

New Fire Chief: Administrative Issues

NFC: AI-Student Manual

1st Edition, 3rd Printing-October 2022



FEMA

FEMA/USFA/NFA
NFC: AI-SM
October 2022
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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.

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COURSE GOAL

The goal of this course is to provide the students with the managerial, administrative, and leadership skills and awareness necessary for new, or recently appointed or elected, fire chiefs to effectively meet their obligations.

AUDIENCE, SCOPE AND COURSE PURPOSE

The target audience for the “New Fire Chief: Administrative Issues” course is new or recently appointed or elected fire chiefs in volunteer, combination or career departments, as well as Emergency Medical Services (EMS). The secondary audience is department leaders who may become fire chiefs and local government administrators and elected officials who are involved in the administration of a fire department or EMS service.

The aim of the course is to address critical knowledge and skills pertaining to the responsibilities of a fire chief or EMS manager, the nature of local politics and the organization’s leadership role in local politics, and liability and risk management issues and resources available to help the new fire chief meet his or her responsibilities.

The purpose of this course is to develop the managerial, administrative and leadership skills necessary for the new fire chief or EMS manager to effectively meet his or her obligations.

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SCHEDULE

TIME	DAY 1	DAY 2
8:00-9:00	Introduction, Welcome and Administrative	Unit 2: Financial Management (cont'd) Activity 2.1: Capital Budget Planning
9:00-9:10	<i>Break</i>	<i>Break</i>
9:10-10:10	Unit 1: Planning Activity 1.1: Analyze This	Unit 2: Financial Management (cont'd)
10:10-10:20	<i>Break</i>	<i>Break</i>
10:20-12:00	Unit 1: Planning (cont'd) Activity 1.2: Mission Statement Activity 1.3: Using Success Indicators for Strategic Modeling	Unit 3: Human Resource Management
12:00-1:00	<i>Lunch Break</i>	<i>Lunch Break</i>
1:00-2:00	Unit 1: Planning (cont'd) Activity 1.4: Gap Analysis	Unit 3: Human Resource Management (cont'd) Activity 3.1: General Perceptions and Experiences in the Workplace
2:00-2:15	<i>Break</i>	<i>Break</i>
2:15-5:00	Unit 1: Planning (cont'd) Unit 2: Financial Management	Unit 3: Human Resource Management (cont'd) Activity 3.2: Developing a Solution to a Human Resource Management Issue Final Exam and Course Evaluation

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

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UNIT 1: PLANNING

TERMINAL OBJECTIVE

The students will be able to:

- 1.1 *Compose an effective strategic plan.*

ENABLING OBJECTIVES

The students will be able to:

- 1.1 *Describe four types of analytical strategies.*
 - 1.2 *Explain what strategic planning means.*
 - 1.3 *Differentiate between goals and objectives.*
 - 1.4 *Define performance analysis.*
 - 1.5 *Explain the resources needed to create an effective strategy.*
 - 1.6 *Use formats described in this unit to develop an implementation plan.*
 - 1.7 *Create a strategic plan.*
 - 1.8 *Describe how to sustain the strategic plan.*
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ENABLING OBJECTIVES (cont'd)

- Use formats described in this unit to develop an implementation plan.
- Create a strategic plan.
- Describe how to sustain the strategic plan.

Slide 1-4

I. THE STRATEGY OF PLANNING

ANALYTICAL MODELS

SWOT.

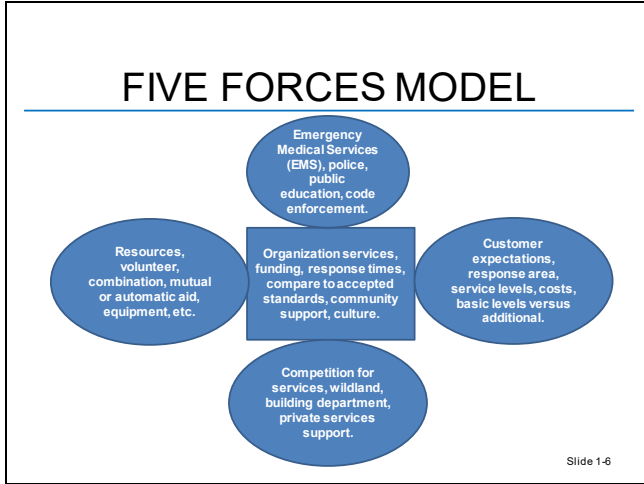
- **S**trengths.
- **W**eaknesses.
- **O**pportunities.
- **T**hreats.

Slide 1-5

Analytical models.

- A. The Strengths, Weaknesses, Opportunities, Threats (SWOT) model is an analytical method to determine the organization’s strong and weak points, how it could improve, and what items could impede that improvement.
 - 1. Strengths: Evaluate and point out the strengths of the organization.
 - 2. Weaknesses: Identify the weak spots within the organization.
 - 3. For both strengths and weaknesses, evaluate the organization’s:
 - a. People and their skills.
 - b. Processes and the standard operating guidelines (SOGs).

- c. Reputation within the community.
 - d. Resources (include their relevance and age).
 - e. Performance standards.
 - f. Infrastructure.
 - g. Support groups.
4. Opportunities: Identify opportunities that exist because of the organization's strengths and weaknesses.
5. Threats: Outline the known threats to the organization.
6. For both opportunities and threats, evaluate the organization's:
- a. Customers.
 - b. Environment.
 - c. Culture or demographics reputation within the community.
 - d. Economy resources (include their relevance and age).
 - e. Legal requirements.
 - f. Changing technology.
 - g. Grant opportunities.
 - h. Competition.
 - i. Changing political influence (board members, city council and new businesses in the community).



B. Five Forces model.

1. The fire and Emergency Medical Services (EMS) industry is at the center of the analytical chart.
 - a. Compare how your organization conducts similar services.
 - b. Identify the services you offer and compare to other organizations.
 - c. Assess how you perform those services, response times, public support, funding, etc.
2. The circle above the center should include what services are available to your community from other sources (the competition).
 - a. Police, code enforcement and public education.
 - b. Identify and outline others who also have an interest in fire and life safety.
 - c. EMS services are public or private.
 - d. Name other services, such as medical, public works, utilities, etc.
3. Determine whether there is competition to your organization or levels of service. This should be in the circle below the center.
 - a. Private EMS, including transport.
 - b. Code enforcement or planning by building division.
 - c. Wildland education, suppression and legislation.

4. Define your resources and what effect they have on your operation and others. This should be in the circle to the left.
 - a. Volunteer and combination departments — categorize your members and what they do for your community away from the organization.
 - b. Career, volunteer and combination — evaluate levels of professionalism.
 - Training.
 - Certification.
 - Diverse skills.
 - c. Determine if there are sufficient resources (equipment, personnel, etc.).
 - d. Pinpoint services that are available to your community from outside your organization that you command.
 - Mutual or automatic aid.
 - Professional contacts.
5. Identify your customers and what influence they have on your organization. This should be to the right of the center.
6. Outline the area that you serve in terms of population and geography.
 - a. Costs and logistics of switching to an organization different from yours.
 - b. Identify services that your community expects at a minimum.
 - c. Define services you provide over the minimum.
 - d. Response time versus service level.
 - Do not focus on response times if other services are affecting your ability to respond.
 - Look at who dispatches you and ask when the clock starts and ends.

- If other services are important to your community, then maybe a four-minute response is not applicable. Those services may also be necessary if a desired response time is more important.

BUSINESS LEVEL STRATEGY

Cost or differentiation.

- Make organization the most efficient in terms of cost-benefit.
- Maintain rigid standards of performance.
- Control costs.
- Emphasize unique services.
- Focus on customer service, innovative technology.

Slide 1-7

C. Business Level Strategy model.

Cost or differentiation.

1. Making the organization as efficient as possible, in terms of cost-benefit. (Use metrics such as costs, measuring the financial cost per call based on existing budget, or how much does an ambulance transport cost for the level of service provided?)
2. Maintaining rigid standards of performance. (This could include an operational guideline, such as a five-minute response.)
3. Strategic planning emphasizes controlling costs.
4. Value of the organization emphasizes unique services (may include fire prevention, saving community money by making buildings safer).
5. Strategies focus on customer service and innovative technology. (How can the organization do it better or cheaper, or is there a need for something by the public that the organization can do with existing resources or minimal cost?)

CORPORATE LEVEL STRATEGY

- Defines what we do.
- Defines why we do it.
- Defines whom we do it for.
- Defines how we do or maintain it.

Slide 1-8

D. Corporate Level Strategy model.

Recognize what you do, whom you do it for, and how you can maintain service.

1. Assess the services in terms of performance, scope, level of effort and quantity.
2. Recognize how many people and how large of an area you serve.
3. Assess the effectiveness of marketing your services.
4. Analyze if the organization's strategy specifies the correct level of service.
5. Choose a service that we can excel at and concentrate on that level of service.

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ACTIVITY 1.1

Analyze This

Purpose

To use various analytical strategies.

Directions

1. The instructor will assign each group a scenario to analyze.
2. Each scenario depicts a fictitious organization and some of the data needed for strategic development.
3. Follow the directions for each scenario and choose someone from the group to report the results of the group's analysis.
4. You are allowed 10 minutes to analyze the scenario.
5. You will have 10 minutes to brief your results to the class. Select a representative from your group to give the briefing.

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ACTIVITY 1.1 (cont'd)

Analyze This

Scenario 1

Using a SWOT analysis, list a strength, weakness, opportunity and threat to this organization.

The Wopperloo County Emergency Medical Service (WCEMS) has provided EMS and transport to the community of Wopperloo for 25 years. They have a reputation as a professional service and a cooperative agreement with the local community college to assist with the training and education of emergency medical technician (EMT) and paramedic students. This agreement has resulted in several of the graduating students obtaining employment with WCEMS, which also validates the community college's program. A neighboring university system approximately 5 miles away has been made aware of the community college's partnership program and would like to expand the program to a four-year degree. WCEMS operates three ambulances 24 hours a day and an interfacility transport unit that takes patients from their residence to physician's offices or hospitals when requested. The interfacility unit is not equipped to transport patients in wheelchairs, which has caused some of their customers to seek alternative transportation for their physician-requested appointments.

Because of the volume of work, it is difficult for WCEMS to find enough time to provide training for their employees. Employees complain that they have to use their personal time to get continuing education for certification. The volume of work in Wopperloo County keeps the WCEMS solvent, and the revenue has allowed WCEMS to purchase two extra ambulances as reserves. WCEMS also uses their popularity as a professional organization to underwrite the cost of hosting a cardiopulmonary resuscitation (CPR) day event in Wopperloo County. At this event, the WCEMS employees and staff teach CPR to the residents of Wopperloo.

If there is a criticism about WCEMS that refuses to go away, it stems from billing. Some of the customers complain that WCEMS charges too much for ambulance transport. A few of the citizens have suggested to the Wopperloo County Commissioners that it would be less expensive to sign a contract with a private ambulance service. They have spoken with other communities and some of them have private services that charge as much as \$100 less than WCEMS per transport. They want the commissioners to solicit bids from a private service to compare fees.

ACTIVITY 1.1 NOTES

Scenario 2

Using the Five Forces model, list at least two examples of complimentary data needed for a Five Forces flow chart. List two each for the organization and two for other services available, and any competitors, the resources within the organization, and customers or influences on the organization.

The HotandTot Fire Protection District (FPD) operates seven stations in a 50 square mile area of Toocool County. The district employs 60 career employees, 21 of whom are paid on-call and 12 reserves classified as cadets in training. The cadets can observe or assist with station duties but cannot respond to emergencies. The district is funded for salaries and basic operational costs through property taxes collected by the county. However, when large equipment purchases are needed, such as apparatus or stations, a special assessment in the form of a bond is required. This necessitates a vote of the people in Toocool County. Because of the size of the district, three of the stations have an average response time of nine minutes or more. The district has set a goal of eight minutes for emergency response. Four of the stations have structure response engines with three personnel assigned to the station. There are two stations that are wildland stations with a brush rig and water tender. These stations have two personnel assigned to them. One station has a 75-foot quint and a medium rescue, cross-staffed with three personnel. Some of the firefighters are EMTs and the department has considered training all employees to become EMT certified and become a first responder level service.

The HotandTot FPD has mobile data terminals in every piece of apparatus, which helps with mapping, but the preplans are often outdated because the code enforcement and plan reviews are completed by the county building division, and they don't preplan the structures. The HotandTot FPD asks the officers in each station to develop preplans and add them to the system when time allows. Toocool County Health Department delivers an annual fire education program to first-grade students every October. That is the extent of the fire and life safety that is done in the district since the FPD does not have a prevention division.

The local EMS is provided by Professional Private Ambulance (PPA) Company. PPA is a national company that has a contract with Toocool County, and they deliver service through six mobile ambulances. PPA has asked the state Division of Forestry to be licensed to provide EMS for wildland incidents in the state. It is rumored that PPA is going to ask the county commissioners to station three of their ambulances in HotandTot FPD stations to provide a faster response in some areas of the county. You have learned this from two of the paid on-call firefighters who work for PPA.

One of the paid on-call firefighters is a Division of Wildlife officer and volunteers with your organization on weekends. She has informed you that the Department of Natural Resources (DNR) purchases brush trucks and water tenders and gives them to local FPDs in the area to use and house for their own use. They expect the FPDs to release them when the DNR needs to use them for wildland fires in the state. She thinks this may benefit the HotandTot FPD for future apparatus needs.

ACTIVITY 1.1 NOTES

Scenario 3

Using the Business Level Strategy model, offer one cost-saving control measure or program that could be considered by the Bottomline City Council to help control costs and improve efficiency. Also consider a unique process or program that Bottomline could adopt or incorporate to distinguish the fire department as a professional organization. This unique service should influence the city council, citizens and residents for its importance to the community. It should be something the community would value and prize as a service that they would regret losing.

The Bottomline Fire Department operates in a thriving industrial community of about 23,000 residents. There is a business park housing three very large factories that employ many of the residents of Bottomline. The city of Bottomline has a strong mayor, good government, and a council of six elected representatives. All but the mayor and one of the council members are employees of the factories. The Bottomline Fire Department operates from three fire stations and supplies fire suppression, emergency medical response with paramedics on the engines, and fire prevention services. EMS transport is provided by the local hospital.

The Fire Prevention Division has two employees who review new business plans and inspect all the businesses in Bottomline on an annual basis. They are certified code enforcement officers. The department has a goal of inspecting every business annually for compliance. This has proved difficult because there are only two enforcement officers and one must remain in the office to receive plans from developers, should they come in during normal work hours. Neither officer is trained in fire and life safety education, so the department relies upon the firefighters in the stations to educate the students in the five elementary and the one middle and high school in the community.

The department has met the goal of a five-minute response from all responding stations for 12 years, with an average time of 4.48 minutes being the norm. The unincorporated district that surrounds Bottomline is protected by a FPD that is an all-volunteer department covering approximately 18 square miles. Bottomline has a mutual-aid agreement with this district. The mutual-aid agreement does not require EMS response from Bottomline, but there have been several requests by the district for Bottomline to send engines for EMS response in severe cases. This is a point of contention for the city council, as they have pointed out to you that Bottomline citizens and residents pay for the Bottomline Fire Department to provide services to the city and not the unincorporated district. They have expressed their concern that Bottomline Fire Department should only respond into the unincorporated area for structure response and nothing else because of costs.

The Fire Prevention Division generates about \$55,000 per year in building permits. The prevention salaries total \$150,000 with benefits.

The cost per call based upon a staff of three per engine company is \$186 per call, based upon an average of eight calls per shift at \$62 per hour times 24-hour shift. Apparatus cost on average \$23 per day.

ACTIVITY 1.1 NOTES

Scenario 4

Using the Corporate Level Strategy model, list what level of service or specific services are being provided by the organization. Indicate how this information is useful in marketing the department to its residents. Indicate whether there are measures of efficiency or improvement that could be added to enhance the service. Choose another level of service that might be implemented or improved as an alternative if the previously identified services were to be deleted or diminished.

The Important Fire Department has been in service for over 75 years and served the community of Necessary diligently since its beginnings as an all-volunteer organization to the present. The department is now an all-career department of 31 employees. The department operates from two stations, each staffed with four personnel and one engine company. One station house is a water tender and the other is a light rescue unit. Both of these units respond only when dispatched. The tender is used to respond to areas of the community that do not have hydrants and the rescue unit is taken to vehicle accidents that might require extrication. Those responses send three on the engine and the fourth employee drives the requested specialty unit. The Important Fire Department trains daily, and the employees have averaged over 22 hours per person per month for several years. The city of Necessary has an Insurance Services Office (ISO) rating of 3, in part due to the training levels, the communication services provided by the county-owned dispatch center shared with the local sheriff's department, and an ability to deliver adequate water at ISO standards to all the residents of Necessary, even those without hydrants. The department responds to approximately 2,000 emergencies annually, with 70 percent of them being EMS-related. The department requires that all the firefighters are EMT certified, and the department maintains a first responder level license. The 22,000 people in Necessary have always been supportive of the Important Fire Department, however, because of the recent downturn in the economy, some people have lost their jobs. The city's ability to collect property taxes (which funds the city's services) has been diminished by a combination of foreclosures, business closures and reduced property values, which lowered the amount of the collected property tax. This has forced the city council to consider cutting the fire department and other city services to an affordable level.

The department has a Department Vision Statement that states it will respond to all emergencies in the city's boundaries within five minutes, 90 percent of the time. The fire department has averaged four minutes and 40 seconds consistently since the addition of the second fire station 11 years ago. The original station was built 38 years ago and is in a good location, but it is not very energy efficient. The department's lone reserve engine is a 1972 model, and the department was hoping to purchase a replacement in the next two years. The frontline engines are 8 and 13 years old. The 13-year-old unit has had some mechanical issues in the past two years that have been costly and forced the department to rely on the '72 model more than once. The present department budget is \$2,500,000. The city council believes they need to cut the budget or operational costs by 10 percent to balance the budget. The emergency medical response in the community is delivered by a local private service that transports about 1,600 people a year. They bill \$500 per transport and receive about 40 percent of the billable costs annually from their patients. The Important Fire Department goes to most of the EMS calls in Necessary, but it does not charge for the first responder service, nor does it receive any compensation from the local service provider.

ACTIVITY 1.1 NOTES

II. THE TOOLS OF PLANNING

THE TOOLS OF PLANNING

Three key planning areas.

- What do we do?
- Who are our customers?
- How can we do it more efficiently, faster, cheaper, etc.?

Slide 1-10

- A. There are three key areas.
 - 1. We encounter many areas of community service in our daily activities.
 - a. Not just fire suppression or EMS. Consider everything in the organization that it takes to operate.
 - b. Fire.
 - c. Rescue.
 - d. Fire prevention.
 - e. Public education.
 - f. Life safety education.
 - g. Code enforcement.
 - h. Business inspections, etc.
 - 2. Our customers include everyone in the community.
 - a. Citizens.
 - b. Businesses.
 - c. Aid partners, such as mutual aid, law enforcement, water and street services, and educational institutions, etc.

3. We should continually assess how we can improve by doing our jobs more efficiently, faster, cheaper, etc.
 - a. The key to all the points of the values, mission and vision is that they must be shared by the organization.
 - b. If the strategic plan cannot be related to the entire organization and everyone does not share the vision with enthusiasm, then there is little chance of success in implementing the strategic plan.

VALUES, MISSION AND VISION

- Values.
 - Shared beliefs among the organization.
 - Prioritize their importance.
 - Key to making organizational decisions.
- Mission.
 - Defines organization's purpose — why it exists.
- Vision.
 - What/Where you desire your organization to be.

Slide 1-11

- B. Values, mission and vision.
 1. Values should be shared beliefs among the organization.
 2. Prioritize their importance.
 3. Values are key to making organizational decisions.
 4. The mission should simply define the purpose of the organization.
 5. A mission should define why we exist.
 6. Vision is a long-term view of the organization's future.
 - a. Long-term means different things to different people.
 - b. The culture or values of the organization's strategic team may come into play here.
 - c. Organizations need to define long-term: three, five or ten years.

- d. Be mindful that in order for the plan to have measurements, they must be reasonable.

STRATEGY

Strategy is a combination of goals and objectives.

- Goals are where the organization wants to be, with benchmarks for accomplishment.
- Objectives describe how the organization will get there.

Slide 1-12

C. Strategy.

- 1. Strategy is a combination of goals and objectives.

GOALS

- Goals should have benchmarks.
- Goals can be long- or short-term.
- Goals focus on the intended operations.
- A broad statement of where the organization intends to be in a specified time.
- Goals can be used to motivate personnel by committing the organization to act.

Slide 1-13

- 2. Goals are end points, such as what the organization is striving to attain.
 - a. Goals should be written with the end point in mind. They should answer where the organization wants to be.
 - b. Include benchmarks to measure success or time-specific goals for consistency.
 - c. Goals may be long-term or short-term depending upon the organization's objectives.

- d. Goals can be used to motivate the organization by indicating a direction or desired achievement shared by employees.

OBJECTIVES

- Tools used to achieve goals.
- Help formulate the organization's direction.
- Provide a schematic for how to get there.
- Provide an evaluation instrument for determining progress or success.
- Provide a benchmark so people stay engaged and motivated.

Slide 1-14

- 3. Objectives are the tools used to achieve those goals. Objectives should be written using the **Specific, Measurable, Achievable, Relevant and Timeframed (SMART)** criteria.
 - a. Developing objectives to achieve goals and guide activities is important.
 - They help formulate the direction that the organization is going toward. They must be specific.
 - They provide a schematic for how to get there. Therefore, they must be achievable as well as relevant in achieving success.
 - They provide an evaluation instrument for determining progress or success. Therefore, they must have a benchmark or measurable component to determine achievement.
 - b. They provide a benchmark of measurement so that people stay engaged and motivated. This requires that they be time-driven.
- 4. Goals support the mission, and objectives support achievement of goals.

OBJECTIVES (cont'd)

- **S**pecific.
- **M**easurable.
- **A**chievable.
- **R**elevant.
- **T**imeframed (target date).

Slide 1-15

- 5. Objectives are end points, such as what the organization is striving to attain.
 - a. Objectives should be written using the SMART criteria.
 - b. Written objectives using SMART include having specifics that are measurable and demonstrating how they are achievable, relevant and timeframed, or in this case, have targeted dates.

MISSION STATEMENTS

Key to developing a mission statement is:

- Knowledge of the organization and its functions.
- Vision of the future.
- Answers to four questions:
 - **Who** (customers, citizens, agencies) do we serve?
 - **What** are their needs or the services we provide?
 - **How** do we provide them; what resources do we use?
 - **Why** do we do it; why is it needed?

Slide 1-16

- D. Mission statements versus vision statements.
 - 1. A key to the process of developing a mission statement is the knowledge of the organization and its functions as they presently exist, a vision of the future, and then the answers to the following:
 - a. Identify the customers, citizens or agencies we serve.
 - b. Define the needs or the services we provide them.

- c. Pinpoint what we provide them and assess which resources are used.
- d. Recognize the reasons for being part of the community in which we serve.

EXAMPLE MISSION STATEMENT

Excellent ambulance service will be the premier deliverer of medical transport in the tri-state area. Therefore, we will commit to:

- Focusing on customer satisfaction.
- Not tolerating waste of materials.
- Ensuring the dignity of our customers.
- Educating our employees to the highest levels.
- Being involved in the communities we serve.

Slide 1-17

VISION STATEMENT

A vision statement should be a descriptive picture of the desired outcomes.

Slide 1-18

- 2. Organizations often combine goals and objectives into a vision statement.
- 3. Organizations may begin with a vision and mission and then create goals and objectives.
 - a. A mission statement is a rationale for what we do now and in the future.
 - b. A vision statement should be a descriptive picture of the desired outcome(s).

- c. Vision statements provide a set of principles on which the organization makes decisions. It helps the operations of the organization.

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ACTIVITY 1.2

Mission Statement

Purpose

To analyze the mission statement of your organization.

Directions

1. Share your mission statement with your group. Sample mission statements are included on the following worksheet.
2. List the key elements of the mission statement.
3. Does it name the customer or the receiver of the service?
4. Does it state the intended level of service to be provided?
5. Does it have a measurable or stated purpose in delivering the service?

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ACTIVITY 1.2 (cont'd)

Sample Mission Statements

“We will provide the residents, businesses and visitors of Riverside with the highest level of protection against the loss of life and property. We recognize we are an integral part of the community and are sensitive and responsive to neighborhood needs and priorities. We are ‘dedicated to service’ as highly trained professionals in all aspects of rescue, EMS, fire prevention and suppression, and the control of all hazardous situations. We uphold this commitment through quality emergency services and a proactive approach to public education, code enforcement, hazard investigation, innovative life and fire safety awareness and community service.”

“Spring Valley Fire and Rescue is committed to creating safer communities through prevention, preparedness and effective emergency response through our strategic plan.”

“Providing the highest quality problem-solving and emergency service to the Fairview community since 1894.”

“To provide protection for life and property in a proactive and professional manner that enhances the city of Franklin’s position as a premier, international, residential, and business community.”

“The Salem Fire Department is a customer service organization partnering with communities, members, citizens and visitors to foster the feeling of safety any place, any time, through planning, mitigation, response and restoration.”

“The Highland Park Fire Department is a value-driven team of dedicated professionals, committed to providing emergency, educational and specialized services for the purpose of saving lives and reducing property loss for the communities we serve.”

“The city of Madison Fire Department is committed to preventing and minimizing the loss of life and property through incident stabilization and mitigation with the delivery of professional, efficient, high quality emergency fire, rescue and EMS, fire prevention, public education and hazardous materials response as a regional partner for the protection of the residents, business community and visitors to the city of Madison and its region.”

ACTIVITY 1.2 NOTES

III. STRATEGIC MODELING

STRATEGIC MODELING

- Target year.
- Mission statement.
- Business you are in (imagine).
- Benchmarks for tracking.
- Internal strategic changes or improvements.
- Organizational culture.
- End result may be a revised mission statement or revised objectives.

Slide 1-20

- A. Strategic modeling is the detail of an agreed upon plan that predicts the future for the organization. It forecasts that future in understandable, measurable and sustainable terminology.

- B. Targeting.
 - 1. Choose a target year.
 - 2. Review the mission statement.

- C. Expectation from strategic modeling.
 - 1. Based on the current business, imagine the perfect business and describe the organization.
 - 2. Successful benchmarks used for tracking.
 - a. Discussed in “The Balanced Scorecard” (Kaplan and Norton, 1996).
 - b. Finances: This requires accurate data. Use metrics such as cost versus benefit or risk assessment.
 - c. Processes or procedures and service levels.
 - d. Customers.
 - Customers are measured by satisfaction of your services, and remember to separate the services as they are measured.

- As a comparison, customers may express satisfaction with fire suppression or EMS, but less so with code enforcement.
- Also, you must measure how to retain customers and identify new customers. Your services should address who receives them and why they need them.

e. Learning and growth.

- Learning and growth measurements are the keys to improvement for any organization. What is your employee's attitude toward change, retraining, improvement and new technology?
- Remember it is not just how many employees are needed, but also how qualified the personnel are.
- A benchmark or an objective to support a mission could involve retraining or adding an additional skill to the organization.

3. Internal strategic changes or improvements.

- a. A well-developed strategic plan will root out changes that need to be made within the organization in order to proceed successfully and allow sustainability.
- b. Internal changes needed to proceed with the mission.

ORGANIZATIONAL CULTURE

- Emergency services often resist change.
- There are three choices for developing plans for a change.
 - Align with the culture in place.
 - Move the culture gradually by a target date.
 - Make separate operational plan in the organization. Key personnel change at target date.

Slide 1-21

4. The organizational culture.

- a. The emergency services field has had a traditional resistance to change. When dealing with a culture that offers resistance, the strategic development team has three choices.
 - Design a future that will align with the culture in place at the time and hope that personnel changes in the near future will embrace the strategic plan.
 - Develop a plan that moves the culture to a place the organization wants to be by a target date and plan changes according to the time frame agreed upon.
 - Create a separate operational plan within the organization. Place key personnel in a position to learn and adapt to the new strategies separate from the operations of the organization, and when the target date arrives, have the people and procedures ready to change over.
- b. The key to business modeling or scenario-based planning is honesty. The team must look at the data of the organization with an unbiased eye.
- c. Many an organization has become extinct because they believed they would always be irreplaceable or necessary.

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ACTIVITY 1.3

Using Success Indicators for Strategic Modeling

Purpose

To reinforce strategic modeling and the relationship of goals and objectives to mission statements.

Directions

1. The instructor will divide the class into groups.
2. The instructor will assign each group a scenario to analyze.
3. Read the scenario and as a group answer the questions asked in the last paragraph of each scenario.
4. You will have 10 minutes to evaluate.
5. You will have 10 minutes for presentations.

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ACTIVITY 1.3 (cont'd)

Using Success Indicators for Strategic Modeling

Scenario 1: New Customer

The community of Progress is protected by the Doitall Fire, Rescue, Emergency Medical Services (FREMS) Department and has experienced a significant increase in incendiary-related fires caused by juveniles under the age of 13. A group of representatives from neighborhood Homeowners Associations (HOAs), members of the local Parent Teacher Associations (PTAs) and a couple of members from the town council have expressed concerns. Data from the National Fire Incident Reporting System (NFIRS) used by Doitall FREMS demonstrates an increase of 25 percent in fires set by juveniles over the last three years. The HOA representatives are fearful of their property values being reduced because of the rash of fires, the PTA is demanding action from the schools and the community government to prevent further fires caused by juveniles, and the members of the town council are asking who is responsible for the solution, the Doitall FREMS or law enforcement.

No one in the Doitall Department has training in juvenile firesetter intervention. There is no fire educator on the Doitall Department, nor is there a cause and origin investigator on the department. The fires in progress are investigated by the local sheriff's department.

The present budget is sufficient for the number of personnel presently employed and the operations budget is sufficient to maintain present services, however, the expenditures for the past two years have matched the budgeted revenues almost exactly. This leaves very little margin for error. The department's fleet of vehicles is on a 10-year replacement plan and ambulances are replaced every four years. The fire prevention bureau has a staff of two and they provide code enforcement only.

Overall, the department has received favorable reviews from citizen surveys with the last survey completed two years ago. The targeted response time for arriving first units of five minutes has been achieved for the last five years.

The Doitall FREMS Department strives to provide a professional delivery of fire suppression, rescue, and EMS to the citizens of Doitall in the fastest manner available and with the most up-to-date equipment and technology, **resulting in complete customer satisfaction.**

Identify the new and old customers in this scenario. Determine the categories of customers. Include potential customers if the goals of the department were expanded to include a new service.

ACTIVITY 1.3 NOTES

Scenario 2: Benchmarks for Tracking (Financial)

The city of Sharp is a bedroom community with a downtown that is approximately three blocks long. The retail heart of Sharp resides in those three blocks and provides the large majority of revenue to the community through sales tax. Most of the citizens of Sharp work in a neighboring metro area and travel to work daily. The community does have an elementary school, but middle-school and high-school students are bused to the metropolitan school district. A contracted building inspector reviews building permits and new construction permits.

The Cutting Edge VFD has an annual budget of \$12,000, which is a return on a portion of the sales tax revenues specifically collected for public safety. The department operates a 15-year-old pumper and a 9-year-old tender. The department has 18 volunteers, 15 of whom have been members for over 10 years. Of the veteran members, three are approaching the age where retirement is a strong possibility in the next two years.

The fire station is a converted gas station that was originally built in the 1950s. It has heating issues in the winter and is considered a drafty building. On more than one occasion, the heat has malfunctioned and the station's water pipes have frozen, as well as the fire engines' water supply lines. There is no tower to dry hoses, and there is no space for a meeting room or training. The department uses the local elementary school for meetings and conducts training at one of the firefighter's farms.

With a staff of dedicated volunteers, the Cutting Edge VFD protects the citizens of Sharp from the dangers of fire by staying **physically prepared and adequately trained**. The department **maintains their equipment to national standards**, trains the volunteers according to state protocols, and adopts the current national fire codes.

Determine the benefits to the community received from the \$12,000 annual budget. Determine if there are possible revenue sources that can be achieved by building or remodeling the station. What potential costs will need to be addressed in order to replace the three retiring members?

ACTIVITY 1.3 NOTES

Scenario 3: Business Processes and Procedures

The community of Snowball is a very old, traditional community where many of the families that reside have lived for generations. The downtown, which includes the courthouse, houses the Division of Public Safety and is 100 years old. The utilities in the old building were brought up to code 20 years ago. The lack of sufficient electrical receptacles causes many of the desks situated in the departments to share a Ground Fault Interrupter (GFI) extension cord. This forces many of the desks to be located in close proximity to one another and allows for little personal privacy. There is a need for storage space since the division maintains many old files that were printed on paper. Some of these files are 30 or 40 years old, and the division has a limited number of computers because of the lack of adequate receptacles needed to operate a computer and monitor power cords.

The fire and police departments have newer vehicles, and the equipment replacement plan is sufficient to keep up with the need, however, they lack the ability to add modern technology, such as mobile data terminals or laptop devices, because there is no connectivity available at the courthouse to communicate with the units. The Division of Public Safety uses an older Ultra High Frequency (UHF) radio system that works fine in Snowball, but it does not have the ability for law enforcement units or fire units to communicate with neighboring departments or state agencies.

Much of the recordkeeping for Snowball is kept on computer disks from a personal computer because the community does not have the ability to store large amounts of information. Clerical positions in Snowball have a high turnover in personnel because the skills and training for acquiring new skills are limited by the technology used in Snowball and the community's governing body's lack of support to send people for training that is (in their view) unnecessary for the type of system currently used by Snowball. The Snowball Division of Public Safety employs qualified people who protect the citizens of Snowball. This includes protection from fire, violence and natural disaster.

What benefits could be achieved from adding a more up-to-date computer system to the organization? How could the levels of service improve by adding mobile data terminals to the emergency vehicles? What benefits for the employees and customers should be expected if the community improves its records management system?

ACTIVITY 1.3 NOTES

Scenario 4: Learning and Growth

The Resistant Fire Department has been in existence for 200 years. Many of the members are third- and fourth-generation members. The department has provided basic fire suppression response from two stations for a community of 17,000 as long as anyone can remember. The department has one engine in each station and one reserve engine. Each station is a two-bay station that employs four firefighters at each station per shift. The fire department has been recognized as the most popular service offered in the community for several years by surveys initiated by the city council. As the number of fires has begun to decline in the past 10 years, the Resistant Fire Department has become more involved in fire prevention efforts. The department installs smoke alarms for citizens, conducts fire safety surveys for residences, and has developed a characterization program using firefighters in the elementary schools. The community has had a local ambulance transport business for the past several years operated by a local citizen. The business owner has announced that she is retiring and closing the transport service. The closest service to the community is a hospital-based unit 11 miles away.

Resistant Fire Department has about half of the department trained as EMTs, and they are the newest members. None of the Company Officers (COs) or chief officers have any EMS certifications. The attitude of most of the senior members of the department has been “we are firefighters, not nurses, if you want to take care of sick people, go work in a hospital.”

The Resistant Fire Department encourages the professional development of its members by training safely and encouraging safe and efficient practices.

What appears to be the prevailing attitude of the department toward fire suppression and prevention? What is the cultural attitude toward EMS? What forms of communication will be needed to convey the department’s desire to add EMS to the resistant employees? What forms of communication should be considered in delivering the message to the public if the goal is to add EMS?

ACTIVITY 1.3 NOTES

IV. THE PERFORMANCE AUDIT

THE PERFORMANCE AUDIT

- Use SWOT analysis.
- Consider how the organization compares to like organizations.
- Consider the organizational culture.
- Consider the life expectancy of service levels.
- Evaluate the work force (employees, staff).
- Consider the external influences.

Slide 1-23

- A. The definition of a performance audit is best described as the process where the group or team identifies how the organization is functioning at the present time.
- B. Use the SWOT analysis (from earlier in the unit).
- C. Start with your identified benchmarks.
 - 1. Use the SWOT analysis to determine the strengths, weakness, opportunities or threats to those benchmarks. Some will require a little research, like finances.
 - 2. If finances are predetermined, then the team can readily identify where the resources come from.
 - 3. The new fire chief should insert himself or herself to give direction for where the revenues will come from and, possibly, whether the revenue stream is secure.
 - 4. However, the team may have lengthy discussions about current procedures and how they may need to change in the future because of the threat of competition or new technology opportunities, or they may even determine that technology is a strength because of recent acquisitions.
- D. The SWOT should consider how the organization compares to industry standards, such as those provided by the National Fire Protection Association (NFPA).
 - 1. Be careful not to use shortcuts in this analysis.
 - 2. The team may use simple evaluations such as staffing numbers, stations and pieces of apparatus as comparisons.

3. Encourage the use of measures such as demographics and the number and types of services. If the scorecard identified a strength, recognize its distinctive effect on the organization.
- E. The organizational culture.
1. When determining the organizational culture, the challenge here is to seek understanding from the team and not to become emotional because of negative depictions of the culture.
 2. The discussion should focus on “the way things are done around here” versus “the way you think or wish they were done.”
- F. Life expectancy of service levels.
1. A key area of concern during the performance audit is to evaluate all the levels of service that the organization delivers for strength and threat.
 2. Honesty is imperative here.
- G. Evaluating the workforce (employees and staff).
1. A major portion of any strategic plan and any performance audit considers the performance of the employees.
 2. The talent in the organization is a large portion of the equation that leads to success.
 3. An organization’s ability to attract qualified employees, develop their skills and retain them is critical.
 4. When using SWOT to evaluate employee performance, identify the measurements used by Bassi and McMurrer (2007).
 5. Look at the leadership of the organization, employee engagement in the organization, the employee’s access to new training and education, the employee’s abilities to learn more, and how well the organization uses the workforce.
- H. The external influences.
1. The team always needs to look at the external influences to the organization as well.

2. Several groups must be considered, such as related industries, vendors, allies, direct and indirect competitors, regulatory and governing groups, and customers and stakeholders.
3. Organizations that provide the same or similar services.
 - a. External threats may come from another organization being able to do it less expensively or provide more services for the same price.
 - b. Never get in the rut that allows you to think that no one can replace your organization.
4. Direct and indirect competition.
 - a. Training has evolved in the past 10 years.
 - b. The internet has replaced many human instructors, which is a direct form of competition.
 - c. The fact that webinars offer access to national speakers has caused the organizations to budget fewer dollars for travel to training.
 - d. That is an indirect form of competition. More money spent on webinars, less on conference attendance.
5. Regulatory groups.
6. Stakeholders.
 - a. Primary customers should be obvious stakeholders, and the strength and opportunities for the organization should be easily understood.
 - b. Threats may come from the lesser stakeholders, such as insurance underwriters, educational institutions, and retail businesses that contribute tax dollars.
 - c. The threats and weaknesses could be changes in benefits to policyholders from ISO ratings, schools desiring less education, fewer philanthropic contributions to organizational programs, or fewer charitable dollars to organizational charities because of the economy or business competition to retail.
 - d. The general state of the environment that surrounds us.
 - e. Any performance audit must remain conscious of the issues of relevance in the environment in which we reside.

- f. Things like the economy are impacting us in more ways than just financially.
- g. The public's concern for current events may cause consideration of things like security, both for your employees and the public trust. Remember what the world was like after 9/11, and the focus on terrorist activities. There were opportunities for grants, training, etc., but also threats to many organizations' ability to sustain the safeguards added to prevent terrorism.
- h. Additional costs for secure measures added to buildings to prevent entry, identification cards, key card systems, etc. It clearly identified weaknesses in local systems of response.

V. GAP ANALYSIS

GAP ANALYSIS

- Gap analysis compares:
 - Strategic modeling.
 - Performance audit.
- Gap analysis decides how long it will take to bridge the gap.

Slide 1-24

- A. A gap analysis can best be described as identifying where the organization is presently and where the organization wants to be in the near future, and then identifying what it will take to close the gap.
 - 1. Simply put, an appropriately named gap analysis allows us to take the result of our strategic modeling (things we want to do and where we want to be in our target year) and compare it with our performance audit (where we are now).
 - 2. We can then decide what actions and resources it will take to bridge the gap.
 - 3. Look at present services.
 - 4. Consider the future services you identified that could be offered.

GAP ANALYSIS (cont'd)

- The services identified during strategic modeling.
- Do they affect current service levels?
- Prioritize their reduction of effectiveness of present service levels.
- What organizational actions may be needed because of planned changes?

Slide 1-25

B. The following factors should be addressed to complete closure of the gap analysis.

1. Identify services that emerged from the strategic modeling process to assess whether the team decided to make them part of the organization's future.

a. List how they affect current levels of service.

b. Prioritize how they reduce some of the present services in relative effectiveness.

c. Determine if the organization needs to plan for other strategic actions because of the planned changes.

- The team should be concerned with how they will evaluate success for each new level of service at this juncture.

- The audit should have identified what is needed to make the service occur, and the gap analysis should highlight what resources are needed to bridge the gap of design versus delivery.

- The evaluations are needed for several reasons. One reason is to keep employees motivated to achieve the results expected by the team. Another reason is to allow for changes needed due to internal or external unanticipated factors (i.e., the economy reduces revenues or a key management position becomes vacant, etc.).

- This is when the team needs to agree on what hard decisions need to be made. Without consensus here, there is little hope to get buy-in from the culture within the organization.

GAP ANALYSIS (cont'd)

- Look at the future strategically.
- Identify the expertise needed for organization's vision.
- Is management staffing adequate to oversee the plan?
- Does sufficient technical expertise exist within the organization?

Slide 1-26

2. The new fire chief should ask the team to consider the future strategically.
 - a. Identify the person and expertise required to achieve the vision.
 - b. Assess if there are enough managers or supervisors to oversee the plan.
 - c. Evaluate the level of required technical expertise and its existence within the organization.
 - d. Besides having enough employees for the plan, the team should also ensure that the correct abilities or skills are available.

GAP ANALYSIS (cont'd)

- Analysis gaps can be closed by either:
 - Transactional methods that modify the goals.
 - Transformational methods that reduce or cancel the hurdles that hinder closure.

Slide 1-27

3. Tactics for closing the gap involve the following two methods.
 - a. Transactional methods that close the gap by modifying the goals.
 - b. Transformational methods that close the gap by reducing or canceling the hurdles that hinder closure.

GAP ANALYSIS (cont'd)

- Some analysis gaps cannot be closed.
- The approaches in that case are:
 - Take larger risks, hoping for a larger benefit.
 - Admit it's too large and move on.

Slide 1-28

4. The gap that cannot be closed.
 - a. Some service levels are not achievable because the gap analysis identifies a restriction that seems too insurmountable, such as not enough personnel, not enough revenue, or a radical change to the service provided, to be supported by the culture or the governing body.
 - b. The team can decide how large a risk they are willing to take to overcome the obstacles or move on.
 - c. Take larger risks, hoping for a larger benefit.
 - d. Admit it is too large and move on.

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ACTIVITY 1.4

Gap Analysis

Purpose

Provide an opportunity to review some issues information compiled by strategic modeling and a performance audit. Identify the gaps that exist between what the organization looks like presently and what it wishes to look like. Using gap analysis, determine the gaps that must be addressed in order to proceed.

Directions

1. Read the two scenarios.
2. For each scenario, identify and discuss any items that you view as gaps that need to be addressed by an audit team before integration can be implemented.
3. You will have 10 minutes to analyze the scenarios.
4. You will select someone from the group to present the group's decisions.
5. Your group will have five minutes to present the findings.

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ACTIVITY 1.4 (cont'd)

Gap Analysis

Scenario 1

A new level of service for a combination fire service has been suggested by the strategic development team. They believe the department should start performing annual business inspections and use the engine crews to complete the inspections. The performance audit noted that the department works 24-hour shifts with 48 hours off, and has a collective bargaining contract requiring that training and nonemergency work must be completed daily by 5 p.m. The department requires that all three shifts receive an average of 20 hours of training per person per month, and the volunteers complete 24 hours of training per month and work one 12-hour shift per month. There are no forms that exist for company inspections, and no one is code certified. The plan is to implement this service in the first year and complete all the inspections by the end of the calendar year.

ACTIVITY 1.4 NOTES

Scenario 2

A local community wishes to merge with another nearby community to create a full-time, staffed FPD. The FPD would have a station in each community with three paid firefighters in each station on-duty 24 hours a day. The newly formed department is expected to begin delivering service in 18 months. The performance audit shows that each community's present department has one fire engine, but only one of the communities has a station that can house personnel. The other community has a station with shelter for the engine only and no living facilities in the building. One department trains to a national standards level, the other does not. One of the departments protects a community that is approximately 8 square miles and the other is only 5 square miles. The plan calls for the building of a station in the community currently lacking a station with living quarters and standardizing training for the department. One identified threat from the audit was a politician in one of the communities who did not agree with the plan to become a paid department and has voiced his opinion that it should remain one large volunteer FPD.

ACTIVITY 1.4 NOTES

VI. THE ACTION PLAN (INTEGRATION)

THE STRATEGY

- SMART.
- Review values.
- Review mission.
- How will the organization reach the desired outcomes?

Slide 1-30

- A. The strategy.
1. Remember SMART.
 2. Review the values of the organization and the mission statement.
 3. What does the strategy suggest?
 - a. The team must decide how long it will take the organization to reach the desired outcomes of the plan.
 - b. Remember, everything cannot be achieved at once.

OPERATIONAL PLANS

- Statement of goals.
- Whom (customer) this service benefits.
- The resources needed.
- The operations time frame.
- How it is funded (potential revenue).
- How to sell it to employees, public and policymakers.

Slide 1-31

- B. The operational plans.
1. Statement of goals.

2. Identify whom this service will benefit (customer).
3. List the resources needed.
4. Determine an operations time frame.
5. Identify funding sources and determine if there is any potential revenue stream.
6. Assess how the plan will be presented to obtain support from employees, the public and your policymakers.
7. A good system for marketing will enable success and be embraced by everyone.
 - a. Highlight the organization’s skills and abilities to deliver (brag; blow your horn).
 - b. Clearly identify whom you are targeting (employees, parents, policymakers).
 - c. Use the three P’s: the first “P” is for product, to define the item and recipient, the next “P” is potential benefit to them, and the third “P” is the process of delivery or means for ensuring that the customer receives the product.

ACTION PLANS

- Disseminate the details of the plan to the affected areas.
- Assign tasks and define roles.
- List what is required from each area.
- Explain time frames and expectations.
- Consider need for contingency plans.

Slide 1-32

- C. Action plans.
1. Disseminate the details of the plan to the affected areas.

2. This is the point where the plan should detail what division or department is being assigned a specific portion of the plan. Specifically, what changes do you expect from, for example, the training division, facilities or the line personnel? For each assignment, make sure the action plan includes how much revenue it requires, capital requirements, number and type of employees, information technology, etc.
 - a. Assign tasks.
 - b. List what is required from each area.
 - c. Explain time frames and expectations.
 - d. This is also an area where the plan may need to be altered because the department or division has specific knowledge about their respective limitations. These may include time requirements for training, available floor space for improvements, etc.

CHIEF OFFICER ROLE

- Facilitator.
- Coach.
- Cheerleader.

Slide 1-33

3. The role of the chief officer.
 - a. **Facilitator:** The new fire chief needs to be involved at this point to prevent the strong-willed members of the team from championing their ideas or their division's needs. The plan must be what is achievable and best for the entire organization.
 - b. **Coach:** As coach, the chief officer should offer his or her perspective and encouragement for assuring the team that the plan will be carried out and monitored under the chief's watchful eye.

- c. Cheerleader: Finally, as the goals are achieved, the new fire chief needs to demonstrate with enthusiasm the benefits of the strategic plan and share the accomplishments with staff, employees and policymakers.

CONTINGENCY PLANS

- Prepare for the unexpected.
 - Impact of the event.
 - Probability of the event.
- Review the SWOT.

Slide 1-34

- 4. Contingency plans are best described as the preparations made for an event or condition not planned for in the formal planning process.
 - a. High impact or low impact. The training acronym of high risk and low volume, or in this case, high impact and low probability. This is the purpose of a contingency plan. High impact may include serious financial changes, catastrophic occurrences of nature, or technology change that changes levels of service.
 - b. The impact to the organization.
 - c. The probability of the event occurring.
- 5. Review the SWOT analysis again.
 - a. Concentrate on the identified threats.
 - b. Review the organization's strengths.
 - c. Look for triggers to each category.
 - Determine if the threats or strengths fit the high impact and low probability criteria.
 - Measure the impact. If no contingency plan is developed, then the team should consider triggers.

- Triggers would determine when the organization notes a significant change.
- This type of monitoring gives the organization time to develop a contingency plan.

VII. IMPLEMENTATION

IMPLEMENTATION

Three-step process:

- Unveiling.
- Dissemination.
- Strategic management.

Slide 1-35

A. A three-step process — the unveiling.

UNVEILING THE PLAN

- Recognize the work of the team.
- Describe the plan, review the mission statement, relate its importance to the organization.
- The time frame for use of the plan.
- Share with management and commit to its completion.
- Encourage participation, hold accountable to the plan, base future decisions on plan.

Slide 1-36

1. The unveiling should recognize the considerable work and effort of the team. The team and staff need to celebrate the completion by reinforcing their commitment to achieve the desired results of the plan.
2. The unveiling should describe the content of the plan, a review of the mission statement, and its importance to the future of the organization.

3. Finally, the process should include a time when the plan is expected to be used, a beginning, and an encouragement to achieve the desired results.
4. Share the plan with management first, and indicate your commitment to the plan.
5. Encourage their participation, and enforce that all will be held accountable to the mission statement.
6. Empower managers to base their decisions on the strategic plan, and detail how that will influence the success of the plan.

DISSEMINATE THE PLAN

- Distribute to managers.
- Make decisions based on the plan.
- Review progress of the plan.

Slide 1-37

B. Disseminating the plan.

1. Distribute to managers.
2. Management must base business decisions on the strategic plan.
3. At scheduled meetings, review progress of the plan.

STRATEGIC MANAGEMENT

- Monitor plan execution.
- Determine if managers have needed skills.
- Some employees do not have proper skills or values to implement the plan.
- Managers may need training.
- Some people may be in the wrong position.
- Organizations may need better accountability.

Slide 1-38

C. Strategic management.

1. Monitor the execution of the plan by managers and employees.
2. Determine if managers have necessary skills.
3. Often, a strategic plan identifies that some of the employees do not have the proper skills or values to implement the plan.
4. Many plans identify that managers need training in certain areas of management to ensure plan success. Sometimes people are in the wrong position, and they hinder the progress.
5. Finally, most organizations need to improve their system of accountability for both how progress is tracked as well as the implications of performance.
 - a. Assess if the organization has the right people managing the plan. Chief officers should manage new business lines, service level changes, financial projections, etc.
 - b. Middle managers, division chiefs and COs should be advised of portions of the plan that affect their operation.
 - c. Finally, copies of the plan should be distributed to every employee in the organization for their understanding and eventual support.

UNIT 2: FINANCIAL MANAGEMENT

TERMINAL OBJECTIVE

The students will be able to:



- 2.1 *Explain the key elements of financial accountability and effective fiscal planning, budgeting, procurement and property management to support long-term fiscal sustainability.*

ENABLING OBJECTIVES

The students will be able to:

- 2.1 *Explain four elements of effective financial management that facilitate long-term fiscal stability.*
 - 2.2 *Explain federal and state laws and regulations relating to fiscal accountability for fire and Emergency Medical Services (EMS) agencies*
 - 2.3 *Explain the key steps involved in developing a balanced organizational budget.*
 - 2.4 *Describe at least five elements of effective procurement policies and procedures.*
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UNIT 2: FINANCIAL MANAGEMENT

Slide 2-1

TERMINAL OBJECTIVE

Explain the key elements of financial accountability and effective fiscal planning, budgeting, procurement and property management to support long-term fiscal sustainability.

Slide 2-2

ENABLING OBJECTIVES

- Explain four elements of effective financial management that facilitate long-term fiscal stability.
- Explain federal and state laws and regulations relating to fiscal accountability for fire and Emergency Medical Services (EMS) agencies.

Slide 2-3

ENABLING OBJECTIVES (cont'd)

- Explain the key steps involved in developing a balanced organizational budget.
- Describe at least five elements of effective procurement policies and procedures.

Slide 2-4

I. FINANCIAL MANAGEMENT OVERVIEW

FINANCIAL MANAGEMENT OVERVIEW

- Financial management of the monetary resources of a business or organization, includes:
 - Planning.
 - Organizing.
 - Directing.
 - Monitoring.
 - Controlling.

Slide 2-5

- A. Financial management is the planning, organizing, directing, monitoring and controlling of the monetary resources of a business or organization.
 - 1. Financial management of a private sector business differs significantly from the financial management of a public sector agency or organization.
 - 2. Public sector financial management does not involve:
 - a. Initial business capitalization.
 - b. Shareholder dividends (profit).

FINANCIAL MANAGEMENT OVERVIEW (cont'd)

- Implements the organization's vision by:
 - Understanding the organizational goals, objectives and performance measures.
 - Evaluating funding sources.
 - Determining how funds are to be used.
 - Controlling the expenditure of funds.

Slide 2-6

- B. Financial management puts the organization's vision into action by:
1. Understanding the organizational goals, objectives and outcome-based performance measures.
 2. Evaluating funding sources.
 3. Determining how funds are to be used.
 4. Controlling the expenditure of funds.

FINANCIAL MANAGEMENT OVERVIEW (cont'd)

- Financial management is critical to:
 - Long-term fiscal sustainability.
 - Community trust.
 - Organizational planning and stability.
 - Resource allocation.

Slide 2-7

- C. Effective financial management is critical to:
1. Sustaining long-term fiscal viability.
 2. Establishing and maintaining community trust.
 3. Organizational planning and stability.

4. Effective allocation of resources.

FINANCIAL MANAGEMENT OVERVIEW (cont'd)

- Six elements:
 - Accountability.
 - Planning.
 - Budgeting.
 - Procurement policies and procedures.
 - Fiscal controls.
 - Property management.

Slide 2-8

D. Effective financial management involves six elements.

1. Accountability.
2. Planning.
3. Budgeting.
4. Procurement policies and procedures.
5. Fiscal controls.
6. Property management.

II. FISCAL ACCOUNTABILITY

FISCAL ACCOUNTABILITY

- Answerable to a higher authority (community) for the appropriate use of financial resources.

Slide 2-9

- A. Fiscal accountability is the responsibility of answering to a higher authority (the community) for the appropriate and reasonable use of financial resources.

FISCAL ACCOUNTABILITY
(cont'd)

- Involves:
 - Meeting community and organizational expectations.
 - Conformance laws and regulations.
 - Accurate financial records.
 - Transparency of financial transactions.

Slide 2-10

- B. Fiscal accountability involves the following:
 1. Meeting community and organizational expectations relative to ethical usage of financial assets.
 2. Conformance with applicable federal, state and local laws and regulations relating to use of public financial resources.
 3. An obligation to maintain accurate financial records.
 4. Ensuring transparency of financial transactions.

FIDUCIARY RESPONSIBILITY

- Good stewardship of financial resources.
- Desired outcomes achieved and sustained by the organization at the lowest possible cost.
- Fiscal accountability and transparency.
- Effective fiscal planning.

Slide 2-11

- C. Fiduciary responsibility relates to expectations, values and ethics and includes the following.

1. Community expectations, including the following:
 - a. Good stewardship of financial resources.
 - b. Desired outcomes achieved and sustained by the organization at the lowest possible cost.
 - c. Fiscal accountability and transparency.
 - d. Effective fiscal planning.

ORGANIZATIONAL EXPECTATIONS

- Organizational values.
- Organizational culture relative to fiduciary responsibility.
- Organizational history and past practices.

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2. Organizational expectations, such as the following:
 - a. Organizational values.
 - b. Organizational culture relative to fiduciary responsibility.
 - c. Organizational history and past practices.

VALUES

Values drive decision-making, including:

- Personal values.
- Organizational values.

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3. Values that drive decision-making include:
 - a. Personal values.
 - b. Organizational values.
 - c. Individual or personal values and the organization's values may not always be congruent.

ETHICS

- Ethics are principles of right conduct.
 - Ethical behavior is a function of leadership.
 - Increasing number of ethical issues in the fire/EMS business.
- Organizational ethics are evidenced in several ways.

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4. Ethics, which include principles of right conduct, are a set of rules or standards governing conduct.
 - a. Ethics are not a passing fad, but a response to fundamental changes in society.
 - b. Defining and influencing ethical behavior is a function of leadership.
 - c. There are an increasing number of ethical issues in the fire or Emergency Medical Services (EMS) business.
 - d. Organizational ethics appear in several ways.
 - Code of ethics.
 - Policy statement.
 - Employee handbook.
 - Posted statement.
 - Reports.

- Presentations or speeches.
- Behavioral norms.
- e. An example of an ethics statement:
 - National Society of Executive Fire Officers (NSEFO).
- f. The extent that one's personal values and ethics conflict with community expectations or the organizational values, ethics and culture vary.

LEGAL ENVIRONMENT

- Federal laws and regulations.
 - Internal Revenue Service (IRS) Code Section 501c (3) — Nonprofit Tax Status.
 - Social Security Act of 1965 (42 U.S.C. Chapter 7).
- State laws and regulations.
 - Taxing authority.
 - Government Accounting Standards Board (GASB) conformance.

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- D. The legal environment pertains to both federal and state laws and regulations.
 - 1. Federal laws and regulations include Nonprofit Tax Status and the Social Security Act of 1965.
 - a. Internal Revenue Service (IRS) Code Section 501c (3) — Nonprofit Tax Status.
 - Funds or donations received by or from a qualified Nonprofit Organization (NPO) are both tax-exempt.
 - Organization must be organized and operated exclusively for exempt purposes.
 - No earnings may transfer to any shareholder or individual.
 - Organization cannot attempt to influence legislation as a substantial part of its activities.
 - Organization cannot participate in any campaign activity for or against a political candidate.

- b. The Social Security Act of 1965 (42 U.S.C. Chapter 7) Title XVIII governs Medicare and Medicaid payments and reimbursements.
 - c. Affordable Health Care Act (AHCA)
2. State laws and regulations include:
- a. Taxing authority.
 - b. Mandated conformance with Government Accounting Standards Board (GASB) accounting and financial reporting practices.
 - c. Fiscal year period.
 - Fiscal year is established by statute in many states as July 1 through June 30 of a given year.
 - Federal fiscal year is Oct. 1 through Sept. 30 of a given year.

III. FINANCIAL PLANNING

FINANCIAL PLANNING

- Financial management is:
 - Understanding organizational goals, objectives and performance metrics.
 - Evaluating funding sources.
 - Determining how funds are to be used.
 - Controlling funds.

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- A. Financial management puts the department’s vision into action.
- B. Financial management is:
 - 1. Understanding the organizational goals, objectives and outcome-based performance measures. For example:
 - a. Fractile for first-unit response performance within six minutes, 90 percent of the time.

- b. Survival rate for cardiac arrest patients is 25 percent when first unit arrives within six minutes of 911 call.
- 2. Evaluating funding sources.
- 3. Determining how funds are to be used.
- 4. Controlling funds.

FINANCIAL PLANNING (cont'd)

- Financial planning serves as a tool to:
 - Assess current program, service and resource needs.
 - Assess ability to sustain current program and service levels.
 - Assess program and service effectiveness in meeting community expectations.

Slide 2-17

- C. Financial planning serves as a tool for the following:
 - 1. Assess current program, service and resource needs.
 - 2. Assess ability to financially sustain current program and service levels.
 - 3. Assess program and service effectiveness in meeting community expectations.

FINANCIAL PLANNING (cont'd)

- Prepare for program, service and resource needs.
- Assess future needs.
- Maintain long-term fiscal stability.

Slide 2-18

4. Prepare to meet program, service and resource needs going forward.
5. Assess future program, service and resource needs.
6. Maintain long-term fiscal stability.
 - a. Financially sustain programs and services over time.
 - b. Fiscal capacity to modify services as community needs or expectations change over time.
 - c. Fiscal capacity to fund acquisition, maintenance and replacement of capital facilities and equipment as necessary to meet community service expectations.
 - d. Ability to meet unanticipated fiscal needs.

FINANCIAL PLANNING (cont'd)

- Financial planning can help:
 - Measure performance.
 - Develop cost controls.

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- D. Financial planning can provide a measure of performance by comparing expectations to actual events.
 1. Identify discrepancies between plans and what is actually occurring.
 2. Analyze variances between performance standards and what is actually occurring.
 3. Review desired outcomes compared to resources allocated.
 4. Make changes to plans, performance standards or budgets as needed.
 5. Use documentation as a tool to respond to accountability questions.

- E. Financial planning can help develop cost controls that meet the community's need for the following:
 - 1. Minimize expenses and provide cost-effective programs.
 - 2. Provide a broad range of programs and services.

TYPES OF FINANCIAL PLANNING

- Operational planning.
- Tactical planning.
- Strategic planning.
- Budget planning.

Slide 2-20

- F. The main types of planning include operational, tactical, strategic and budget planning.
 - 1. Operational planning applies to the day-to-day activities of the organization.
 - a. Day-to-day operational scheduling.
 - b. Day-to-day delivery of services.
 - c. Day-to-day financial transactions and budget management.
 - 2. Tactical planning involves near-term (e.g., zero to three-year) goals.
 - a. Determine the resources needed to operate effectively as an organization throughout the budget year.
 - b. Allocate and dispense resources.
 - c. Determine services delivered and by what means.
 - d. Measure performance of service delivery.
 - 3. Strategic planning involves longer-term (e.g., three or more years) goals and objectives.

- a. It differs from most other long-term planning processes, which assume that the future can be extrapolated from the past or present, by undertaking a deliberate effort to consider a variety of outcomes and develop options for meeting each of them.
 - b. An example of strategic planning is long-term financial planning.
4. Budget planning should be a constant, year-round process.
- a. It requires knowledge of past and current revenues and expenses.
 - b. It requires development of strategies and contingencies to take advantage of opportunities, both planned and unplanned.

IV. BUDGETING

BUDGETING

A budget is a tool that:

- Links resources to expenditures.
- Transforms financial resources into human purposes.

Slide 2-21

- A. A budget is a tool that accomplishes the following:
 - 1. Links resources to expenditures.
 - 2. Transforms financial resources into human purposes.

BUDGET PURPOSES

- Establish spending authority.
- Provide control mechanisms.
- Predict current and future needs.
- Set organizational direction.
- Measure performance.
- Communication mechanism.

Slide 2-22

- B. Budgets have a purpose.
1. Establishing spending authority and limits.
 2. Providing a control mechanism for use of resources.
 3. Predicting current and future needs for optimal use of financial resources to achieve desired results.
 4. Setting organizational direction with a focus on priorities.
 5. Providing for measure of performance by demonstrating ongoing visibility of financial activity.
 6. Providing a mechanism for communication, participation and involvement in budgeting throughout all levels of the organization.

TYPES OF BUDGETS

- Different types of budgets have been developed with differing values and focuses:
 - Economic control.
 - Efficiency.
 - Effectiveness.
 - Community values.
 - Customer service.

Slide 2-23

- C. Different types of budgets have been developed with differing values and focuses.

LINE-ITEM BUDGET

- Control-oriented.
- Accountant friendly.
- Can use prior year's budget as a base from which to add or subtract.
- Promotes spending without regard for effectiveness or efficiency.

Slide 2-25

6. A line-item budget was adopted by the federal government in 1921 and is still the most common budget format in use today (International City/County Management Association (ICMA)).
 - a. It is control-oriented.
 - No other budget format facilitates the control of expenditures as readily as this format.
 - Its major strength, as well as its weakness, is that you know where the money is being spent, but not necessarily **what** is being accomplished by spending it.
 - b. It is accountant friendly.
 - It is easily displayed in ledger or spreadsheet format.
 - It is easy to track in terms of what has been expended and what remains to be spent.
 - It is easily developed and understood.
 - c. It can use prior year's budget as a base from which to add or subtract.
 - d. It promotes spending without regard to effectiveness or efficiency.
 - e. It tends to promote a "spend it or lose it" mentality.

PERFORMANCE BUDGET

Output-oriented through measures of efficiency (units of work and cost per unit).

- Goal: reduce unit cost for a stated activity.
- Sets performance standards and checks for conformance.
- Strength: focuses on what gets done rather than on controlling dollars.

Slide 2-26

7. A performance budget is output-oriented through measures of efficiency (units of work and cost per unit).
 - a. The goal is to reduce unit cost for a stated activity.
 - b. It compares cost per unit produced against the standard.
 - c. It sets standards of performance and checks for conformance with the standard.
 - d. There was a resurgence of this type of budget in the 1990s (Clinton administration) to improve efficiency and evaluate outcomes of program operations.
 - e. Its strength is that it focuses the budget process on what gets done rather than on controlling the dollars.
 - f. Weaknesses include the following:
 - It may not emphasize community values and outcomes (effectiveness).
 - It requires a more sophisticated information gathering and processing system than the line-item model.
 - Maintaining statistics can become the primary goal of the system.

ZERO-BASED BUDGET

- Emphasis on justifying expenditures.
 - Budget planning starts from “zero” each year.
 - Provides decision packages for policymakers.
- Strengths:
 - Requires annual review of all activities.
 - Politically popular.

Slide 2-27

8. The major emphasis of a zero-based budget is to justify or rejustify all expenditures annually.
 - a. The budget planning process starts from “zero” each year.
 - b. Decision packages are developed for consideration by policymakers to maintain, increase, decrease or delete a service.
 - c. Strengths include:
 - It requires orderly annual review of all activities.
 - It is politically popular because politicians can claim that no program or person is sacred and that all are rejustified each year or are not funded.
 - It focuses on inputs based upon fund availability, leading to outputs.
 - d. Weaknesses may include the following:
 - There is a significant workload increase to accomplish annual review and decision process.
 - There is less focus on outcomes.
 - It could lead some of the decision-makers to totally un fund a current program to offer a greatly enhanced service.

- e. Zero-based budgeting process.
 - Offer “decision packages” that reflect varying levels of outputs and costs.
 - Base level, offering the most basic service needs.
 - Current level, offering the current service level.
 - Enhanced level, offering service for needs currently unmet.

PROGRAM BUDGET

Outcome or “results” oriented.

- Ties budget process to desired outcomes through specific programs.
- Focuses on policy decisions.
- Seeks desired service levels instead of dollar-control mentality.
- Oriented toward achieving desired outcomes.
- Preferred budget model.

Slide 2-28

- 9. A program budget is outcome or “results” oriented. It ties the budget process to desired outcomes through specific programs.
 - a. It focuses on policy decisions.
 - b. It seeks desired service levels instead of creating a dollar-control mentality.
 - c. It is more oriented toward desired results.
 - d. Also referred to as “priority-based” budgeting.
 - e. Strengths include:
 - Identifies and quantifies desired outcomes and resources (costs) required to achieve them.
 - Helps decision-makers identify the direct costs required to achieve specific outcomes.

- Allows decision-makers to establish budget priorities based on identified outcomes that align with community needs and expectations.
 - Facilitates funding priority decisions when anticipated expenditures exceed anticipated revenues (budget gap).
 - Provides performance data for budgeting decisions.
- f. There are weaknesses as well.
- Does not address fundamental questions, such as whether a given program is necessary or how best to allocate limited resources among competing outcomes.
 - It will not always get a rational decision in a political environment.
 - The planning effort to implement it requires time and money.
- g. Preferred budget model.
- Particularly for budget-challenged communities.
 - Endorsed by ICMA.

TARGET-BASED BUDGET

Starts by establishing a maximum budget amount (target).

- Intent is to simplify budget preparation.
- Mitigates interdepartmental conflict.
- Weakness: may focus on total funds available with little regard for prioritizing outcomes.

Slide 2-29

10. A target-based budget process starts by establishing the maximum dollar amount (target) for the budget request, based on revenue projections and priority changes.
- a. The intent is to simplify budget preparation.

- b. It mitigates interdepartmental conflict.
- c. Weaknesses may include a focus on the total funds available to spend with little regard for prioritizing desired outcomes.

BUDGET MODEL COMPARISON			
Budget Model	Strengths	Weaknesses	Notes
Line-item	<ul style="list-style-type: none"> • Control oriented. • Accountant friendly. • Expenditures easily tracked. • Easily developed and understood. 	<ul style="list-style-type: none"> • Promotes spending without regard to effectiveness or efficiency. • Promotes "spend it or lose it" mentality. 	Most widely used model; not endorsed by ICMA.
Performance	<ul style="list-style-type: none"> • Output oriented. • Establishes standards of performance. • Compares cost per activity to standard. • Goal is to reduce cost per activity. • Focuses on what gets accomplished. 	<ul style="list-style-type: none"> • May not align with community values or desired outcomes. • Requires more sophisticated processes. • Focus can become static. 	
Zero-based	<ul style="list-style-type: none"> • Requires annual review of all activities. • Politically popular. • Focuses on available funding. 	<ul style="list-style-type: none"> • Greater budget development workload. • Less focus on outcomes. • Can lead to defunding of some programs/activities. 	
Program	<ul style="list-style-type: none"> • Identifies and quantifies desired outcomes. • Identifies costs required to achieve specific outcomes. • Allows policy makers to establish budget priorities based on community values and expected outcomes. 	<ul style="list-style-type: none"> • Does not address how to allocate resources among competing outcomes. • May not result in rational decisions. • Requires substantial time and effort to accomplish effectively. 	Endorsed by ICMA.
Target-based	<ul style="list-style-type: none"> • Simplified budget preparation process. • Mitigates interdepartmental budget conflicts. 	<ul style="list-style-type: none"> • Focuses on available funding with little regard for prioritizing desired outcomes. 	

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11. Summary of budget models: The following matrix summarizes the key strengths and weaknesses of each of the five budget models discussed. Note that while the line-item budget is the most widely used model, only the program budget model is endorsed by the ICMA.

REVENUE SOURCES	
<ul style="list-style-type: none"> • Taxes. <ul style="list-style-type: none"> – Property. – Income. – Sales. – Use. – Consumption. 	

Slide 2-31

- E. Local governments have a variety of revenue sources.
 - 1. Among these are five types of taxes.
 - a. Property tax is usually one of the largest single sources of revenue for fire departments.
 - It is collected as a percentage of total value (ad valorem).

- It is assessed by local government.
- b. Income tax is a progressive tax levied by the federal government, most states and some local agencies.
- c. Sales tax is imposed by most states and many local governments. It is sensitive to regional economic trends.
- d. Use taxes include auto license, boat registration, etc.
- e. Consumption tax is generally a local tax on items like alcohol, tobacco, motel rooms, etc.

REVENUE SOURCES (cont'd)

- Fees.
 - Assessments.
 - Subscriptions.
 - Licenses.
 - Permits.
 - Other fees.

Slide 2-32

- 2. Fees are another source of revenue.
 - a. Assessment fees are based on the “relative benefit” that a user receives in relation to all other users, such as an “impact” or “mitigation” fee.
 - b. Subscription fees are similar to assessments, except that the user has the option not to pay the subscription and not to receive the service.
 - c. Licenses and permits are usually locally collected fees.
 - Business license.
 - Hazmat license.
 - Building permit.
 - Liquor license.

- d. Other fees are for other services provided (e.g., EMS transport charge, false alarm fee, etc.).

REVENUE SOURCES (cont'd)

- Investment interest.
 - Short-term investments.
 - Long-term investments.
- Loans.
 - Debt ceiling.
- Bonds.
 - General obligation bonds.
 - Revenue bonds.

Slide 2-33

- 3. Interest: Government also has the same ability to earn interest on investments as private industry.
 - a. The risk is the same as for the private sector and individual investors.
 - b. There are two types of investments, short term and long term.
 - The primary use of short-term investments is to facilitate cash flow.
 - Examples are treasury bills or certificates of deposit.
 - Interest rates are subject to fluctuation, and there may be a penalty for early withdrawal.
 - The primary use of long-term investments is as a reserve fund.
 - Examples are bonds or mutual funds.
 - Interest rates are more stable and predictable.
- 4. Loans are another source of revenue.
 - a. The debt ceiling is a statutory limit on the amount of debt that a governmental entity can incur in relation to total assets.

- b. Bonds are long-term debt, usually to fund capital items or projects.
 - They usually have lower interest rates than commercial loans because the interest to the lender is tax-free.
 - General obligation bonds require voter approval and obligate the taxpayers to pay off the debt over time.
- c. Revenue bonds do not require voter approval because repayments are from revenues generated by the facility that is funded by the bond (bridge, hospital, etc.).
- d. Bond revenue may have “hidden” costs, such as election costs, processing costs, legal costs, time delays, insurance, etc.
- e. Lease-purchase is a type of loan that can be used to replace more expensive assets without affecting debt ceiling.
 - It is commonly used to acquire fire apparatus.
 - It generally has a short lease term period.
 - Financing for a lease-purchase can be acquired separately from the item being leased.

REVENUE SOURCES (cont'd)

- Grants.
 - Federal.
 - State.
 - Private.
- Fundraising.
- Reimbursements.

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- 5. Federal, state, local or private grants also provide revenue.
 - a. Many require a cost-share or matching funds.
 - b. Most have recordkeeping and reporting requirements.

- 6. Fundraising generates revenue through two common examples.
 - a. Fundraising events.
 - b. Donations.
- 7. Reimbursements are sources of revenue that may include the following:
 - a. Medicare or Medicaid.
 - b. Mutual aid or assistance-by-hire responses.

**BUDGET DEVELOPMENT
PROCESS**

- 1. Who will participate.
- 2. Review of local/regional economic trends.
- 3. Forecast of revenues.
- 4. Estimation of expenditures.
- 5. Gap analysis and closure.
- 6. Contingency planning.
- 7. Organizational review.
- 8. Approval/Adoption.

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F. The budget development process includes eight stages.

**BUDGET DEVELOPMENT
PROCESS (cont'd)**

- Staff participation in process.
 - More than senior management.
 - Program managers.
 - Labor organization.

Slide 2-36

- 1. The organizational staff members who will participate in the process are identified and engaged.
 - a. Should ideally involve more than senior management.

- b. Program managers.
- c. Involving labor organization leadership can be beneficial to the outcome of the process while also offering career development for the participants.

**BUDGET DEVELOPMENT
PROCESS (cont'd)**

- Review of local/regional economic trends.
 - Inflation.
 - Prime rate.
 - Bond markets.
 - Unemployment rate.
 - Housing costs, inventory and new construction.
 - Commercial property vacancies.
 - Sales tax reports.

Slide 2-37

- 2. Review of local/regional economic trends.
 - a. Inflation is the general rise in prices.
 - b. The Consumer Price Index (CPI) is the standard for measuring inflation.
 - c. The prime rate is the interest rate that banks charge to lend money to preferred borrowers, and it is driven by market forces.
 - d. Bond markets are the market forces that influence the value of bonds and the interest rates paid to retire them.
 - Municipal bonds are a means for local or regional government to borrow money.
 - They offer lower interest rates than other investments.
 - They are used to finance capital items.
 - The cost of bonds (interest) is tied to the jurisdiction's bond rating. A higher rating yields a lower interest rate; Army Aviation Association of America (AAAA) is the highest.

- e. The unemployment rate is the local or regional percentage of people who are not employed. This can affect housing costs and retail sales.
- f. Housing costs and available housing inventory influence property tax revenue (generally slower to change than sales tax revenue).
 - New construction influences property and sales tax revenue and business license revenue.
 - Commercial property vacancy reflects potential changes to business license and sales tax revenue.
- g. Sales tax is generally one of the first revenue sources to react to local/regional economic change.

**BUDGET DEVELOPMENT
PROCESS (cont'd)**

- Revenue forecasting.
 - Taxes.
 - Fees.
 - Investment income.
 - Grants.
 - Fundraising.
 - Reimbursements.
 - Reserve funds.

Slide 2-38

- 3. Revenue forecasting uses prior budget cycle data and information gained from your review of economic trends to forecast anticipated revenues for the planned budget cycle by type.
 - a. Taxes.
 - b. Fees.
 - c. Investment income.
 - d. Grants.
 - e. Fundraising.
 - f. Reimbursements.

- g. Reserve funds.
 - Common failure in unbalanced budgets is overestimating revenues.
 - Some jurisdictions or organizations estimate revenues so as to meet anticipated expenses versus estimating expenses **not** to exceed the anticipated revenues.

**BUDGET DEVELOPMENT
PROCESS (cont'd)**

- Estimating expenditures.
 - Review current and previous expenditures.
 - Review organizational goals, priorities and performance measures for alignment with community priorities and expectations.
 - Estimate expenditures necessary to achieve planned goals and objectives.
 - Including planned capital expenditures.

Slide 2-39

- 4. Expenditure forecasting is estimating expenditures for the planned budget cycle, independent of the revenue projections. There are several best practices:
 - a. Review of current and previous budget cycle expenditures, organizational goals, objectives and related performance metrics.
 - b. Review and revision of organizational goals, objectives and services provided (with related performance metrics) to reflect current community needs and expectations.
 - c. Estimation of expenditures necessary to achieve organizational goals and objectives for the planned budget cycle.
 - d. Including planned capital expenditures.

**BUDGET DEVELOPMENT
PROCESS (cont'd)**

- Gap analysis and closure.
 - If anticipated expenditures exceed anticipated revenues:
 - Analyze/Revise expenditures to meet revenues.
 - Develop plan to close gap.
 - Reduce expenditures.
 - Seek additional revenue.
 - Consider use of reserve funds.

Slide 2-40

5. Gap analysis and closure is a comparison of estimated expenditures to anticipated revenues.
 - a. If a negative gap exists, estimated expenditures exceed anticipated revenue. In this situation, the following is important.
 - Analyze or revise estimated expenditures to meet anticipated revenue.
 - Develop plan to close budget gap.
 - Reduce expenditures (may involve service reduction).
 - Seek additional revenue.
 - Consider use of reserve funds cautiously. Best practice is to use reserve funds for one-time expenditures, not to support ongoing operating and maintenance costs.
 - b. Most, if not all, states prohibit deficit spending by public agencies. They must adopt a balanced budget.

BUDGET DEVELOPMENT PROCESS (cont'd)

- Contingency planning.
 - For unanticipated budget situations:
 - Revenues lower than anticipated.
 - Expenditures higher than anticipated.
 - Major unplanned expenditure.

Slide 2-41

6. Contingency planning involves planning for unanticipated budget contingencies.
 - a. Revenues less than anticipated.
 - b. Loss of revenue (e.g., state takes away local redevelopment funds to balance state budget).
 - c. Unanticipated capital expense (e.g., loss of fire apparatus, building repair, etc.).
 - d. Other unanticipated expenses, like workers' compensation settlement, lawsuit, etc.

BUDGET DEVELOPMENT PROCESS (cont'd)

- Organizational review.
 - By organizational/jurisdictional budget team.
 - Clarifies organizational goals and priorities.
 - Allows organizational stakeholder input.
 - Facilitates "buy-in" to negative budget adjustments.

Slide 2-42

7. The proposed department or organization budget should be reviewed by a "budget team," not just top management.

BUDGET CYCLE SCHEDULE

Budget cycle schedule.

- Varies by agency/jurisdiction.
- Can follow interagency/intra-agency schedules.
- Does not necessarily follow the calendar year.
- Interorganizational planning calendar may differ from entity to entity.

Slide 2-44

- G. The budget cycle schedule varies by agency or jurisdiction.
1. It can follow interagency or intra-agency schedules.
 2. It does not necessarily follow the calendar year.
 3. The interorganizational planning calendar may differ from entity to entity.

ACTIVITY 2.1

Capital Budget Planning

Purpose

To develop a capital facility or equipment renewal/replacement plan incorporating the budgeting concepts and principles discussed in this unit as well as the strategic planning principles from Unit 1.

Directions

1. Students will be assigned to small discussion groups of four to seven.
2. Each small discussion group will be assigned one of the following four scenarios. If there are more than four small groups, more than one group may be assigned the same scenario.
3. Within your small group, review the assigned scenario, and given the community, organization and fiscal information provided, develop a draft capital facility or equipment replacement plan as directed for the assigned scenario using the strategic planning principles from Unit 1 to minimally include the following elements:
 - a. A strategy statement.
 - b. One or more key plan goals.
 - c. At least two **Specific, Measurable, Achievable, Relevant and Timeframed (SMART)** objectives.
 - d. Estimated costs over the term of the plan.
 - e. Existing revenue sources and projected amount(s).
 - f. Analysis of any gaps and potential strategies to close them.
 - g. Identify at least one potential contingency (either positive or negative) that could impact your plan.
4. Record your plan on the easel pad.
5. Complete this portion of the activity within 30 minutes.
6. Select a representative to present your group's plan to the entire class.
7. The entire activity should be completed within 45 minutes.

Scenario 1

The Wopperloo County Emergency Medical Services (WCEMS) provides advanced life support (ALS) and ambulance transportation services throughout Wopperloo County. WCEMS operates three ambulances, 24 hours per day from fixed fire station posting locations and an additional nonemergency interfacility transport unit from the agency’s business office.

WCEMS’s budget for the current fiscal year as shown below is based on a 62 percent pay rate for emergency transport patients and an 85 percent reimbursement rate for nonemergency transports. WCEMS employs 25 full-time paramedics/emergency medical technicians (EMTs), and maintains seven additional part-time employees to staff the nonemergency transport unit on an on-call basis. WCEMS is administered and managed by a full-time general manager with one full-time clerical support position and one part-time support position. Billing services are performed by a third-party company for a fixed percentage of revenues collected. WCEMS operates from a small, rented business office that also houses the nonemergency transport unit.

WCEMS’s three primary ambulances were purchased three years ago at \$175,000 each, and they have a 94 percent in-service rate for the previous 12 months. The nonemergency transport unit is 6 years old with 180,000 miles and an 83 percent in-service rate for the previous 12 months. WCEMS also has an additional 8-year-old ambulance with 213,000 miles as a reserve unit. The primary emergency transport units average 35,000-45,000 miles per year, and the nonemergency transport unit averages 20,000-25,000 miles per year. Agency repair and reliability records suggest that ambulance replacement should occur at no more than 200,000 miles in order to maintain an 85 percent or better in-service rate. The agency has \$75,000 in unallocated reserves.

Develop a capital equipment (ambulance) replacement plan.

Wopperloo County EMS Budget

Direct Patient Billings	\$175,000
Insurance Billings	\$635,000
Medicare Reimbursements	\$1,660,000
Training/Education Revenue	\$0
Transfer From Reserve	\$0
Total Revenues:	\$2,470,000

Employee Salaries	\$1,750,000
Benefits	\$437,500
Part-time Wages	\$26,000
Overtime	\$62,000
General Insurance	\$4,500
Workers' Compensation	\$12,750
Legal Services	\$5,000
Billing Services	\$60,000
Office Supplies	\$1,500
Vehicle Operations and Maintenance	\$21,000
Utilities	\$1,250
Fire Station Facility Rent	\$36,000
Continuing Education	\$12,500
Travel	\$3,500
Fees	\$500
Bad Debt	\$15,000
Miscellaneous Expense	\$1,000
Capital Outlay	\$0
Transfer to Reserves	\$20,000
Total Expenses:	\$2,470,000

Factors to consider:

1. Insufficient capital reserve balance to purchase a new ambulance.
2. All three primary ambulances purchased at the same time.
3. Age and condition of reserve ambulance.
4. Use of third-party billing service.
5. Transport payment rates.
6. Fire station facility rent.
7. Overtime costs.
8. Lease-purchase new vehicles.
9. Stagger acquisition.
10. Potential additional revenue sources.
11. Potential expenditure reductions.
12. Grant funding.

Scenario 2

The city of Sharp is a bedroom community with a downtown that is approximately three blocks long. The retail heart of Sharp resides in those three blocks and provides the large majority of revenue to the community through sales tax. Most of the citizens of Sharp work in a neighboring metro area and travel to work daily. The community does have an elementary school, but middle-school and high-school students are bused to the metropolitan school district.

The Cutting Edge Volunteer Fire Department (VFD) has an annual budget of \$14,000, which is a return on a portion of the sales tax revenues specifically collected for public safety. The department operates a 15-year-old pumper and a 9-year-old water tender. The department has 18 volunteers, 15 of whom have been members for over 10 years. Of the veteran members, three are approaching the age where retirement is a strong possibility within the next two years. The department has a modest reserve account with a balance of \$22,000.

The fire station is a converted gas station that was originally built in the 1950s. It has heating issues in the winter and is considered a drafty building. On more than one occasion, the heat has malfunctioned and the station’s water pipes have frozen, as well as the fire engines’ water supply lines. There is no tower to dry hoses, and there is no space for a meeting room or training. The department uses the local elementary school for meetings and conducts training at one of the firefighter’s farms.

Develop a facility renewal plan to address the fire station deficiencies over the next 10 years.

Cutting Edge VFD Budget

Sales Tax	\$14,000
Fundraisers/Donations	\$7,500
Transfer From Reserve	\$22,000
Total Revenues:	\$43,500
Liability and Property Insurance	\$4,500
Workers’ Compensation	\$9,000
Office Supplies	\$750
Vehicle Operations and Maintenance	\$7,500
Utilities	\$6,250
Miscellaneous Expense	\$1,000
Capital Repairs	\$7,500
Transfer to Reserves	\$7,000
Total Expenses:	\$43,500

Factors to consider:

1. Insufficient capital reserve balance to replace facility.

2. Potential additional revenue sources.
3. Potential expenditure reductions.
4. Identify and prioritize facility issues.
5. Estimated costs for capital repairs/additions/replacements.
6. Fire Act facility grant.

Scenario 3

The Bottomline Fire Department protects a thriving industrial community of about 23,000 residents. Within its commercial/industrial park are three very large factories that employ many of the residents of Bottomline. The city of Bottomline has a strong mayor, good government, and a council of six elected representatives. All but the mayor and one of the council members are employees of the factories. The mayor and city council are generally supportive of the fire department, although there have not been any significant political issues relating to fire services in several years. The city has not adopted impact fees for new development.

The Bottomline Fire Department operates from three fire stations and supplies fire suppression, emergency medical response with paramedics on the engines, and fire prevention services. EMS transport is provided by the local hospital. The department has met its response performance goal of first unit arrival within six minutes or less from receipt of the 911 call 90 percent of the time for the past several years.

Another large company is currently building a regional distribution center that will employ approximately 1,000, and up to 400 new homes are anticipated to be built within the next 24 months. The new residential development will be located on a recently annexed 100-acre parcel on the northern city boundary, approximately 5 minutes from the nearest fire station. The developer has told the city, including the fire chief, that he is adamantly opposed to providing any city facilities as a condition of the development, citing the economic advantages to the city of both the new distribution center and the associated residential development. He has suggested that if the city's fees are too high, he will move the development to Lowlands, a smaller rural community approximately 18 miles to the south of Bottomline.

Bottomline has experienced a steady economy over the past several years, and has been able to maintain its capital facilities as needed, including replacement of vehicles as scheduled in the City Capital Budget Plan. The city's current budget is \$38.6 million, including an unallocated reserve account balance of \$1.2 million. A new fire station is estimated to cost \$2.8 million, not including any fire apparatus.

Develop a capital facility plan for a new fire station to serve the proposed new residential development.

Factors to consider:

1. Insufficient capital reserve to fund a new fire station facility.
2. Potential to adopt impact fees to fund new development's proportional share of impacts to city services.
3. Potential influence of the developer.
4. Debt financing of new facility and associated apparatus.
5. Fire Act facility grant.

Scenario 4

The community of Snowball is an old, traditional community where many of the families that reside have lived for generations. A 100-year-old courthouse and adjoining Division of Public Safety are located in the downtown area. The utilities in the old building were brought up to code 20 years ago, however the electrical system is undersized to meet current technology needs. There is also a need for additional storage space for records and equipment.

The fire and police departments have newer vehicles, and the community's Capital Replacement Plan is sufficient to replace vehicles as scheduled. The Division of Public Safety uses an older Ultra High Frequency (UHF) radio system that works fine in Snowball, but it does not have the ability for law enforcement units or fire units to communicate with neighboring departments or state agencies on a Very High Frequency (VHF) system. In addition, the Division of Public Safety has been unable to incorporate available technology, including mobile data computers, automatic vehicle location and video recording, due to a lack of funding.

The community has sustained a balanced budget over the past decade and expects to continue to do so over the foreseeable future, with very limited growth due to a water supply shortage. The community's budget surplus, averaging approximately \$525,000 annually, has been reserved to help fund a regional solution to the water supply problem that is estimated to cost \$32 million. The reserve fund balance is currently \$4.3 million.

Develop a capital equipment plan to replace the radio communication system at an estimated cost of \$1.75 million and provide mobile data computers (estimated cost: \$200,000), in-car video recording for law enforcement vehicles (estimated cost: \$ 74,000), and automatic vehicle location system for all fire and law enforcement vehicles (estimated cost: \$62,000) over the next four years.

Factors to consider:

1. Capital reserve balance currently unavailable to Division of Public Safety.

2. Potential to leverage existing reserve funds to meet both needs.
3. Potential local, regional, state or federal grant funding.
4. Deferral of other capital projects, including extended vehicle service life, to fund this need.

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IV. BUDGETING (cont'd)

**BUDGET ADMINISTRATION/
MANAGEMENT**

- Monitoring of revenues and expenditures.
 - Benchmarking.
 - Involves establishing reference points against which expenditures can be compared.
 - Straight percentage benchmarking can be misleading.
 - Base for future budget planning.

Slide 2-46

- H. Budget administration and management.
 - 1. Budget administration or management is the monitoring of revenues and expenditures throughout the budget cycle.
 - a. Benchmarking involves establishing reference points against which expenditures can be compared and monitored.
 - Projected annual sales tax revenue divided by 12 provides a monthly benchmark for a revenue source.
 - Annual salary and benefits budget divided by 12 provides a monthly benchmark for an expenditure category.
 - Take caution, as straight percentage benchmarking can be misleading.
 - Many revenue sources are not linear throughout the fiscal year (e.g., property taxes, grants, fundraising, reimbursements, etc.).
 - Large expenditures may occur at specific points in the budget cycle (e.g., insurance premiums, pension payments, capital expenditures, debt payments, etc.).
 - Many factors can influence over-time costs throughout the fiscal year (vacancies, long-term absences, training, etc.).
 - b. Benchmarking can provide a base for future budget planning.

BUDGET ADMINISTRATION/ MANAGEMENT (cont'd)

- Performance metrics.
 - Examples:
 - 90th percentile response time performance.
 - Fire losses.
 - Fire deaths.
 - Improved EMS patient outcomes.
 - Implementation of new risk-reduction programs.

Slide 2-47

2. Budget administration or management is also the monitoring of performance metrics against established standards.
 - a. Fractile percentage of response times meeting an established response time performance standard.
 - b. Response time performance in the 90th percentile.
 - c. Fire losses.
 - d. Fire deaths.
 - e. Improved EMS patient outcomes.
 - f. Implementation of new community risk-reduction program(s) and measured outcomes.

BUDGET ADMINISTRATION/ MANAGEMENT (cont'd)

- Periodic budget reports.
 - Monthly/Quarterly.
 - Carefully checked for accuracy.
 - Presented to policymaking authority as required or requested.

Slide 2-48

3. Budget administration and management entails preparation of periodic budget reports, including performance measures as appropriate, as required or as requested.
 - a. Reports are often generated monthly or quarterly.
 - b. They must be carefully checked for accuracy.
 - c. They must be presented to the decision-making authority as required or requested.

**BUDGET ADMINISTRATION/
MANAGEMENT (cont'd)**

- Budget revision.
 - To adjust expenditures to meet reduced revenues.
 - To adjust expenditures to meet unanticipated needs.
 - As required or authorized by local policy.
 - Policy authority approval required.
 - Generally quarterly or semiannually.

Slide 2-49

4. Budget administration and management requires budget revision as necessary.
 - a. Adjust expenditures to meet reduced revenues.
 - b. Adjust expenditures to meet unanticipated needs.
 - c. Meet approval of decision-making authority.
 - d. Routine practice is quarterly or semiannually.

V. PROCUREMENT

PROCUREMENT

- Includes in the activities and processes involved acquiring goods and services.
- Some activities are:
 - Planning.
 - Standards determination.
 - Development of specifications.

Slide 2-50

A. Procurement is the acquisition of goods and services.

PROCUREMENT (cont'd)

- Supplier identification.
- Value analysis.
- Financing.
- Purchase.
- Supply contract administration.
- Property management/Supply control.
- Property disposal.

Slide 2-51

B. It involves the activities and processes necessary in obtaining goods and services.

1. Planning.
2. Standards determination.
3. Development of specifications.
4. Supplier identification.
5. Value analysis.
6. Financing.

7. Purchase.
8. Supply contract administration.
9. Property management and supply control.
10. Property disposal.

PROCUREMENT SYSTEMS

Procurement systems must be:

- Adaptable.
- Responsive.
- Flexible.

Slide 2-52

- C. In the current environment, more than ever before, procurement systems must be adaptable, responsive and flexible.
1. They must be adaptable to shifting needs and processes (e.g., electronic transactions and processes).
 2. They must be responsive to the needs of the local government agency, its employees and its vendors.
 3. They must be flexible to permit procurement officials to exercise an appropriate level of discretion to facilitate efficient and effective organizational operation.

PROCUREMENT CODE

- Procurement code should include:
 - Procurement authority.
 - Delegation of procurement authority.
 - Threshold requiring competitive bids/proposals.
 - Small-purchase procedures.
 - Prequalification of vendors.
 - Single-source procedures.
 - Emergency procurement procedures.

Slide 2-53

- D. The structure and authority of an effective procurement program is rooted in an appropriate law or regulation.
1. The regulations need not specify every procurement activity.
 2. Best practice is to provide a clear statement of legislative or policy intent and a high-level description of the procurement structure and processes.
 3. A comprehensive procurement code should address the following (American Bar Association):
 - a. Procurement authority and conditions and procedures for delegation of procurement authority.
 - b. Procurement threshold requiring competitive bids or proposals.
 - c. Small-purchase procedures.
 - d. Prequalification of prospective vendors and contractors, and procedures for suspension, disqualification and reinstatement of same.
 - Cooperative purchasing guidelines, which may include purchasing pools or alliances that pre-establish the cost of an item or service as meeting the “lowest responsible bid” requirements of participating jurisdictions or agencies.
 - United States General Services Administration (GSA).
 - National Cooperative Purchasing Alliance (NCPA).
 - Western States Contracting Alliance (WSCA).

- e. Conditions and procedures for procurement of perishables.
- f. Conditions and procedures for the use of source selection methods, including emergency procedures.

PROCUREMENT CODE (cont'd)

- Exceptions.
- Bid procedures.
- Determination of lowest responsible bid.
- Confidentiality of vendor information.
- Supervision of inventories.
- Cost analysis procedures.
- Payment/Performance bonds.
- Negotiations, adjustments and settlements.

Slide 2-54

- g. Exceptions to the procurement code.
- h. The opening or rejection of bids, proposals and offers and waiver of informalities in bids and offers.
- i. Determination of lowest responsible bid or proposal.
- j. Confidentiality of technical data and trade secrets submitted by actual or prospective bidders or offer-makers.
- k. Partial, progressive and multiple awards.
- l. Supervision of inventories, including determination of appropriate levels and the management, transfer, sale or other disposal of publicly owned property and goods.
- m. Rules or regulations providing for cost analysis.
- n. Use of payment and performance bonds.
- o. Guidelines for use of cost principles in negotiations, adjustments and settlements.

PROCUREMENT POLICY

- Establishes the detailed procedures for procuring goods and services.
 - Examples:
 - Purchase authority and limits for specific positions/ personnel within the organization.
 - Purchasing instruments.
 - Procedures for services not meeting the threshold.
 - Payment procedures, returned merchandise, etc.

Slide 2-55

- E. Procurement policy establishes the detailed procedures for the procurement of goods and services.
1. Purchase authority and limits for specific positions and personnel within the organization.
 2. Purchasing instruments (e.g., purchase order, credit card, charge account, etc.).
 3. Procedures for obtaining services that do not meet the threshold for a service contract.
 4. Payment procedures, returned merchandise, etc.

PROCUREMENT COMPETITION

- Competition is essential to the health and welfare of our national economy.
- Government procurement can profoundly affect markets.
- Government procurement is a direct taxpayer cost.
 - Obligation to obtain best quality/price.
- Competition is central in public procurement.

Slide 2-56

- F. Competition is essential to the health and welfare of our national economy as a whole.

1. An essential premise of economics is that competitive markets will produce the highest quality commodities at the best possible price to meet demand. Customer demand drives the market.
 - a. Public (government) procurement is one of the largest components of our national economy.
 - b. Government procurement practices can profoundly affect markets.
2. Government-procured goods and services are direct costs to the taxpayer.
 - a. Procurement officers are obligated to obtain the best quality and price.
 - b. Competition is the central theme in public procurement.

PROCUREMENT COMPETITION
(cont'd)

- Objectives of public procurement:
 - Use the power of free markets to generate the best products and prices.
 - Ensure the fairness and impartiality of the procurement process.

Slide 2-57

3. Public procurement practice must have two coequal objectives.
 - a. Seize the power of free markets to generate the best products and prices.
 - b. Ensure the fairness and impartiality of the procurement process.

PROCUREMENT COMPETITION
(cont'd)

- Competition and procurement ethics:
 - Be independent.
 - Act only in the public interest.
 - Remain a diligent trustee of the public's money.
 - Follow the law.
 - Strive for efficiency.

Slide 2-58

- G. Competition and procurement ethics.
1. Be independent.
 2. Act only in the public interest.
 3. Remain a diligent trustee of the public's money.
 4. Follow the law.
 5. Strive for efficiency.

PROCUREMENT COMPETITION
(cont'd)

- Protect the economy.
- Do not take anything, ever!
- Do not socialize with vendors.
- Maintain confidentiality.
- Do not play favorites.

Slide 2-59

6. Protect the economy.
7. Do not take anything, ever!
8. Do not socialize with vendors.

- 9. Maintain confidentiality.
- 10. Do not play favorites.

VI. FISCAL CONTROLS

FISCAL CONTROLS

- Purpose:
 - To ensure an open and transparent fiscal environment.
 - To maintain public trust and confidence.

Slide 2-60

- A. Local government agencies must function in an open and transparent environment in order to maintain public trust and confidence.

FISCAL CONTROLS (cont'd)

- Elements of fiscal control.
 - A favorable control environment.
 - A continuing assessment of financial risk.
 - An effective method for communicating financial information.
 - Effective control-related policies and procedures.
 - Ongoing monitoring of control-related procedures.

Slide 2-61

- B. Elements of fiscal control.
 - 1. A favorable control environment where managers are knowledgeable about internal controls and actively support their use.
 - 2. A continuing assessment of financial risk, both internal and external to the organization.

3. An effective method for communicating financial information, including format and the frequency of dissemination.
4. Effective control-related policies and procedures (e.g., retention period for financial records, asset accountability, etc.) in which managers are responsible for ensuring adoption and adherence.
5. Ongoing monitoring of control-related procedures.

FISCAL CONTROLS (cont'd)

- Accounting standards.
 - Generally Accepted Accounting Principles (GAAP).
 - Accounting standards established by the GASB.

Slide 2-62

- C. There are two main accounting standards.
1. Generally Accepted Accounting Principles (GAAP).
 2. Accounting standards as established by the GASB.

FISCAL CONTROLS (cont'd)

- Audits.
 - An external review of financial practices and status.
 - Provide users with a reasonable assurance that financial reports are reliable.
 - Most government agencies require an annual independent, external financial audit.

Slide 2-63

- D. Audits are an external review of financial practices and status.

1. They are intended to provide users of the various financial reports with a reasonable, if not absolute, assurance that those reports are reliable.
2. Most government agencies require an independent, external financial audit at least annually. This is recommended as a best practice, if not required.

FISCAL CONTROLS (cont'd)

- Comprehensive annual financial report (CAFR).
 - Introductory section.
 - Financial section.
 - Statistical section.
- CAFR is the standard for local governments.

Slide 2-64

- E. Government agency basic financial reports and auditors' opinions of these reports are compiled in a comprehensive annual financial report (CAFR), which has been the standard for local government financial reporting since the 1970s.
1. An introductory section that presents general information about the agency or organization and its structure, purpose and scope of services provided.
 2. A financial section that contains basic financial statements, as well as the independent auditor's report.
 3. A statistical section that provides a range of financial and demographic data, often with multiyear trends, that helps the reader to assess the organization's overall economic condition.

FISCAL CONTROLS (cont'd)

- Government Finance Officers Association (GFOA).
 - Promotes professional management of governments.
 - Identifies and develops financial policies and practices and promotes them through education, training and leadership.
 - Committed to transparency and reliability of public-sector financial reports.

Slide 2-65

- F. The purpose of the Government Finance Officers Association (GFOA) is to enhance and promote the professional management of governments for the public benefit.
1. It accomplishes this by identifying and developing financial policies and practices and promoting them through education, training and leadership.
 2. It is committed to the transparency and reliability of public-sector financial reports.

FISCAL CONTROLS (cont'd)

- GASB.
 - Independent (nongovernmental) organization that establishes standards of accounting and financial reporting for federal, state and local governments.

Slide 2-66

- G. GASB is an independent (nongovernmental) organization that establishes standards of accounting and financial reporting for federal, state and local governments.

FISCAL CONTROLS (cont'd)

- Government financial reporting standards differ fundamentally from the private sector.
 - Government financial statement user needs are different from private company financial statement user needs.

Slide 2-67

1. Accounting and financial reporting standards for the public sector (government) are fundamentally different from the private for-profit sector.
2. Information needs of the users of government financial statements are different from the needs of the users of private company financial statements.

FISCAL CONTROLS (cont'd)



- GASB standards are not federal law or regulation.
- GASB has no enforcement authority.
- Compliance is mandated by some states.
- Conforming to GASB standards is a factor in any governmental entity financial audit.
- Debt financing may require conformance with GASB standards.

Slide 2-68

3. GASB is recognized by governments, the accounting industry and the capital markets as the official source of generally accepted accounting practices for state and local governments.
 - a. GASB standards are not federal law or regulation.
 - b. GASB has no enforcement authority.
 - c. Compliance is mandated by some states.

- d. Conformance with GASB standards is a factor in any governmental entity financial audit.
- 4. Debt financing may be conditioned on conformance with GASB standards.

VII. SUMMARY



SUMMARY

- Financial management overview.
- Fiscal accountability.
- Financial planning.
- Budgeting.
- Procurement.
- Fiscal controls.
- Property management.
- Financial management resources and tools.

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APPENDIX

FINANCIAL MANAGEMENT RESOURCES AND BUDGET MODEL SUMMARY MATRIX

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Financial Management Resources

1. “Managing Fire and Emergency Services” (International City/County Management Association (ICMA)) includes a section on managing fiscal resources.
2. “Fire Service Financial Management” (Department of Homeland Security (DHS), Federal Emergency Management Agency (FEMA), U.S. Fire Administration (USFA), National Fire Academy (NFA)), a two-week resident NFA course focused on developing the knowledge, skills and abilities (KSAs) to manage fiscal activities related to the fire and rescue service organization and community.
3. “The Model Procurement Code for State and Local Governments” (American Bar Association) provides the statutory principles and policy guidance for managing and controlling the procurement of supplies, services and construction for public purposes. It also provides administrative and judicial remedies for the resolution of controversies relating to public contracts. Additionally, it contains a set of ethical standards governing public and private participants in the procurement process.
4. “The State and Local Government Procurement: A Practical Guide” (The National Association of State Procurement Officials, 2011) is a comprehensive set of guidelines for how public procurement should be conducted.

Budget Model Summary Matrix

Budget Model	Strengths	Weaknesses	Notes
Line-item	<ul style="list-style-type: none"> • Control oriented. • Accountant friendly. • Expenditures easily tracked. • Easily developed and understood. 	<ul style="list-style-type: none"> • Promotes spending without regard to effectiveness or efficiency. • Promotes “spend it or lose it” mentality. 	Most widely used model; not endorsed by ICMA.
Performance	<ul style="list-style-type: none"> • Output oriented. • Establishes standards of performance. • Compares cost per activity to standard. • Goal is to reduce cost per activity. • Focuses on what gets accomplished. 	<ul style="list-style-type: none"> • May not align with community values or desired outcomes. • Requires more sophisticated processes. • Focus can become statistics. 	
Zero-based	<ul style="list-style-type: none"> • Requires annual review of all activities. • Politically popular. • Focuses on available funding. 	<ul style="list-style-type: none"> • Greater budget development workload. • Less focus on outcomes. • Can lead to defunding of some programs/activities. 	
Program	<ul style="list-style-type: none"> • Identifies and quantifies desired outcomes. • Identifies costs required to achieve specific outcomes. • Allows policymakers to establish budget priorities based on community values and expected outcomes. 	<ul style="list-style-type: none"> • Does not address how to allocate resources among competing outcomes. • May not result in rational decisions. • Requires substantial time and effort to accomplish effectively. 	Endorsed by ICMA.
Target-based	<ul style="list-style-type: none"> • Simplified budget preparation process. • Mitigates interdepartmental budget conflicts. 	<ul style="list-style-type: none"> • Focuses on available funding with little regard for prioritizing desired outcomes. 	

UNIT 3: HUMAN RESOURCE MANAGEMENT

TERMINAL OBJECTIVE

The students will be able to:

- 3.1 *Develop viable solutions to human resource management issues consistent with federal and state laws, regulations, and best human resource management principles and practices.*

ENABLING OBJECTIVES

The students will be able to:

- 3.1 *Explain federal and state human resource management laws and regulations that apply to fire and Emergency Medical Services (EMS) agencies.*
 - 3.2 *Explain the role and benefits of written human resource management policies and procedures.*
 - 3.3 *Describe six effective fire and EMS agency recruitment and retention strategies.*
 - 3.4 *Describe the six elements involved in building and maintaining an effective work environment.*
 - 3.5 *Describe the process for holding employees accountable to acceptable behaviors and performance.*
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ENABLING OBJECTIVES (cont'd)

- Describe the six elements involved in building and maintaining an effective work environment.
- Describe the process for holding employees accountable to acceptable behaviors and performance.

Slide 3-4

I. LEGAL ENVIRONMENT

LEGAL ENVIRONMENT

- Civil Rights Act.
 - Established by Congress in 1964.
 - Designed to protect most citizens from employment discrimination.
 - Established “protected classes.”
 - Established federal Equal Employment Opportunities Commission (EEOC).

Slide 3-5

- A. Civil Rights Act of 1964 (42 U.S.C. 2000e et seq.).
1. Established by Congress in 1964 in response to the federal debate as to whether the Constitution’s 14th Amendment, the prohibition against denial of equal protection to all people, bans the use of racial, ethnic or gender criteria in employment practices.
 2. It was the first federal law designed to protect most citizens from employment discrimination.
 - a. It is unlawful for an employer to “fail or refuse to hire or to discharge any individual, or to otherwise discriminate against any individual with respect to compensation, terms or privileges, or employment because of such individual’s race, color, religion, sex, or national origin.”

- b. These are considered “protected classes” under the act.
 3. The act spawned many court decisions and both mandatory and voluntary affirmative action programs, intended to affirm the civil rights of designated classes by taking positive action to protect them from discrimination in employment.
 - a. Dothard v. Rawlinson (1977) voided arbitrary height and weight requirements.
 - b. Cleveland Board of Education v. LaFleur (1974) voided mandatory pregnancy leaves.
 - c. Settlement decree in Bernardi v. Butz (1979) allowed the United States Forest Service (USFS) in California to use an agreed upon affirmative action plan to remedy specific past discrimination that resulted in women and minorities being under-represented in the workforce.
 - Stipulated that California USFS staff must be in line with the civilian labor force, with women in more than 43 percent of the jobs in each series and pay grade over the course of five years, as well as increasing the number of women in GS-11 through GS-13 levels for experience and exposure to training for higher administrative positions.
 - Decree was extended to 1991 by the federal court.
 4. The act also created the federal Equal Employment Opportunity Commission (EEOC) to implement and enforce the provisions of the act. It processes 48,000 claims annually.
 5. The Civil Rights Act does not specifically exclude volunteer or Nonprofit Organizations (NPOs), thus most provisions are interpreted to apply.
- B. Civil Rights Act of 1991 (42 U.S.C. 1981 et seq.).
 1. Amended several sections of the Civil Rights Act (Title VII) to provide for recovery of compensatory and punitive damages in cases of intentional violation of Title VII.
 2. Provided right to a jury trial in discrimination cases.
 3. Limits amount of compensatory and punitive awards.

LEGAL ENVIRONMENT (cont'd)

- Age Discrimination in Employment Act (ADEA) of 1967.
 - Protects certain applicants and employees 40 years of age and older (protected class).

Slide 3-6

- C. Other equal employment opportunity laws.
1. Age Discrimination in Employment Act (ADEA) of 1967. The act protects certain applicants and employees 40 years of age and older (protected class) from discrimination on the basis of age in hiring, promotion, discharge, compensation, or terms, conditions or privileges of employment.

LEGAL ENVIRONMENT (cont'd)

- Age Discrimination Act of 1975.
 - Prohibits age discrimination in programs and activities receiving federal financial aid.
 - Applies to all ages.

Slide 3-7

2. The Age Discrimination Act of 1975 prohibits age discrimination of any and all ages in programs and activities receiving federal financial aid.

LEGAL ENVIRONMENT (cont'd)

- **Pregnancy Discrimination Act.**
 - Prohibits employment discrimination against a woman because of pregnancy, childbirth, or any medical condition related to pregnancy or childbirth.
- **Equal Pay Act of 1963.**
 - Prohibits different wages for men and women if they perform equal work in the same workplace.

Slide 3-8

3. The Pregnancy Discrimination Act 1978 prohibits employment discrimination against women who are pregnant, giving birth, or who are experiencing medical conditions related to pregnancy or childbirth.
4. The Equal Pay Act of 1963 ensures that men and women will receive equal pay for performing equal work in the same workplace.

LEGAL ENVIRONMENT (cont'd)

- **Americans with Disabilities Act (ADA) of 1990.**
 - Prohibits employment discrimination against a person with a qualified disability.
 - Requires employers to reasonably accommodate the known physical or mental limitations of an otherwise qualified applicant or employee.

Slide 3-9

5. The Americans with Disabilities Act (ADA) of 1990 prohibits employment discrimination against disabled people and requires employers to provide reasonable accommodations to otherwise qualified employees.

LEGAL ENVIRONMENT (cont'd)

- Vietnam Era Veterans Readjustment Assistance Act of 1974.
 - Prohibits employment discrimination based on worker's military history, including effects that a battlefield assignment might have had on the worker's psyche.

Slide 3-10

6. The Vietnam Era Veterans Readjustment Assistance Act of 1974 prohibits employment discrimination based on a worker's military history, including any effects that a battlefield assignment might have had on the worker's psyche.

LEGAL ENVIRONMENT (cont'd)

- Genetic Information Nondiscrimination Act of 2008.
 - Prohibits employment discrimination based on family history or genetic information.

Slide 3-11

7. The Genetic Information Nondiscrimination Act of 2008 prohibits employment discrimination based on family history and genetic information.

LEGAL ENVIRONMENT (cont'd)

- Family Educational Rights and Privacy Act (FERPA).
 - Protects the privacy of student education records.
 - Schools must have written permission from the parent or eligible student in order to release any information from the student's education record.

Slide 3-12

- 8. Family Educational Rights and Privacy Act (FERPA) of 1974 (20 U.S.C. 1232; 34 Code of Federal Regulations (CFR) Part 99).
 - a. Also known as the Buckley Amendment.
 - b. Protects the privacy of student education records.
 - c. Schools must have written permission from the parent or eligible student (18 years of age or older, or attending a school beyond high school) in order to release any information from the student's education record.
 - d. Also interpreted to apply to test scores and training records.

LEGAL ENVIRONMENT (cont'd)

- Fair Labor Standards Act (FLSA).
 - Establishes minimum wage, overtime compensation, recordkeeping, and child labor standards for full-time and part-time workers in federal, state and local government, as well as the private sector.
 - Some employees are exempt from minimum wage and overtime provisions.

Slide 3-13

- 9. Fair Labor Standards Act (FLSA) (29 U.S.C. 201).
 - a. Established by Congress in 1938.

- b. Establishes minimum wage, overtime compensation, recordkeeping, and child labor standards for full-time and part-time workers in federal, state and local government, as well as the private sector.

LEGAL ENVIRONMENT (cont'd)

- Amendments in 1985 changed certain provisions of the FLSA as they apply to employees of state and local public agencies, including public safety employees.
 - Established seven- to 28-day work periods with higher overtime thresholds.
- FLSA provisions **do not** apply to volunteers.
- Prohibits termination or retaliation against an employee who files a complaint.

Slide 3-14

- c. Some employees are exempt from minimum wage and overtime provisions, including salaried executive, administrative and professional employees (exempt employees).
- d. Amendments in 1985 changed certain provisions of the act as they apply to employees of state and local public agencies, including public safety employees.
 - Established seven- to 28-day work period cycles for public safety employees (7(k) exemption).
 - Established a higher overtime threshold for public safety employees depending on length of work period cycle:
 - Firefighters — 53 hours (seven days) to 212 hours (28 days). Police — 43 hours (seven days) to 171 hours (28 days).
- e. Wage and overtime provisions of FLSA **do not** apply to individuals providing volunteer services to state or local government agencies.
 - Individuals shall be considered volunteers only where their services are offered freely and without pressure or coercion, direct or implied, from an employer.

- An individual shall not be considered a volunteer if the individual is otherwise employed by the same public agency to perform the same type of services as those for which the individual proposes to volunteer.

- f. FLSA is enforced by the United States Department of Labor (DOL). It is a violation to terminate or retaliate against an employee.

LEGAL ENVIRONMENT (cont'd)

- Federal Occupational Safety and Health Administration (OSHA) regulations.
 - Establish safety standards for various industries.
- Hazardous Waste Operations and Emergency Response (HAZWOPER).
 - Mandates safety requirements for employers conducting operations involving hazardous substances.
 - Specifies training requirements for responses to incidents involving hazardous materials.

Slide 3-15

- 10. Federal Occupational Safety and Health Administration (OSHA) regulations (29 CFR 1900 et seq.).
 - a. Establish safety standards for a wide variety of industries, including public safety.
 - b. Hazardous Waste Operations and Emergency Response (HAZWOPER) (29 CFR 1910.120).
 - Contains the safety requirements, including training, that employers and their subcontractors or public sector responders must meet in order to conduct emergency response or clean-up operations involving hazardous substances.
 - Specifies several levels of training required, based on the work the employees will be performing and the level of hazard they will be facing.
 - First responder awareness level sufficient to demonstrate competency in their assigned duties.

- First responder operational level to include awareness level, plus an additional eight hours.
- Hazardous materials technician to include 24 hours of training.
- Hazardous materials specialist to include technician level training plus additional training to achieve competency in several areas.
- Requires eight hours of refresher training annually.

LEGAL ENVIRONMENT (cont'd)

- Health Insurance Portability and Accountability Act (HIPAA).
 - Established in 1996.
 - Applies only to "covered entities."
 - Health plans.
 - Health care clearinghouses.
 - Any health care provider who transmits health information in electronic form in connection with certain transactions.
 - May not apply to a first responder agency.

Slide 3-16

- 11. Health Insurance Portability and Accountability Act (HIPAA) of 1996.
 - a. Applies to "covered entities."
 - Health plans.
 - Health care clearinghouses.
 - Any health care provider who transmits health information in electronic form in connection with certain transactions.
 - b. Basic principle is to limit the circumstances under which an individual's protected health information may be used or disclosed by a covered entity. Protected information includes all individually identifiable health information in any form or media, including:
 - Name.
 - Address.

- Birth date.
- Social security number.
- c. Permitted uses and disclosures (without individual's authorization).
 - For purposes of individual treatment, payment and health care operations.
 - Incident to an otherwise permitted use or disclosure.
 - Public interest and health benefit activities.
 - Limited data for research, public health and health care activities.
- d. Emergency Medical Services (EMS) first responder agencies are most likely **not** a covered entity under HIPAA unless they transmit patient information electronically (e.g., electronic patient care report (PCR), electronic billing activities, etc.).
- e. Consult an attorney or the U.S. Department of Health and Human Services (HHS) if in doubt as to covered entity status.

LEGAL ENVIRONMENT (cont'd)

- Ryan White Comprehensive AIDS Resources Emergency (CARE) Act of 1990.
 - Requires notification to Emergency Response Employees (EREs) who may have been exposed to potentially life-threatening infectious diseases by victims of emergencies.

Slide 3-17

12. Ryan White Comprehensive AIDS Resources Emergency (CARE) Act of 1990 (104 Stat. 576).
- a. Requires notification to Emergency Response Employees (EREs) who may have been exposed to potentially life-threatening infectious diseases by victims of emergencies.

LEGAL ENVIRONMENT (cont'd)

- EREs can initiate an inquiry based on a potential exposure.
- Employer of EREs is required to identify a designated officer.

Slide 3-18

- b. EREs can also initiate an inquiry based on a potential exposure incident.
- c. Every employer of EREs is required to identify a designated officer.
 - The designated officer is required to respond to requests from an ERE, collect and evaluate the facts related to the potential exposure incident, and make a determination whether an exposure may have occurred.
 - Also receives routine notifications from medical facilities if they determine that a victim of an emergency who was transported or cared for by EREs had a listed disease. The designated officer in turn reports such information to the ERE.

LEGAL ENVIRONMENT (cont'd)

- State laws and regulations.
 - Many states also have employment discrimination laws.
 - State Occupational Safety and Health Agencies.
 - Workers' compensation laws.
 - Privacy laws.

Slide 3-19

D. State laws and regulations.

1. Many states also have employment discrimination laws.
 - a. Some offer similar protections to federal law.
 - b. Other laws provide even greater protections to workers under age 40 or apply to employers with fewer than 20 employees.
2. State Occupational Safety and Health Agencies.
 - a. There are 27 states that have federal OSHA-approved state Occupational Safety and Health plans.
 - b. Regulate workplace safety, including mandated employee safety training.
 - c. Many require a written Injury and Illness Prevention Plan (IIPP) for each work location.
3. Workers' compensation insurance.
 - a. Provides medical benefits to employees injured in the course of employment.
 - b. Most states require employers, regardless of size of workforce, to provide workers' compensation coverage for their employees.
 - c. Most states have a workers' compensation agency to oversee administration, enforcement, appeals of employers and employee claims.
 - d. Workers' compensation laws preclude an employee from suing an employer for injury.
4. Privacy laws (examples):
 - a. Victims of domestic violence.
 - b. Crime victims and witnesses.
 - c. Sex offense victims.
 - d. Medical information.
5. Mandated reporting laws for public safety employees (examples):
 - a. Domestic violence.

- b. Child abuse.
- c. Elder abuse.

II. POLICIES AND PROCEDURES

POLICIES AND PROCEDURES

- Purposes.
 - Public policy.
 - Liability/Risk management.
 - Legal/Regulatory compliance.
 - Foundation for training.
 - Accreditation/Certification.

Slide 3-20

- A. Purposes.
 - 1. Establish public policy (as defined in “New Fire Chief: Challenging Issues” course).
 - a. Public policy is the set of laws, standards, policies and procedures that direct the actions of public officials and employees.
 - b. Public policy is developed by elected and appointed officials, including the department heads of emergency services agencies.
 - c. Public policy embodies not only what the local government does, but also what it deliberately does **not** do.
 - d. All services and tasks performed by a public safety agency are the result of some level of public policy.
 - e. Local officials and employees administer public policy.
 - f. Local officials often exercise significant discretion in day-to-day operations.
 - Example: fire apparatus staffing.
 - Allows for more responsive services.

- Also increases potential for greater inconsistency in service delivery.
- 2. Minimize and effectively manage liability and risk (as identified in “New Fire Chief: Challenging Issues” course).
 - a. Liability refers to an obligation, responsibility, debt, or the potential for loss or harm.
 - From a leadership perspective, it refers to something that has the potential to result in an unfavorable situation or outcome for the organization or leader.
 - b. Risk management is the identification, assessment and prioritization of liabilities (risks), followed by a coordinated and economical application of resources to minimize, monitor and control the probability and resultant impact of actions, inaction and events.
 - One effective risk management strategy is to reduce the probability of occurrence and the resultant negative impacts of the liability (risks).
 - c. Written policies and procedures are a very effective tool to achieve this risk management strategy.
 - Provide an appropriate level of direction and accountability.
- 3. Legal and regulatory compliance.
 - a. Compliance with legal and regulatory requirements is a significant risk liability for public safety providers.
 - b. As stated above, written policies and procedures are a very effective tool to reduce this liability (risk).
- 4. Provide a foundation for the organization’s training plan.
- 5. Accreditation and certification.
 - a. Center for Public Safety Excellence (CPSE) accreditation requires peer review of agency policies and procedures.
 - b. Insurance Services Office (ISO) Public Protection Class (PPC) survey.

POLICIES AND PROCEDURES
(cont'd)

- **Benefits.**
 - Enhanced safety.
 - Enhanced consistency of expectation and performance.
 - Enhanced operational consistency.
 - Enhanced accountability.
 - Reduced risk/liability.

Slide 3-21

- B. Benefits.
1. Strong, well-written policies and procedures enhance employee and customer safety.
 2. Enhanced consistency of expectation and performance.
 - a. Within the organization.
 - b. With mutual-aid partners.
 - c. With allied agencies.
 3. Enhanced operational consistency, efficiency and effectiveness.
 - a. Operational consistency cannot be expected or achieved without clear-written policies and procedures.
 - b. Lack of operational consistency can be a significant liability with potential for the following.
 - Increased employee or civilian injury rate.
 - Increased property damage or loss.
 - Civil liability.
 4. Enhanced accountability.
 5. Reduced risk or liability.

POLICIES AND PROCEDURES
(cont'd)

- Development and implementation.
 - **Policy** — an absolute directive.
 - **Procedure** — articulates how a specific activity is to be conducted or accomplished.
 - **Guideline** — provides general direction.

Slide 3-22

- C. Development and implementation.
 - 1. Policy, procedure and guideline.
 - a. A **policy** is an absolute directive accompanied with an expectation of some kind of sanction (e.g., discipline) for noncompliance.
 - b. A **procedure** articulates how a specific activity or action is to be conducted or accomplished and may include specific sequential steps to be followed.
 - c. A **guideline** provides general direction and may include limitations (boundaries) to acceptable actions or behaviors.
 - d. Best practices suggest limiting the use of policies to the minimum necessary. Insurance provider’s risk pool can often provide guidelines and assistance with this.
 - e. Limiting procedural specificity wherever possible can also reduce or limit liability (risk) exposure.
 - f. Operational guidelines are more flexible and generally easier to defend than a policy or procedural violation.
 - Provide general guidelines on how the desired outcome and result is to be achieved.
 - Provides employee flexibility in exactly how to achieve the desired outcome or result within defined boundaries.
 - Good risk management principles encourage use of guidelines wherever possible and appropriate.

- Volunteer and Combination Officer Section (VCOS).
- f. Private sector.
 - Policy manual subscription services.
 - Consultant services.

POLICIES AND PROCEDURES
(cont'd)

- Application of policies and procedures.
 - Effectively communicated.
 - Readily accessible.
 - Assigned responsibility for periodic review.

Slide 3-24

- D. Application of policies and procedures.
 - 1. New or revised policies and procedures **must** be effectively communicated to all affected employees **prior** to implementation.
 - a. It is unreasonable to expect conformance without knowledge.
 - b. This provides an opportunity for feedback relative to unanticipated conflicts or consequences prior to implementation.
 - c. Communicate using at least two different modes.
 - Written memorandum or directive.
 - Email notification.
 - Daily shift briefing.
 - Internal website.
 - Other.
 - 2. Ensure that all policies and procedures are readily accessible to all employees.

- a. Hard copies at each work location.
 - Assign responsibility to ensure that each copy is appropriately maintained and accessible.
 - More difficult to manage and ensure currency and consistency.
- b. Centralized electronic (read-only) access.
 - Easier to manage and ensure accuracy and currency.
 - Can be made accessible to employees from any location.
- 3. Provide training on new policies and procedures **prior** to implementation.
- 4. Assign responsibility for review and maintenance of policy or procedure, and establish periodic review and update schedule, at least biannually.

III. RECRUITMENT AND RETENTION

**RECRUITMENT AND
RETENTION**

- Recruitment and retention challenges.
 - Sociological changes.
 - Negative pressure on volunteer fire services.
 - Generational diversity.
 - Organizational culture.

Slide 3-25

- A. Recruitment and retention of employees is a common challenge, affected by sociological changes, negative pressure on volunteer fire services, generational diversity, and organizational culture.

RECRUITMENT AND RETENTION (cont'd)

- Sociological changes.
 - Aging communities.
 - Higher housing costs.
 - Dual-income families.
 - Increased transience.

Slide 3-26

1. Sociological changes.
 - a. Aging communities.
 - As of 2008, 83 percent of the national population lives in cities or suburbs.
 - People aged 65 or older comprise 13 percent of the national population.
 - b. Higher cost of housing.
 - Many employees cannot afford to live in the community where they work.
 - Has led to larger “commuter” population.
 - c. Dual-income families.
 - Surge in two-income families since the 1970s.
 - Now 42 percent nationally.
 - d. Increased transience — more people relocating to other areas more frequently than a few decades ago.

RECRUITMENT AND RETENTION (cont'd)

- Negative pressure on volunteer fire services.
 - Family economic pressures.
 - Workers employed outside the community where they live.
 - Larger employers have replaced many small, locally owned businesses.
 - Less emphasis on the social aspects of volunteerism.

Slide 3-27

2. Negative pressure on volunteer-based fire services (some of these apply to combination and career departments as well).
 - a. Most volunteer-based fire departments are under great pressure today to maintain an adequate roster of volunteer firefighters.
 - b. The reasons for this are not unique to any one type of community. Economic pressures have resulted in more two-income families and less time to volunteer.
 - Many potential volunteers work in a community other than where they live.
 - Many employers today are unwilling to allow volunteers to leave their jobs to respond to emergency incidents.
 - Less emphasis on the social aspects of volunteering.
 - Declining sense of “community” and community volunteer systems across the nation.

RECRUITMENT AND RETENTION (cont'd)

- Increased mandated training.
- Higher emergency call volume.

Slide 3-28

- Increased mandated training hours for firefighters, including volunteers, causing many to drop out as the time commitment becomes too great.
- Higher emergency call volume.

RECRUITMENT AND RETENTION (cont'd)

- Two kinds of volunteers in the fire service today.
 - Those who serve to give back to their community.
 - Those seeking to become career firefighters.

Slide 3-29

- c. Across the fire service, volunteer programs have been changing and adapting to a different model involving two types of volunteers:
- The first is the usual community-based person, someone who serves for love of community and to give something back.
 - The second is usually a younger person desiring to become a career firefighter.

RECRUITMENT AND RETENTION (cont'd)

- Generational diversity.
 - Three generations in the fire service workforce today.
 - Baby Boomer generation (“Boomers”).
 - Generation X (“Gen Xers”).
 - Generation Y (“Gen Yers”).

Slide 3-30

3. Generational diversity.

a. There are three generations in the fire service workforce today.

- Baby boomers (“Boomers”).
 - Born 1946 to 1964.
 - Largest generation in the country today.
- Generation X (“Gen Xers”).
 - Born 1965 to 1980.
 - Grew up as “latchkey” kids in a world of divorce and working moms.
- Generation Y (“Gen Yers, Millennials”).
 - Born 1981 to 2000.
 - Raised with a great deal of attention and high expectations from parents.

RECRUITMENT AND RETENTION (cont'd)

- Each generation has differing:
 - Values.
 - Ideas.
 - Attitudes.
 - Behaviors.
 - Expectations.
 - Motivations.
 - Ways of communicating.
 - Ways of getting things done.

Slide 3-31

- b. Each generation has different values, ideas, attitudes, behaviors, expectations, habits, motivational buttons, and different ways of getting things done and communicating.

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ACTIVITY 3.1

Generational Perceptions and Experiences in the Workplace

Purpose

To examine your perceptions and experiences relative to other generation employees in the workplace.

Directions

1. Work in your assigned small groups of four to seven students.
2. Discuss and record the following with your group members (on an easel pad if available):
 - a. What perceptions have you formed of other generation employees in your workplace?
 - b. What kinds of problems or issues have you seen or experienced in the workplace between other generation employees?
3. After 10 minutes, select a representative to present the group's findings to the entire class.

ACTIVITY 3.1 NOTES

III. RECRUITMENT AND RETENTION (cont'd)

**RECRUITMENT AND
RETENTION (cont'd)**

- Organizational culture.
 - Values.
 - Visions.
 - Norms.
 - Beliefs.
 - Behaviors.
 - Working language.
 - Habits.

Slide 3-33

4. Organizational culture.
 - a. **Organizational culture** is the specific collection of:
 - Values.
 - Visions.
 - Norms.
 - Working language.
 - Systems.
 - Symbols.
 - Beliefs.
 - Habits.
 - b. Shared by people and groups in an organization and controls the way they interact with each other, customers and with stakeholders.
 - c. It is also the pattern of such collective behaviors and assumptions that are taught to new organizational members as a way of perceiving, thinking and even feeling.
 - d. Smircich (1983) uses the metaphor of a plant root to represent organizational culture, describing that it drives the organization rather than vice versa.

- e. Organizations often have very differing cultures, including subcultures. Examples include:
 - Career versus volunteer.
 - Operations personnel versus administrative staff.
 - Operations personnel versus prevention staff.
 - Sometimes different organizational subcultures conflict with each other.

RECRUITMENT AND RETENTION (cont'd)

- Controls how members interact.
- Behaviors and assumptions taught to new members.
- Drives the organization.
- Can have both positive and negative aspects.
- **Most difficult** organizational attribute to change.

Slide 3-34

- f. Organizational culture may have both positive and negative aspects.
- g. According to Schein (1992), culture is the **most difficult** organizational attribute to change. Outlasts products, services, founders and leaders.

RECRUITMENT AND RETENTION (cont'd)

- Strong organizational cultures.
 - High employee motivation and loyalty.
 - Higher employee retention.
 - Increased team cohesiveness.
- Weak organizational cultures.
 - Little alignment with organizational values.
 - Require extensive bureaucracy and process controls.

Slide 3-35

RECRUITMENT AND RETENTION (cont'd)

- Needs assessment.
 - Assess critical needs and gaps.
 - Levels/Types of services.
 - Community growth and development.
 - Community expectations.
 - Fiscal capacity.

Slide 3-37

1. Conduct a needs assessment.

Assess critical department needs and gaps, including the following:

- a. Levels and types of services provided (current and future).
- b. Community growth and development (current and future).
- c. Community expectations.
- d. Fiscal capacity to add personnel (current and future).
- e. How many and what kind of employees are needed (current and near future).

RECRUITMENT AND RETENTION (cont'd)

- Identify specific KSAs needed for position.
 - Character qualities.
 - Education.
 - Technical training.
 - Experience.

Slide 3-38

2. Identify specific knowledge, skills and abilities (KSAs) needed for position.

- a. Character qualities.
 - Leadership experience.
 - Maturity.
 - Commitment.
 - Teamwork.
 - Conscientiousness.
 - Interpersonal skills.
 - Moral character.
 - Problem-solving nature.
 - Initiative.

- b. Education.
 - Level of formal education desired.
 - Some emergency service positions require difficult certification or recertification examinations.
 - Establish the minimum education requirement appropriate to the expected responsibilities of the position being recruited.

- c. Do not overlook the need for future leadership at this step.
 - Specific technical skills needed or desired.

- d. Prior or concurrent public safety experience.
 - Particularly volunteer organizations.

**RECRUITMENT AND
RETENTION (cont'd)**

- Establish general recruitment strategy.
 - Centralized versus decentralized.
 - Internal versus external.
 - Recruitment committee versus recruitment coordinator.

Slide 3-39

- 3. Determine who should lead the recruitment and general recruitment strategy.
 - a. Centralized versus decentralized recruitment.
 - Individual department or organization versus jurisdictional or regional recruitment.
 - Can provide economies of scale, more recruitment resources, larger applicant pool, etc.
 - b. Internal versus external recruitment.

**RECRUITMENT AND
RETENTION (cont'd)**

- Identify opportunities to seek new members/employees.
- Advertise.
- Conduct informational sessions.

Slide 3-40

- 4. The following lists a couple of places to find potential new members and employees:
 - a. Personal acquaintances of existing employees and members.

- 7. Screen prospective applicants.
 - a. The goal is a balance between no screening criteria and standards that are so restrictive as to scare away good prospective applicants.
 - b. Considerations.
 - Motivation for applying.
 - Level of commitment.
 - Organizational or cultural fit.
 - Specialized education or skillset needs.
 - Future leadership potential.

**RECRUITMENT AND
RETENTION (cont'd)**

- Follow through with selected applicants.
 - Testing.
 - Interview.
 - Background checks.

Slide 3-42

- 8. Follow through with selected applicants.
 - a. Testing.
 - Will vary depending on jurisdictional or organizational policy and state law.
 - Types of tests to consider may include written examinations, physical agility testing, medical evaluations, psychological assessments and character assessments.
 - b. Interviews are designed to examine applicant motivation, qualifications, commitment and organizational fit.
 - Formal interview.

RECRUITMENT AND RETENTION (cont'd)

- Employees leave a job for two major reasons.
 - Factors relating to one's personal life.
 - Factors relating to the type of business or organization.
- An organization can minimize turnover by:
 - Attempting to solve or accommodate some of the personal issues.
 - Solve the organizational issues causing turnover.

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2. Employees leave a job for two primary reasons:
 - a. Factors relating to one's personal life (e.g., family, money, emotional or medical issues).
 - b. Factors relating to the type of business or organization.
3. An organization can certainly do a great deal to avoid driving away good employees.
 - a. May be able to help solve or accommodate some of the personal issues.
 - b. Can do a great deal to solve many of the organizational issues that would otherwise cause a good employee or volunteer to consider leaving the organization.

RECRUITMENT AND RETENTION (cont'd)

- Retention strategies.
 - Effective leadership.
 - **Leading** cause of employee turnover.
 - Emphasize leadership skills at officer levels.
 - Effective internal communication.
 - Use at least two formats.

Slide 3-45

- D. Retention strategies.
 - 1. Effective leadership.
 - a. **The leading organizational issue causing employees to leave.**
 - b. Emphasize leadership skills at officer levels.
 - c. Technical competency (National Fire Protection Association (NFPA) 1021, *Standard for Fire Officer Professional Qualifications*).
 - d. Avoid frequent turnover (less than three years).
 - 2. Effective internal communications.
 - a. Active listening is essential to effective communication.
 - b. Important information should be communicated using at least two different methods.
 - c. Use technology to your advantage.
 - Email.
 - Internet.
 - Social media.

**RECRUITMENT AND
RETENTION (cont'd)**

- Established department standards.
 - Instill pride and confidence.
 - Establish framework for performance.
 - National Fire Protection Association (NFPA) Standards 1710, *Standard for the Organization and Deployment of Fire Suppression Operations, Emergency Medical Operations, and Special Operations to the Public by Career Fire Departments/1720, Standard for the Organization and Deployment of Fire Suppression Operations, Emergency Medical Operations and Special Operations to the Public by Volunteer Fire Departments.*

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- 3. Established department standards.
 - a. Establish a framework for the organization and performance.

- b. Help instill employee pride and confidence.
- c. Can be a barrier to retention if not clearly understood or perceived to establish excessive requirements.
- d. Reference standards:
 - NFPA 1710, *Standard for the Organization and Deployment of Fire Suppression Operations, Emergency Medical Operations, and Special Operations to the Public by Career Fire Departments.*
 - NFPA 1720, *Standard for the Organization and Deployment of Fire Suppression Operations, Emergency Medical Operations and Special Operations to the Public by Volunteer Fire Departments.*

**RECRUITMENT AND
RETENTION (cont'd)**

- A positive organizational image.
- Employee recognition.
 - Feeling valued is a basic human need.
- Incentives.
- Exit interviews.

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- 4. Develop and maintain a positive organizational image to the community and employees.
 - a. Instill pride in the uniform and the department.
 - b. Conduct training in publicly visible locations.
 - c. Increase exposure through community risk-reduction activities.
 - d. Communicate organizational activities and accomplishments to the community.
 - e. Focus on customer service.

- f. Keep political leaders informed about department accomplishments and issues.
 - g. Hold public meetings and events at the fire station.
 - h. Promote the department through the media.
5. Employee recognition.
- a. Feeling valued is a basic human need.
 - b. Recognition is almost always positive when given and usually negative when withheld.
 - c. Ways to recognize employees.
 - Spotlight accomplishments in department or community newsletter (include photos).
 - Send a card on birthdays, anniversaries, promotions, or to acknowledge a particular action or accomplishment.
 - Establish department recognition awards. Hold an annual fire department recognition event. Nominate employees for state- or national-level awards.
 - Hold ceremonies to acknowledge completion of new employee training and promotions.
 - Give a simple “pat on the back” or kudos to show appreciation and to acknowledge a good job.
6. Incentives.
- a. Incentive programs are widely employed in the private sector to enhance productivity and retention.
 - b. Types of incentives (examples):
 - Access to group health, dental and/or vision insurance.
 - Access to disability insurance.
 - Education assistance.
 - Individual retirement account.

- Housing assistance.
 - Death benefits.
 - Health club membership.
 - Gift certificates.
 - Fire/EMS magazine subscriptions.
 - Paid attendance at a state-level conference or seminar.
 - c. Emergency service organizations (particularly volunteer and combination departments) that purposefully find ways to add an appropriate level of fun to the job generally have fewer recruitment and retention challenges.
7. Exit interviews.
- a. Provide an opportunity for the fire chief and line officers to learn why an employee is leaving the organization.
 - b. Should be structured so that departing employees feel like they can honestly discuss and identify their reasons for leaving.
 - Parting should be as amiable as possible.
 - Departing employee should feel empowered to identify perceived organizational problems.

IV. WORKPLACE RELATIONSHIPS

WORKPLACE RELATIONSHIPS

- Essential to personal and organizational health and success.
- Give meaning and richness to our lives and work.
- Building blocks of effective leadership.
- Foundation of trust.

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- A. Building and sustaining effective workplace relationships.
 - 1. Effective workplace relationships are essential to personal and organizational health and success.
 - a. Relationships give meaning and richness to our lives and work.
 - b. Relationships are the building blocks of effective leadership.
 - Influence is established through relationships. Recall that influence is the ability to affect something or someone without direct or apparent effort.
 - Effective leadership is achieved more through influence than power.
 - c. Relationships are also the foundation of trust.
 - Trust is essential to credibility.
 - Relationships are essential to gain allies to our causes.

**DEVELOPING EFFECTIVE
WORKPLACE RELATIONSHIPS**

- Built one-on-one.
- **You** have to take the initiative.
- Avoid blame.
- Avoid blindsiding others.
- Keep commitments.
- Share credit.
- Help others find their greatness.
- Verbal and nonverbal communication matter.

Slide 3-49

- 2. Developing effective relationships in the workplace.
 - a. Relationships are built one-on-one.
 - There are no shortcuts to this process.
 - b. **You** have to take the lead to initiate and sustain relationships.
 - Get out of the office and connect with people.
 - Ask questions and listen attentively.

- Tell people about yourself. Be willing to share your personal interests and viewpoints, be vulnerable.
 - Accept people the way they are and withhold judgment.
 - Assume others want to have relationships also. Even unhappy people can be seeking to connect with someone.
- c. Avoid blaming others.
- You need allies, not enemies, to gain the trust necessary to achieve your organizational goals.
 - Good leaders always take the blame for failures.
- d. Never blindside a co-worker, supervisor or staff member.
- This destroys trust.
 - Always discuss problems first with those who “own” the work.
- e. Keep your commitments.
- Failure to do so erodes trust.
 - This can affect the work of others.
- f. Share credit for accomplishments, ideas and contributions.
- Take the time and energy to recognize and reward others for their accomplishments and contributions to organizational achievements.
 - Good leaders attribute success to others.
- g. Help other employees find their greatness.
- Every employee has talents, skills and experience.
 - Helping others harness their best abilities benefits the organization.
 - The growth of individual employees benefits the whole.
 - Helps create a positive, motivating work environment.

- h. Your verbal and nonverbal communications matter.
 - Respectful treatment of all is a hallmark of effective leadership.
 - Be cognizant of your nonverbal communications!

WORKPLACE CONFLICT

- Interdependence.
- Style.
- Background/Gender.
- Leadership.
- Personality.

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B. Working through conflict.

1. Types of workplace conflict.

- a. **Interdependence conflict** occurs when an individual fails to meet expected work performance that impacts another worker's ability to meet their expected work performance (interdependent work performance relationship).
- b. **Style conflict** takes place when co-workers have different approaches to completing a similar task.
- c. **Background and gender conflict** results from differences in ethnic heritage, gender, educational background, experience or political preferences.
- d. **Leadership conflict** occurs when employees work for multiple leaders with differing leadership styles.
- e. **Personality conflict** happens when personality differences are fueled by perception and emotion.

CONFLICT RESOLUTION

- Address conflict promptly.
- Establish a conducive environment.
- Agree to resolve the conflict.
- Identify desired outcomes.
- Opportunity to express one's viewpoint.
- Identify common ground.
- Explore potential solutions and alternatives.

Slide 3-51

2. Effective workplace conflict resolution.
 - a. Address the conflict sooner rather than later.
 - Workplace conflicts rarely self-resolve.
 - In most cases, they get worse with time.
 - b. Establish an environment conducive to conflict resolution.
 - Quiet, private setting is best.
 - Take a timeout if things get too heated.
 - c. Agree to resolve the conflict.
 - Participants come prepared for resolution.
 - d. Identify desired outcome(s). Each party has an opportunity to express viewpoints without interruption.
 - Active listening is critical.
 - Restate, paraphrase and summarize.
 - Clarify points for better understanding.
 - Validate differences in perception and point of view.
 - Focus on issues, not individual personalities.
 - e. Identify common ground.

- Separate emotions from reality.
- Agree on the problem.
- f. Explore potential solutions and alternatives.
 - Put yourself in the other person's place.
 - Provides opportunity to better understand his or her perspective.
 - Focus on creating a discussion that is positive and powerful for all parties.
 - Courteous.
 - Respectful.
 - Nonconfrontational.

CONFLICT RESOLUTION
(cont'd)

- Negotiate an agreed solution.
- Agree to an action plan.
- Do what you committed to do.
- Consider nonbinding mediation.

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- g. Negotiate an agreed solution.
 - Seek a win-win outcome.
- h. Agree on an action plan.
 - Agree to any follow-up steps.
 - Identify how success will be measured as appropriate.
- i. Do what you committed to do!

- Continue to appreciate and respect each other.
- j. Consider nonbinding mediation.
 - A neutral third party can often facilitate a successful outcome to conflict.

GAINING COOPERATION

- Leadership tools.
 - Value each person.
 - Facilitate a common goal.
 - Share responsibilities and rewards.
 - Seek consensus of vision.
- Management tools.
 - Training.
 - Policies and standard operating guidelines (SOGs).
 - Performance metrics.

Slide 3-53

- C. Gaining cooperation.
 - 1. Leadership tools.
 - a. Value each person as an individual.
 - b. Facilitate a common goal.
 - c. Share responsibilities and the rewards.
 - d. Seek consensus of vision.
 - 2. Management tools.
 - a. Training.
 - b. Policies and standard operating guidelines (SOGs).
 - c. Performance metrics.

GAINING COOPERATION (cont'd)

- Cultural tools.
 - A strong organizational culture.
 - Respect.
 - Environment of engagement between workers and management.

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3. Gaining cooperation can also be assisted by cultural tools.
 - a. A strong organizational culture enhances cooperation.
 - b. Respect enables co-workers to feel more comfortable and valued when cooperating.
 - c. An environment of engagement between workers and management keeps dialogue flowing and lends itself to a team atmosphere.

FIRE CHIEF'S ROLE

- To lead and administer the human, financial and physical resources to accomplish the organization's mission.
- To be accountable to the community for organizational performance.

Slide 3-55

- D. Fire chief's relationship with subordinates.
 1. The fire chief has a multifaceted role.
 - a. The fire chief must effectively lead and administer the human, financial and physical resources to accomplish the organization's mission.

- b. The fire chief is accountable to the community, as well as the policymaking authority, for overall organizational performance.

FIRE CHIEF'S RELATIONSHIPS WITH SUBORDINATES

- Fire chief must think and lead at the strategic level.
- Be **the leader**, not a peer.
- **Act** like the leader.
 - On and off duty.

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- 2. The fire chief has complex relationships with subordinates.
 - a. When you become the fire chief, your relationship with former peers changes.
 - You are now **the leader**, not a peer.
 - b. As fire chief, you must think and lead at the strategic level (“big picture”).
 - You must **act** like the leader.
 - Act with integrity, both on and off duty.
 - Be a role model for the rest of the organization.
 - Treat all fairly and with respect.
 - Demonstrate professional competence.
 - Communicate effectively.
 - Use active listening and empathy.
 - Build and sustain positive workplace relationships.

V. ACCOUNTABILITY AND DISCIPLINE

ACCOUNTABILITY AND DISCIPLINE

- Respondeat superior doctrine.
 - Common-law doctrine that holds an employer liable for the actions of an employee when the actions take place within the scope of employment.
 - Employer can be held liable for injuries to others caused by an employee in the course of employment.

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- A. Respondeat superior doctrine.
1. Respondeat superior doctrine is a common-law doctrine that holds an employer liable for the actions of an employee when the actions take place within the scope of employment.
 2. An employer can be held responsible for injuries to others caused by an employee in the course of employment.

ACCOUNTABILITY

- Accountability is doing the right thing consistently to fulfill or further the mission of the organization.
 - It is a “chain of responsibility” throughout the organization.
 - Only as strong as its weakest link.

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- B. Accountability.
1. Accountability in the workplace means doing the right thing consistently, in tasks and relationship interactions, to fulfill or further the mission of the organization.
 - a. It is a “chain of responsibility” throughout the organization.

- b. Only as strong as its weakest link.

ACCOUNTABILITY (cont'd)

- Purpose and benefits of accountability.
 - Drives organizational effectiveness.
 - Drives organizational efficiency.
 - It is the hallmark of a highly functioning, high-performing organization.

Slide 3-59

- 2. Accountability serves many purposes and yields several benefits.
 - a. It drives organizational effectiveness in executing strategies.
 - b. It drives organizational efficiency in how things are done.
 - c. It is the hallmark of a highly functioning, high-performing organization.

ELEMENTS OF ACCOUNTABILITY

- Orientation.
 - A clear understanding of what and where employees are to focus their attention and efforts.
- Emotion.
 - A sense of "I will be faithful."
- Engagement.
 - Challenge, team effort and performance metrics.

Slide 3-60

- 3. Accountability is composed of several elements.
 - a. Orientation is a clear understanding of what and where employees are to focus their attention and efforts.
 - It includes a clear vision or sense of organizational direction.

- It communicates clear goals.
- It offers effective leadership at all levels.
- b. Emotion is the sense of “I will be faithful, I will see this through.”
 - It involves trust.
 - It involves persistence.
 - It involves commitment.
- c. Engagement involves challenge, team effort and clear performance metrics.

**ELEMENTS OF
ACCOUNTABILITY (cont'd)**

- Communication:
 - Positive input.
 - Regular feedback.
 - Recognition of individuals and teams.

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- d. Communication is critical to creating and sustaining accountability.
 - There are certain core drivers of effective communication.
 - Recognition of individuals and teams as essential to organizational success is an important type of communication.
 - It is important to communicate regular feedback, since it provides clear information on progress, offers recognition quickly, and addresses deficits, problems or issues quickly.
 - It is also important to communicate positive input; encourage others to offer ideas, suggestions and solutions.

BARRIERS TO ACCOUNTABILITY

- Organizational complexity.
- Geographic separation.
- Increased workplace diversity.
- Differential leadership.
- Supervision variance.

Slide 3-62

4. There are some barriers to effective workplace accountability.
 - a. One such barrier is organizational complexity.
 - Lack of progressive thinking.
 - People are motivated or stunted by fear.
 - Misuse/Abuse of work time.
 - Ineffective communication.
 - b. Geographic separation of work sites can hinder communication.
 - c. Increased workplace diversity can breed “cliques” or negative emotions if not handled appropriately.
 - d. Differential leadership behaviors and practices can lead to confusion or fear.
 - e. Variance in supervisory practices may lead to confusion about procedures and consequences.

**CREATING EFFECTIVE
SYSTEMIC ACCOUNTABILITY**

- Trust is essential.
- Create a sense of direction.
- Clear performance/behavior metrics.
- Engagement with organizational leadership.
- Effective systems support.
- Cultural alignment.
- Consistency of leadership.

Slide 3-63

5. Effective systemic accountability can be created.
 - a. Trust is essential. Without trust, there can be no accountability.
 - “Safe space” for sharing concerns, issues, ideas and problems.
 - Respectful engagement and communication help build trust.
 - Honest dialogue builds trust.
 - b. Articulating a vision and engaging others in a discussion of what that vision means for the organization and the individuals and work teams that constitute it.
 - c. Providing clear and appropriate metrics by which all members and teams know how they will be measured provides accountability for the commitments and actions of all members.
 - d. Effective engagement with the organizational leadership. Hard work is required on the part of the leadership to engage and tap the motivations of the workforce.
 - e. Effective systems, such as email, voice mail, and other mechanical and administrative system elements, support effective communication and measurements.
 - f. Work performance systems such as evaluations or appraisals also support effective communication and measurements.

- g. Focused and aligned aspects of the organizational culture provide support in internally consistent ways.
- h. Leadership consistency also helps accountability.

COMMUNICATING EXPECTATIONS

- Employer communications.
 - Job description/Duty statement/Contract.
 - Policies, procedures and guidelines.
 - Supervision.
 - Evaluations.

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- C. Various levels of expectations need to be communicated.
 - 1. Employers must communicate expectations.
 - a. This is first done with a job description and duty statement.
 - These should provide a detailed description of duties and expectations relative to job performance (see Appendix B).
 - They should be reviewed and updated periodically (e.g., for every new recruitment).
 - b. It is next communicated through the employment contract (as applicable).
 - c. Further communication takes the form of written policies, procedures and guidelines.
 - d. Expectations should be reinforced by supervision.
 - e. Evaluations should clearly delineate specific expectations and whether or not they have been met.

COMMUNICATING EXPECTATIONS (cont'd)

- Employee communications.
 - Informally through discussion with supervisor and/or the designated labor group representative (as applicable).
 - Formal labor agreement/contract.

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2. Employee expectations are also communicated to supervisors and employers.
 - a. This may occur informally, through discussion with supervisors and the designated labor group representative (as applicable).
 - b. This may be formal and take the form of a formal labor agreement or contract.

EVALUATING PERFORMANCE

- Another means to communicate expectations.
- Defining acceptable performance.
- Laws protect some employee classes.
- “Standard” or “acceptable” performance should be culturally acceptable.
- Conducted within established organizational parameters.
 - Consistent format/timing.

Slide 3-66

- D. Evaluating performance.
 1. Another means to communicate expectations.
 2. Should specify the performance standard(s).
 - a. Standard or acceptable performance is the minimally acceptable level of performance that fulfills or furthers the mission of the organization.

- b. Remember federal and state laws protecting some classes of employees.
 - c. Standard or acceptable performance should be culturally acceptable within the organization.
3. Should be conducted within clearly established organizational parameters.
- a. They should address adherence to policies, procedures or guidelines.
 - b. A consistent format should be used for all employees.
 - c. Supervisors should be accountable for completion of subordinate evaluations within an established timeline.

EVALUATING PERFORMANCE
(cont'd)

- General performance evaluation guidelines.
 - Aligned with job description/duty statement.
 - No surprises for the employee.
 - Impersonal, objective evaluation of specific performance parameters.
 - Fair and consistent.
 - Delivered and discussed in person.
 - Suggestions for improvement.
 - See Appendix C for sample evaluation format.

Slide 3-67

- d. General guidelines.
 - Evaluation factors should closely align with the job description or duty statement. (See Appendix B for sample evaluation format.)
 - They should never surprise an employee.
 - Intermediate feedback from supervisor(s) should align with evaluation ratings (both positive and negative).
 - The employee should receive immediate feedback on substandard performance or problem areas.

- An objective (impersonal) evaluation of specified performance parameters, with specific observed or reported examples, can be a very effective motivational and accountability tool.
 - Fairness and consistency are essential.
- The evaluation should be delivered and discussed with the employee privately.
 - Many evaluation formats include a section for the supervisor to make specific suggestions on how the employee can improve his or her performance or prepare for additional responsibilities over the ensuing rating period.

ACCOUNTABILITY AND DISCIPLINE (cont'd)

- Evaluation format.
 - Standardized format.
 - Narrative style preferred.
 - Include specific examples to support ratings.
 - Employee should have opportunity to ask questions to clarify ratings.
 - Appeal process may apply.

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- e. Use of a standardized format is required by many jurisdictions or organizations.
 - If possible, encourage and promote a narrative format with specific examples of performance supporting the rating for each factor.
 - The employee should have an opportunity to clarify any questions or rating.
 - Consider giving the employee the opportunity to absorb the supervisor's ratings and comments prior to engaging in a detailed dialogue.

- Some jurisdictions and labor agreements may provide an appeal process if the employee feels that his or her performance has been unfairly or unreasonably evaluated.

DISCIPLINE

- **Discipline** is the regulation and modulation of human activities to produce controlled behaviors and performance.
- Purpose is to encourage employees to conform to established standards of job performance and workplace behavior.
- Supervisor responsible for maintaining appropriate discipline.

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- E. Discipline.
 1. **Discipline** is the regulation and modulation of human activities to produce controlled behaviors and performance.
 2. The purpose of discipline in the workplace is to encourage employees to conform to established standards of job performance and workplace behavior.
 3. Responsibility for maintaining appropriate discipline lies with the designated supervisor.
 - a. Maintaining discipline requires impartiality, fairness, consistency, good judgment, courage and training.
 - b. Supervisors must be aware of, and thoroughly understand, the standards of behavior and performance that they are entrusted to maintain.

DISCIPLINE (cont'd)

- Positive discipline.
 - Creation of an atmosphere where employees willingly conform to established rules.
 - Achieved through reward and effective leadership.

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4. Discipline may be positive or negative.
 - a. Positive discipline creates an atmosphere where employees willingly conform to established rules.
 - This is achieved through reward and effective leadership.
 - It promotes cooperation and coordination.
 - It reduces need for strict supervision.
 - The goal is self-discipline.

DISCIPLINE (cont'd)

- Negative discipline.
 - Penalties used to enforce workplace rules and expectations.
 - Less effective than positive discipline.
- Goal is self-discipline.

Slide 3-71

- b. Negative discipline uses penalties to enforce workplace rules and expectations.
 - The punitive approach is less effective than positive discipline for maintaining expected norms of behavior and performance.

**ELEMENTS OF AN EFFECTIVE
DISCIPLINARY SYSTEM**

- Training of supervisors and managers.
- Expected performance and behaviors are clearly understood at all levels.
- Impersonal.
- Fair.
- Consistent and uniform discipline.
- Prompt.
- Discipline is progressive.

Slide 3-72

5. An effective disciplinary system exhibits key elements.
 - a. Supervisors and managers are trained.
 - b. Expected performance and behaviors are clearly understood at all levels.
 - c. It is impersonal.
 - d. It is fair.
 - e. Discipline is consistent and uniform.
 - f. Discipline is prompt.
 - g. Discipline is of a progressive nature.
 - h. Discipline is preceded with a warning.
 - With the exception of serious misconduct, employees should be afforded the opportunity to correct their behavior and performance without formal penalty.
 - Proper documentation is essential to support any future discipline for a similar infraction.
 - i. The discipline process is used consistently.
 - j. The discipline process is impartial.

- k. The discipline process allows for privacy, except in cases of serious violation where a public reprimand is desirable or necessary to regain control of a situation.
- l. Appropriate documentation is used to support procedures. Discipline-related actions not properly documented will legally be considered as not having occurred.

EXAMPLE DISCIPLINARY PROCEDURE

- Employee notification or “show cause notice.”
- Suspension pending outcome for serious violations.
- Employee response.
- Discipline hearing.
- Appeal.
- Administration of discipline.
 - Progressive in nature except for serious offenses.

Slide 3-73

- 6. Clear disciplinary procedures are a critical tool for organizational and management success.
 - a. They are often dictated by state or local law, local regulations, or labor agreement or contract.
 - b. There are several common examples of disciplinary procedures.
 - An employee notification, or “show cause notice,” notifies the employee in writing of each separate alleged violation and the disciplinary action proposed, once evidence of misconduct is reasonably established.
 - Suspension pending outcome is used in cases of serious breach of policy or behavior. The employee is suspended, pending the outcome of the discipline process.
 - This should only be exercised in cases where more risk and liability exists by allowing the employee to remain at work.
 - This must be exercised in accordance with any applicable laws, regulations, procedures and labor agreements.

- Rules vary by state.
- An employee response is the employee's opportunity to respond to the charges, either in writing or in person, within a reasonable specified time period.
- A discipline hearing is a hearing conducted by a designated employer representative and the offending employee (or employee representative, in some cases).
 - In most cases, the hearing officer must have prior training.
 - The employee should be provided sufficient notice to enable preparation of a defense.
 - The employee should be provided the names of people who will testify at the discipline hearing.
 - The judicial process should be followed to ensure fairness to the accused employee.
 - The alleged violation(s) must be explained to the employee.
 - The employee must be given the opportunity to explain his or her side of the issue.
 - The employee must have the opportunity to defend himself or herself.
 - A hearing officer is normally empowered to determine degree of culpability for each alleged violation, and to affirm, reduce or vacate the proposed discipline.
 - Proceeding and findings must be documented.
 - The employee may be entitled to appeal the decision of the hearing officer.
 - This is as established by state or local law, regulation or procedures.
 - Administration of the discipline may be deferred, pending the outcome of the appeal process.
- Discipline is administered upon final determination.

PROGRESSIVE DISCIPLINE

- Examples of progressive discipline.
 - Verbal warning.
 - Written warning.
 - Suspension/Reduction of pay.
 - Termination.
- Punishment should “fit the crime.”
 - Repeated lesser offenses warrant more severe consequences.

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7. Progressive discipline follows specified steps of severity, based on the gravity of the offense and repeated occurrences. It will include a range of disciplinary measures.
 - a. A verbal warning is an informal verbal notification from a supervisor of a specific behavior or performance deficiency.
 - It is generally applied to less serious offenses (e.g., tardiness, unexcused absence, minor policy or procedural violations).
 - It is applied in cases where conformance can be expected to be achieved with this minor level of discipline, or as a requisite first step to more formal discipline.
 - No record is generally maintained of this level of discipline once conformant behavior or performance is achieved.
 - b. A written warning is a formal, written notification from a supervisor of a specific behavior or performance deficiency.
 - It is generally applied to less serious offenses (e.g., tardiness, unexcused absence, minor policy or procedural violations).
 - It is used for the repeated occurrence of an offense for which a verbal warning was previously administered.
 - Human resource policies generally specify a retention period for written warnings.

- c. Suspension or reduction of pay is an ordered absence without pay or a specified reduction of pay for a specific period.
 - This is generally applied to more serious first-time offenses (e.g., violation of a policy resulting in injury or property damage, absence without leave, etc.).
 - It is used for the repeated occurrence(s) of an offense for which a written warning was previously issued.
 - Human resource policies generally require permanent retention of disciplinary actions resulting in suspension or reduction of pay.

- d. Termination or discharge is the immediate release of an employee from employment.
 - This is generally applied to the most serious first-time offenses (e.g., theft, battery, falsification of records, incompetence, insubordination, etc.).
 - Progressive discipline concepts are generally not applicable to these types of offenses.
 - This may be used for the repeat occurrence of an offense for which a lesser discipline was previously imposed.
 - Recent court decisions reflect a widening list of conditions under which an employee may not be lawfully discharged.
 - Human resource policies generally require permanent retention of disciplinary actions resulting in termination.
 - The punishment should “fit the crime,” yet employees should have an opportunity to conform to expected norms of behavior and performance in all but the most serious of cases.
 - Repeated lesser offenses warrant more severe consequences.
 - Probationary employees are often held to a higher standard of behavior and performance.
 - Progressive discipline is the exception for probationary employees.

ACTIVITY 3.2

Developing a Solution to a Human Resource Management Issue

Purpose

To develop a solution for a human resource management issue (from a given scenario) that is consistent with applicable federal and state laws and regulations, as well as accepted human resource management principles and practices as discussed in this unit.

Directions

1. Work in small groups of four to six.
2. Each group will be assigned one of four scenarios.
3. Each group will have 30 minutes to discuss the scenario and propose a solution to the situation, considering the following questions. If available, record your answers on an easel pad:
 - a. What federal, state and/or local laws or regulations apply to this issue, if any?
 - b. What agency policies, procedures or guidelines, if any, are relevant to this issue?
 - c. Is there time sensitivity to resolution of this issue?
 - d. What are the potential consequences of inaction on the issue?
 - e. What accepted resource management principles and/or practices apply to this situation?
 - f. What is the group's proposed solution to the issue, including factors considered, and why?
4. After 30 minutes, select a representative to present the group's scenario and findings to the entire class.
5. At the conclusion of each group's presentation, the instructor will solicit comments from the class.

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ACTIVITY 3.2 (cont'd)

Developing a Solution to a Human Resource Management Issue

Scenario 1

You are the General Manager of the Wopperloo County Emergency Medical Services (WCEMS) that provides advanced life support (ALS) and ambulance transportation services throughout Wopperloo County with 25 full-time paramedic/emergency medical technicians (EMTs) for emergency responses, and seven part-time EMTs for nonemergency transports. The state EMS authority recently amended its regulations, giving it the authority to suspend or revoke paramedic and EMT licenses for a variety of reasons including (1) failure to meet training requirements, (2) conviction of a crime, and (3) driver's license suspension or revocation. Your agency policy requires all full-time and part-time ambulance employees to maintain either an EMT-P or EMT-1 license as a condition of continued employment.

You were recently notified by the state EMS agency that one of your full-time employees' EMT-1 license has been suspended for failure to renew his driver's license. The affected employee states that he was late getting it renewed and shows you a current state driver's license.

ACTIVITY 3.2 NOTES

Scenario 2

You are the public safety chief of Snowball, a community of 22,000 with nine career and 25 volunteer firefighters.

One of your senior volunteer officers has developed a recent history of minor policy violations, including two unexcused absences from mandatory training meetings, failure to wear appropriate personal protective equipment (PPE) on an EMS incident, and failure to refill an apparatus water tank upon return from a vehicle fire. You are notified by one of the career employees that the volunteer got into a heated argument involving use of profanity and verbal threats against a career employee at an emergency incident scene earlier today that was witnessed by several civilian onlookers. The volunteer employee has received verbal and written warnings for her previous policy violations. The volunteer's husband is a local business owner who makes a significant contribution to the department every year.

ACTIVITY 3.2 NOTES

Scenario 3

You are the chief of the Cutting Edge Volunteer Fire Department, providing fire protection for the 9,200 residents of the city of Sharp with 25 volunteers. Over the past 12 months, six of those volunteers have resigned, citing a hostile work environment created by the training chief. Each stated that at different times, the training chief has made them repeat classes because they failed to meet training standards. Your department adopted training standards a year ago for each rank that were subsequently communicated to all members. The training delivered has been specifically designed to meet those standards.

ACTIVITY 3.2 NOTES

Scenario 4

You are the chief of the Bottomline City Fire Department, serving 23,000 residents with a combination department of 18 career and 15 volunteer firefighters. Because of higher than anticipated call volume and fuel costs, your department's annual budget is nearly depleted. The region is in the middle of a record drought, and there have been wildfires every day for the last two weeks. Your volunteers are paid by the hour when they are on a fire. Last pay period, ten of your volunteers worked more than 50 hours. They were not paid time and a half for time worked in excess of 40 hours. One of the younger volunteers has come to you and said he should have been paid time and a half for everything over 40 hours. If the department doesn't pay him the additional wages, he is going to consult an attorney.

ACTIVITY 3.2 NOTES

Scenario 5

You are the chief of a department that serves a community of 35,000 with 40 career fire fighters and 15 part-time paid-call firefighters. As a result of recent collective bargaining, the firefighter's union labor contract was amended to require establishment of a Labor Management Committee, with the specific bylaws to be jointly established between the union and department management. During the initial committee meetings, one of the union members repeatedly blows up and swears at the management representatives, including the fire chief, stating that they are undermining the intent of the contract language. The union president and other union members do nothing about their colleague's behavior and language.

ACTIVITY 3.2 NOTES

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APPENDIX

GENERATIONAL DIVERSITY

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CONTENTS

I. GENERATIONAL DIVERSITY

- A. Three generations in the fire service workforce today with different values, ideas, attitudes, behaviors, expectations, habits, motivational buttons, and different ways of getting things done and communicating.
 - 1. Baby boomers (“Boomers”).
 - a. Boomers were born between 1946 and 1964.
 - b. They are the largest generation in the country today.
 - c. They typically grew up amid economic prosperity, suburban affluence, and strong nuclear families with stay-at-home moms.
 - 2. Generation X (“Gen Xers”).
 - a. Gen Xers were born between 1965 and 1980.
 - b. They grew up as “latchkey” kids in a world of divorce and working moms.
 - 3. Generation Y (“Gen Yers, Millennials”).
 - a. Gen Yers were born between 1981 and 2000.
 - b. They are raised with a great deal of attention and high expectations from parents.
- B. Personal/Lifestyle characteristics and core values.
 - 1. Boomers are typically optimistic, involved and loyal.
 - 2. Gen Xers are usually skeptical, fun and informal.
 - 3. Gen Yers are confident, extremely fun and social.
- C. Family.
 - 1. Boomers’ families are disintegrating (divorce, death).
 - 2. Gen Xers have latch key kids.
 - 3. Gen Yers have merged families.

- D. Education.
 - 1. Boomers consider education as a birthright.
 - 2. Gen Xers consider education as a way to get there.
 - 3. Gen Yers consider education as an incredible expense.

- E. Workplace communications.
 - 1. Boomers typically use face-to-face communications, use the telephone, write memos, and are considered as the “call me anytime” type.
 - 2. Gen Xers typically use cellphones, email, and are considered as the “call me only when I am at work” type.
 - 3. Gen Yers use the Internet, smartphones, and live in the social media age.

- F. Money management.
 - 1. Boomers prefer to buy now, pay later.
 - 2. Gen Xers prefer to save their money.
 - 3. Gen Yers typically earn their money to spend.

- G. Organizational behaviors.
 - 1. Boomers are optimistic, ambitious, competitive, focus on personal achievements, believe in long work hours, expect younger generations to adopt this approach, and are comfortable in the culture they have created.
 - 2. Gen Xers are committed to their work and the people they work with. They are skeptical, risk-takers, want fun in the workplace, and seek more work-life balance than Boomers.
 - 3. Gen Yers are typically team oriented. They work well in groups, multitask with equal energy, are expected to work hard, and may appear cocky.

- H. Workplace strengths.
 - 1. Boomers are dedicated, experienced, knowledgeable, service oriented, and have a team perspective.
 - 2. Gen Xers excel at being independent, adaptable, creative, technically literate, and willing to challenge the status quo.

3. Gen Yers are optimistic, able to multitask, tenacious, technically savvy, driven to learn and grow, and team oriented.

I. Workplace challenges.

1. Boomers.

- a. Boomers are nontraditional work styles of Generations X and Y.
- b. They fear that technology is replacing human interaction.
- c. They have trouble sharing praise and rewards.
- d. They have to balance between work and family.
- e. They are uncomfortable with conflict and reluctant to go against peers.

2. Gen Xers.

- a. Career development.
- b. Conflict resolution and workplace politics.
- c. Multigenerational team projects.
- d. They have to balance between work and family.
- e. They are skeptical and distrustful of authority.

3. Gen Yers.

- a. Respectful communication is a challenge for Gen Yers.
- b. Functional literacy.
- c. They require supervision and structure, especially with people issues.
- d. They reject the concept of “paying one’s dues” and expect input immediately.

J. These characteristics are but a few of those that have been studied and identified.

1. Not every person in a generation will share all of the various characteristics.

2. These examples are indicative of general patterns in the relationships between family, friends, and people in the workplace.
 3. Individuals born at one end of the date range or other may see overlapping characteristics with the preceding or succeeding generation.
- K. Research has shown that generational differences can affect many things in the workplace, including:
1. Recruitment.
 2. Retention.
 3. Team-building.
 4. Motivation.
 5. Managing.
 6. Dealing with change.
 7. Productivity.

APPENDIX B

SAMPLE FIRE INSPECTOR JOB DESCRIPTION/ DUTY STATEMENT

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CONTENTS

Definition

Under the supervision of the Division Chief/Fire Marshal, performs administrative and technical work in support of the Fire Prevention Division, including fire safety inspections, hazard reduction, public education, and other related work as assigned.

Examples of Duties

Under direct supervision, inspect buildings, events and fire protection systems for compliance with applicable codes, ordinances, regulations and standards; conduct investigation of fire hazard complaints and recommend appropriate corrective action; develop and deliver public education programs relating to fire safety; coordinate weed abatement compliance with other city departments; maintain a positive working relationship with other city departments, employees, contract cities, community professionals, citizens and residents; and adhere to all city rules and regulations. You may also be assigned to assist with the development and delivery of fire prevention-related training to other fire department or city staff; prepare and present technical reports, maintain records, and work with other related information and statistics; and prepare written correspondence, assist with fire investigations, and promote and maintain safety in the workplace. This position performs field inspections that may require use of a personal vehicle, in which case mileage will be reimbursable at the applicable Internal Revenue Service (IRS) rate.

Employment Standards

Education and Experience

Any combination equivalent to graduation from high school and six consecutive months of work experience in fire prevention, building inspection or structural firefighting, supplemented by a minimum of 12 semester units of college-level courses related to fire prevention and/or public education.

Knowledge, Skills and Abilities

Knowledge of: fire and building codes; city ordinances, rules and regulations; nationally recognized fire and life safety standards; and fire extinguishing and alarm systems.

Ability to: understand codes, ordinances, regulations and standards; identify fire and life hazards in special processes or facilities, including industrial, commercial, residential and other occupancies; communicate clearly, verbally and in writing; read and understand blueprints and other construction plans submitted for evaluation; understand and apply city and department policies, directives and regulations, as well as local rules and regulations relating to fire department operations, city geography, water systems and hazards; and promote a positive and proactive work environment.

License/Certificate/Special Requirements

License and vehicle requirements: valid Class C California driver's license with an acceptable driving record. Vehicle to be used on duty must be insured with at least the minimum automobile liability insurance limits required by the state of California. The city reserves the right to ask for proof of automobile liability insurance at any time. As required by law, the vehicle must be maintained in safe mechanical condition, seatbelts must be used during operation, and hands-free access is required for use of cellphones.

Physical demands and working conditions: On a continuous basis, sit at a desk, walk, or stand up for long periods of time. Intermittently twist and reach for office equipment; write or use keyboard to communicate in writing; lift up to 25 pounds; drive a motorized vehicle; and walk on uneven surfaces, kneel, stoop, bend, and climb up/down slopes while conducting field inspections. See in the normal vision range with or without correction to read documents, computer screens, blueprints and drafting plans. Work is performed indoors and outdoors. Outdoor work includes exposure to a variety of weather conditions; exposure to traffic, noise and physical barriers; proximity to heavy equipment and hazardous substances; slippery or uneven surfaces; and conditions involving fire, chemicals and fire debris.

APPENDIX C

SAMPLE EVALUATION FORMAT

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CONTENTS

Performance Evaluation

The purpose of this review is to objectively evaluate the performance of the employee for the period of Jan. 1, 2012, through Jan. 1, 2013, based upon the job description and performance standards.

Performance evaluation

NAME OF EMPLOYEE:

Job code and title: Fire Captain

Salary range and step:

NAME OF SUPERVISOR:

Job title: Battalion Chief

Type of evaluation:

Annual Probationary — months

Probationary — 3 months Change of job

Probationary — 6 months Other _____

Date of face-to-face discussion:

Date of next performance review:

PART 1

List below the critical tasks identified in the job description and provide comment on the extent to which the employee meets the performance standard with specific examples (use continuation sheet, if necessary):

Critical task: Ensure that crew and self respond to assigned apparatus and don proper safety gear within one minute of completed dispatch; ensure that crew and self are 100 percent seatbelt and hearing-protection compliant; ensure that crew and self, don appropriate safety gear and personal protective equipment (PPE); and while responding and at scene, supervise with regard to crew, civilian and personal safety.

Achievement of standard:

Critical task: At the scene of a fire or hazardous materials incident, give an on-scene report and size-up; designate a plan of action; take or pass command and initiate appropriate action; and stage and/or carry out/direct assigned duties under the direction of the Incident Commander (IC).

Achievement of standard:

Critical task: At the scene of a medical emergency, provide for the safety of public and assigned personnel; direct and render medical care to the level of certification; and act as the liaison with on-scene representatives of support agencies.

Achievement of standard:

Critical task: Provide clear, concise and timely documentation of emergency response(s) and correct incident reports as needed and directed by the National Fire Incident Reporting System (NFIRS) report checker(s).

Achievement of standard:

Critical task: Ensure that apparatus is clean, functional, and in an immediate response state at all times; ensure that assigned station and grounds are clean, in good repair, and free of safety hazards; ensure that daily, weekly and monthly apparatus checks are performed correctly and appropriate documentation (Forms 201, 201A, 215) is completed; ensure that narcotics are accounted for daily and appropriate documentation is completed; ensure that portable radios and Knox Box keys are accounted for and appropriate documentation is completed; ensure that medical compartment on the apparatus is locked at all times when not in use; and ensure that station logbook is maintained and completed.

Achievement of standard:

Critical task: Supervise crew activities; ensure that crew performs required activities listed in Fire Department Operations Manual for daily, weekly and monthly minimum requirements; ensure that safety gear of crew and self is accounted for and maintained in an immediate response state at all times; report damaged and/or lost city property to assigned Battalion Chief; implement and uphold fire department and city policies and procedures in a professional and supportive manner to ensure success; prepare annual performance agreements and reviews on assigned personnel and other reports as needed; and ensure that assigned personnel are kept aware of work performance (or lack thereof) at least quarterly.

Achievement of standard:

Critical task: Develop strong and effective working relationships with co-workers; maintain a professional working atmosphere when interacting with other agencies (law enforcement and Emergency Medical Services (EMS)); maintain a well-kept uniform and appropriate personal hygiene habits to ensure a professional appearance; and provide and uphold a discrimination- and violence-free workplace.

Achievement of standard:

Critical task: Provide adequate documentation of patient contact and care; complete necessary follow-up and Quality Improvement forms as needed; complete daily, weekly and monthly checks on EMS equipment and document as required; ensure the presence of controlled drugs and sign for same; maintain documentation of required continuing education hours; report all classes attended on and off duty for entry into the training log; and ensure adequate time is provided for renewal of license to prevent expiration.

Achievement of standard:

PART 2

Performance characteristics

In items 1 to 16 below for all employees and items 1 to 25 for supervisors, the rater will indicate his or her judgment as to whether or not the employee meets or does not meet performance characteristics listed below. Explain all “does not meet” ratings in the “comments” space.

HUMAN RESOURCE MANAGEMENT

ALL EMPLOYEES		Does Not Meet					Meets			Exceeds	
1.	Demonstrates appropriate knowledge and expertise.	10	9	8	7	6	5	4	3	2	1
2.	Maintains level of physical fitness and mental alertness to perform the job.	10	9	8	7	6	5	4	3	2	1
3.	Makes sound decisions.	10	9	8	7	6	5	4	3	2	1
4.	Seeks self-improvement in job skills.	10	9	8	7	6	5	4	3	2	1
5.	Is adaptable to changing situations.	10	9	8	7	6	5	4	3	2	1
6.	Supports and maintains a discrimination-free work.	10	9	8	7	6	5	4	3	2	1
7.	Has acceptable work habits.	10	9	8	7	6	5	4	3	2	1
8.	Demonstrates knowledge and support of city department policies and objectives.	10	9	8	7	6	5	4	3	2	1
9.	Observes personal safety habits and encourages safe practices by others.	10	9	8	7	6	5	4	3	2	1
10.	Takes appropriate care of city equipment.	10	9	8	7	6	5	4	3	2	1
11.	Handles difficult situations effectively.	10	9	8	7	6	5	4	3	2	1
12.	Is clear and concise in written communications.	10	9	8	7	6	5	4	3	2	1
13.	Is clear and concise in oral communications.	10	9	8	7	6	5	4	3	2	1
14.	Organizes work well.	10	9	8	7	6	5	4	3	2	1
CUSTOMER SERVICE PERFORMANCE CHARACTERISTICS — ALL EMPLOYEES											
15.	Exhibits cooperative and effective relations with fellow workers (internal customer service).	10	9	8	7	6	5	4	3	2	1
16.	Exhibits effective customer service skills with public (external customer service).	10	9	8	7	6	5	4	3	2	1

SUPERVISORS ONLY

17.	Challenges and develops subordinates.	10	9	8	7	6	5	4	3	2	1
18.	Encourages candor and frankness in subordinates.	10	9	8	7	6	5	4	3	2	1
19.	Requires the best from subordinates.	10	9	8	7	6	5	4	3	2	1
20.	Encourages subordinates to develop objectives to attain job standards.	10	9	8	7	6	5	4	3	2	1
21.	Delegates authority effectively.	10	9	8	7	6	5	4	3	2	1
22.	Provides clear guidance to subordinates.	10	9	8	7	6	5	4	3	2	1
23.	Is supportive of subordinates.	10	9	8	7	6	5	4	3	2	1
24.	Accomplishes the spirit and intent of the performance review process.	10	9	8	7	6	5	4	3	2	1
25.	Promotes effective customer service objectives and encourages subordinate's support of customer service goals.	10	9	8	7	6	5	4	3	2	1

Comments — write comments concerning other performance characteristics and/or the above listed statements in the space below:

PART 3

Based upon the information contained in Parts 1 and 2, my evaluation of the overall performance during this period is:

 / / Exceeds job requirements. (Supervisor may add comments about performance as desired.)

 / / Meets job requirements.

 / / Needs improvement.

PART 4

Action recommendation:

 Retention on regular status.

 Rejection during probation.

 Merit increase to step.

 Withhold step increase.

 Extend probation for months.

 Other (specify).

 No action required.

PART 5

Employee comments:

You are encouraged to make comments on the review and list significant examples of performance which you believe would be helpful in describing your performance during this period (use continuation sheet, if necessary).

Employee comments (initial here, if you do not wish to comment).

Rater: I discussed this evaluation with the employee on _____.

Signature:

Employee: I received this evaluation on _____.

Signature:

PART 6

Comments by senior raters:

I am the supervisor of the rater. I have received this performance evaluation and _____ have the following comments:

Name (print): _____

Signature: _____

Date: _____

PART 7

Fire chief and personnel officer review:

I have reviewed this performance evaluation and find it to be consistent with the standards and evaluation procedures of the department. A copy of the performance evaluation, including comments by raters, will be provided to the employee. The employee retains the right to submit additional comments on any information provided by any rater. Future comments by the employee will be given to the rater for forwarding to the Personnel Department.

Fire Chief

Date

I have received this performance evaluation and find it to be consistent with the standards and evaluation procedures of the city.

Personnel Officer

Date

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APPENDIX D

FACTORS TO CONSIDER IN ADMINISTERING DISCIPLINE

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CONTENTS

FACTORS TO CONSIDER IN ADMINISTERING DISCIPLINE

Nature of the issue

Alleged offense(s):

- a. Specific law, rule, regulation, policy or procedure violated.
- b. Date(s)/Time(s) of violation.
- c. Equipment involved.
- d. Other person(s) involved.

Frequency/Duration of issue:

- a. Is this the first offense?
- b. If not, dates/times of prior offense(s).
- c. Has employee been previously warned or disciplined for past occurrences?
- d. If so, level of discipline administered.

Seriousness of the problem:

- a. Does alleged offense involve potential harm to others?
- b. Is suspension of employee pending outcome of the discipline process warranted?
- c. Is progressive discipline appropriate for this offense?

Degree of employee awareness:

- a. Has employee received training or education on the policy, procedure, rule or regulation violated?
- b. If so, when and how documented?
- c. If not, is it reasonable to expect the employee to know the expected standard of behavior/performance?
- d. How?

Similar past infractions:

- a. How have similar infractions been handled in the past?
- b. Contact to obtain this information:

Time sensitivity:

- a. Is there any time sensitivity to this problem?
- b. If so, what is it?

Requirements:

- a. Are there any specific timeline requirements? What are they?
- b. What laws, regulations and procedures are applicable to this issue?
- c. Is employee notification of alleged offenses required?
- d. If so, date/time served.
- e. Timeline for employee response:
- f. Timeline for discipline hearing:
- g. Who determines the hearing officer?

- h. Timeline for notifying employee of hearing date and officer:
- i. Appeal process?
- j. Employee notification of appeal process:
- k. Effective date of discipline:
- l. Other required notifications:
- m. Documentation requirements:
- n. Contact to ensure conformance with process requirements:

Management support:

- a. Management advised of issue and proposed discipline?
- b. Any issues with support?

For additional resources, refer to the sample policy/guideline format at <http://www.vcos.org/resources/sogssops/>.

ACRONYMS

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ACRONYMS

AAAA	Army Aviation Association of America
ADA	Americans with Disabilities Act
ADEA	Age Discrimination in Employment Act
AHCA	Affordable Health Care Act
ALS	advanced life support
BLS	basic life support
CAFR	comprehensive annual financial report
CARE	Comprehensive AIDS Resources Emergency
CFR	Code of Federal Regulations
CO	Company Officer
CPI	Consumer Price Index
CPR	cardiopulmonary resuscitation
CPSE	Center for Public Safety Excellence
DHS	Department of Homeland Security
DMV	Department of Motor Vehicles
DNR	Department of Natural Resources
DOL	Department of Labor
EEOC	Equal Employment Opportunity Commission
EMS	Emergency Medical Services
EMT	emergency medical technician
EREs	Emergency Response Employees
FEMA	Federal Emergency Management Agency

FERPA	Family Educational Rights and Privacy Act
FLSA	Fair Labor Standards Act
FPD	Fire Protection District
FREMS	Fire, Rescue, Emergency Medical Services
GAAP	Generally Accepted Accounting Principles
GASB	Government Accounting Standards Board
GFI	Ground Fault Interrupter
GFOA	Government Finance Officers Association
GSA	General Services Administration
HAZWOPER	Hazardous Waste Operations and Emergency Response
HHS	Department of Health and Human Services
HIPAA	Health Insurance Portability and Accountability Act
HOA	Homeowners Association
HR	Human Resources
IAFC	International Association of Fire Chiefs
IC	Incident Commander
ICMA	International City/County Management Association
IG	Instructor Guide
IIPP	Injury and Illness Prevention Plan
IRS	Internal Revenue Service
ISO	Insurance Services Office
KSAs	knowledge, skills and abilities
NCPA	National Cooperative Purchasing Alliance
NFA	National Fire Academy

NFIRS	National Fire Incident Reporting System
NFPA	National Fire Protection Association
NPO	Nonprofit Organization
NSEFO	National Society of Executive Fire Officers
OSHA	Occupational Safety and Health Administration
PCR	patient care report
PPA	Professional Private Ambulance
PPC	Public Protection Class
PPE	personal protective equipment
PTA	Parent Teacher Association
SM	Student Manual
SMART	Specific, Measurable, Achievable, Relevant and Timeframed
SOGs	standard operating guidelines
SWOT	Strengths, Weaknesses, Opportunities, Threats
UHF	Ultra High Frequency
U.S.C.	United States Code
USFA	U.S. Fire Administration
USFS	United States Forest Service
VCOS	Volunteer and Combination Officer Section
VFD	Volunteer Fire Department
VFIS	Volunteer Fire Insurance Services
VHF	Very High Frequency
WCEMS	Wopperloo County Emergency Medical Services
WSCA	Western States Contracting Alliance

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