of the organization's control.
  - b. Unpreventable.
  - c. Focus is to identify and mitigate risks.
3. Resources for managing strategic risks.
- a. Independent experts (for slow-evolving risk environments):
    - Can be handled at the project level.
    - Expert will execute periodic risk assessments.
  - b. Facilitators (for predictable risk environments):
    - Risks can remain hidden for years.
  - c. Embedded experts (for volatile risk environments):
    - Continuously monitor and influence the organization's risk profile.

## PLANS AND ACTIVE ENGAGEMENT

- Personal plan.
- Strategic plan.
- Operational plan.

Slide 4-9

### G. Plans and active engagement.

#### 1. Personal plan.

A personal plan is a way to manage risk as an individual.

#### 2. Strategic plan.

##### a. Based on organization's values, mission and vision.

- Values — things that are important to the organization.
- Mission — things that the organization does on a daily basis (the standard).
- Vision — things that the organization is striving to achieve.

##### b. Usually long-term (12 to 18 months).

##### c. Management tool.

##### d. High probability of significant financial or resource impact.

##### e. Used for only one purpose: to do a better job.

##### f. Ensures that members are working toward the same goal(s).

##### g. Assesses and adjusts organization's direction in response to a changing environment.

3. Operational plan.
  - a. Middle management's, supervisor's or team leader's tool.
  - b. Executed without significant financial or resource impact.
  - c. Can be achieved in less than 12 months.
4. Promoting active engagement.
  - a. Be enthusiastic.
    - Describe/Discuss in an enthusiastic manner (hand gestures, voice tone, eye contact, etc.).
    - Ambitious.
    - Push employees to challenge the status quo.
  - b. Include not exclude.
    - Use the terms:
      - We.
      - Us.
      - Our.
    - Avoid terms such as:
      - They.
      - Their.
      - Them.
      - You (tends to isolate or point a finger).
  - c. Make everyone relevant.
    - It may be difficult for some employees to immediately recognize how this affects them.
    - Mention specific jobs, positions, tasks, procedures, etc., that employees are able to relate to their day-to-day responsibilities. Buy-in is always a plus.

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## ACTIVITY 4.1

### Organizational and Employee Engagement

#### Purpose

Analyze students' current organizations to identify either active- or passive-engagement workplace environments.

#### Directions

1. Individually reflect on your organization's vision, mission and values.
2. Also reflect on your current department culture to see what types of engagement it fosters.
3. Based on these reflections, document what type of engagement environment your organization currently fosters (active or passive). What observation have you made that support your conclusion?
4. Share your findings with your designated group.
5. Discuss each similarity with your group; members of the group will reflect on each other's analysis.
6. One volunteer from each table will be asked to share their reflections with the class.

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## II. THE BUILDING BLOCKS OF LEADERSHIP

### THE BUILDING BLOCKS OF LEADERSHIP

- Building Block 1: Vision.
- Building Block 2: Interpersonal skills.
- Building Block 3: Leadership communication.
- Building Block 4: Problem-solving.

Slide 4-11

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### A. Building Block 1: Vision.

1. A vision is defined as a clear, distinctive, specific and desired view of the future; it is usually connected with strategic goals for the organization. Effective leaders define a vision and build followers' commitment to it.
2. A leader develops a vision of what is important for future direction, communicates this with urgency in meaningful ways, and can persuade others to align their efforts to strive for results.
3. A leader is assertive and self-confident when working with others and takes initiative in getting things done.
4. A leader has a special way to gauge and vary authority and its impact on others.

### B. Building Block 2: Interpersonal skills.

1. Interpersonal skills are the life skills we use every day to communicate and interact with other people, both individually and in groups.
2. A leader can show an appropriate level of comfort with others and builds lasting relationships and connections.
3. A leader is socially perceptive, modeling consideration and tact while maintaining focus on tasks at hand.
4. A leader can objectively give and receive candid performance feedback.
5. A leader is comfortable with managing conflict and differences of opinion.

C. Building Block 3: Leadership communication.

1. Leadership communication is the controlled, purposeful transfer of meaning by which leaders influence a single person, a group, an organization or a community.
2. Leaders need to be able to communicate well. In order to be effective, a leader needs to foster three important leadership elements: mission, people and teamwork.
3. A leader is skilled in sending and receiving/interpreting verbal, nonverbal and written messages.
4. A leader uses appropriate grammar and vocabulary, as well as eye contact, gestures and inflection.
5. A leader shows comfort and poise in presenting ideas to (often large) groups and can readily respond to ideas and questions.

D. Building Block 4: Problem-solving.

1. A leader is expected to get the job done.
2. A leader must learn to plan, analyze situations, identify and solve problems (or potential problems), make decisions, and set realistic and attainable goals for the organization.
3. Problem-solving is the thinking or creative requirements of leadership, and they set the vision and direction.
4. These critical leadership actions provide vision, purpose and goal definition.
5. A leader uses analytical, fact-based, logical and impartial methods to decide what needs to be done.
6. A leader balances this deductive approach with the use of speculation and intuition to recognize information gaps when forming judgments and opinions.
7. A leader is curious and broad-minded, and uses inference and intuition to solve complex business problems.
8. A leader will link short-term planning with strategic thinking to anticipate future consequences of current goals and objectives.

## ACTIVITY 4.2

### Leadership Building Blocks and Leadership Roles

#### Purpose

Identify the building blocks needed to be successful in a supervision or leadership role in fire and Emergency Medical Services (EMS).

#### Directions

##### Part 1

1. For the first part of the activity, select an ideal leader you have heard about, but who you don't know personally. It could be someone like Mother Teresa, Martin Luther King Jr., Abraham Lincoln, or any national or international figure that you admire.
2. Write down the chosen person's name.
3. Write down three building blocks or leadership skills you admire about the person.

##### Part 2

1. Select an ideal leader who you know personally. This can be anyone from your life experiences, or anyone that has impacted your life.
2. Write down the person's name.
3. Write down three building blocks or leadership skills you admire about the person.

##### Part 3

1. Review your personal list for similarities and differences.
2. Share your findings within your designated group.

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### III. PROBLEM-SOLVING

#### PROBLEM-SOLVING

- Problem-solving is the process of finding solutions to difficult or complex issues.
- Problem-solving skills:
  - Objective position.
  - Fact-based decisions.
  - Linking operational planning (short-term) with strategic thinking to anticipate future.

Slide 4-13

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- A. Definition: the process of finding solutions to difficult or complex issues (Oxford Dictionary).
- B. Problem-solving skills:
1. Objective position.
  2. Fact-based decisions.
  3. Links operational planning (short-term) with strategic thinking to anticipate future.

#### EIGHT STEPS TO PROBLEM-SOLVING

1. Identify the problem.
2. Gather information — fact finding.
3. Define the problem.
4. Find ideas.
5. Evaluate and select.
6. Undertake action planning.
7. Gain acceptance.
8. Take action.

Slide 4-14

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- C. Eight steps to problem-solving:
1. Identify the problem. If you can identify a problem, you can solve it.

2. Gather information — fact finding.
3. Define the problem. Clearly list the challenges.
4. Find ideas — ways of solving the problem.
5. Evaluate and select.
  - a. Consider criteria.
  - b. Avoid jumping to conclusions.
  - c. Convert ideas into a practical solution.
6. Action planning.
  - a. Taking steps for success.
  - b. Focusing on end result.
7. Gain acceptance.
  - a. Understand resistance and roadblocks.
  - b. Show others how solution can benefit them and problems can be minimized.
8. Take action — executing the steps in the action plan.



## ACTIVITY 4.3

### Problem-Solving

#### Purpose

Identify and articulate the appropriate problem-solving skills for a given scenario.

#### Directions

1. Individually review the scenario.
2. Work in your designated groups.
3. Develop a plan while applying the eight steps to problem-solving in order to address the issue in the scenario.

Eight steps:

- a. Identify the problem.
  - b. Gather information.
  - c. Define the problem.
  - d. Find ideas.
  - e. Evaluate and select.
  - f. Action planning.
  - g. Gain acceptance.
  - h. Take action.
4. Use any support material available to you while addressing the stated issue (e.g., department policies, training guidelines or programs, internet, etc.).
  5. The information and group responses can be placed on printed material or an easel pad.
  6. One volunteer from each table will be asked to share their reflections with the class.

## **Scenario**

The fire and EMS department currently contracts with a private company to conduct and deliver the departmentwide fire and EMS training program. The current program is executed through video feeds with the private company on topics selected and mandated by both the National Registry of Emergency Medical Technicians (NREMT) and firefighting job performance requirements (JPRs). The current system is not interactive or dynamic. The personnel are required, at certain times during their shifts, to sit together and watch the video or live feed as a group.

Fire department personnel have stated that the training is “boring, not conducive to learning, and provides no real skill application or retention. Sometimes, this educational platform is a waste of time.”

The fire chief has tasked this group to study methods to deliver fire and EMS training that meets the state and national mandates. This training must be delivered on shift and must be cost-effective, as budgeting or financing this training can be an issue. The proposed training plan must be more dynamic and conducive to firefighter learning and skill retention.

#### IV. PERSONAL DEVELOPMENT PLAN FOR ACTIVE ENGAGEMENT

**PERSONAL DEVELOPMENT PLAN  
FOR ACTIVE ENGAGEMENT**

- What is a personal development plan?
- Key questions for engagement planning.
  - Where are we now?
  - Where do we want to go?
  - How are we going to get there?

Slide 4-16

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A. What is a personal development plan?

1. Fire and EMS personal development planning is a designed process of creating a future action plan based on designated skills, awareness, values, reflection, goal-setting and planning for personal development within the context of a career, for education or for self-improvement.
2. Fire and EMS organizations are increasingly using personal development plans as a way to form the basis of training and career development of their individuals to ensure that they acquire the appropriate leadership knowledge, skills, abilities and experience to be successful in the future.

B. Key questions for engagement planning.

1. Where are we now?
  - a. Identifying existing skills, training, education for active engagement.
  - b. Identifying our strengths.
  - c. Identifying our weaknesses.
2. Where do we want to go?
  - a. Identifying long-term vision.
  - b. Identifying future required skills/training/education.

3. How are we going to get there?
  - a. Setting timeline.
  - b. Setting short-term goals.
  - c. Celebrating small wins and accomplishments.

**PERSONAL DEVELOPMENT PLAN  
FOR ACTIVE ENGAGEMENT (cont'd)**

- What are the benefits of completing a personal development engagement plan?
- What are the risks of completing a personal development engagement plan?

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- C. What are the benefits of completing a personal development engagement plan?

There are benefits for both the individual and organization:

1. Individual's point of view: The plan can be a motivating factor.
2. Individuals become focused on self-improvement and understand the long-term implications of efforts.
3. Organization's point of view: The plans encourage employees to be proactive about their career planning.

- D. What are the risks of completing a personal development engagement plan?

1. Not meeting deadlines.
2. No buy-in.
3. Resistance to change.
4. Not well-communicated.
5. Plan failure.

## ACTIVITY 4.4

### Unit 4 Learning Reflections

#### Purpose

As a portion of your personal and professional development, reflections on your learnings and identified development needs are essential. This activity provides you the opportunity to reflect and critically assess your development needs, within the topics of this unit, which will lead to a personal plan of action.

#### Directions

1. Review and reflect on the enabling objectives for this unit from a perspective of your current degree of competencies. The students will be able to:
  - a. Differentiate between active and passive engagement.
  - b. Identify the building blocks needed to be successful in a supervision or leadership role in fire and EMS.
  - c. Implement an appropriate problem-solving and critical decision-making process.
  - d. Develop a personal plan for active engagement using the relevant building blocks.
2. From your above reflections, class dialogue, activities and personal notes from this unit, what knowledge, skills and abilities do you currently hold that support you achieving these objectives? How are you maintaining an effective degree of competency in these areas? Be specific. Use additional paper as needed.

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3. From the above reflections, what knowledge, skills and abilities are you, personally and professionally, **most in need of developing** in order to apply the unit objectives? Be specific. Use additional paper as needed.

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V. SUMMARY



FEDERAL  
EMERGENCY  
MANAGEMENT  
AGENCY

# SUMMARY

- Active and passive engagement.
- The building blocks of leadership.
- Problem-solving.
- Personal development plan for active engagement.

Slide 4-19

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## ***UNIT 5: THINKING PERSPECTIVES***

### ***TERMINAL OBJECTIVE***

*The students will be able to:*



- 5.1      *Assess situations from multiple perspectives.*

### ***ENABLING OBJECTIVES***

*The students will be able to:*

- 5.1      *Define “mindset.”*
- 5.2      *Describe ways to improve thinking processes.*
- 5.3      *Identify influences on decision-making.*
- 5.4      *Describe models for decision-making.*
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## UNIT 5: THINKING PERSPECTIVES

Slide 5-1

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### TERMINAL OBJECTIVE

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Assess situations from multiple perspectives.

Slide 5-2

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### ENABLING OBJECTIVES

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- Define “mindset.”
- Describe ways to improve thinking processes.
- Identify influences on decision-making.
- Describe models for decision-making.

Slide 5-3

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## I. MINDSET

What do you think the word "mindset" means?



Slide 5-4

### DEFINE "MINDSET"

The established set of attitudes held by someone.



Slide 5-5

- A. Definition: the established set of attitudes held by someone.
- B. Fixed mindset verses growth mindset.

What do you think the difference is between the fixed mindset and the growth mindset?

Slide 5-6

## FIXED MINDSET

A mindset in which one believes that his or her basic qualities, like intelligence or talent, are fixed traits.



Slide 5-7

1. Fixed mindset.
  - a. A mindset in which one believes that his or her basic qualities, like intelligence or talent, are fixed traits.
  - b. Individuals of this mindset believe that there isn't much they can do to overcome a shortcoming.
  - c. Defeatist?

## GROWTH MINDSET

A mindset in which one believes that his or her basic qualities, like intelligence or talent, can be developed through hard work.



Slide 5-8

### 2. Growth mindset.

- a. A mindset in which one believes that his or her basic qualities, like intelligence or talent, can be developed through hard work.
- b. Individuals of this mindset believe they can overcome a shortcoming through hard work: "I think I can."

## JASON MOSER EXPERIMENT

Michigan State University experiment on brain signals (2010).

- Error-Related Negativity (ERN): an involuntary brain response when making a mistake.
- Error Positivity (Pe): originates in different part of brain milliseconds (ms) after the mistake and is associated with heightened awareness.

— Moser, Most & Simons, 2010

Slide 5-9

### 3. The Jason Moser Experiment was an experiment conducted on brain signals at Michigan State University in 2010 (Moser, Most & Simons).


- a. Error-Related Negativity (ERN): an involuntary brain response when making a mistake.
- b. Error Positivity (Pe): originates from a different part of the brain 200 to 500 milliseconds (ms) after the mistake and is associated with heightened awareness.



- c. This brain signal happens when we are focusing on mistakes.

### MINDSET AND ERROR-RELATED NEGATIVITY OR ERROR POSITIVITY

- Fixed-mindset individuals had an ERN signal and a small reading of Pe after a mistake.
- Growth-mindset individuals had an ERN and Pe signal three times that of the fixed-mindset group.



Slide 5-10

4. Previous studies show that people who exhibit two brain signals learn more rapidly.
- Fixed-mindset individuals had an ERN signal and a small reading of Pe after a mistake.
  - Growth-mindset individuals had an ERN and Pe signal three times that of the fixed-mindset group.
  - For growth-mindset individuals, this experiment shows that a mistake was of great interest, and the brain directed attention toward it.

### PRODUCTIVE VERSUS DEFENSIVE

- Productive mindsets seek out valid knowledge that is testable.
- Defensive mindsets are self-protective and self-deceptive.
  - Organizations with this mindset only seek out information that will protect them.
  - Truth can be shut out if it is viewed as threatening.

Slide 5-11

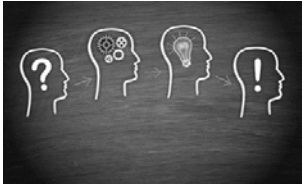
- C. Productive versus defensive.
- Productive mindsets seek out valid knowledge that is testable.

2. Defensive mindsets are self-protective and self-deceptive.
  - a. Organizations with this mindset only seek out information that will protect them.
  - b. Truth can be shut out if it is viewed as threatening.

## II. THINKING PROCESSES

### THINKING PROCESSES

- System 1 (Automatic).
- System 2 (Effortful).
- System 1 to System 2 (influence/endorsement).



Slide 5-12

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- A. Meta-Cognition, according to the Merriam-Webster dictionary, is the “awareness or analysis of one’s own learning or thinking process.” <https://www.merriam-webster.com/dictionary/metacognition>
- B. By understanding your defaults (the thinking process you go to first), you can change your patterns of thinking.
- C. System 1 (Automatic).
  1. Operates automatically and quickly, with little or no sense of voluntary control.
  2. Examples in order of complexity:
    - a. Detect that one object is more distant than another.
    - b. Complete the phrase “bread and ...”
    - c. Make a disgusted face when shown a horrible picture.
    - d. Answer  $2 + 2$ .
    - e. Drive a car on an empty road.

f. Understand simple sentences.

D. System 2 (Effortful).

1. Allocates attention to the effortful mental activities that demand it.
2. Often associated with choice and concentration.
3. Examples:
  - a. Brace for the starter gun in a race.
  - b. Focus attention on the clowns in a circus.
  - c. Look for a woman with blond hair.
  - d. Monitor the appropriateness of a behavior in a social situation.
  - e. Fill out a tax form.

E. System 1 (automatic) makes suggestions to System 2 (effortful).

1. Impressions, intuitions, impulses and feelings are generated by System 1.
2. If endorsed by System 2, these impressions and intuitions become beliefs, and impulses become voluntary actions.
3. Most of what your System 2 will think originates in System 1, but System 2 takes over when things get difficult.

### III. INFLUENCES ON THINKING AND DECISION-MAKING

#### COGNITIVE EASE VERSUS COGNITIVE STRAIN

- Little versus substantial effort.
- Clear font versus poor font.
- Clear language versus complex language.
- Good mood versus bad.

Slide 5-13

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A. Cognitive ease versus cognitive strain.

1. Little effort required versus substantial effort.
2. A sentence in a clear font versus a sentence in a poor font.
3. Clear language versus complicated language.
4. When in a good mood versus when in a bad mood.

### COGNITIVE EASE VERSUS COGNITIVE STRAIN (cont'd)

- Cognitive ease — You believe what you hear, like what you see. This can cause us to be superficial in our thinking.
- Cognitive strain — We are more vigilant, invest more effort, and make fewer errors, but we are less creative.

Slide 5-14

#### B. Cognitive ease — “fast and slow.”

1. You believe what you hear.
2. This can lead us to be superficial in our thinking.

#### C. Cognitive strain.

1. We are more vigilant, invest more effort, and make fewer errors, but we are less creative.

### SYSTEM 2

- In action when we experience cognitive strain and when self-control is necessary.
  - Controls thoughts and behaviors.
  - Both require attention and effort.
- When brain is cognitively strained, selfish and superficial judgments are more likely in social situations.

Slide 5-15

2. System 2 is in action when we experience cognitive strain.
  - a. System 2 is in action when self-control is necessary.
  - b. It controls thoughts and behaviors.
  - c. Both require attention and effort to control.
3. When the brain is cognitively strained, selfish and superficial judgments are more likely in social situations.
4. Evidence suggests that when the brain is strained, we are more likely to yield to a temptation. (Ever studied and had a craving for something sweet? In this instance, you are probably looking for energy (carbs) because you are under strain or pressure).

D. Follow your intuition for the next problem you are about to see.

**COGNITIVE EASE**

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If a pen and paper cost \$1.10 and the pen cost one dollar more than the paper, how much does the pen cost?

Slide 5-16

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1. A pen and paper cost \$1.10.
2. The pen costs one dollar more than the paper.
3. How much does the pen cost?

E. Cognitive blind spots.

1. The human brain hides from us those things to which we are not paying attention.

## COGNITIVE BLIND SPOTS

Finished files are the result of years of scientific study combined with the experience of years.

Slide 5-17

2. Finished files are the result of years of scientific study combined with the experience of years.

## WYSIATI

- “What you see is all there is.”
- The brain’s machine for jumping to conclusions.

Slide 5-18

### F. WYSIATI.

1. “What You See Is All There Is.”
2. The brain’s machine for jumping to conclusions.
3. Halo/Horns Effect: a cognitive bias in which an observer’s overall impression about a person, brand or organization influences the observer’s feelings about that entity’s character or abilities.

## CAUSALITY

- The relation between cause and effect.
- We prefer to believe that causal relationships are present, even when there is not enough evidence to support that belief.

Slide 5-19

G. Causality over statistics.

1. Causality: the relation between cause and effect.
2. We prefer to believe that causal relationships are present, even when there is not enough evidence to support that belief.

## THINKING PROCESSES (cont'd)

- Cognitive dissonance — Our beliefs are challenged by evidence.
- Confirmation bias — Most people prefer to confirm their hypotheses.



Slide 5-20

H. Cognitive dissonance — “fast and slow.”

1. Our beliefs are challenged by evidence.
2. Confirmation bias.

Most people prefer to confirm their hypotheses.

“For if we are uncritical, we shall always find what we want.”

— Philosopher Karl Popper  
Slide 5-21

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## THINKING PROCESSES (cont'd)

- Disposition effect — We have a tendency to keep a losing stock and sell a high-performing stock. Why? We hate to solidify a loss. We love to solidify a win.



Slide 5-22

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3. Disposition effect.
  - a. We have a tendency to keep a losing stock and sell a high-performing stock. Why?
  - b. We hate to solidify a loss.
  - c. We love to solidify a win.



## ACTIVITY 5.1

### Are We in Control of Our Own Decisions?

#### Purpose

Identify and define influences on decision-making.

#### Directions

1. For this activity, view the TED Talks video by Dan Ariely, “Are We in Control of Our Own Decisions?” ([http://www.ted.com/talks/dan\\_ariely\\_asks\\_are\\_we\\_in\\_control\\_of\\_our\\_own\\_decisions?utm\\_source=tedcomshare&utm\\_medium=email&utm\\_campaign=tedspread](http://www.ted.com/talks/dan_ariely_asks_are_we_in_control_of_our_own_decisions?utm_source=tedcomshare&utm_medium=email&utm_campaign=tedspread)).
2. After viewing the video, participate in a large-group discussion based on the following questions:
  - a. Dan Ariely makes the case that if we don’t know our preferences well, we are susceptible to outside forces making our decisions for us. In what ways have you been influenced by outside forces when you have not been clear about your preferences?
  - b. What are the implications of Dan Ariely’s points for your perceptions of others at work?
  - c. Why do you think you’re rational?

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## THE LEADER'S ROLE

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

Slide 5-25

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## IV. DECISION-MAKING STYLES

### DECISION-MAKING STYLES

- Autocratic.
- Consulting.
- Collaborative.



Slide 5-26

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### AUTOCRATIC (STYLE A)

- Style A — leader makes decision and informs others of it.
- Styles A-I — leader makes the decision with information known at the time.
- Style A-II — leader asks unit members for specific information, leader makes the decision.

Slide 5-27

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A. Autocratic (Style A).

1. Leader makes decision and informs others of it (Style A).
2. (A-I). The leader makes the decision with information known at the time.
3. (A-II). The leader asks unit members for specific information. Once the information is obtained, the leader makes the decision. Unit members may not be involved further.
  - a. The leader listens actively and carefully considers all ideas.
  - b. Subordinate(s) know(s) ideas are being considered.

**CONSULTING (STYLE C)**

- Style C-I — leader shares the problem with individual members and may seek input but makes decision alone.
- Style C-II — leader is responsible for making the decision; however, assembles the group to discuss, hear different perspectives, solicit suggestions.

Slide 5-28

B. Consulting (Style C).

1. (C-I). The leader shares the problem with individual members and may ask individual opinions; however, the group is not brought together for discussion. The leader makes the decision alone.
2. (C-II). The leader is responsible for making the decision; however, he or she assembles the group to discuss the situation, hear different perspectives, and solicit suggestions.

## COLLABORATIVE (STYLE G)

Style G — collaborative/group process.

- Unit makes decision together. Leader's role is mostly facilitative.

Slide 5-29

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

1. Unit makes decision together. The leader's role is mostly facilitative, and he or she helps the team come to a final decision everyone agrees on.
2. Consensus.
  - a. Equal opportunity to give opinions.
  - b. All suggestions are carefully considered.
  - c. Everyone committed to final decision.
  - d. There is no voting.

## VARIATIONS IN LEADERS' INFLUENCE STYLES

- The leader's personal influence on the final decision ranges from 100 percent to almost zero.
- Regardless of style, the leader retains ultimate responsibility and accountability for the final decision.
- Effective leaders vary their decision-making style according to the requirements of the situation/issue.

Slide 5-30

D. Variations in leaders' influence styles.

1. The leader's personal influence on the final decision ranges from 100 percent to almost zero.
2. That said, no matter which style is selected, the leader retains ultimate responsibility and accountability for the final decision.
  - a. Many leaders are reluctant to use Style G because they recognize how risky it can be.
  - b. They're not willing to pay the price if subordinates make a bad decision.
  - c. They're not comfortable with sharing decisions.
3. Effective leaders vary their decision-making style according to the requirements of the situation/issue.

### SELECTING THE RIGHT STYLE

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



Slide 5-31

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E. Selecting the right style.

Factors to consider.

## SELECTING THE RIGHT STYLE (cont'd)

- How important is the quality of this decision?
- How important is subordinate commitment to the decision?
- Do you have sufficient information to make a high-quality decision?



Slide 5-32

1. How important is the quality of this decision?
2. How important is subordinate commitment to the decision?
3. Do you have sufficient information to make a high-quality decision?

## SELECTING THE RIGHT STYLE (cont'd)

- Is the problem well structured?
- If you were to make the decision by yourself, is it reasonably certain that your subordinates would be committed to it?
- Do subordinates share the organization's goals to be attained in solving this problem?



Slide 5-33

4. Is the problem well structured?
5. If you were to make the decision by yourself, is it reasonably certain that your subordinates would be committed to it?
6. Do subordinates share the organization's goals to be attained in solving this problem?

## SELECTING THE RIGHT STYLE (cont'd)

- Is conflict among subordinates over preferred solutions likely?
- Do subordinates have sufficient information to make high-quality decisions?

Slide 5-34

7. Is conflict among subordinates over preferred solutions likely?
8. Do subordinates have sufficient information to make a high-quality decision?

## EIGHT DECISION-MAKING GUIDELINES

- Guideline 1: Quality.
- Guideline 2: Subordinate Commitment.
- Guideline 3: Leader Information.
- Guideline 4: Structure.
- Guideline 5: Degree of Probability.



— Vroom & Jago, 1998

Slide 5-35

### F. Eight decision-making guidelines.

#### 1. Guideline 1: Quality.

If a high-quality decision is needed, active participation by the leader is required.

#### 2. Guideline 2: Subordinate Commitment.

If subordinate commitment for implementation is needed, then subordinates should be involved.

#### 3. Guideline 3: Leader Information.



If the leader is lacking information or personal expertise, then subordinates should be involved.

4. Guideline 4: Structure.


Lack of clarity and poor structure will require the leader to involve subordinates.

5. Guideline 5: Degree of Probability.

If subordinates normally just go with the flow and do as they are told, then their input is not essential.

**EIGHT DECISION-MAKING GUIDELINES (cont'd)**

- Guideline 6: Congruence.
- Guideline 7: Conflict.
- Guideline 8: Subordinate Information.



— Vroom & Jago, 1998

Slide 5-36

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6. Guideline 6: Congruence.

If subordinates' commitment to the organization's goals to resolve the issues is weak, then they should not be involved in the decision alone.

7. Guideline 7: Conflict.

- 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, then subordinate involvement should be considered.
- 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.

8. Guideline 8: Subordinate Information.

If the subordinates have sufficient quality information on the problem and solutions, then they should have a higher degree of delegated responsibility to make the decision.

V. CHARACTERISTICS OF EFFECTIVE DECISION-MAKERS

CHARACTERISTICS OF  
EFFECTIVE DECISION-MAKERS

- Successful leaders and decision-makers.
  - Are not born.
  - Are not “lucky.”
- Success is related to:
  - Knowledge (Intelligence Quotient (IQ)).
  - Skills.
  - Personal attributes.

Slide 5-37

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A. Successful fire/Emergency Medical Services (EMS) leaders and successful decision-makers:

1. Are not born.
2. Are not “lucky.”

B. Success is a composite of:

1. Knowledge (IQ).
2. Skills.
3. Personal attributes.

MARVIN’S CHARACTERIZATION OF  
EFFECTIVE DECISION-MAKING

- Synoptic.
- Dissatisfied.
- Sensitive.
- Catalytic.
- Opportunistic.
- Skill-directed.
- Innovative.
- Forward thinking.

Slide 5-38

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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.

**MARVIN'S CHARACTERIZATION OF  
EFFECTIVE DECISION-MAKING (cont'd)**

- Resourceful.
- Evaluative.
- Expedient.
- Courageous.

Slide 5-39


9. Resourceful — They use the expertise and ideas of others, involving them in decision-making 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.

## VI. DECISION-MAKING PRINCIPLES

### DECISION-MAKING PRINCIPLES

- Make the decision.
  - Use a decision-making model.
  - Match style to situation.
  - Recognize and minimize potential negative effects.
  - Understand and avoid common pitfalls.



Slide 5-40

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### A. Make the decision.

1. Use a decision-making model.
2. Match style to situation.
3. Recognize and minimize potential negative effects of personal and behavioral influences.
4. Understand and avoid common pitfalls.

### DECISION-MAKING PRINCIPLES (cont'd)

- Implement and evaluate.
  - Execute the decision.
  - Monitor the process.
  - Watch for unintended consequences.
  - Evaluate results.



Slide 5-41

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### B. Implement and evaluate.

1. Execute the decision.
2. Monitor the process.
3. Watch for unintended consequences.
4. Evaluate results.

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## ACTIVITY 5.2

### New Fire Chief Selection Criteria

#### Purpose

Apply a decision-making approach to a given scenario using differing influences.

#### Directions

1. You will play the role of a community member who has been asked to establish the selection criteria for the next fire chief.
  - a. Police Chief.
  - b. Fire Union President.
  - c. President of the Chamber of Commerce.
  - d. Human Resources Director.
  - e. Chair — Citizens for Responsible Government.
  - f. City Council Member.
2. As a group, establish the selection criteria, evaluation methodology, and score for each criteria. Your group must agree on all three elements.
3. Place the criteria on an easel pad and select a representative to present your group's decisions.
  - a. What was your decision?
  - b. How did you arrive at your decision?
  - c. What decision-making method (consensus, voting, etc.) did you use?
  - d. How was your decision influenced by your values? Attitudes? Prejudices?
  - e. Who provided leadership in your group?
  - f. How were disagreements and conflicts handled?
  - g. How satisfied are you with your own level of participation in this exercise? Why?
  - h. How does this activity apply to what you do every day?

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## ACTIVITY 5.3

### Unit 5 Learning Reflections

#### Purpose

As a portion of your personal and professional development, reflections on your learnings and identified development needs are essential. This activity provides you the opportunity to reflect and critically assess your development needs, within the topics of this unit, which will lead to a personal plan of action.

#### Directions

1. Review and reflect on the enabling objectives for this unit from a perspective of your current degree of competencies. The students will be able to:
  - a. Define “mindset.”
  - b. Describe ways to improve thinking processes.
  - c. Identify influences on decision-making.
  - d. Describe models for decision-making.
2. From your above reflections, class dialogue, activities and personal notes from this unit, what knowledge, skills and abilities do you currently hold that support you achieving these objectives? How are you maintaining an effective degree of competency in these areas? Be specific. Use additional paper as needed.

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3. From the above reflections, what knowledge, skills and abilities are you, personally and professionally, **most in need of developing** in order to apply the unit objectives? Be specific. Use additional paper as needed.

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## VII. SUMMARY

**FEMA**

  
U.S. Fire  
Administration

# SUMMARY

- Mindset.
- Thinking processes.
- Influences on thinking and decision-making.
- Decision-making styles.
- Characteristics of effective decision-makers.
- Decision-making principles.

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## **UNIT 6: THINK IMAGINATIVELY, ACT CREATIVELY**

### **TERMINAL OBJECTIVE**

*The students will be able to:*

- 6.1     *Articulate techniques for fostering an environment of creativity and innovation.*



### **ENABLING OBJECTIVES**

*The students will be able to:*

- 6.1     *Initiate processes for thinking creatively and imaginatively.*
- 6.2     *Examine the relationship between leadership and imagining, creating and innovating.*
- 6.3     *Describe how creativity leads to change.*
- 6.4     *Identify ways to foster creative thought.*
- 6.5     *Examine strategies for creating innovative ideas.*
- 6.6     *Identify effective techniques of persuasion and influence to sell new ideas.*
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**UNIT 6:**  
**THINK IMAGINATIVELY,**  
**ACT CREATIVELY**

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**TERMINAL OBJECTIVE**

Articulate techniques for fostering an environment of creativity and innovation.

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**ENABLING OBJECTIVES**

- Initiate processes for thinking creatively and imaginatively.
- Examine the relationship between leadership and imagining, creating and innovating.
- Describe how creativity leads to change.
- Identify ways to foster creative thought.
- Examine strategies for creating innovative ideas.
- Identify effective techniques of persuasion and influence to sell new ideas.

Slide 6-3

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## ACTIVITY 6.1

### Wanna Make a Buck, Inc.

#### Purpose

Initiate processes for thinking creatively and imaginatively.

#### Directions

1. You are members of the Product Design Unit of the globally renowned Wanna Make a Buck, Inc.
2. Your team has been assigned a specific item and advised of the following by corporate stockholders:

Your assigned product has been sitting on the Wanna Make a Buck, Inc. warehouse shelves for an extended period of time. Stockholders are not happy, given the original design and production cost for the item. Cost recovery is essential. Your team has been given the task of taking the item and repurposing it. The repurpose must be feasible and meet a genuine need. The team must also come up with a rebranding proposal to include a new name and a three to five word sales slogan. The stockholders are expecting something creative, innovative and original. If the item does not get off the shelves, Wanna Make a Buck, Inc. may be forced to downsize, and the word is that your unit is on the cut list.


3. Your team has 10 minutes to address the problem. At the conclusion, one member of the team must make a brief presentation to the stockholders with the team's idea.

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I. IMAGINATION, CREATIVITY AND INNOVATION

**IMAGINATION, CREATIVITY AND INNOVATION**

- Imagination.
  - Seeing the impossible or unreal.
  - Dreams.
- Creativity.
  - Uses imagination to manifest the potential of existing ideas in order to create new ideas.
  - Reality.



Slide 6-5

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A. Imagination.

1. Seeing the impossible or unreal.
2. Dreams.

B. Creativity.

1. Uses imagination to manifest the potential of existing ideas in order to create new ideas.
2. Reality.

**IMAGINATION, CREATIVITY AND INNOVATION (cont'd)**

- Innovation.
  - Improving existing or reliable systems.
  - Combining imagination and creativity.



Slide 6-6

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C. Innovation.

1. Improving existing or reliable systems.
2. Combining imagination and creativity.

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## ACTIVITY 6.2

### Imagination, Creativity and Innovation in Leadership

#### Purpose

Examine the relationship of leadership to imagining, thinking and creating.

#### Directions

1. You will work in your assigned groups.
2. Each assigned group will be given one of the scenarios listed below.
3. Using a group imagination-and-creativity process, each assigned group will address the situation in a designated scenario.
4. Each group will document their results on an easel pad.
5. One person from each assigned group will present the findings and solutions to the given scenario.

#### Scenarios

Group 1: You decide to enter a “create a new candy bar” contest. Rules require that it not be like any existing candy bar. What would be in your ultimate candy bar? What would you call your new candy bar?

Group 2: Walt Disney World called, and they’re looking for some new ride and attraction ideas. They do not want a modification of what they currently have. It must appeal to all ages. What would you suggest? Why would your suggestion be the “one” that Disney would choose.

Group 3: McDonald’s corporate office is looking for a new and innovative design for the drive-through design at their restaurants that could be used in both the United States and Australia. They need efficiency, fast customer service and safety. What would you suggest they do? Why?

Group 4: The government has asked you to come up with a new holiday that will be celebrated by everyone in the country. What would you name that holiday, and what day would you choose? Why did you choose that name and day?

Group 5: If you could invent a virtual reality program that would place you in the scene of your choice at any point in time, what would the scene be and why?

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## II. CREATIVITY

VIDEO PRESENTATION

“THE EUREKA MYTH”

<https://www.youtube.com/watch?v=g1WacRpm96Q>

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CREATIVITY

- The ability to produce original ideas or products.
- Debunking the myths of creativity.
  - Myth 1 — The Eureka Myth.
  - Myth 2 — The Breed Myth.
  - Myth 3 — The Originality Myth.
  - Myth 4 — The Expert Myth.
  - Myth 5 — The Incentive Myth.



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A. The ability to produce original ideas or products.

B. Debunking the myths of creativity.

1. Myths are stories that are not true. But over time ... myths seem real and become true ... even if they are not true.
2. Myth 1 — The Eureka Myth.

The notion that creativity happens in an instant flash, or that the creative notion was brought to us by an outside force: “...it just came to me all of a sudden.”

The Truth.

Creativity requires a time of incubation. This is the time in which ideas and relevant understandings manifest themselves and linger in our subconscious. Some creative practitioners actually schedule time away from a project to give the conscious thinking process a break.

3. Myth 2 — The Breed Myth.

Outstandingly creative individuals are a certain type.

The Truth.

There is no scientific evidence that offers proof that a creative gene or personality type exists. Everyone has the same ability to generate creative ideas. Some of the world's most innovative companies purposely make creativity a part of everyone's job.

4. Myth 3 — The Originality Myth.

As a creative idea emerges, it is an original idea that departs from the previous or traditional way of thinking.

The Truth.

All new or creative ideas are developed from a combination of ideas that originate from a variety of sources. Creativity is about making connections with existing sources. For example: Star Wars = Sci-fi characters + Samurai warriors.

5. Myth 4 — The Expert Myth.

Challenging creative tasks should be handled by the person with the most expertise.

The Truth.

A measure of expertise does matter. However, the most creative solutions come from those individuals who only border on knowing the specifics about the organization or technical aspects of an environment. These persons know just enough to understand the subjects ... but lack the perceived understandings and knowledge that inherently block their creative thought. Research implies that the creative levels of most individuals in an organization peak moderately early in their career. From that point onward, there is a gradual decrease in the creativity. Some organizations counter this by moving personnel throughout the organization to keep the creative stimulation active.

6. Myth 5 — The Incentive Myth.


If you want something done, you should measure it. If you want something done well, you should incentivize it.

The Truth.

This common management practice loses its effectiveness when something that needs to be done requires a level of creativity. Extrinsic motivators, like incentive pay, may have a moderate effect on employees, but may also produce negative effects as well. Real creativity is a product of intrinsic motivation. Therefore, for the incentive to have a positive impact, incentive rewards must be aligned with intrinsic desires.

### CREATIVITY (cont'd)

- Myth 6 — The Lone Creator Myth.
- Myth 7 — The Brainstorming Myth.
- Myth 8 — The Cohesive Myth.
- Myth 9 — The Constraints Myth.
- Myth 10 — The Mousetrap Myth.



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7. Myth 6 — The Lone Creator Myth.

Great, creative work happens in isolation.

The Truth.

Real creativity is often referred to as a team sport. Most highly creative ideas are developed from the collaboration of team members. Thomas Edison had a team of around 15 other inventors working alongside him on many of his projects. When we make attempts at creativity in a silo or with the same old team, we are seldom able to truly expose new ideas, thoughts or theories.

8. Myth 7 — The Brainstorming Myth.

Brainstorming is sufficient by itself whenever we are charged with being creative.

The Truth.

Creativity is a process. Most formal creative methods (from creative problem-solving to design thinking) involve a period of rapid idea generation. Additionally, the process requires a time period for ideas to be combined and vetted. In reality, brainstorming serves the purpose of generating a rough list of ideas. The level of creativity hinges on what is done with the list that is created.

9. Myth 8 — The Cohesive Myth.

Creativity is always fun and playful.

The Truth.

The vast majority of innovative organizations and teams build conflict into their creative process. This is effective only when steps are taken to ensure that criticism stays task-focused (and not people-focused). If we revisit the myth of brainstorming, research suggests that efforts are more beneficial when teams debate the various ideas. Some believe that conflict is a genuine sign that new ideas are on the table. And cohesion may imply that there are no new ideas being produced.

10. Myth 9 — The Constraints Myth.

Creativity is constrained by limitations of resources and/or restrictive specifications.

The Truth.

Creativity is highest in constrained environments. Research suggests that individuals who are initially burdened with obstacles and roadblocks are typically more creative after experiencing a constraining environment. Many innovative organizations build limitations into their projects to promote creativity. Constraints seem to force the creation of a desired structure to meet the challenges that are being addressed. Structure yields understanding. Without some level of understanding, there can be no solution. Creativity flourishes under the pressures of constraints.

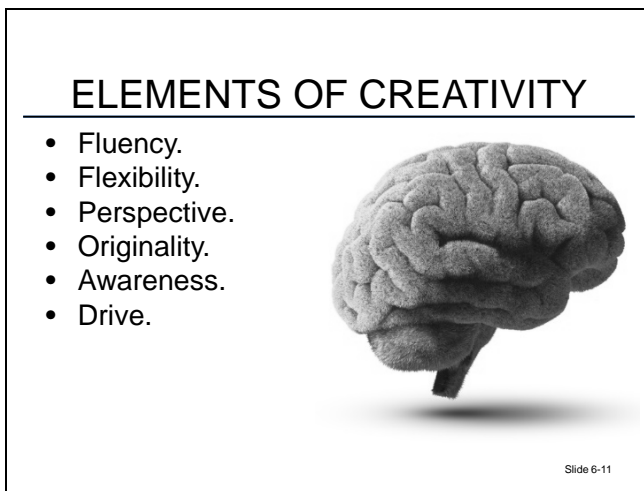
11. Myth 10 — The Mousetrap Myth.

“If you build a better mousetrap, the world will beat a path to your door.”

The Truth.

Although you may be able to build a better mousetrap, it does not guarantee that the world will find its way to your door. In fact, the world could ignore it all together. History has many stories of innovative productions that were rejected on their debut.

- a. Kodak — the digital camera — never marketed it.
- b. Xerox — the personal computer — handed it off to Apple and Microsoft.
- c. Harry Warner (Warner Brothers) — first saw the technology that allows talking movies and rejected it, saying, “Who the hell wants to hear actors talk?”



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C. Elements of creativity.

1. Fluency.

Multiple ideas concerning one topic.

2. Flexibility.

Multiple ideas concerning multiple topics.

3. Perspective.

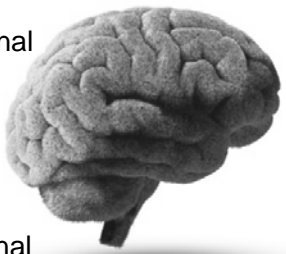
a. Details.

b. Viewpoints.

4. Originality.
  - a. Unique.
  - b. Brainstorming sessions.
5. Awareness.
  - a. See with the mind, as well as the eyes.
  - b. Ability to see the possibilities, not just reality.
6. Drive.
  - a. Willingness to try and try again.
  - b. Perseverance.

### BENEFITS OF CREATIVITY

- Enhances teamwork.
- Increases organizational engagement.
- Increases organizational interaction.
- Stimulates morale.
- Promotes organizational problem-solving.
- Improves productivity.



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- D. Benefits of creativity.
1. Enhances teamwork.
  2. Increases organizational engagement.
  3. Increases organizational interaction.
  4. Stimulates morale.
  5. Promotes organizational problem-solving.
  6. Improves productivity.

## ACTIVITY 6.3

### Alternatives

#### Purpose

Describe how creativity leads to change.

#### Directions

1. You will be divided into small groups (not exceeding seven people).
2. Each group is assigned a specific problem to address.
3. Elect a representative.
4. Collectively identify a creative solution to resolve its specific problem.
5. Creatively resolve how to achieve the solution.
6. Identify and address any anticipated constraints and roadblocks.
7. Each group representative will report on the group outcomes.

#### Current Situations — Problems

1. You are a fire and Emergency Medical Services (EMS) supervisor within a small fire/EMS department. You have a total of four stations that are responsible for 135 square miles of territory. Each station is equipped with an engine (pumper). One of the stations has an aerial ladder truck. Two other stations are equipped with a rescue (ambulance). The call load in the department has been on a steady increase of 20 percent over the last two years, and projections for continued community growth are solid. It is very clear that, because of previous city financial issues, there are no anticipated resources for additional stations or personnel for at least five years. The chief has asked your crew for ideas on what to do in the interim.

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2. You are a recently hired safety officer with the responsibility of developing and implementing your department's safety management program. Following a recent accident that involved one of your department's units, it was determined that no one involved had been wearing a seat belt. Despite the current seat belt policy, occasional visual inspections have revealed that the problem is departmentwide. You have even noted the chief not wearing a seat belt.

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3. During a recent course at the National Fire Academy (NFA), you came across literature that implied that 59 percent of all firefighter fatalities in 2015 were attributed to overexertion/stress/medical (National Fire Protection Association (NFPA), 2016). Fifty-one percent of these firefighter fatalities were attributed to sudden cardiac arrest. Previous efforts to bring a physical fitness and annual medical exam to the department have fallen on deaf ears.

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4. You are a fire and EMS supervisor with a crew of seven fire/EMS personnel. All are highly-motivated achievers and meticulous at their specific duties. You notice that two of the personnel are constantly engaged in conflict. The conflicts have now escalated to the point at which physical separation has taken place in a couple of instances. You really desire to keep the crew together as they are the best you have ever worked with.

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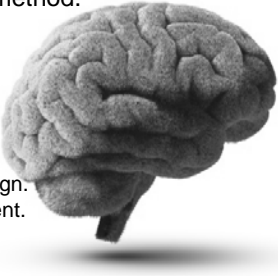
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### III. FOSTERING CREATIVITY

#### FOSTERING CREATIVITY

- Intellectual challenge.
- Freedom to choose the method.
- Supporting resources.
  - Time.
  - Avoidance of unrealistic deadlines.
  - Money.
  - Personnel.
  - Effective work-group design.
  - Leadership encouragement.
  - Organizational support.



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A. Intellectual challenge.

1. Match the correct people with the appropriate problem-solving task.
2. Promote intrinsic motivation.
3. Manage the challenge (boredom versus feeling overwhelmed).

B. Freedom to choose the method.

1. Employees tend to be most creative with freedom.
2. Management can set goals, but teams should be allowed to determine the method of achieving the goal.
3. Stable goals are easier than having employees try to hit a moving target.

C. Supporting resources.

1. Time.
2. Avoidance of unrealistic deadlines.
3. Money.
4. Personnel.
5. Effective work-group design.
  - a. Diversity is important.

- b. Mixed experiences produce great work.
  - c. Homogenous experiences mean that people argue less, but homogeneity may reduce creativity.
- 6. Leadership encouragement.
  - a. Leadership must establish and maintain a safe atmosphere.
  - b. Allow employees to challenge assumptions and opinions of the leader.
  - c. Recognize and praise creative work.
  - d. Creativity should be evaluated quickly rather than through the slower review process.
- 7. Organizational support.
  - a. Encourage information collaboration.
  - b. Promote intrinsic motivation.
  - c. Focus team toward creativity rather than focusing it on the limitations of politics.

## ACTIVITY 6.4

### Fostering Creativity

#### Purpose

Identify ways to foster creative thought.

#### Directions

1. As a large group, view the 15-minute TED Talks video “Adam Grant: The surprising habits of original thinkers” ([http://www.ted.com/talks/adam\\_grant\\_the\\_surprising\\_habits\\_of\\_original\\_thinkers](http://www.ted.com/talks/adam_grant_the_surprising_habits_of_original_thinkers)).
2. After the video, individually document your observations and develop answers to the following:
  - a. As a fire and EMS supervisor, what specific new ways can you deploy to foster creativity in your own team, group or organizations?  
  

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  - b. What challenges do you perceive you may face trying to be more creative?  
  

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3. Be prepared to present your answers to the class.

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#### IV. SEVEN STRATEGIES FOR CREATING INNOVATION

SEVEN STRATEGIES FOR CREATING INNOVATION

- Establish a clear sense of direction.
- Open communication.
- Reduce bureaucracy.
- Instill a sense of ownership.
- Maintain constant recognition and rewards.



Slide 6-17

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A. Establish a clear sense of direction.

1. When organizations try changing cultures, the process always involves changing people's minds.
2. Our organization's vision and mission help to organize and direct the creativity of our people.
3. Having a clearly-articulated vision and mission allows everyone to focus on innovation where it can deliver the greatest value.
4. Innovation, as Peter Drucker has defined it, means creating a new dimension of performance (2002).
5. A visible and clear sense of vision and mission will clarify the direction of the organization's performance and help determine which new innovative ideas to focus on.

B. Open communication.

1. Open communication between management and employees creates the foundation for an atmosphere of fostering trust in your organizations.
2. Fire and EMS leaders can initiate the process of fostering open communication by sharing information with employees on a regular basis. This will eliminate the culture of "grapevine" rumors.
3. Fire and EMS leaders in growth-mindset organizations will foster and sustain innovation that offers an environment with multiple opportunities for open communication.

C. Reduce bureaucracy.

It's not the size of your fire and EMS organization that fosters a culture that inhibits innovation — it's the systems in place that we adopt that inhibit innovation. Bureaucracy — the organizational culture and systems that we put in place — slows down actions of our innovative staff and is a serious impediment to innovation.

D. Instill a sense of ownership.

1. Fire and EMS leaders that foster an organizational culture characterized by a philosophy of employee ownership on the part of its personnel will create a powerful new incentive for open and free inventive thinking.
2. When fire and EMS personnel are clearly aware of how their interests are aligned with those of the organization, they have a strong reason to go the extra mile to meet the desired vision and to further the organizational mission.
3. When fire and EMS personnel don't see how their individual efforts affect the organization in any way, they tend to be passive and reactive.
4. This can start a culture and process of employee disengagement.

E. Maintain constant recognition and rewards.

1. Fire and EMS organizations that successfully foster and implement an innovative culture design rewards that reinforce the desired organizational culture they want to establish.
2. If your fire and EMS service organization values integrated team solutions, your organization should not compensate team leaders based on unit performance.
3. If your fire and EMS organization values development of potential new leaders, the organization cannot base rewards on short-term performance.

## SEVEN STRATEGIES FOR CREATING INNOVATION (cont'd)

- Develop a tolerance for risk and failure.
- Eliminate projects and processes that don't work.



Slide 6-18

### F. Develop a tolerance for risk and failure.

1. Fire and EMS organizations that foster a culture of tolerating a certain degree of failure demonstrate that tolerating failure encourages innovation.
2. Innovation can be a process of risk.
3. Fire and EMS personnel will not take certain risks unless they understand the organization vision, mission and goals clearly.

### G. Eliminate projects and processes that don't work.

1. As your fire and EMS organization fosters and implements a culture of innovation, the organization needs to adopt the practice of what Peter Drucker calls "creative abandonment" (2002).
2. Fire and EMS projects, processes, policies and procedures that no longer contribute should be abandoned to make room for new, progressive activities that meet and enhance the overall organizational vision and mission. (Is this our culture of history and tradition?)
3. An organizational culture of innovation requires a philosophy of optimism.
4. The culture fosters an organizationwide attitude of continually reaching for higher performance.
5. Fire and EMS organizations cannot expect their personnel to maintain an optimistic attitude if those personnel feel compelled to continue activities that are going nowhere or have no defined purpose.

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## ACTIVITY 6.5

### Seven Strategies for Creating Innovation

#### Purpose

Examine strategies for creating innovative ideas.

#### Directions

1. You will work in your assigned groups.
2. You will be instructed to develop a new firefighting or EMS piece of equipment. You will design the equipment, the look of the equipment, and the stated purpose of the equipment (the development team/students will draw their proposed new piece of fire and EMS equipment on an easel pad).
3. You will apply the educational concepts of the “Seven Strategies for Creating Innovation”:
  - a. Did the development team establish a clear sense of direction for the new equipment?
  - b. Was open communication used throughout the innovation process?
  - c. Did the development team reduce the bureaucracy of developing and implementing the new piece of equipment?
  - d. Did the team members have a sense of ownership while developing the new piece of equipment?
  - e. Did the team foster and maintain an appropriate and constant recognition and rewards process while developing the new piece of equipment?
  - f. Did the development team embrace the philosophy of tolerance for risk and failure of proposed ideas?
  - g. Will this new piece of equipment allow the development team to eliminate projects and processes that do not work?
4. You will reflect on and document your responses to the above questions on an easel pad.
5. One member of the development team/group will present your documented findings to the class. There will be a student-facilitated discussion.

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V. TECHNIQUES OF PERSUASION AND INFLUENCE

TECHNIQUES OF PERSUASION  
AND INFLUENCE

- “Persuasion — to sway the opinion of others, make people believe certain information, or motivate a decision.”  
Socialmediatoday

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- A. Persuasion is presenting a case in such a way as to sway the opinion of others, make people believe certain information, or motivate a decision.

TECHNIQUES OF PERSUASION  
AND INFLUENCE (cont'd)

- “Influence — a vision of the optimum outcome and then, without using force or coercion, motivating people to work together toward making the vision a reality.”  
Socialmediatoday

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- B. Influence is having a vision of the optimum outcome for a situation or organization and without using force or coercion, motivating people to work together toward making the vision a reality.
- C. Persuasion can be used to spur someone to action or to make a decision without actually earning their sincere buy-in. With influence, dedicating time to win someone’s heart or earn mindshare is a prerequisite to the process of inspiring them to take action or make a particular decision.
- D. However, many people make the mistake of thinking that persuasion and influence are the same thing. That, my friends, is far from the truth. Yes, they are both a means to an end and many times they involve swaying opinions.

## TECHNIQUES OF PERSUASION AND INFLUENCE (cont'd)

- “There is one thing that influence has and uses, that persuasion does not use, and that is your reputation.” Karen Keller

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But, there is one thing that influence has and uses, that persuasion does not use, and that is your reputation.

## VIDEO PRESENTATION

“HEAR YES! MORE OFTEN WITH  
THE SCIENCE OF INFLUENCE”

[https://www.youtube.com/watch?v=6pxm8ziST\\_A](https://www.youtube.com/watch?v=6pxm8ziST_A)

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## TECHNIQUES OF PERSUASION AND INFLUENCE (cont'd)

- Reciprocation.
- Social proof.
- Commitment and consistency.
- Liking.
- Authority.
- Scarcity.



Slide 6-24

E. Techniques of persuasion and influence.

1. Reciprocation.

People want to give back when something has been received.

2. Social proof.

Watching what others are doing.

3. Commitment and consistency.

a. People don't like to back out of deals.

b. They prefer to do what is already being done.

4. Liking.

Yes, to those they know and like.

5. Authority.

Follow the lead of the expert.


6. Scarcity.

Wants that which is least available.

F. Getting to "yes."

### GETTING TO YES

- The problem:
  - Do not bargain over positions.
- The method:
  - Separate the people from the problem.
  - Focus on interests, not positions.
  - Invent options for mutual gain.
  - Insist on using objective criteria.



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1. The problem:  
Do not bargain over positions.
2. The method:
  - a. Separate the people from the problem.
  - b. Focus on interests, not positions.
  - c. Invent options for mutual gain.
  - d. Insist on using objective criteria.

### GETTING TO YES (cont'd)

- Yes, but ... :
  - What if they are more powerful?
  - What if they don't play?
  - What if they use dirty tricks?

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3. Yes, but ... :
  - a. What if they are more powerful?
  - b. What if they don't play?
  - c. What if they use dirty tricks?

## ACTIVITY 6.6

### Techniques of Persuasion and Influence

#### Purpose

Identify effective techniques of persuasion and influence to sell new ideas.

#### Directions

1. Refer to Activity 6.5.
2. Using the educational concepts of self-reflection and self-discovery, examine the learning process of developing the innovative new piece of fire and EMS equipment.
3. During the team process and analysis, answer the following questions:
  - a. Was the power of persuasion used?
  - b. Was it used effectively?
  - c. Who used the power most?
  - d. How does your organization use the power of persuasion? Is it a positive or negative experience and culture?
  - e. Who had the power of influence on the team, and how was it used?
  - f. Was the power of influence used appropriately, or was it simple peer pressure?
  - g. What techniques of persuasion were used appropriately or inappropriately?
    - Reciprocation.
    - Social proof.
    - Commitment and consistency.
    - Liking.
    - Authority and who had it or exercised it.
    - Scarcity.

4. Were any of the concepts of “Getting to Yes” applied?

a. The problem:

Do not bargain over positions.

b. The method:

- Separate the people from the problem.
- Focus on interests, not positions.
- Invent options for mutual gain.
- Insist on using objective criteria.

c. Yes, but ... :

- What if they are more powerful?
- What if they don't play?
- What if they use dirty tricks?

5. You will share your reflections with the group.

One group member will volunteer to share their reflections with the class.



## ACTIVITY 6.7

### Unit 6 Learning Reflections

#### Purpose

As a portion of your personal and professional development, reflections on your learnings and identified development needs are essential. This activity provides you the opportunity to reflect and critically assess your development needs, within the topics of this unit, which will lead to a personal plan of action.

#### Directions

1. Review and reflect on the enabling objectives for this unit from a perspective of your current degree of competencies. The students will be able to:
  - a. Initiate processes for thinking creatively and imaginatively.
  - b. Examine the relationship between leadership and imagining, creating and innovating.
  - c. Describe how creativity leads to change.
  - d. Identify ways to foster creative thought.
  - e. Examine strategies for creating innovative ideas.
  - f. Identify effective techniques of persuasion and influence to sell new ideas.
2. From your above reflections, class dialogue, activities and personal notes from this unit, what knowledge, skills and abilities do you currently hold that support you achieving these objectives? How are you maintaining an effective degree of competency in these areas? Be specific. Use additional paper as needed.

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3. From the above reflections, what knowledge, skills and abilities are you, personally and professionally, **most in need of developing** in order to apply the unit objectives? Be specific. Use additional paper as needed.

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## VI. SUMMARY

**FEMA**

  
U.S. Fire  
Administration

### SUMMARY

- Imagination, creativity and innovation.
- Creativity.
- Fostering creativity.
- Seven Strategies for Creating Innovation.
- Techniques of persuasion and influence.

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# **UNIT 7: THINK ANALYTICALLY, POLITICALLY AND CRITICALLY**

## **TERMINAL OBJECTIVE**

*The students will be able to:*

- 7.1 *Create a personal plan as a supervisor and leader in fire and Emergency Medical Services (EMS) based on the thinking perspectives presented in this course.*



## **ENABLING OBJECTIVES**

*The students will be able to:*

- 7.1 *Differentiate between analytical, political and critical thinking.*
  - 7.2 *Apply force field analysis as an aid to diagnosing a problem.*
  - 7.3 *Identify the supervisor's role in identifying and solving problems.*
  - 7.4 *Describe advantages and disadvantages of individual and group problem identification.*
  - 7.5 *Describe brainstorming and Nominal Group Technique (NGT) as methods to identify problems.*
  - 7.6 *Describe four methods by which problems are solved.*
  - 7.7 *Outline the critical steps in problem-solving.*
  - 7.8 *Identify examples of integrated analytical, political and critical thinking to solve problems.*
  - 7.9 *Explain how to use influence to change perspectives in thinking.*
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**UNIT 7:**

**THINK ANALYTICALLY,**

**POLITICALLY AND**

**CRITICALLY**

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**TERMINAL OBJECTIVE**

Create a personal plan as a supervisor and leader in fire and Emergency Medical Services (EMS) based on the thinking perspectives presented in this course.

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**ENABLING OBJECTIVES**

- Differentiate between analytical, political and critical thinking.
- Apply force field analysis as an aid to diagnosing a problem.
- Identify the supervisor's role in identifying and solving problems.

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### ENABLING OBJECTIVES (cont'd)

- Describe advantages and disadvantages of individual and group problem identification.
- Describe brainstorming and Nominal Group Technique (NGT) as methods to identify problems.
- Describe four methods by which problems are solved.

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### ENABLING OBJECTIVES (cont'd)

- Outline the critical steps in problem-solving.
- Identify examples of integrated analytical, political and critical thinking to solve problems.
- Explain how to use influence to change perspectives in thinking.

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## I. THINKING ANALYTICALLY, POLITICALLY AND CRITICALLY

### THINKING ANALYTICALLY, POLITICALLY AND CRITICALLY

- Analytical thinking.
  - Breaking down complex information or situations into manageable parts using a focused, streamlined approach.



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#### A. Analytical thinking.

1. Breaking down complex information/situations into manageable parts using a focused, streamlined approach.
2. Dividing a subject into elemental portions or basic principles.

### STEP BY STEP

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- Define.
- Identify.
- Gather.
- Analyze.
- Develop.

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3. Step-by-step process to determine cause and effect using various perspectives.
  - a. Define the problem.
  - b. Identify the hypothesis.
  - c. Gather the facts.
    - Support the train of thought.
    - Support conclusions that will be drawn.
  - d. Analyze the data.
  - e. Develop solution or conclusion.
4. Use facts to support conclusion.
5. Consider pros and cons.
6. Scrutinize strengths and weaknesses.

THINKING ANALYTICALLY, POLITICALLY  
AND CRITICALLY (cont'd)

- Political thinking.
  - Directing attention toward agents of reform.
  - Broadened investments to mitigate problems.



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B. Political thinking.

1. Directing attention toward agents of reform (e.g., leaders, regulators, etc.).

People have the potential to influence change, but always within the context of given institutional opportunities or limitations.

2. Thinking politically allows for broadened investment in processes that will mitigate problems.

- a. Leaders seldom work alone.

- b. It is necessary to mobilize resources in support of a goal.

3. An understanding that both political and technical dimensions are central to developmental outcomes.

4. Addresses collective action by engaging appropriate alliances that will propel developmental outcomes.

5. Diverse people will often have competing interests and struggle with agreeing on something that benefits all.

6. Political thinking is the systematic study of the origins or sources of our ideas (ideology).

- a. How you answer specific questions regarding your political feelings determines your ideology, to some extent.

- b. An ideology provides a criterion and a standard of evaluation for deciding right and wrong, good and bad.

- c. An ideology orients people, allowing the individual to have a sense of who they are and where they belong.

THINKING ANALYTICALLY, POLITICALLY  
AND CRITICALLY (cont'd)

- Critical thinking.
  - Opinion-based style of thinking that is specific to the individual.
  - Careful, exact evaluation and judgment.

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C. Critical thinking.

1. Opinion-based style of thinking that is specific to the individual.
2. Careful, exact evaluation and judgment.
  - a. Based on the facts of the situation.
    - Emotions are removed.
    - Neutral territory.
  - b. New information is combined with current knowledge to make the most accurate assessment.
    - Tests or examines the value of the subject.
    - Not always negative or harsh.
    - Allows for a suitable background to appreciate the subject.
  - c. Can be a repetitive and indefinite process.
3. Conversations are objective, thorough and incisive.
  - a. They are intended to be reflective in nature and to point out benefits and weaknesses in the propositions, arguments and results of the issue under review.

- b. They examine assumptions, discern hidden values, evaluate evidence, and assess conclusions.
- c. Critical thinking encourages the individual to explore and investigate the assumptions, biases and end results of the decisions of another, regardless of the position of the individual within the society.

### CHARACTERISTICS OF CRITICAL THINKERS

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- Sufficiency.
- Relevance.
- Reliability.
- Consistency.
- Recency.
- Access.
- Objectivity.

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- 4. Petress (2004) — characteristics of a critical thinker.
  - a. Sufficiency: The thinker rates the evidence, based on the fact that there are adequate supporting arguments for the propositions and arguments made.
  - b. Relevance: The thinker rates the evidence presented by its pertinence to the issues at hand.
  - c. Reliability: The supporting arguments have a good track record.
  - d. Consistency: The supporting elements are internally and externally consistent with each other and with what we know from other experiences, observations and sources. In other words, we have enough information to make a good analysis and evaluation of the issue under review.
  - e. Recency: The supporting elements are current, rather than out-of-date.
  - f. Access: Supporting materials are open for receivers' verification.
  - g. Objectivity: Supporting materials are fair and undistorted or originate from expert sources. The sources of information are fully disclosed and open to scrutiny.

## ACTIVITY 7.1

### Thinking Analytically, Politically and Critically

#### Purpose

Given a scenario, determine the analytical, political and critical considerations.

#### Directions

1. Think about the billboard or advertisement page of any of the popular fire apparatus manufacturers. This advertisement has a great deal of verbiage that boasts about the item's functions, capabilities and ease of use.
2. Being creative in your responses, identify at least three considerations for each of the three kinds of thinkers (analytical, political and critical) relating to the advertisement.  

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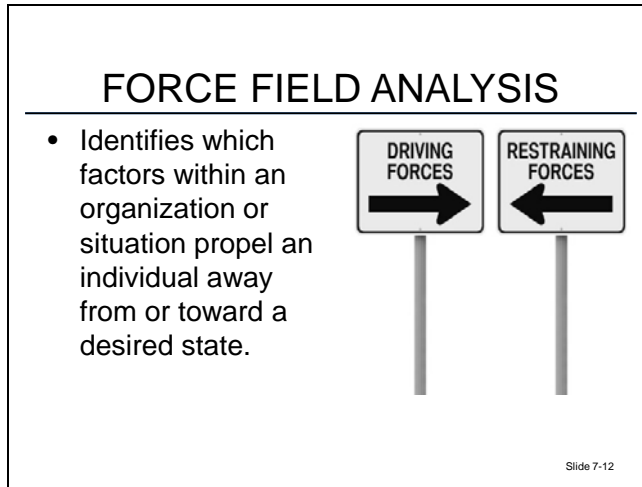
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3. Discuss your responses and rationales.
  - a. For example: The analytical thinker would consider each piece of the manufacturer's advertisement separately (e.g., images, color scheme, capabilities, speed, etc.).
  - b. The political thinker would likely focus on whether or not the advertised vehicle will satisfy an organization's political needs, which are imposed by the community, leadership or regulators (e.g., National Fire Protection Association (NFPA) standards, local manufacturer, historical procurement practices, etc.).
  - c. The critical thinker would likely judge the credibility of the advertisement's various components (e.g., are the seats really made of recycled materials? Is the claimed acceleration accurate with an empty booster-tank? etc.).

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## II. FORCE FIELD ANALYSIS




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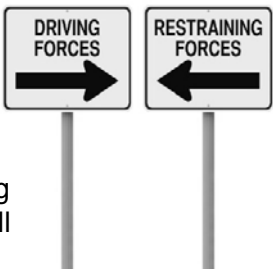
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- A. Identifies which factors within an organization or situation propel an individual away from or toward a desired state.
- B. An example of force field analysis:
  1. A person is sitting on a bench. This can be labeled as current state. Driving forces (gravity) push the person into the bench, while restricting or restraining forces (the bench) are pushing back and keeping the person off the ground.
  2. If we are seeking to change the current state of sitting on the bench, then we must identify what needs to happen to influence change. We can increase the driving force (gain weight) to overwhelm the capability of the bench's ability to hold the person.
  3. We may also choose to decrease the restraining force by removing one or more of the bench's legs or other structural components and decreasing its ability to restrict or restrain. Most may choose to eliminate the restraining force entirely by simply removing the bench altogether to achieve the goal.
  4. As the bench example shows, when driving forces are stronger than restraining forces, the status quo or current state will change.

## FORCE FIELD ANALYSIS (cont'd)

- Step 1: Define the present situation (the problem) and the desired situation (the goal).
- Step 2: Identify driving forces (factors that will drive you toward reaching your goal).



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C. Step 1: Define the present situation (problem) and the desired situation (the goal).

Example:

1. Problem — I procrastinate in performing my tasks, and I am frequently late.
2. Goal — Complete tasks early.

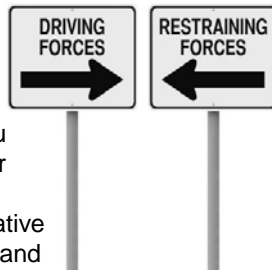
D. Step 2: Identify driving forces (factors that will drive you toward reaching your goal).

Examples:

1. My supervisor must hold me accountable.
2. If I complete my tasks on time, I will reduce the number of counseling sessions and reprimands.
3. My subordinates don't respect my position.
4. I am concerned that I will eventually lose my job.

## FORCE FIELD ANALYSIS (cont'd)

- Step 3: Identify restraining forces (factors that are contributing to the problem and will pull you away from reaching your goal).
- Step 4: Estimate the relative strength of each driving and restraining force (high, medium or low).



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

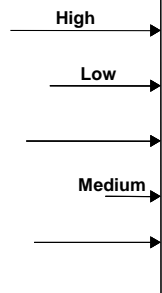
Examples:

1. I do my best work under pressure.
2. I have other requirements.
3. I always finish the super-important things on time.

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

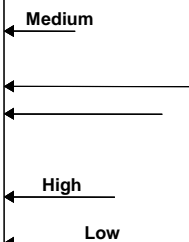
Assign the appropriate points: Low = 1; Medium = 2; High = 3.

### Driving Forces



T  
H  
E  
  
G  
O  
A  
L


### Restraining Forces



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## FORCE FIELD ANALYSIS (cont'd)

- Step 5: Estimate your ability to decrease the restraining forces and to capitalize on and/or increase the driving forces.



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- G. Step 5: Estimate your ability to decrease the restraining forces and to capitalize on and/or increase the driving forces.
1. If the driving forces are stronger than the restraining forces, you will 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 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. Instead, focus on reducing or eliminating the restraining forces.

## ACTIVITY 7.2

### Force Field Analysis

#### Purpose

Create and apply a force field analysis that diagnoses an identified problem.

#### Directions

1. Working in groups, review the scenario presented by the facilitator.
2. Conduct a force field analysis, and place your work on an easel pad.
3. Identify the desired state (change wanted), and then identify at least three driving forces and at least three restraining forces related to the change.
4. Rate the forces from one to three (three being very significant) to illustrate the levels of drive and restraint.

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### III. SUPERVISOR'S ROLE IN IDENTIFYING AND SOLVING PROBLEMS

#### SUPERVISOR'S ROLE

- Supervisor challenges:

- Deliver service efficiently.
- Allocating resources (which are often inadequate) to satisfy needs (which are often overwhelming) is one of the greatest challenges a supervisor faces.



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#### A. Supervisor challenges:

1. The supervisor has primary responsibility for efficient and effective service delivery.
2. To fulfill this responsibility, the supervisor must allocate available resources in an effective manner.
3. Before allocating resources, the supervisor must be sensitive to the needs of the company.

#### SUPERVISOR'S ROLE (cont'd)

- Assess needs.
- Balance individual and group needs.
- Problems arise when the existing processes fail to meet existing needs.



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

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

## SUPERVISOR'S ROLE (cont'd)

- The supervisor has to decide whether existing processes are adequately meeting individual and group needs.
- The supervisor must then establish problem-solving priorities.



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5. The supervisor 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 supervisor must then establish problem-solving priorities.

Is identifying and solving problems a work unit or an agency management responsibility?



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### B. Work unit or management.

1. It's tempting to blame all problems on management.
2. Perceived work unit problems often focus on lack of personnel and apparatus (resources) and overlook how things are working at the work unit level (processes).
3. Actually, many problems can be solved at the work unit 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 work unit 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 than being the actual problem-solver.)
7. It is the supervisor's responsibility to identify and solve work unit-level problems and to inform management about other critical problems that cannot be solved without upper-level assistance/action.

#### IV. IDENTIFYING PROBLEMS

### IDENTIFYING PROBLEMS

- What is a problem?
  - Difference between the actual situation and the desired situation.
  - Gap between the way things are and the way they ought to be.
  - The greater the gap, the bigger the problem.



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The supervisor has to satisfy needs and allocate resources — and, when these cannot be properly balanced, problems often result.

##### A. What is a problem?

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.

## IDENTIFYING PROBLEMS (cont'd)

- Multiple problems.
- Level of participation in problem identification.
  - Supervisor's decision.
  - Options for participation.
  - Use a group process for problem identification.



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### B. Multiple problems.

1. If every supervisor had only one problem to contend with at any given time, life would be simple!
2. Unfortunately, most supervisors have many problems competing for their attention.
3. In addition, most supervisors have problems of which they are not even aware.

### C. Level of participation in problem identification.

1. Supervisors have to decide how much and what type of input is needed from company members in order to identify company problems.
2. Three options for participation, much like decision-making:
  - a. None — supervisor works alone.
  - b. Some — supervisor gets input from group members.
  - c. A lot — supervisor and the company work together as a group.
3. Use a group process for problem identification.
  - a. Advantages:

- What are the advantages to the whole company participating?
- If it's so obvious that group input is critical, why don't we do it more often?



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- Allows the supervisor to hear about problems from company's perspective.
- Generates more ideas (the supervisor gets a better picture of all problems).
- Meets subordinates' need to be involved.
- Heightens subordinates' awareness of conflicting needs and the complexity of running a company.
- Generates subordinates' interest in helping to solve problems.

b. Disadvantages:

- It takes a lot of time.
- Cliques and conflicts sometimes develop.
- Individuals may have little interest in participating.
- Interacting groups waste time on interpersonal relationships.
- Ideas may be evaluated prematurely.
- Conformity may inhibit idea generation.
- Certain people may dominate discussion, and some may not be heard.

## IDENTIFYING PROBLEMS (cont'd)

- Techniques for increasing effectiveness of groups:
  - Brainstorming.
  - NGT.



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### D. Techniques for increasing effectiveness of groups.

1. Two techniques designed to overcome the disadvantages listed above:
  - a. Brainstorming.
  - b. Nominal Group Technique (NGT).
2. Both techniques can be used effectively for identifying problems; NGT is particularly helpful in prioritizing.

### E. Brainstorming.

Four steps to prepare for brainstorming:

1. Clarify the problem(s).
2. Identify objectives.
3. Identify solutions (individually), avoiding anchoring on one solution.
4. Work as a group and brainstorm!

## NOMINAL GROUP TECHNIQUE

- Process that collects a variety of information from participants within the group.
- A facilitator asks questions of the group.
- Individuals respond with as many answers as they can.

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### F. NGT.

1. Process that collects various information from participants within the group. A facilitator asks questions to the group, and the individuals respond with as many answers as they can that are relevant to the question.
2. The responses are recorded, usually in a format large enough for everyone to see on the wall or board.
3. The facilitator then asks the participants to rank/prioritize the responses in order of relevance or importance.
4. Preparing for NGT:
  - a. Meeting room.
    - Should be large enough to comfortably accommodate grouped tables of no less than five people, but no more than nine people.
    - Tables should be organized in a U-shape to promote people's attention toward each other, attention toward the facilitator, and, more importantly, attention toward the products of the participants' work.
  - b. Supplies.
    - Easel pad.
    - Large marker.
    - Masking tape.

- Paper.
- Pens/Pencils.
- Index cards for each participant.

**NOMINAL GROUP  
TECHNIQUE (cont'd)**

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- Steps:
  - Generating ideas.
  - Recording ideas.
  - Discussing ideas.
  - Voting on ideas.

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5. The four-step process to conduct an NGT:

a. Generating ideas.

- The facilitator offers the question or problem to the group. This is usually done in written form to allow participants the opportunity to visually ponder the dilemma.
- The facilitator instructs everyone to work silently and individually as they record their ideas to paper by creating short phrases or statements.

b. Recording ideas.

- Group participants engage in a round-robin session to offer suggestions for each question. This is done without any distractions or debate. Ideas are written by the facilitator on an easel pad for all to see. The facilitator continues and repeats the question for others to provide different suggestions.
- This should be continued until all participants have offered all of their ideas for the question posed.

c. Discussing ideas.

- Each suggestion that is written on the easel chart or board is then discussed in order to refine the idea and highlight its significance.
- For each suggestion, the facilitator should ask, “Are there any questions or comments group members would like to make about this item before we move to the next?” Participants may take this opportunity to express any rationale that may exist for the suggestion or idea.

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- What are some general questions that will get the group started with the exercise?
- Which of the outputs listed are most important to achieving our goal and are easier to measure?

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- Which of our outputs are less important to achieving our goal and are more difficult for us to measure?
- Do we have any limitations with our current apparatus?

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d. Voting on ideas.

- To start, each participant selects the five most significant ideas from the displayed list and writes the five ideas on separate index cards. Next, each member ranks the five ideas selected, with the most important receiving a rank of five and the least important receiving a rank of one.

- It is the responsibility of the facilitator to identify the criteria that will be used to prioritize the ideas.
- When possible, the participants should be allowed to vote privately as they prioritize the ideas. The votes are tallied to identify the suggestions that are ranked the highest.
- Once the participants have ranked their choices in order of significance, the facilitator creates a tally sheet on the easel pad or board and labels the tally chronologically with numbers and a corresponding idea with each number.
- The facilitator collects each of the index cards from all of the participants and assigns a volunteer to read the idea number and number of points earned by each idea.
- The facilitator records and tallies the points on the tally sheet.

### ADVANTAGES OF NOMINAL GROUP TECHNIQUE

- Produces a larger number of ideas than traditional group discussions.
- Balances the influences.
- Reduces the feeling of competition and pressure to perform.
- Encourages the confrontation of issues through constructive problem-solving.

Slide 7-30

#### 6. Advantages of NGT:

- a. Produces a larger number of ideas than traditional group discussions.
- b. Balances the influences.
  - Limits the power of decision-makers.
  - Deters a room filled with leaders from dominating the process.
- c. Reduces the feeling of competition and pressure to perform.



- d. Encourages the confrontation of issues through constructive problem-solving.

### ADVANTAGES OF NOMINAL GROUP TECHNIQUE (cont'd)

- Promotes the prioritization of ideas in a democratic fashion.
- Typically offers a greater sense of closure than other group discussions.

Slide 7-31

- e. Promotes the prioritization of ideas in a democratic fashion.
- f. Typically offers a greater sense of closure than other group discussions.

### DISADVANTAGES OF NOMINAL GROUP TECHNIQUE

- Requires moderate preparation.
- Can be regimented and vulnerable to focusing on a single subject.
- Minimizes opportunities for full discussion and idea development.
- Can become monotonous and bland.

Slide 7-32

7. Disadvantages of NGT:

- a. Requires moderate preparation.
- b. Can be regimented and vulnerable to focusing on a single subject.
- c. Minimizes opportunities for full discussion and idea development.
- d. Can become monotonous and bland.

## V. PROBLEM-SOLVING

- 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?



Slide 7-33

- 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?



Slide 7-34

### PROBLEM-SOLVING METHODS

- Intuitive method.
- Minimum effort method.
- Politically-based method.
- Systematic method.



Slide 7-35

#### A. Methods.

1. Intuitive method.
  - a. Based on hunches and gut feelings.
  - b. Not systematic.
2. Minimum effort method.
  - a. Form a solution based on limited number of alternatives.
  - b. Select an alternative.
  - c. Sometimes called the “satisficing” method.
3. Politically-based method.
  - a. The problem is diagnosed in terms of preferences and power of other parties affected by solution.
  - b. Consequences of solutions are assessed in terms of acceptance or resistance by other parties.
  - c. Solution is based on compromise.
  - d. Implemented in a way that considers stake and political position of involved parties.
4. Systematic method.
  - a. An orderly approach that rationally proceeds from one step to the next.
  - b. Relies on measurable objectives to achieve a clearly-stated goal.
  - c. Analyzes pros and cons of potential alternative strategies.
  - d. Selects and implements strategies that maximize potential for solving the problem.

## PROBLEM-SOLVING STEPS

- Step 1: Determine causal factors.
  - What are the symptoms?
  - Who is involved?
  - What is the standard?



Slide 7-36

### B. Problem-solving steps.

1. Step 1: Determine causal factors — factors that are contributing to the problem. Use the following questions as guidelines:
  - a. What are the symptoms?
  - b. Who is involved?
  - c. What is the standard?

## PROBLEM-SOLVING STEPS (cont'd)

- What exactly is happening?
- Where is the problem occurring?
- When does it occur?

Slide 7-37

- d. What exactly is happening?
- e. Where is the problem occurring?
- f. When does it occur?

## PROBLEM-SOLVING STEPS (cont'd)

- Some problems will have only one cause; others will have several.
- Symptoms versus cause:
  - Symptoms — what happened.
  - Cause — why it happened.



Slide 7-38

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

h. Symptoms versus cause:

- Many errors in problem-solving can be traced to confusing symptoms with causes.
- Symptoms — what happened.
- Examples of symptoms:
  - Decreased productivity.
  - Lower quality.
  - Poor morale.
  - Communication breakdowns.

i. Cause — why it happened.

## PROBLEM-SOLVING STEPS (cont'd)

- Step 2: Identify assets.
  - Factors that can contribute to reaching the goal.
  - Figure out what you have working for you.
- Step 3: Explore alternative strategies.
  - Input from subordinates.




Slide 7-39

2. Step 2: Identify assets — factors that can contribute to reaching the goal.  
Figure out what you have working for you.
3. Step 3: Explore alternative strategies.
  - a. Again, the supervisor needs to decide how much input is needed from subordinates in order to solve the problem.
  - b. Consider maximum input from subordinates if:
    - The problem is complex.
    - They know as much about the problem as you do.
    - They will be affected by the solution.
    - They need to accept the solution in order for it to work.
  - c. Different levels of participation can be used for different parts of the problem-solving process, if appropriate.

### PROBLEM-SOLVING STEPS (cont'd)

- Step 4: Prioritize.
  - Who benefits?
  - Cost effective?
  - Enhance effectiveness?
  - Improve performance?



Slide 7-40

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4. Step 4: Prioritize.
  - a. After problems have been identified, the supervisor has to decide whether resources should be committed to attempt a solution.
  - b. Re-examine 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?
    - The public?
    - The department?
    - The company?
    - One or two individuals?
  - d. Is it cost-effective?
  - e. Will solving the problem enhance company effectiveness?
  - f. Will performance be improved?
5. 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.

## VI. INTEGRATING ANALYTICAL, POLITICAL AND CRITICAL THINKING

### INTEGRATING ANALYTICAL, POLITICAL AND CRITICAL THINKING

- Critical thinking enables the supervisor to:
  - Analyze situations.
  - Solve problems.
  - Communicate position logically.
  - Make decisions based on data, not feelings.
  - Evaluate potential ideas and choices in problem-solving.
  - Evaluate idea and choices.

Slide 7-41

A. Critical thinking is the active and systematic process of:

1. Communication.
2. Problem-solving.
3. Evaluation.
4. Analysis.

5. Synthesis.

6. Reflection.

B. Critical thinking enables the supervisor to:

1. Analyze situations.

2. Solve problems.

3. Communicate position logically.

4. Make decisions based on data, not feelings.

5. Evaluate potential ideas and choices in problem-solving.

6. Examine whether examples support ideas.

**INTEGRATING ANALYTICAL, POLITICAL  
AND CRITICAL THINKING (cont'd)**

- Distinguish fact from opinion.
- Examine perspectives and assumptions.
- Analyze and clarify information.
- Evaluate information.
- Break information into parts.

Slide 7-42

7. Distinguish fact from opinion.

8. Examine perspectives and assumptions.

9. Analyze and clarify information.

10. Evaluate information.

11. Break information into parts.

a. Separate the ideas.

b. Compare and contrast.



- c. Examine cause and effect.
- d. Look for themes, patterns and categories.

INTEGRATING ANALYTICAL, POLITICAL  
AND CRITICAL THINKING (cont'd)

- Political thinking:
  - Can you influence change within the context of institutional opportunities or limitations?
  - Can you mobilize resources in support of a goal?
  - Can you engage appropriate alliances to achieve outcomes?

Slide 7-43

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C. Political thinking:

1. Can you influence change within the context of institutional opportunities or limitations?
2. Can you mobilize resources in support of a goal?
3. Can you engage appropriate alliances to achieve outcomes?

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## ACTIVITY 7.3

### Integrating Analytical, Political and Critical Thinking

#### Purpose

Identify examples of integrated analytical, political and critical thinking to solve problems.

#### Directions

##### Part 1

1. Read the following story from Peshawaria (2015):

In a recent talk, Raghu Krishnamoorthy, Chief Learning Officer of General Electric (GE), told his audience that:

One — Talent is abundant, not scarce.

Two — Intelligence is now a commodity.

As he illustrated his first point, he spoke of GE Aviation redesigning their engine brackets by way of crowd-sourced innovation. The company advertised a global contest for innovative designs that would lead to reducing the weight of the engine brackets by 30 percent. GE officially offered a prize of \$20,000 to the person with the best design for the engine component. The winning design came from a small town in Indonesia. The Indonesian design exceeded expectations in many respects, with the biggest involving the fact that weight was reduced by 84 percent. This exceeded the desired outcome by 180 percent. The design cost only \$20,000 (the prize money) — and so the world's biggest aviation giant achieved a phenomenal win for remarkably little effort and money.

2. While working in your group, answer the following question:

In what ways may the designers have deployed integrated analytical, political and critical thinking to produce a product that not only met the desires of GE, but exceeded them?

3. Document your responses to the question on an easel pad.

##### Part 2

1. Identify which thinking process (analytical, political or critical) the designers may primarily use.
2. After your personal reflections, discuss situations with your group where you practiced analytical, political and critical thinking.

3. One group member will volunteer to share their reflections with the class.



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## ACTIVITY 7.4

### Unit 7 Learning Reflections

#### Purpose

As a portion of your personal and professional development, reflections on your learnings and identified development needs are essential. This activity provides you the opportunity to reflect and critically assess your development needs, within the topics of this unit, which will lead to a personal plan of action.

#### Directions

1. Review and reflect on the enabling objectives for this unit from a perspective of your current degree of competencies. The students will be able to:
  - a. Differentiate between analytical, political and critical thinking.
  - b. Apply force field analysis as an aid to diagnosing a problem.
  - c. Identify the supervisor's role in identifying and solving problems.
  - d. Describe advantages and disadvantages of individual and group problem identification.
  - e. Describe brainstorming and Nominal Group Technique (NGT) as methods to identify problems.
  - f. Describe four methods by which problems are solved.
  - g. Outline the critical steps in problem-solving.
  - h. Identify examples of integrated analytical, political and critical thinking to solve problems.
  - i. Explain how to use influence to change perspectives in thinking.

2. From your above reflections, class dialogue, activities and personal notes from this unit, what knowledge, skills and abilities do you currently hold that support you achieving these objectives? How are you maintaining an effective degree of competency in these areas? Be specific. Use additional paper as needed.

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3. From the above reflections, what knowledge, skills and abilities are you, personally and professionally, **most in need of developing** in order to apply the unit objectives? Be specific. Use additional paper as needed.

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## VIII. SUMMARY



FEMA

SUMMARY

- Thinking analytically, politically and critically.
- Force field analysis.
- Supervisor's role in identifying and solving problems.
- Identifying problems.
- Problem-solving.
- Integrating analytical, political and critical thinking.
- Influence.

Slide 7-48

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## **UNIT 8: SELF**

### **TERMINAL OBJECTIVE**

*The students will be able to:*



- 8.1     *Apply the concepts of professionalism to create a roadmap for professional success.*

### **ENABLING OBJECTIVES**

*The students will be able to:*

- 8.1     *Define emotional intelligence.*
- 8.2     *Define the two domains and five attributes of emotional intelligence.*
- 8.3     *Explain the application of mental models and visualization as these concepts relate to your role as a supervisor.*
- 8.4     *Describe the Six-Step Pause Model for improving emotional intelligence.*
- 8.5     *Describe the elements of professionalism.*
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## UNIT 8: SELF

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### TERMINAL OBJECTIVE

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Apply the concepts of professionalism to create a roadmap for professional success.

Slide 8-2

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### ENABLING OBJECTIVES

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- Define emotional intelligence.
- Define the two domains and five attributes of emotional intelligence.
- Explain the application of mental models and visualization as these concepts relate to your role as a supervisor.
- Describe the Six-Step Pause Model for improving emotional intelligence.
- Describe the elements of professionalism.

Slide 8-3

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## I. EMOTIONAL INTELLIGENCE

### EMOTIONAL INTELLIGENCE

- The capacity to be aware of, control and express one's emotions, and to handle interpersonal relationships and situations judiciously and empathetically.



Slide 8-4

- A. The capacity to be aware of, control and express one's emotions, and to handle interpersonal relationships and situations judiciously and empathetically.

### EMOTIONAL INTELLIGENCE (cont'd)

- Emotional intelligence does not mean wearing one's emotions on one's sleeve, being touchy-feely, or indulging in frequent hugging.



Slide 8-5

- B. Emotional intelligence does not mean wearing one's emotions on one's sleeve, being touchy-feely, or indulging in frequent hugging.



### EMOTIONAL INTELLIGENCE (cont'd)

- Emotional intelligence starts with self.
  - Control the emotions of “self.”
  - Think, “flight attendant theory.”
    - The oxygen mask drops and we are instructed to place the mask on ourselves before putting it on loved ones.
    - This is the best chance for survival (for both of us).



Slide 8-6

#### C. Emotional intelligence starts with the self.

1. If one cannot control the emotions of the “self,” it will be impossible to assist when another is struggling with emotions.
2. “Flight attendant theory.”
  - a. The oxygen mask drops, and we are instructed to place the mask on ourselves before putting it on loved ones.
  - b. This ensures that we are at our optimal state when helping others.
  - c. It is the best chance for survival for us and the ones we love in such a situation.
  - d. The same goes for emotional intelligence. If we are not aware of and in control of our own emotions, there is little chance that we will be able to guide others.
3. There are two domains of emotional intelligence: personal and social.

## PERSONAL DOMAINS AND ATTRIBUTES

- Self-awareness — personal domains.
  - Be candid and authentic.
  - Be honest with yourself and others.
  - Know your limitations.
  - Be self-confident.



Slide 8-7

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### D. Personal domains and attributes of emotional intelligence.

1. Self-awareness — personal domains.
  - a. Be candid and authentic.
  - b. Be honest with yourself and others. No one has all of the answers. Be transparent.
  - c. Know your limitations.
  - d. Be self-confident, not arrogant.

## PERSONAL DOMAINS AND ATTRIBUTES (cont'd)

- Self-regulation.
  - Show self-control, restraint.
  - Remain calm under fire.
  - Be adaptable — Have change agility.

Slide 8-8

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2. Self-regulation.
  - a. Show self-control and restraint.
    - Resist the urge to respond back quickly in a heated discussion.

- b. Remain calm under fire.
- c. Be adaptable — Have agility in change.
  - Remaining flexible provides an environment where change can happen.
  - A supervisor's effectiveness relies on his or her ability to metabolize change and convince others that change is necessary for growth.

### PERSONAL DOMAINS AND ATTRIBUTES (cont'd)

- Self-motivation.
  - Chase excellence.
  - Show initiative.
  - Optimism — See the glass as half-full.



Slide 8-9

- 3. Self-motivation.
  - a. Chase excellence.
  - b. Show initiative.
  - c. Optimism — See the glass as half-full.
- 4. Social domains and attributes.
  - a. Social competency is the application of emotional intelligence with others.

## SOCIAL DOMAINS AND ATTRIBUTES

- Empathy.
  - Sympathy.
  - Compassion.



Slide 8-10

### b. Empathy/Sympathy/Compassion.

- Empathy refers to the ability to relate to another person's pain vicariously, as if one has experienced that pain themselves (Merriam-Webster).
- Sympathy means 'feelings of pity and sorrow for someone else's misfortune' (as in they had great sympathy for the flood victims) (Oxford Living Dictionaries).
- Compassion is the broader word: it refers to both an understanding of another's pain and the desire to somehow mitigate that pain (Merriam-Webster).
- Within the mindset of emotional intelligence, it is important to be situationally aware in order to appropriately respond to a given situation.

## SOCIAL DOMAINS AND ATTRIBUTES (cont'd)

- Building relationships.
  - Inspirational.
  - Catalyst for change.
  - Manage conflict.
  - Collaborative.
  - Influential.

Slide 8-11

5. Building relationships.

- a. To develop others, one must be inspirational and be an active catalyst for change.
- b. Effective fire and Emergency Medical Services (EMS) supervisors must also effectively manage conflict and develop collaborative work environments and relationships.
- c. Influence, rather than persuasion, is a significant element of relationship building and the exercise of leadership.

VIDEO PRESENTATION

“WHY AREN’T WE MORE  
COMPASSIONATE?”

[http://www.ted.com/talks/daniel\\_  
goleman\\_on\\_compassion](http://www.ted.com/talks/daniel_goleman_on_compassion)

Slide 8-12

EMOTIONAL INTELLIGENCE  
VERSUS EMOTIONAL INCOMPETENCE

- Emotionally intelligent individuals:
  - Are confident, but know they do not have all of the answers.
  - Embrace change and remain composed.
  - Connect through active listening.
  - Are enthusiastic.
  - Can drive synergy through collaboration.
  - Je ne sais quoi.

Slide 8-13

E. Emotional intelligence versus emotional incompetence.

1. Emotional intelligence.

- a. Individuals who are confident, but know they do not have all of the answers. These individuals maximize resources around them for the common goal of the team.

- b. Individuals who embrace change and remain composed in situations of pressure.
- c. Individuals who connect through active listening and a sincere pursuit of understanding others.
- d. Individuals who are enthusiastic and can bring the team alive.
- e. Individuals who can drive synergy through collaboration.
- f. “Je ne sais quoi” — I know there is something cool about that person, but I don’t know what it is.

EMOTIONAL INTELLIGENCE  
VERSUS EMOTIONAL INCOMPETENCE  
(cont'd)

- Emotionally incompetent individuals:
  - Are arrogant.
  - Are obstinate.
  - Want to talk and never listen.
  - Believe that they are the only part of a team that is important.
  - Believe only their way is the right way.

Slide 8-14

2. Emotional incompetence.

- a. Individuals who are arrogant and believe they have all of the answers.
- b. Individuals who are obstinate and are the first to say a change is not possible.
- c. Individuals who want to talk and never listen. These individuals are mostly concerned with convincing you that understanding them is the most important thing you can do.
- d. Individuals who believe the only part of a team that is important is the “m” and the “e.”
- e. Individuals who believe only their way is the right way.

## FOSTERING EMOTIONAL INTELLIGENCE

- Have regular dialogue with your team.
- Welcome feedback, even when it opposes your viewpoint.
- Take opportunities to try to explain change initiatives by providing a perspective that might not be understood.
- If you are summarizing what someone said, it shows you are listening.

Slide 8-15

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3. Fostering emotional intelligence in the fire and emergency service.
  - a. Have regular dialogue with your team. This means having two-way communication.
    - Discuss hot-button topics of the fire and emergency service and your organization, and facilitate the expression of differing opinions.
    - The key is to allow others to give their opinion and to learn to understand other perspectives.
  - b. Welcome feedback, even when it opposes your viewpoint.
  - c. Take opportunities to try to explain change initiatives by providing a perspective that might not be understood.
  - d. If you are summarizing what someone said, it shows you are listening.

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## ACTIVITY 8.1

### Emotional Intelligence

#### Purpose

Reflect on the two domains and five attributes of emotional intelligence and apply to personal observations.

#### Directions

1. The facilitator will break you up into groups of three to five.
2. Answer the following statements and questions:
  - a. Individually, describe to your group a situation in which you observed someone acting with emotional intelligence.
  - b. What domains and attributes of emotional intelligence did you observe, and how were these demonstrated? Provide specific examples.
  - c. Among all the group members, what were the similarities and dissimilarities noted in the observations made?
3. After 10 to 15 minutes, select one person to report out to the class the findings of your dialogue.

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## II. USING MENTAL MODELS AND VISUALIZATION IN YOUR ROLE AS A SUPERVISOR

### USING MENTAL MODELS AND VISUALIZATION

- Paradigm.
  - A model or pattern for something that may be copied.
- Mental models.
  - Personal step-by-step explanation of your thought process.
- Visualization.
  - Mental image of what is about to take place.



Slide 8-17

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#### A. Paradigm.

A theory or a group of ideas about how something should be done, made or thought about; and a model or pattern for something that may be copied.

#### B. Mental models.

1. Personal and systematic explanation of your thought process.
2. Framework for putting experiences into a more understandable context.
3. Understanding why you have been successful and repeating those behaviors.

#### C. Visualization.

Mental image of what is about to take place.

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## ACTIVITY 8.2

### Mental Models and Visualization

#### Purpose

Explain the application of mental models and visualization to the role of a supervisor.

#### Directions

1. The facilitator will break you up into groups of three to five.
2. Answer the following statements and questions:
  - a. Describe a situation in which you could or did use a mental model or visualization.
  - b. How would you describe the mental model that was chosen?
  - c. How might it, or did it, affect your performance?
  - d. What specific areas of supervision can be improved by the use of mental modeling and visualization?
3. After 15 minutes, select one person to report out to the class.

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### III. SIX-STEP PAUSE MODEL TO IMPROVE EMOTIONAL INTELLIGENCE

#### SIX-STEP PAUSE MODEL TO IMPROVE EMOTIONAL INTELLIGENCE

- Practice physical awareness.
- Practice emotional awareness.
- Practice impulse awareness.
- Practice consequence awareness.
- Practice solution awareness.
- Practice benefit awareness.

— Goulston, 2015  
Slide 8-19

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#### A. Step 1: Practice physical awareness.

Identify sensations:

1. Tension.
2. Pounding heart.
3. Craving.
4. Lightheadedness.

#### B. Step 2: Practice emotional awareness.

Attach an emotion to the sensations.

1. Anger.
2. Desperation.
3. Nervousness.

#### C. Step 3: Practice impulse awareness.

1. This feeling makes me want to ...
2. Being aware of an impulse will help you resist it.

D. Step 4: Practice consequence awareness.

1. If I follow through with this urge, what is likely to happen?
2. What are the potential blind spots here (unforeseen and unintended consequences)?

E. Step 5: Practice solution awareness.

A better thing to do would be ...

F. Step 6: Practice benefit awareness.

If I do the better thing, the benefits are ...



## ACTIVITY 8.3

### Six-Step Pause Model

#### Purpose

Describe and apply the Six-Step Pause Model to improve emotional intelligence.

#### Directions

1. The facilitator will break you up into groups of three to five.
2. Answer the following statements and questions:
  - a. Describe a situation in which you saw someone that did not act with emotional intelligence.
  - b. How would you take that situation and apply the Six-Step Pause Model to improve emotional intelligence?
  - c. Pick any job position in your organization and describe how improving emotional intelligence could be crucial to success.


You do not always have to do all six steps. For instance, you can do three steps if it works for you.
3. After 15 minutes, select one person to report out to the class.

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## IV. PROFESSIONALISM

### PROFESSIONALISM

- Occupational.
- Pragmatic.
- Always developing.



Slide 8-21

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### A. Levels of professionalism.

#### 1. Occupational:

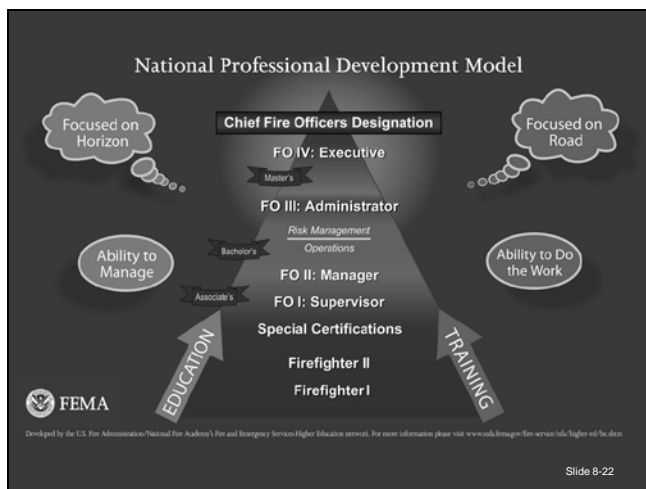
Professionalism by the fact that you are responsible and accountable to perform.

#### 2. Pragmatic:

Professional by the fact that the rules are followed.

#### 3. Always developing:

Attending every training opportunity, class and professional development chance to ensure growth.




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B. Where are you going?

VIDEO PRESENTATION

“YOUR FIRE SERVICE CAREER:  
WHERE ARE YOU GOING? WILL  
YOU BE READY?”

[https://www.fema.gov/media-library/  
assets/videos/121905](https://www.fema.gov/media-library/assets/videos/121905)

Slide 8-23

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## ACTIVITY 8.4

### Roadmap to Professional Success

#### Purpose

Apply the concepts of professionalism to create a roadmap for professional success.

#### Directions

1. Take the concepts of professionalism presented in the video and apply them in a short paper.
2. Write a two- or three-paragraph description of how these concepts will assist you in your personal roadmap to professional success.
3. After 20 minutes, discuss the following with the class:
  - a. How was this activity challenging?
  - b. How would you describe the importance of following your own personal roadmap?
  - c. In what ways does this activity support your development of a personal plan for professional development?

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## ACTIVITY 8.5

### Unit 8 Learning Reflections

#### Purpose

As a portion of your personal and professional development, reflections on your learnings and identified development needs are essential. This activity provides you the opportunity to reflect and critically assess your development needs, within the topics of this unit, which will lead to a personal plan of action.

#### Directions

1. Review and reflect on the enabling objectives for this unit from a perspective of your current degree of competencies. The students will be able to:
  - a. Define emotional intelligence.
  - b. Define the two domains and five attributes of emotional intelligence.
  - c. Explain the application of mental models and visualization as these concepts relate to your role as a supervisor.
  - d. Describe the Six-Step Pause Model for improving emotional intelligence.
2. From your above reflections, class dialogue, activities and personal notes from this unit, what knowledge, skills and abilities do you currently hold that support you achieving these objectives? How are you maintaining an effective degree of competency in these areas? Be specific. Use additional paper as needed.

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3. From the above reflections, what knowledge, skills and abilities are you, personally and professionally, **most in need of developing** in order to apply the unit objectives? Be specific. Use additional paper as needed.

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**V. SUMMARY**



**FEMA**

**SUMMARY**

- Emotional intelligence.
- Using mental models and visualization in your role as a supervisor.
- Six-Step Pause Model to improve emotional intelligence.
- Professionalism.

Slide 8-26

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## **UNIT 9: CREATING ENVIRONMENTS FOR GROWTH IN OTHERS**

### **TERMINAL OBJECTIVE**

*The students will be able to:*



- 9.1 *Explain how the concepts of managing conflict, empowerment, empathy, authorization and delegation can contribute to creating an environment for professional growth in others.*

### **ENABLING OBJECTIVES**

*The students will be able to:*

- 9.1 *Discuss the supervisor's role in managing conflict.*
- 9.2 *Identify their own hidden biases.*
- 9.3 *Differentiate between empowerment and authorization.*
- 9.4 *Plan for delegation.*
- 9.5 *Differentiate between empathy and sympathy.*
- 9.6 *Develop active listening skills by engaging in focused observation.*
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**UNIT 9:**

**CREATING ENVIRONMENTS**

**FOR GROWTH IN OTHERS**

Slide 9-1

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**TERMINAL OBJECTIVE**

Explain how the concepts of managing conflict, empowerment, empathy, authorization and delegation can contribute to creating an environment for professional growth in others.

Slide 9-2

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**ENABLING OBJECTIVES**

- Discuss the supervisor's role in managing conflict.
- Identify their own hidden biases.
- Differentiate between empowerment and authorization.
- Plan for delegation.

Slide 9-3

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## ENABLING OBJECTIVES (cont'd)

- Differentiate between empathy and sympathy.
- Develop active listening skills by engaging in focused observation.

Slide 9-4

## I. MANAGING CONFLICT

### MANAGING CONFLICT

- Conflict happens due to:
  - Different personalities.
  - Different work styles and behaviors.
  - Different agendas.
  - Dysfunctional behaviors and lack of interpersonal skills.
  - Emotional issues and stress.



Slide 9-5

#### A. Conflict happens due to:

1. Different personalities.
2. Different work styles and behaviors.
3. Different agendas.
4. Dysfunctional behaviors and lack of interpersonal skills.
5. Emotional issues and stress.
  - a. Job-related, unaddressed emotional strains.



- b. Off-duty emotional strains (e.g., financial pressures, family problems, etc.).
- c. Psychological problems (e.g., controlling behaviors, abusive anger, etc.).

### MANAGING CONFLICT (cont'd)

- Substance abuse and addictions.
- Different values.
- Different cultural backgrounds and contexts.
- Health problems.
- Relationships.
- Biases — both apparent and hidden.



Slide 9-6

- 6. Substance abuse and addictions.
- 7. Different values.
- 8. Different cultural backgrounds and contexts.
- 9. Health problems.
- 10. Relationships.
- 11. Biases — both apparent and hidden.
- 12. In short, it happens because of the diversity of perspectives and issues brought to light in the workplace.

### MANAGING CONFLICT (cont'd)

- Organizational contributions to conflict.
  - Lack of information, or misinformation.
  - Work environments.
  - Chronic/Unaddressed conflicts.
  - Leadership and authority issues.
  - Organizational culture.



Slide 9-7

#### B. Organizational contributions to conflict:

1. Lack of information, or misinformation.
  - a. Lack of clarity.
  - b. Lack of vision.
2. Workloads, work hours or work environments.
3. Festering, chronic and unaddressed conflicts that drain energy and morale.
4. Leadership and authority issues.
5. Organizational culture — When the culture becomes toxic, conflicts blossom.

## ACTIVITY 9.1

### Managing Conflict

#### Purpose

Discuss the supervisor's role in managing conflict.

#### Directions


1. Work in groups of four to five.
2. Assign one member to each of these tasks:
  - a. Facilitate the conversation.
  - b. Transcribe the group's consensus.
  - c. Report out.
3. Discuss the following questions (you will have 20 minutes):
  - a. What is the supervisor's role in managing conflict?
  - b. What responsibility does the supervisor have to address conflict?
  - c. What authority does the supervisor have to address conflict?
  - d. What is the balance of authority and responsibility for him or her?
  - e. How can a supervisor work to resolve conflict effectively in a toxic working environment?
  - f. What are the supervisor's stressors in managing conflict? How do they contribute to conflict?
  - g. What is the supervisor's responsibility to manage his or her own personal stressors/contributors to the working environment?
4. Join the larger group for a 20-minute debrief.

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## II. A MODEL FOR CONFLICT MANAGEMENT

### A MODEL FOR CONFLICT MANAGEMENT

- We limit our options by regarding conflict resolution as a zero-sum game.
- Five styles:
  - Accommodating.
  - Avoiding.
  - Competing.
  - Compromising.
  - Collaborating.



Slide 9-9

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- A. We often limit our options by regarding conflict resolution as a zero-sum game.
1. If you win, I must lose.
  2. Or we assume the corollary, which is the assumption that for me to win, you must lose.
  3. This eliminates other options before we have an opportunity to consider them.
- B. It is helpful to look at tools that might help us to frame our options. One such tool is the Thomas Kilman Conflict Mode, which presents five distinct styles of engaging conflict spread out across two dimensions (the degree of assertiveness and the degree of cooperation). Here are the styles:
1. Accommodating: a style that is low on assertiveness and high on cooperation; it puts other's needs first.
  2. Avoiding: a style that is low on both assertiveness and cooperation; it avoids the issue or conflict without resolving it.
  3. Competing: a win/lose approach; competing is high on assertiveness and low on cooperation.
  4. Compromising: a style with a moderate degree of both assertiveness and cooperation; it focuses on finding a solution when both parties have similar goals. This is not always a win/win situation.
  5. Collaborating: high on both assertiveness and cooperation; this is a win/win approach that, while time-consuming, is creative.

6. As we have discussed, we will be implementing each section of these units into our personal plan for professional growth. Remember to take notes on these discussions so you can include them in your personal plan.

## **ACTIVITY 9.2**

### **Trusted Six**

#### **Purpose**

Identify your own hidden (unknown to you) biases.

#### **Directions**

1. For the purposes of this exercise, you will need a blank sheet of paper and a pen or pencil.
2. Follow your facilitator's directions.


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### III. THE POWER OF HIDDEN BIASES

#### THE POWER OF HIDDEN BIASES

- Each of us bring unconscious biases to the workplace.
- Ways of perceiving reality can impact everything:
  - Interpersonal communication.
  - Hiring and promotion decisions.
  - Disciplinary decisions.
  - Performance evaluations.



Slide 9-11

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- A. Each of us bring unconscious biases to the workplace.
- B. These hidden but powerful ways of perceiving reality can affect everything from interpersonal communication, to hiring and promotion decisions, to disciplinary decisions, to performance evaluations.

#### THE POWER OF HIDDEN BIASES (cont'd)

- Hidden biases block conflict resolution.
- Yet all of us are relatively certain about what “reality” looks like.
- Bias is a part of life. In fact, we are hard-wired for it.
- Everyone makes judgments every day.



Slide 9-12

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- C. Most importantly, hidden biases can contribute blockages to conflict resolution that are seemingly intractable.
- D. Yet all of us are relatively certain about what “reality” looks like.
- E. Bias is a part of life. In fact, we are hard-wired for it.
1. Humans are biased because it is wired into our brains for survival. The brain must perceive dangers in order for us to survive.

2. When the brain recognizes a danger, the brain's danger-alert system — a fight-or-flight response — goes into effect, and our instinctive response is to avoid what we do not know, and therefore, what could be dangerous.

- F. Everyone makes judgments every day; the brain filters extraneous details in order to make these judgments. However, at any one time, we are exposed to millions of bits of incoming information, so our brains subconsciously apply perceptual filters to sort out what is important. We don't all have the same filters; therefore, we see things differently.

### THE POWER OF HIDDEN BIASES (cont'd)

- We see:
  - Others making seemingly irrational decisions.
  - Others acting irrationally.
  - So, we assume motive.
  - We are perceived by others in the same way.
- Each of us operates from a perspective that we see through our perceptual filters.



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- G. We see:

1. Others making seemingly irrational decisions.
2. Others acting irrationally.
3. So, we assume motive (prejudice), but that is often not the case.
4. We are perceived by others in the same way.
5. Each of us operates from a perspective that we see through our perceptual filters.

## THE POWER OF HIDDEN BIASES (cont'd)

- Affinity bias.
- Confirmational behavior.
- Organizational unconscious.



Slide 9-14

### H. Affinity bias.

1. An “affinity bias” happens when we “like” those who remind us of ourselves, so we gravitate toward, and surround ourselves with, others like ourselves. “Birds of a feather flock together.”
2. We also operate from self-perception (how we perceive ourselves).
3. This impacts our work performance.

### I. Confirmational behavior.

1. We tend to make decisions that confirm our own beliefs.
2. We see reality as others like us see reality. Our reality is formed by the collective opinions and perceptions of others around us. In essence, their reality becomes our reality.
3. All of this is virtually invisible to us.

### J. Unintentional/Inattentional blindness: the tendency to miss something right in front of your eyes.

Daniel Simmons (2016) has discussed how our failure to be aware of what’s immediately before us can impact our experiences and our lives.

VIDEO PRESENTATION

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<http://nobaproject.com/modules/failures-of-awareness-the-case-of-inattentional-blindness#license>

Slide 9-15

K. Organizational unconscious.

1. An organization is, at its core, a collective reality made up of the realities that we bring to it. Just as individuals have unconscious, hidden biases, so do organizations. In fact, employment law recognizes this fact by having a term that describes unconscious impact on a group of individuals: “disparate impact.”
2. Organizational change is notoriously difficult under the best of circumstances. If organizations represent the collective reality of the organization’s members, with its inherent hidden biases, then it is not hard to see why an organization is resistant to change.
3. If we, individually, see reality as others like us do, then the organizational unconscious also informs our reality. It becomes part of our view of reality. Organizational psychologists recognize that organizational culture creates a strong pull on the behavior of individuals within the organization, and this phenomenon of the culture informing our individual reality can help explain why.

## ACTIVITY 9.3

### Understanding Hidden Biases

#### Purpose

Understand your own hidden (unknown to you) biases.

#### Directions


1. Divide into small groups of four to five.
2. Assign one group member the responsibility of facilitating the below conversation.
3. Assign a second group member the responsibility of transcribing the group's consensus and/or perspectives.
4. Assign a third group member the responsibility of reporting out to the class.
5. You have 30 minutes to discuss the questions below. At the conclusion of the 30 minutes, the groups will come together, each group will report out, and all together will participate in a large-group discussion.
  - a. If it is true that most people don't show biases on purpose, why do they have biases?
  - b. How can we know and understand a bias that we cannot see?
  - c. Howard Ross makes the statement that "reality appears to us as the way the people around us see things." If this is true, what are the implications for you as a supervisor or leader?
  - d. What are some organizational biases that you have seen in your organization?
  - e. How do previous topics fit into this situation?

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## IV. EMPOWERMENT

### EMPOWERMENT

- How we create the work environment.
  - Empowerment is a state of mind, not an action.
  - Bureaucracy is also a state of mind, not a place.



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### A. How we create the work environment.

“For many years, management theorists taught managers and leaders how to empower their followers by delegating responsibility and authority. In a hierarchical organization like the fire and emergency service, it seemed natural to assume that responsibility and authority were bestowed by higher-level leadership. The significant problem with this understanding, however, is that this mindset breeds dependence, rather than initiative, and fosters external control, which enables people to avoid responsibility. The materials herein are taught from the perspective that the ultimate authority and responsibility for our actions come from within, and that each person is responsible for his or her own actions, whatever the larger organizational context is in which those actions occur. This is not incompatible with fire and emergency service hierarchies; rather, it strengthens an organization that is courageous enough to trust its people. This material also draws distinctions between real empowerment, authorization and delegation.”

1. Empowerment is a state of mind, not an action.
2. Bureaucracy is also a state of mind, not a place.
  - a. Founded on a patriarchal contract — that one must submit to authority.
  - b. Characterized by individuals operating with self-interest.
  - c. Environments in which people manipulate others.
  - d. Organizations that create dependency and are highly politicized (in a negative way).

3. Author Peter Block, in “The Empowered Manager” (1987), defines the patriarchal contract as:
  - a. Submission to authority.
  - b. Denial of self-expression.

### EMPOWERMENT (cont'd)

- Hierarchical, power-oriented culture breeds hierarchical, power-oriented people.
- The alternative: empowered people.
- Being empowered versus being authorized.

Slide 9-19

- B. Hierarchical, power-oriented culture breeds hierarchical, power-oriented people.
  1. Clarity and submission are valued over accountability and productivity.
  2. Those who are not submissive enough are branded as disloyal.
  3. Creates helplessness and dependency.
  4. Most managers choose higher control/lower performance over lower control/higher performance.
  5. Reinforces helplessness.
- C. The alternative: empowered people.
  1. See themselves as active contributors and/or “owners.”
  2. Act on their own values.
  3. Assume responsibility.
  4. Are accountable.
- D. Being empowered versus being authorized.




1. Empowerment comes from within (internal).
2. Authorization comes from permission (external).
3. Empowerment releases control.
4. Authorization retains control.

## V. DELEGATION

### DELEGATION

Sharing of authority, responsibility and accountability between two or more people.

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



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### A. Definition.

1. Delegation is the sharing of authority, responsibility and accountability between two or more people.
  - a. Authority is the right to make decisions and take action.
  - b. Responsibility involves having an obligation to make decisions and take action.
  - c. Accountability means having to answer for results.

## WHAT IS DELEGATION?

- Sometimes, authority and responsibility are transferred.
- More often, a specific part of delegator's position is transferred.
- Another person assumes responsibility for task(s) assigned to an individual at a higher level.



Slide 9-21

2. Sometimes total authority and responsibility of the delegating position are transferred.
3. More often, a specific part of the delegator's position is transferred.
4. Delegation takes place whenever another person assumes responsibility for task(s) assigned to an individual at a higher level.

## WHAT IS DELEGATION? (cont'd)

- Relationship to leadership:
  - Leadership — the process of influencing others toward achievement of organizational goals.
  - Effective leadership requires development of subordinates in order to help them maximize their potential.



Slide 9-22

### B. Relationship to leadership.

1. Leadership is the process of influencing others toward the achievement of organizational goals.
2. Effective leadership requires development of subordinates in order to help them maximize their potential.
3. If subordinates meet or exceed minimum standards in all areas of their present job — and if they demonstrate a readiness to assume additional responsibility — they are prime candidates for delegated tasks.

## **ACTIVITY 9.4**

### **Benefits and Barriers**

#### **Purpose**

Identify the benefits of and barriers to delegation.

#### **Directions**

1. Work in small groups of five to seven.
2. Half of the groups will brainstorm a list of potential benefits of delegation.
3. Half of the groups will brainstorm a list of potential barriers to delegation.
4. Benefits and barriers should be viewed from the perspectives of the leader, the subordinate and the organization.
5. You will have five to 10 minutes to generate your list and pick a group representative to present your findings to the class.

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## VI. PRINCIPLES OF DELEGATION

### PRINCIPLES OF DELEGATION

- Don't delegate:
  - Obvious supervisor-to-subordinate responsibilities.
  - Tasks that involve confidential information.
  - Tasks that involve great risk.
  - Tasks that the organization and/or your supervisor expects you to do yourself.

Slide 9-24

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### A. Delegate the right task.

#### 1. **Don't** delegate:

- a. Obvious supervisor-to-subordinate responsibilities (counseling, disciplinary actions, performance evaluation, etc.).
- b. Tasks that involve confidential information entrusted to you because of your position.
- c. Tasks that involve great risk, where mistakes will be unacceptable.
- d. A task that has already been delegated down to you from your supervisor.

### PRINCIPLES OF DELEGATION (cont'd)

- Consider delegating tasks that:
  - Are routine.
  - You've been putting off due to lack of time.
  - You've been wrestling with unsuccessfully.
  - Are an unexpected, unplanned requirement that will interrupt other projects.
  - Are a "royal headache" for you but will be "fun" for someone else.

Slide 9-25

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2. Consider delegating:
  - a. Any routine task.
  - b. A task you've been putting off due to lack of time and/or interest.
  - c. A task you've been wrestling with indefinitely without success.
  - d. An unexpected, unplanned requirement that will interrupt other important projects you're involved with.
  - e. A task that is a "royal headache" for you but would be "fun" for someone else.

**PRINCIPLES OF DELEGATION**  
(cont'd)

- Use the following process to select the "right" tasks:
  - List all tasks you currently perform.
  - Evaluate each task for potential delegation based on the criteria provided.
  - Select one or two tasks you are willing to try delegating.

Slide 9-26

3. Use the following process to select the right tasks for delegation:
  - a. List **all** tasks you currently perform.
  - b. Evaluate each task for potential delegation based on the criteria provided.
  - c. Select one or two tasks you are willing to try delegating.

## PRINCIPLES OF DELEGATION (cont'd)

- Delegate to the right person.
  - Which subordinate is competent?
  - Is the person ready?
  - Is the person self-confident enough to assume new responsibilities?
  - Does the person have sufficient credibility?

Slide 9-27

### B. Delegate to the right person.

1. Which subordinate is competent (has the necessary knowledge, skills and abilities (KSAs) to do the job — or can readily acquire what's needed)?
2. Is the person ready? (Has this person demonstrated an ability to work well without close supervision?)
3. Is the person self-confident enough to assume new responsibilities?
4. If the task requires working with or leading others, does the person have sufficient credibility?

## PRINCIPLES OF DELEGATION (cont'd)

- Define responsibility — What's involved?
  - Clearly define the limits of responsibility being transferred.
  - Make sure the person understands exactly what's involved.

Slide 9-28

### C. Define responsibility — What's involved?

1. Clearly define the limits of the responsibility being transferred.
2. Make sure the person understands exactly what's involved.

## PRINCIPLES OF DELEGATION (cont'd)

- Define the task:
  - Exactly what must be done?
  - How much?
  - How well?
  - When?
  - Who else?

Slide 9-29

Define the task.

- a. **Exactly what must be done?** (Example: a report on training needs.)
- b. **How much?** — Quantity expected (one page, three pages, etc.).
- c. **How well?** — Quality expected (hand-written outline, formal typed report).
- d. **When** completed (one day, two weeks, etc.)?
- e. **Who else** needs to be involved (no one, get input from all, etc.)?

## PRINCIPLES OF DELEGATION (cont'd)

- Provide necessary information.
  - Background.
  - Why task is necessary.
  - Relevant material.
  - Sources of additional information.
- Provide or arrange for any necessary training.
- Emphasize your confidence in the subordinate.

Slide 9-30

3. Provide necessary information:
  - a. Background.
  - b. Why the task is necessary.



- c. Relevant material.
- d. Sources of additional information.
- 4. Provide or arrange for any necessary training.
- 5. Emphasize **your** confidence in the delegate's ability to do the delegated task.

### PRINCIPLES OF DELEGATION (cont'd)

- Delegate authority.
  - Authority makes decisions and takes action.
  - Clearly define limits of authority being transferred.
  - Examples of degree of authority:
    - Take action only after clearing with supervisor.
    - Take action and report completed action to supervisor.
    - Take action.

Slide 9-31

#### D. Delegate authority.

- 1. Authority is the right to make decisions and take action.
- 2. Clearly define the limits of the authority being transferred to the subordinate.
- 3. Examples of degrees of authority you can delegate:
  - a. Authority to take action only after clearing with supervisor.
  - b. Authority to take action and report completed action to supervisor.
  - c. Authority to take action. No prior approval or follow-up report required.

## PRINCIPLES OF DELEGATION (cont'd)

- Limited to actions/decisions related to delegated task.
- Degree of authority must match degree of responsibility.
- If delegated task requires the person to interact with/lead others, you must advise them of the delegate's authority.

Slide 9-32

4. Whichever level of authority is granted, it is limited to actions or decisions related to the delegated task.
5. But the degree of authority must match the degree of responsibility. (Example: You cannot delegate responsibility for leading a task force without providing the authority needed to make assignments, etc.)
6. Finally, if the delegated task requires the person to interact with or lead others, you **must advise those others** of the delegate's authority.
  - a. This sanctions the subordinate's role.
  - b. It prevents roadblocks and interference from others.

## PRINCIPLES OF DELEGATION (cont'd)

- Get agreement.
  - Allow subordinate an opportunity to accept or refuse the assignment.
  - Can't force someone to do a job outside of their official job description.
  - Subordinate should want the assignment.
  - Make sure subordinate understands what's involved.

Slide 9-33

- E. Get agreement.

1. Once you've clearly explained the responsibility, time limits and authority of the delegated task, allow the subordinate an opportunity to accept or refuse the assignment.
2. You **cannot force** someone to do something outside of his or her official job description.
3. The subordinate should **want** the assignment.
  - a. The relationship between commitment and effort is very high.
  - b. The more committed the person is, the greater the potential for success.
4. Make sure the delegate understands what's involved.
  - a. Check for "selective listening" (only hearing what they want to hear).
  - b. Ask the delegate to describe the task requirements in his or her own words.

**PRINCIPLES OF DELEGATION**  
(cont'd)

- Demand accountability.
  - Having to answer for results.
  - Final product must be evaluated against expected results.
  - Make sure each person knows what they are accountable for.

Slide 9-34

F. Demand accountability.

1. Accountability means having to answer for results.
2. The final product must be evaluated against the expected results to which the subordinate has agreed.
3. Make sure the subordinate knows what he or she is accountable for.

## PRINCIPLES OF DELEGATION (cont'd)

- Establish feedback mechanisms.
  - Milestone dates.
  - Check-ins.
  - Frequency of feedback determined by:
    - Complexity.
    - Importance.
    - Confidence.
  - Supervisor needs to strike a balance.

Slide 9-35

### G. Establish feedback mechanisms.

1. Set milestone dates for periodic check-ins to assess progress.
2. Check-ins can be:
  - a. Face-to-face meetings to discuss progress, problems or ideas.
  - b. Written reports.
3. Frequency of feedback must be determined by:
  - a. Complexity of the project.
  - b. Importance of the project.
  - c. Your confidence in the subordinate.
4. The supervisor needs to strike a balance.
  - a. Get feedback often enough to maintain control.
  - b. Don't request feedback so often that the subordinate gets the message that you don't trust independent work.
  - c. Be careful that you don't abuse the talents of an extremely competent subordinate.
  - d. Over-delegating can look like dumping.

## PRINCIPLES OF DELEGATION (cont'd)

- Provide for emergencies.
  - Supervisor must “let go.”
  - Avoid tendency to “jump in and take over.”
  - Allow subordinate to correct mistakes without interference.
  - Subordinate may approach task in different way.
  - Let go, but don’t drop out completely.
  - Minimal supervision with “open-door” policy.

Slide 9-36

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### H. Provide for emergencies.

1. Once the delegated task is underway, the supervisor must “let go” — retreat.
  - a. Back off sufficiently to allow the subordinate independence.
  - b. Avoid the natural tendency to “jump in and take over” at the first sign of trouble.
2. Allow the subordinate an opportunity to correct his or her own mistakes without interference.
3. If the subordinate fails to self-correct significant errors, tactfully correct the **behavior** (not the person), and back off again.
4. Be prepared for the subordinate to approach the task in a way you may not have considered.
  - a. Be willing to tolerate different methods.
  - b. Be willing to admit that your way isn’t the only way.
5. Although letting go is crucial to effective delegation, it does **not** mean **dropping out entirely**. Going to either extreme can be a problem:
  - a. Showing too much interest — appearing nosy or worried.
  - b. Seeming not to care at all.
6. The best approach is to provide minimal supervision while establishing an open-door policy, whereby the subordinate can seek assistance or counsel when necessary.

## PRINCIPLES OF DELEGATION (cont'd)

- Reward accomplishments.
  - Provide positive reinforcement.
  - Reward for final products that meet or exceed criteria established at time of initial delegation.
  - Provide constructive feedback if final product failed to meet performance criteria.
  - Solicit feedback from subordinate on the total delegation process.

Slide 9-37

### I. Reward accomplishments.

1. Provide positive reinforcement while the delegated task is in progress.
2. Reward for final products that meet or exceed criteria established at the time of initial delegation.
3. Provide constructive feedback if the final product failed to meet performance criteria.
4. Solicit feedback from the subordinate on the total delegation process.

## VII. EMPATHY VERSUS SYMPATHY

### EMPATHY VERSUS SYMPATHY

- “Empathy” is from the Greek word *empathēia*, with the prefix *en* (English “in”) + the root *pathos* (feeling or suffering). The word means to be “in feeling.”



Slide 9-38

- A. “Empathy” is from the Greek word *empathēia*, with the prefix *en* (English “in”) + the root *pathos* (feeling or suffering). The word means to be “in feeling.”

## EMPATHY VERSUS SYMPATHY (cont'd)

- “Sympathy” starts with the root “*sum*” (with or together) + *pathos* (feeling or suffering). The word means to be “suffering with” or “suffering together.”

Slide 9-39

- B. “Sympathy” starts with the root “*sum*” (with or together) + *pathos* (feeling or suffering). The word means to be “suffering with” or “suffering together.”

## EMPATHY VERSUS SYMPATHY (cont'd)

- Exhibiting empathy means to enter into the person's feelings.



Slide 9-40

- C. The two are similar, but not the same.

1. Exhibiting empathy means entering into another person's feelings.
  - a. Empathy means not only being aware of and sensitive to others' feelings, but experiencing those feelings.
  - b. The ability to be empathetic means the ability to be vulnerable.
  - c. Empathy thus drives emotional connection, and leaders who are empathetic are able to oversee workplaces that are emotionally safe enough to foster learning.

## EMPATHY VERSUS SYMPATHY (cont'd)

- Feeling sympathy, on the other hand, means feeling sorry for, or caring about, someone's emotional circumstances, based upon some past similar circumstance that you have experienced.

Slide 9-41

2. Sympathy, on the other hand, means feeling sorry for, or caring about, someone's emotional circumstances, based upon some past similar circumstance that you have experienced.

We express our sympathy when someone suffers loss.

## EMPATHY

- Characterized by four elements:
  - Taking the other's perspective.
  - Remaining nonjudgmental.
  - Recognizing the other's emotion.
  - Communicating to acknowledge to the other that you see, and are experiencing, their emotion.
- Key component in conflict resolution.



Slide 9-42

- D. Empathy is characterized by four elements:

1. Taking the other's perspective (seeing the situation from the other's perspective).
  - a. This requires active listening to what others are saying.
  - b. You must remain in the moment and focused and not just on the spoken words, but also how things are being said.
2. Remaining nonjudgmental (suspending judgment).



3. Recognizing the other's emotion (reading that emotion correctly).

This is an element of active listening.

4. Communicating to acknowledge to the other that you see, and are experiencing, their emotion.

Empathy does not attempt to reframe the other's circumstances by starting out communication with "at least."

- a. "At least you can remarry."
- b. "At least you can find another job."
- c. "At least you still have your health."

- E. Empathy is a key component of conflict resolution.

1. Situation 1: Your employee has just come to work after putting her 15-year-old Labrador Retriever down, due to the pet's long illness.

- a. An empathetic response: Even if you have never experienced this type of loss, you can attempt to imagine what the employee is experiencing. You may relate it to another type of loss that you have had.
- b. A sympathetic response: You may offer your condolences, and acknowledge her loss.

2. Situation 2: Your employee is experiencing a divorce and a protracted custody battle for his children. Of late, he has been irritable and distracted, and the other crew members are complaining about it.

- a. An empathetic response:
  - Even if you have never experienced divorce, you have experienced fear and loss, and you understand that he must be under great stress at the prospect of losing custody of his children.
  - You acknowledge his feelings, expressing that you have experienced fear and loss, while working to resolve conflicts with other crew members.
- b. A sympathetic response: You have experienced fear and loss, and you acknowledge his feelings by expressing your sympathy without diminishing his feelings.

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## ACTIVITY 9.5

### Unit 9 Learning Reflections

#### Purpose

As a portion of your personal and professional development, reflections on your learnings and identified development needs are essential. This activity provides you the opportunity to reflect and critically assess your development needs, within the topics of this unit, which will lead to a personal plan of action.

#### Directions

1. Review and reflect on the enabling objectives for this unit from a perspective of your current degree of competencies. The students will be able to:
  - a. Discuss the supervisor's role in managing conflict.
  - b. Identify their own hidden biases.
  - c. Differentiate between empowerment and authorization.
  - d. Plan for delegation.
  - e. Differentiate between empathy and sympathy.
  - f. Develop active listening skills by engaging in focused observation.
2. From your above reflections, class dialogue, activities and personal notes from this unit, what knowledge, skills and abilities do you currently hold that support you achieving these objectives? How are you maintaining an effective degree of competency in these areas? Be specific. Use additional paper as needed.

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3. From the above reflections, what knowledge, skills and abilities are you, personally and professionally, **most in need of developing** in order to apply the unit objectives? Be specific. Use additional paper as needed.

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## VIII. SUMMARY



FEDERAL  
EMERGENCY  
MANAGEMENT  
AGENCY

# SUMMARY

- Managing conflict.
- A model for conflict management.
- The power of hidden biases.
- Empowerment.
- Delegation.
- Principles of delegation.
- Empathy versus sympathy.

Slide 9-44

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# ***UNIT 10: TOGETHER***

## **TERMINAL OBJECTIVE**

*The students will be able to:*



- 10.1     *Apply the concepts and effects of failure, collaboration, synergy and team dysfunction to your creation of a personal plan of active engagement as a supervisor and leader in fire and Emergency Medical Services (EMS).*

## **ENABLING OBJECTIVES**

*The students will be able to:*

- 10.1     *Explain the value of failure.*
- 10.2     *Describe methodologies for building collaboration and synergy.*
- 10.3     *Describe the five dysfunctions of a team.*
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## UNIT 10: TOGETHER

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### TERMINAL OBJECTIVE

Apply the concepts and effects of failures, collaboration, synergy and team dysfunction to your creation of a personal plan of active engagement as a supervisor and leader in fire and Emergency Medical Services (EMS).

Slide 10-2

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### ENABLING OBJECTIVES

- Explain the value of failure.
- Describe methodologies for building collaboration and synergy.
- Describe the five dysfunctions of a team.

Slide 10-3

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## I. THE VALUE OF FAILURE

### THE VALUE OF FAILURE

- Learning opportunity.
- Avoiding blame.
- Redefining failure.



Slide 10-4

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### A. Learning opportunity.

#### 1. Aviation.

### VIDEO PRESENTATION

“TERROR IN THE SKIES: SULLY SULLENBERGER’S MIRACLE ON THE HUDSON”

<https://www.smithsonianchannel.com/videos/sully-sullenbergers-miracle-on-the-Hudson/22473>

Slide 10-5

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#### 2. Goals of a proper investigation:

- Isolate a problem that can be solved.
- Authorize employees to be upfront and open about mistakes.
- Identify a systemic problem that can be fixed.
- Empower workforce to be open about honest mistakes.

B. Avoiding blame.

1. Actually blamable versus treated as blamable.
2. Drawbacks to a culture of blame:
  - a. Employees are scared to make mistakes, and are reluctant to be honest when mistakes occur for fear of punishment.
  - b. Such a culture can detract from optimal performance since employees are continually worried about making mistakes.

C. Redefining failure.

1. Using the fear of failure as inspiration to succeed.
2. Entrepreneur versus fear.

Within global areas of the world, fear of failure influences the percentage of individuals with intent to start an entrepreneurial enterprise.

VIDEO PRESENTATION

“THE FRINGE BENEFITS OF  
FAILURE”

[http://www.ted.com/talks/jk\\_rowling\\_the\\_fringe\\_benefits\\_of\\_failure](http://www.ted.com/talks/jk_rowling_the_fringe_benefits_of_failure)

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## II. BUILDING COLLABORATION AND SYNERGY

- A. The true concept of “together,” as is the name of this unit, requires the supervisor to make a concerted effort to generate a collaborative and synergetic environment.

**COLLABORATION/SYNERGY**

- Collaboration = To labor together.
- Synergy = Working together.
- “The whole is greater than the sum of its parts” (Aristotle).

Slide 10-7

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- B. Collaboration, having its roots in the Latin prefix “com,” meaning with or together, and combined with the term “laborare,” meaning to labor, generates a definition of “to labor together.” (<https://www.merriam-webster.com/dictionary/collaboration>)
- C. Synergy comes from the Greek word “synergos,” which simply means working together. According to Merriam-Webster, the broad definition is “combined action or operation.” Synergy is often associated with Aristotle’s statement, “The whole is greater than the sum of its parts.” (<https://www.merriam-webster.com/dictionary/synergy>)
- D. Not all persons are sold on the idea that working as one is better than working individually. To build an environment that fosters collaboration and synergy often requires the use of persuasion.
- E. Before one can be persuaded, the supervisor needs to seek an understanding of the other side. Dialogue and shared discussion are the tools of this effort.

## BUILDING COLLABORATION AND SYNERGY

### Persuasion cycle.

- From not willing to listen, to listening.
- From listening, to contemplating.
- From contemplating, to willing to do.
- From willing to do, to doing.
- From doing, to willing to keep doing, and happy they did.



Slide 10-8

F. The following is an adaptation of an approach to effective persuasion. In “Just Listen: Discover the Secret to Getting Through to Anyone,” Mark Goulston proposes a five-step cycle of persuasion (2009).

1. From not willing to listen, to listening.
2. Get on even ground.
  - a. Share a conversation; do not lecture.
  - b. Ask questions (inquire) instead of telling (advocate). (Do not look for negative information.)
  - c. Get to know and understand the other’s perspective and add depth to the conversation (respect their answers).

G. From listening, to contemplating.

1. Ask the impossible question.
2. What is something that you think is impossible to accomplish?
3. How could you accomplish this?

H. From contemplating, to willing to do.

1. Tell them what you’re not willing to do.
2. Be the first to express your weakness.
  - a. Exposing your vulnerability lets others know you are human.

- b. It creates an environment of trust.
  3. Ask questions that show a true interest in the other person. Example: What can I do to help you reach your goals?
- I. From willing to do, to doing.


Use fill-in-the-blank questions versus direct questions.

  1. How do you think this project will help us?
  2. This project will help our department by \_\_\_\_\_.
- J. From doing, to willing to keep doing, and happy they did.
  1. Thanks with meaning.
  2. Show true appreciation with a well-thought-out and specific thank-you. Thank people specifically, and they will take notice that you are paying attention to details.

### III. FIVE DYSFUNCTIONS OF A TEAM

#### FIVE DYSFUNCTIONS OF A TEAM

- Lack of trust.
- Fear of conflict.
- Lack of commitment.
- Lack of accountability.
- Lack of results.



Slide 10-9

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- A. Lack of trust.
  1. Trust is the essential building block of all teams.
  2. Without trust, a team is just a group of individuals.
  3. It's almost impossible to have other key components of a team without first having trust.



B. Fear of conflict.

1. Not all ideas are grand, even if they are the boss's. The boss needs thoughtful input, even if it's in opposition to his or her ideas. This paves the way to the best ideas.
2. Unintended consequences can be overlooked when fear of conflict exists.
3. Blind spots — You need all members of your team to have their eyes open and ready to give feedback. This provides the best picture of the situation and prevents the occurrence of problems that you do not see.

C. Lack of commitment.

1. All members of the team need to buy in.
2. The team needs a unified voice.

D. Lack of accountability.

1. The stake in the game has to mean something.
2. Follow-through is crucial.

E. Lack of results.

1. Results must be the expectation. Effort alone cannot be enough.
2. Results should be about the team and not about the individual leading the team. As a supervisor, your failure to recognize the team's efforts and success will come back to haunt you. Do not make it about you.

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## ACTIVITY 10.1

### Unproductive Teams

#### Purpose

Recognize the importance of avoiding five major issues that plague unproductive teams.

#### Directions


1. Break up into three to five groups.
2. In the groups, select one individual to report at the end of the exercise (15 to 20 minutes of group time and 15 minutes to report out).
3. The facilitator will give each group one of the following assignments to implement:
  - Red fire apparatus.
  - Euro-style helmets.
  - Fire inspections by station units.
  - Transporting Emergency Medical Services (EMS) patients.
4. The facilitator will then assign each group one to two of the following five dysfunctions of a team:
  - Lack of trust.
  - Fear of conflict.
  - Lack of commitment.
  - Lack of accountability.
  - Lack of results.
5. Assume that for any of the above, the organization has witnessed significant opposition to the proposed change.
6. Answer the following three questions based on the five dysfunctions:
  - Regardless of assignment, what do you see will be the most significant dysfunction and why?
  - As a leader, how will you address your assigned dysfunction?
  - Why is it important in your leadership role in addressing team-related issues?
7. Once you have discussed these issues with your group, the individual selected will report out to the class some of the strategies you would implement with your new team to avoid the five major issues that plague unproductive teams.

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#### IV. CREW RESOURCE MANAGEMENT

### CREW RESOURCE MANAGEMENT

- Teamwork.
- Specific job assignments.
- Strong communication skills.
- Solid decision-making.



Slide 10-11

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A. Crew resource management (CRM) was developed by the aviation industry to reduce the negative impact of errors.

1. Major development of the process came from naval operations aboard aircraft carriers.
2. During flight operations, even the lowest ranked enlisted person is empowered to halt operations if a safety or other major issue is noted.
3. Defining CRM.

“CRM can be defined as a management system which makes optimum use of all available resources — equipment, procedures and people — to promote safety and enhance the efficiency of flight operations.” (<http://www.crewresourcemanagement.net/>)

4. Fire and EMS in CRM.

a. While the definition is focused on aviation, the applicability to fire and EMS is well-known. From a contextual perspective, CRM is described as follows:

“In this context, cognitive skills are defined as the mental processes used for gaining and maintaining situational awareness, for solving problems and for making decisions. Interpersonal skills are regarded as communications and a range of behavioural activities associated with teamwork.” (<http://www.crewresourcemanagement.net/introduction>)

b. In this context, the fire and EMS supervisor must be focused at all times on honing their cognitive skills and those of their crew to apply the practice of CRM at all times.

- c. While still under continual research, the basic areas of CRM focus often on several key supervisory areas.
- B. Teamwork.
  - 1. Know your personnel's strengths and weaknesses.
  - 2. Not unlike any other teams, we put people on a fire and emergency service crew where they have the best chance to succeed.
- C. Specific job assignments.
- D. Strong communication skills.
  - 1. Weak communication skills garner weak results.
  - 2. Supervisors must be proficient in both written and oral forms of communication.
  - 3. On the fireground it is critical to life safety, and in other work environments it is the difference between effective and ineffective supervision.
- E. Solid decision-making.
  - 1. A highly-functional team cannot be successful without solid decision-making from the leader.
  - 2. Training, practice and continual learning will assist in improving decision-making skills.
- F. Situational awareness.
  - 1. In simplest of terms, situational awareness is being aware of that which is around you at all times.
  - 2. Situational awareness involves a mindset that incorporates not only data that is present but perceptions and the meaning of those perceptions.
  - 3. Many after action reports provide indication that a diminished situational awareness was present at the time of significant events leading to injury or death.
  - 4. Good situational awareness requires teamwork and strong communication skills.

## ACTIVITY 10.2

### Unit 10 Learning Reflections

Although this unit reflection is not used for the final essay, you are encouraged to finish your reflection process as a means for professional development.

#### Purpose

As a portion of your personal and professional development, reflections on your learnings and identified development needs are essential. This activity provides you the opportunity to reflect and critically assess your development needs, within the topics of this unit, which will lead to a personal plan of action.

#### Direction

1. Review and reflect on the enabling objectives for this unit from a perspective of your current degree of competencies. The students will be able to:
  - a. Explain the value of failure.
  - b. Describe methodologies for building collaboration and synergy.
  - c. Describe the five dysfunctions of a team.
2. From your above reflections, class dialogue, activities and personal notes from this unit, what knowledge, skills and abilities do you currently hold that support you achieving these objectives? How are you maintaining an effective degree of competency in these areas? Be specific. Use additional paper as needed.

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3. From the above reflections, what knowledge, skills and abilities are you, personally and professionally, **most in need of developing** in order to apply the unit objectives? Be specific. Use additional paper as needed.

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## V. SUMMARY



FEDERAL

EMERGENCY

# SUMMARY

- Valuing failure.
- Building collaboration and synergy.
- Five dysfunctions of teams.
- Listen.
- Crew resource management.

Slide 10-13

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## VI. STUDENT FINAL COURSE EVALUATION

## VII. COURSE CONCLUSION

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# ACRONYMS

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## ACRONYMS

<b>ASPA</b>	American Society for Public Administration Code of Ethics
<b>CRM</b>	crew resource management
<b>EEO</b>	Equal Employment Opportunity
<b>EMS</b>	Emergency Medical Services
<b>EMT</b>	emergency medical technician
<b>ERN</b>	Error-Related Negativity
<b>FEMA</b>	Federal Emergency Management Agency
<b>FESHE</b>	Fire and Emergency Services Higher Education
<b>FG</b>	Facilitator Guide
<b>FOIA</b>	Freedom of Information Act
<b>GE</b>	General Electric
<b>ICS</b>	Incident Command System
<b>JPRs</b>	job performance requirements
<b>KSAs</b>	knowledge, skills and abilities
<b>LODD</b>	line-of-duty death
<b>ms</b>	millisecond
<b>NFA</b>	National Fire Academy
<b>NFPA</b>	National Fire Protection Association
<b>NGT</b>	Nominal Group Technique
<b>NREMT</b>	National Registry of Emergency Medical Technicians
<b>PDP</b>	Personal Development Plan
<b>Pe</b>	Error Positivity

<b>SAW</b>	Student Activity Worksheet
<b>SCBA</b>	self-contained breathing apparatus
<b>SFD</b>	Spartan Fire Department
<b>SM</b>	Student Manual
<b>SOGs</b>	standard operating guidelines
<b>SOPs</b>	standard operating procedures
<b>USFA's</b>	U.S. Fire Administration's