

Leadership II for Fire and EMS: Strategies for Personal Success

LS II-Instructor Guide

2nd Edition, 2nd Printing-July 2010



FEMA

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U.S. DEPARTMENT OF HOMELAND SECURITY

UNITED STATES FIRE ADMINISTRATION

NATIONAL FIRE ACADEMY

FOREWORD

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

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

Designed to meet the needs of the company officer, this course of Leadership provides the participant with basic skills and tools needed to perform effectively as a leader in the fire service environment. This course addresses techniques and approaches to problem-solving, identifying and assessing the needs of the officer's company subordinates, running meetings effectively in the fire service environment, and decision-making for the company officer.

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INSTRUCTIONAL AIDS

Slides

Managing Multiple Roles for the Company Officer	Slides MR-1 to MR-62	62
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Ethics	Slides ET-1 to ET-37	37
	Total Slides	213

Videos

Managing Multiple Roles for the Company Officer:	"Developing Balancing Strategies For Role Conflicts" (2 Video Scenarios)
Enhancing Your Personal Power Base:	"Analyzing Power Usage" (7 Scenarios)

COURSE SCHEDULE

MODULES

Managing Multiple Roles for the Company Officer	3 hr.
Creativity	3 hr.
Enhancing Your Personal Power Base	3 hr.
Ethics	3 hr.
Total Time:	12 hr.

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

INSTRUCTOR PREFACE

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

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

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

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

1. COs need training and skill practice in three major managerial strategies:
 - a. Strategies for Company Success (*Problem-Solving; Identifying Needs and Problems; Decisionmaking Styles; Planning Skills for the Company Officer; and Communications for the Company Officer*).
 - b. Strategies for Personal Success (*Managing Multiple Roles for the Company Officer; Creativity; Enhancing Your Personal Power Base; and Ethics*).
 - c. Strategies for Supervisory Success (*Situational Leadership; Delegating; Coaching; and Discipline at the Company Level*).

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

2. COs must be focused upon the "big picture"--the overall mission and goals of the department must guide their actions. New COs especially are challenged to expand their view of how their company/platoon, etc., contributes to the department mission.
3. As managerial styles outside the fire department have changed, so have the approaches, techniques, and styles of the fire service manager. Greater participation in decisionmaking, greater involvement in problem-solving, and a modified "Theory Z" approach to management can have high payoff to those who are prepared. The focus of many of these three Leadership course modules is to assist the CO to examine these payoffs, and the implications for the leader.
4. The "win-win" or collaborative approach to the day-to-day challenges of the leader is a useful approach; even such leadership functions as discipline, using power, and decisionmaking (traditionally handled in an authoritarian manner) can be made more effective by a "win-win" style.
5. To be consistent with the key concepts above, it is recommended that we try to model the concepts while teaching the class. When it is possible and feasible, students should be included in discussion, setting standards, solving problems, and contributing to the "mission" or desired results of the class.

MANAGING THE CLASS

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

CLASS PROFILE

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

1. Distance traveled to get here today:
 - a. 1 to 50 miles
 - b. 51 to 100 miles
 - c. 101 to 150 miles
 - d. Etc.

(Adapt to local area!!)
2. Position held in fire department:
 - a. Firefighter
 - b. EMT
 - c. Lieutenant
 - d. Sergeant
 - e. Captain
 - f. BC
 - g. DC/AC
 - h. Chief Officer
 - i. Other
(Board, Fire Marshal, etc.)
3. Type of department:
 - a. All volunteer
 - b. Combination
 - c. All paid
 - d. Private provider
4. Reason for attending class:
 - a. Assigned/Forced to come (Prisoner)
 - b. Hoping for rest and relaxation (Vacationer)
 - c. Hoping for new experience and opportunity (Adventurer)
5. Background in leadership training:
 - a. Minimal or no exposure
 - b. Adequate--can operate as a leader in a small group effectively
 - c. Maximum--can train others in leadership
6. Major issues facing fire service leaders now:
7. Etc. (Make questions locally relevant and useful in finding out about the group.)

WARMUPS

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

1. To introduce students to the content of the modules--such as Creativity or Decisionmaking.
2. To relax the students by moving around and having fun.
3. To identify the level of willingness and ability (maturity) that the group possesses.
4. To identify the strengths and possible contributions that each individual will make.
5. To identify group needs, interests, and agendas.

SAMPLE WARMUPS

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

1. Each person introduces himself/herself to the group by name, position/rank, department, and goal for the class.
2. Individuals interview another person, then introduce them to the whole group.
3. Small groups introduce themselves, then decide (by consensus) what their major goals/needs are from the class, and present their list to the whole group.
4. Group tosses a ball of yarn from person to person until all are "connected," then the group tries to create a "wave." As a variation, the group can try to unwind itself without dropping the yarn (problem-solving)--as each person gets loose, that person can give an introduction (name, department, etc.) and comment on the experience.
5. Each individual, using a full sheet of easel pad paper, draws their professional life-line (with symbols and stick figures) representing the ups and down of their professional career.

WARMUP TIPS

1. Use your intuition (gut feeling) to select the most appropriate form of warm up. The time invested in the exercise you choose will have high payoff!
2. Listen carefully during warm ups and introductions for references to "volunteer," "career," "professional," etc., fire departments. At the end of the warm up, emphasize the similarities between fire executives/middle managers of different types of departments; if "stereotypes" emerge, such as "only fully-paid departments are professional," or make a "career" out of the fire service, discuss those points. Try to dispel the stereotypes, and try not to reinforce inaccurate labels. Volunteer departments that act and perform professionally are professional, and people who have dedicated many years to the volunteer fire service have, in fact, made an unpaid "career" out of their service!

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

GRADUATION

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

SUMMARY

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

Name: _____

Date: _____

EXAMINATION

1. When using expert power it is important to remember to
 - a. flaunt your expertise.
 - b. claim expertise you don't possess.
 - c. promote/advertise your own expertise in a subtle way.
 - d. hoard information which others need.

2. Networking is
 - a. a formal support system.
 - b. a chart with names and telephone contacts of your department's personnel.
 - c. a checks and balances system for controlling reward/coercive power.
 - d. an informal, unstructured support system.

3. The power tied to one's official position within an organization is most correctly referred to as
 - a. coercive power.
 - b. reward power.
 - c. formal power.
 - d. referent power.

4. The ability to punish for noncompliance is referred to as
 - a. formal power.
 - b. reward power.
 - c. coercive power.
 - d. referent power.

5. Which of the five powers are **achieved** power(s)?
 - a. Referent, reward, and expert powers.
 - b. Formal, referent, and expert powers.
 - c. Formal and coercive powers.
 - d. Referent and expert power.

6. In formulating an influence plan consider
 - a. whom you want to influence.
 - b. what you want them to do.
 - c. which types of power you can use.
 - d. all of the above.

7. An ethical leader
 - a. operates with integrity, honesty, and courage.
 - b. considers the impact of his/her decisions on all others who will be affected.
 - c. approaches ethics from a positive point of view, guided by the leader's own ethical compass or conscience.
 - d. all of the above.

8. Ethics have their roots in
- expectations, requirements, desires, and values.
 - ancient history, religion, systems of law, social customs, and our own personal code of conduct.
 - motherhood, flag, country.
 - rules and regulations, codes, and case law.
9. An ethical decision will
- honor formal decisions and documents and not violate the law.
 - reflect reasonable and positive cultural characteristics.
 - reflect the interests of all parties as much as is possible and "feel right."
 - all of the above.
10. Which of the following is **not** a valid test of an ethical decision?
- Do I object to my decision being published openly?
 - Am I able to rationalize the action I am about to take?
 - Am I able to risk criticism for my decision?
 - Do I feel unembarrassed, unashamed, not guilty, not defensive?
11. When attempting to sell your ideas to top management it is important to develop and use persuasive arguments. Which of the following would not be considered an element of a persuasive argument?
- Relate idea to recognized need.
 - Get others involved.
 - Exaggerate whenever possible.
 - Anticipate objections.
12. There are many myths relating to creativity and innovation. Which of the following is not a myth?
- Creativity is not a function of intelligence.
 - People are born creative; creativity cannot be learned.
 - Creativity is disruptive to the day-to-day life of the organization.
 - The more intelligent you are, the more creative you are.
13. "It's great, but..." and "the chief will laugh" are
- phrases you don't often hear in an organization.
 - not likely to deter true creativity.
 - "killer phrases."
 - phrases generally ignored by subordinates with new ideas.
14. One of the major elements of creativity is fluency. What is fluency?
- The ability to change directions.
 - The quantity of ideas you can generate.
 - Your willingness to listen and speak creatively.
 - Having an organized way of thinking.
15. The elements of creativity are
- flexibility, originality, awareness, persistence, and drive.
 - awareness, persistence, fluency, flexibility, and awareness.
 - fluency, flexibility, accuracy, awareness, and drive.
 - fluency, flexibility, originality, awareness, and drive.

16. The basic components of the ABCDE model of professionalism include
- attitude, behavior, demeanor, and enthusiasm.
 - attitude, behavior, communication, demeanor, and ethics.
 - attitude, behavior, communication, discipline, and ethics.
 - attitude, behavior, consistency, discipline, and enthusiasm.
17. You and your spouse are in disagreement over your 15-year-old daughter's desire to go on an unchaperoned date. Which of the three role conflicts are involved?
- Interpersonal role conflict.
 - Intrarole conflict.
 - Interrole conflict.
18. A Company Officer (CO) is overheard commenting that "I'm never sure of what my boss considers good work." This is an example of
- standards clarification.
 - role-set analysis.
 - role ambiguity.
 - informal role perception.
19. The roles that the CO must assume fall into one of four areas of accountability. Which of the following is not one of these four areas?
- Accountability to self.
 - Accountability to the public.
 - Accountability to the organization.
 - Accountability to vendors.
20. A CO has to formally reprimand a subordinate who is a personal friend. Which type of role conflict might this situation produce?
- Interrole.
 - Intrarole.
 - Interpersonal.
 - Personnel.

Name: _____

Date: _____

EXAMINATION ANSWER SHEET

1. _____

11. _____

2. _____

12. _____

3. _____

13. _____

4. _____

14. _____

5. _____

15. _____

6. _____

16. _____

7. _____

17. _____

8. _____

18. _____

9. _____

19. _____

10. _____

20. _____

EXAMINATION ANSWER KEY

1. When using expert power it is important to remember to
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 - Accountability to vendors.**
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- Interrole.**
 - Intrarole.
 - Interpersonal.
 - Personnel.

EXAMINATION ANSWER SHEET KEY

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

MANAGING MULTIPLE ROLES FOR THE COMPANY OFFICER

OBJECTIVES

The students will:

- 1. Prepare a personal role-set analysis.*
 - 2. Identify four levels of accountability.*
 - 3. Identify possible sources of role conflict for the Company Officer (CO).*
 - 4. Develop and apply a balancing strategy for resolving role conflicts.*
 - 5. Recognize the importance of the CO serving as a role model for subordinates.*
-

POINTS FOR THE INSTRUCTOR

All people, especially managers (fire/emergency management system (EMS) officers), engage in multiple interpersonal communications on a daily basis. As we engage in these relationships, we act within various roles. Learning to prioritize role relationships will help improve the quality of these relationships and help in managing time more effectively.

The Company Officer (CO) has many demands--from both inside and outside fire/EMS. This module is designed to help the CO understand those demands and assist in developing a balancing strategy for the inevitable conflicts.

The concept of multiple roles is generally hard for the newly promoted officer to grasp. For this reason, the instructor should be careful to point out to the new officer is now in the business of working with **people** instead of working with **things**. When working with people, a whole new set of **tools** must be used. The ability to understand and balance multiple roles is one of those tools.

METHODOLOGY

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

(Total Time: 3 hr.)

15 min.	Lecture/Discussion	
	Objectives	IG MR-5
	Overview	IG MR-5
	Identifying and Prioritizing Multiple Roles	IG MR-6
10 min.	Individual Activity MR.1	
	Personal Role-Set Analysis Identifying and Prioritizing Roles	IG MR-11
10 min.	Lecture/Discussion	
	Role Expectations	IG MR-15
20 min.	Individual Activity MR.2	
	Personal Role-Set Analysis Role Expectations	IG MR-19
10 min.	Lecture/Discussion	
	Role Conflicts	IG MR-25
20 min.	Individual Activity MR.3	
	Personal Role-Set Analysis Role Conflicts	IG MR-31
20 min.	Lecture/Discussion	
	The Company Officer as a Role Model	IG MR-35
10 min.	Individual Activity MR.4	
	Role Model Profile	IG MR-43
40 min.	Lecture/Discussion	
	Accountability	IG MR-47
	The Leadership Role	IG MR-48
20 min.	Large Group Activity MR.5	
	Developing Balancing Strategies	IG MR-55
	Video: "Developing Balancing Strategies for Role Conflicts"	IG MR-55
5 min.	Lecture	
	Summary	IG MR-61

AUDIOVISUAL




Slides MR-1 to MR-62

Video: "Developing Balancing Strategies For Role Conflicts" (2 Video Scenarios)

INSTRUCTOR PREPARATION

1. Review lesson plan and activities.
2. Assemble necessary supplies.
3. Preview videotape and rewind.
4. Read role-play script and select three participants to act it out in class.
5. Set up and test overhead projector.

ICONS USED IN INSTRUCTOR GUIDE

	<i>Indicates corresponding page number in Student Manual</i>
	Instructor should show <i>video</i> cited in instructor's notes
	Easel pad(s) <i>required for instructor or student table groups</i>

Slide MR-1

LEADERSHIP II FOR FIRE AND
EMS: STRATEGIES FOR
PERSONAL SUCCESS

MANAGING MULTIPLE ROLES
FOR THE COMPANY OFFICER

Slide MR-1

In order to be a successful manager, the Company Officer (CO) must manage a variety of roles, both inside and outside the organization. This module will enable the students to identify the major roles in their personal and professional lives which sometimes compete for time and attention.

15 min.
Lecture/Discussion

Slide MR-2

OBJECTIVES

The students will:

- Prepare a personal role-set analysis.
- Identify four levels of accountability.
- Identify possible sources of role conflict for the Company Officer (CO).
- Develop and apply a balancing strategy for resolving role conflicts.
- Recognize the importance of the CO serving as a role model for subordinates.

Slide MR-2

I. OBJECTIVES

The students will:

- A. Prepare a personal role-set analysis.
- B. Identify four levels of accountability.
- C. Identify possible sources of role conflict for the Company Officer (CO).
- D. Develop and apply a balancing strategy for resolving role conflicts.
- E. Recognize the importance of the CO serving as a role model for subordinates.

Slide MR-3

OVERVIEW

- Identifying and Prioritizing Multiple Roles
- Role Expectations
- Role Conflicts
- The Company Officer as a Role Model
- Accountability
- The Leadership Role

Slide MR-3

II. OVERVIEW

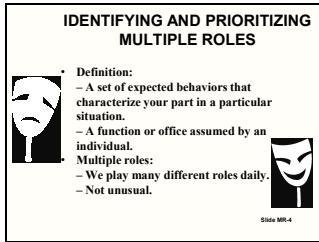
- A. Identifying and Prioritizing Multiple Roles.
- B. Role Expectations.
- C. Role Conflicts.
- D. The Company Officer as a Role Model.

- E. Accountability.
- F. The Leadership Role.

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

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

Slide MR-4



III. IDENTIFYING AND PRIORITIZING MULTIPLE ROLES

- A. Definition.
 1. A set of expected behaviors that characterize your part in a particular situation.
 2. A function or office assumed by an individual.
- B. Multiple roles.
 1. Each of us plays many different roles in our day-to-day lives.



Ask students to brainstorm examples of roles they presently play, both inside and outside the fire or emergency medical service (EMS) department. List responses on easel pad.

Suggested responses:

- CO or leader;
- subordinate;
- husband/wife;
- father/mother;
- union officer;
- union member;
- hunter/fisherman/etc.;
- church deacon;
- friend;
- athletic team member;
- little league coach;
- son/daughter;
- community member;
- fraternal/lodge member; and
- carpenter (2nd job).

When ideas run out, post list in a visible spot for later reference.

Slide MR-5

IDENTIFYING AND PRIORITIZING MULTIPLE ROLES (cont'd)

Roles can be either formal or informal

- Formal:
 - Inside the organization--station commander, lieutenant, paramedic
 - Outside the organization--parent, child, president of the PTA
- Informal:
 - Inside the organization--mentor, informal leader, "Godfather"
 - Outside the organization--friend, neighbor, community activist

Slide MR-5

2. It's not unusual for any one person to play many roles simultaneously.

C. Roles can be either **formal** or **informal**.

1. Examples of formal roles:

a. Inside the organization.

- Station commander.

- Lieutenant.

- Paramedic.

b. Outside the organization.

- Parent.

- Child.

- President of the PTA.

2. Examples of informal roles:
 - a. Inside the organization.
 - Mentor.
 - Informal leader.
 - "Godfather."
 - b. Outside the organization.
 - Friend.
 - Neighbor.
 - Community activist.

Slide MR-6

**IDENTIFYING AND PRIORITIZING
MULTIPLE ROLES (cont'd)**

Role-set analysis is the process in which an individual attempts to:

- Identify all his/her roles (role set)
- Prioritize multiple roles
- Define role expectations
- Identify existing or potential role conflicts
- Develop balancing strategies to eliminate or reduce role conflicts

Slide MR-6

D. Role-set analysis: a process in which an individual attempts to:

1. Identify all his/her roles (role set).
2. Prioritize multiple roles (which ones are most important to the individual?).
3. Define role expectations.
4. Identify existing or potential role conflicts.
5. Develop balancing strategies to eliminate or reduce role conflicts.

Slide MR-7

**IDENTIFYING AND
PRIORITIZING MULTIPLE
ROLES (cont'd)**

Benefits of role-set analysis

- Clarify own personal values
- Understand others
- Improves time management
- Enhances your ability to be equitable and fair
- Improves quality of your performance

Slide MR-7

E. Benefits of role-set analysis.

1. Allows you to clarify your own personal values related to each role.
2. Helps you understand where others are coming from.
3. Improves your own time management.
4. Enhances your ability to be equitable and fair to your "significant others."

5. Improves the quality of your performance in critical roles (personal, professional, social, political, etc.).

Advise students that they will be working on **their own** personal role-set analysis as the module progresses. The following activity covers the first two steps.

10 min.
Individual
Activity MR.1

Slide MR-8



Activity MR.1

Personal Role-Set Analysis Identifying and Prioritizing Roles

Purpose

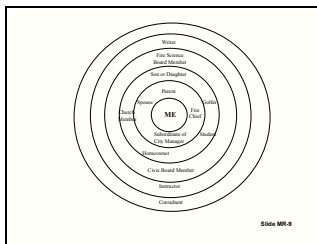
To prepare a role-set analysis.

Directions to Students

1. Refer students to activity worksheet in their SMs.
2. Read through each step to ensure understanding.
3. For Step 1, remind students they can select appropriate roles from the posted list and/or add their own.
4. For Step 2, show slide and explain how a role-set analysis is constructed. (The example provided is for a hypothetical fire chief, not a CO, in order to avoid suggesting how a CO's role set "should" look.)
5. Allow students to work individually for about 10 minutes or until most are finished.
6. Point out that it may not be possible for students to completely finalize each step within the time available in class, but it will give them a good start so that they can easily complete their analysis on their own.



Slide MR-9



STUDENT ACTIVITY WORKSHEET

Activity MR.1

Personal Role-Set Analysis Identifying and Prioritizing Roles

Purpose

To prepare a role-set analysis.

Directions

1. List all the roles you presently play in your day-to-day activities.

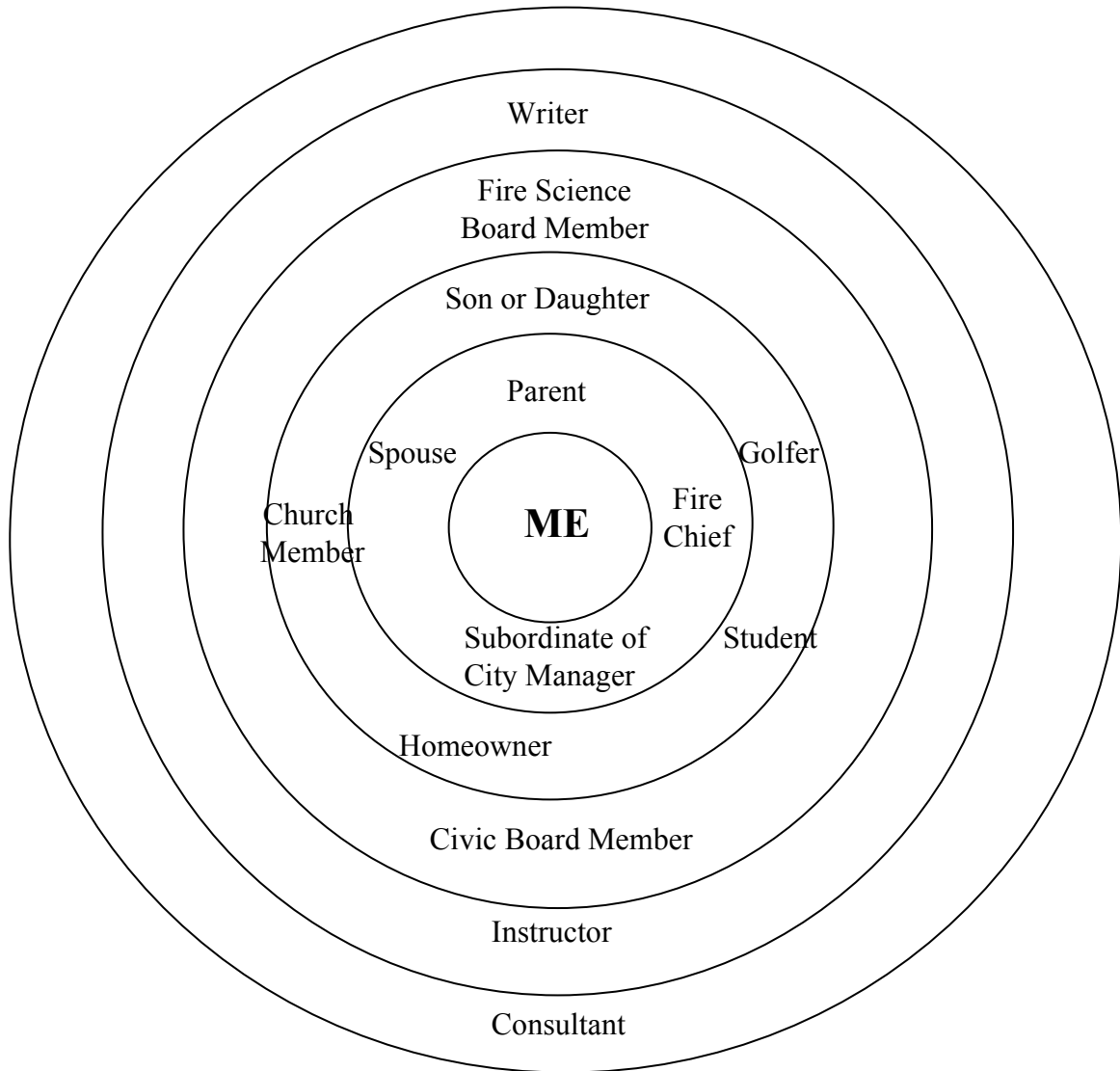
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

2. Prioritize the roles according to how important they are to **you**. (Do not confuse the amount of **time** you devote to a role with its importance to you.)
3. Place each role in the appropriate circle on the Role-Set Analysis Form provided on previous page. (Roles that are most important go in the circle closest to "me"; roles that are least important go in the circle farthest away, etc.)

STUDENT ACTIVITY WORKSHEET

Example:

Hypothetical Role-Set Analysis of a Fire Chief



10 min.
Lecture/Discussion

Slide MR-10

ROLE EXPECTATIONS

- **Definition:**
 - How you are expected to act within a specific role
 - What's expected of you when you assume that role
- **Sources:**
 - Key senders
 - Self expectations

Slide MR-10

IV. **ROLE EXPECTATIONS**

A. Definition of role expectation.

1. How you are expected to act within a specific role.
2. What's expected of you when you assume that role?

B. Sources of role expectations.

1. Key senders--significant others with whom you interact while playing any role.

Example: When you are playing your **subordinate** role, your **boss** is a **key sender**. As such, your boss has specific **expectations** of how you should behave.

ASK: What are probable key senders for the roles of Boy Scout leader and college instructor?

Suggested responses:

- Boy Scout leader (the troop, the national council, parents).
- College instructor (students, the dean, peers).

2. Self expectations--your own expectations of yourself in any role.

Example: In that same subordinate role, you have certain standards/expectations of yourself.

ASK: What are examples of what a supervisor might expect of a CO subordinate? (Key sender expectations)

Suggested responses:

- don't rock the boat;
- keep me informed;
- be innovative; and
- put everything in writing.

ASK: What are examples of what a CO might expect in the subordinate role?

Suggested responses:

- point out serious problems;
- handle everything possible at my own level--don't bother the chief;
- concentrate on today; and
- don't create unnecessary paperwork.

Point out that when your own expectations for yourself are significantly different from key senders' expectations, you have a role conflict. This will be discussed in detail later in the module.

Slide MR-11

ROLE EXPECTATIONS

- Role ambiguity
 - Unsure of what's expected of you
 - Key sender sends conflicting messages
- Role ambiguity causes:
 - Stress, confusion, feelings of inadequacy, lack of direction
- If unsure, seek clarification and open lines of communication

Slide MR-11

C. Role ambiguity.

1. When you're not sure what key senders expect of you in any given role.
2. When a key sender sends conflicting messages.

ASK: What are some examples of roles you play in which you're not sure what's expected of you. (How does this make you feel?)

Suggested responses:

- I never know what my wife/husband expects.
- I'm not sure what my boss considers good work.

3. Role ambiguity causes:
 - a. Stress.
 - b. Confusion.
 - c. Feelings of inadequacy.
 - d. Lack of direction.
4. If you're not sure what others expect, you need to:
 - a. Seek clarification.
 - b. Open up lines of communication.

Pause here to discuss the importance of a good **job description** in clarifying individual responsibilities within any organization. A job description should spell out **what's expected**.

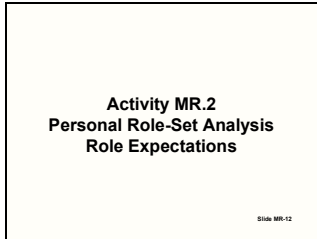
Likewise, **performance standards, standard operating procedures (SOPs), effective communication**, etc., all contribute to defining role expectations within a fire/EMS department.

The clearer these documents are, the less ambiguities in role expectation will occur.

Now let's go back to our personal role-set analysis.

20 min.
Individual
Activity MR.2

Slide MR-12



Activity MR.2

Personal Role-Set Analysis Role Expectations

Purpose

To prepare a personal role-set analysis.

Directions to Students

1. Refer students to Activity Worksheet in their SMs.
2. Read through directions and the example provided. Answer any questions.
3. Allow students about 20 minutes to work individually.
4. At the end, remind students again that if they didn't finish this step completely they can finalize it on their own.



STUDENT ACTIVITY WORKSHEET

Activity MR.2

Personal Role-Set Analysis Role Expectations

Purpose

To prepare a personal role-set analysis.

Directions

1. List, in priority order, the roles you identified in Steps 1 and 2 (Activity MR.1). For each role, list the key sender(s). (Remember, key senders may be a group, e.g., subordinates, etc.)
2. Define the key sender(s) expectations. (What do they expect of you in each role?)
3. Define your expectations of yourself in each role?

Role	Key Senders	Sender Expectations	My Personal Expectations
Example: Husband	Example: Wife	Example: 1. Lots of time together. 2. A nice lifestyle (nice home, vacations, etc.). 3. Live for the present.	Example: 1. Be a good provider--work hard and make lots of money. 2. Willing to sacrifice time together now in order to retire early and travel. 3. Plan for the future.

STUDENT ACTIVITY WORKSHEET

Activity MR.2 (cont'd)

Role	Key Senders	Sender Expectations	My Personal Expectations

10 min.


Lecture/Discussion

Slide MR-13

ROLE CONFLICTS

Intrarole conflict

- Conflict within a specific role
- Two types:
 - Your expectations versus key senders
 - Key sender versus key sender



Slide MR-13

V. ROLE CONFLICTS

A. Intrarole conflict.

1. A conflict **within** a specific role.
2. Two types:
 - a. When **your** expectations conflict with the expectations of one or more key senders.
 - Example: Refer back to role expectations example provided in Activity MR.2--husband and wife have conflicting expectations.
 - Example: A CO might value sensitivity while the subordinates might expect toughness. Thus, the CO may have to show no emotion at a grisly EMS scene.
 - b. When the expectations of one key sender conflict with the expectations of another key sender.

ASK: What are some examples of when this might happen?

Suggested response: In a **parent** role, your spouse and your children might be key senders with conflicting expectations of you.

Slide MR-14

ROLE CONFLICTS (cont'd)

Interrole conflict

- Conflict between two or more separate roles
- Two types:
 - When an individual is expected to perform two or more different roles simultaneously
 - When role priorities are out of balance

Slide MR-14

B. Interrole conflict.

1. A conflict between two or more separate roles.
2. Two types:
 - a. When an individual is expected to perform two or more different roles simultaneously.

- Example: Study of police personnel during the Texas City Disaster (Andrews & Baird). Police officers were torn between duty to the department and to their own families. Most chose family over department.

- Example: In Wichita Falls, TX, 50 percent of on-duty firefighters/emergency medical technicians (EMTs) and officers left their duty stations to check on their families when multiple tornadoes swept into the city. Most all returned immediately after assuring their families were safe.

ASK: What are other examples?

- b. When role priorities are out of balance.

To illustrate this type of conflict, show the hypothetical role-set analysis of a fire/EMS chief. Point out that if the chief spends more time on a consulting business (a low-priority role) than devoting time to being a father/mother (a high-priority role) then the chief has a serious interrole conflict!


ASK: What are some personal examples of unbalanced role priorities?

Slide MR-15

ROLE CONFLICTS (cont'd)

Interpersonal role conflict

- A conflict between two or more individuals playing parallel roles
- Examples: Two parents disagreeing about how children should be disciplined; two COs disagreeing about apparatus maintenance



Slide MR-15

C. Interpersonal role conflict.

1. A conflict between two or more individuals playing parallel roles.
2. Examples: Two parents disagreeing about how children should be disciplined; two COs disagreeing about apparatus maintenance.

Slide MR-16

ROLE CONFLICTS (cont'd)

What are some other examples of interpersonal role conflicts?



Slide MR-16


ASK: What are some other examples of interpersonal role conflicts?

Slide MR-17

ROLE CONFLICTS (cont'd)

Balancing role conflicts

- Inevitable.
- Recognize serious conflicts.
- Develop balancing strategies.
- Most critical strategy is clearly delineating your priorities.



Slide MR-17

D. Balancing role conflicts.

1. Role conflicts are an inevitable happening in each person's life.
2. The key is to recognize serious conflicts and develop balancing strategies.
3. Most critical strategy is clearly delineating your priorities.

Slide MR-18

ROLE CONFLICTS (cont'd)

- **Intrarole priorities:**
 - If there's a conflict between your expectations and a key sender's expectations, which has priority?
 - If there's a conflict between key senders, who is most important?
- **Interrole priorities:**
 - Which role is more important?
 - The closer any role is to the "me" on the role-set analysis, the more important the role.

Slide MR-18


4. Intrarole priorities.
 - a. If there's a conflict between **your expectations** and a **key sender's** expectations, which has priority?
 - b. If there's a conflict between key senders, who is most important?

5. Interrole priorities.
 - a. Which role is more important?
 - b. The closer any role is to the "me" on the role-set analysis, the more important the role.

Slide MR-19

ROLE CONFLICTS (cont'd)

- Interpersonal priorities
 - How important is the conflict issue?
 - Learn to accept and live with minor differences.
 - Resolve any critical differences?



Slide MR-19

6. Interpersonal priorities.
 - a. How important is the conflict issue?
 - b. Learn to accept and live with minor differences.
 - c. Resolve any critical differences.

Emphasize that establishing priorities is considered a critical leadership skill. The in-basket exercise in an assessment center is basically a test of how well an individual can prioritize simultaneous demands.

Slide MR-20

ROLE CONFLICTS (cont'd)

Common characteristics of people who handle role conflict well:

- Preference for taking initiative
- Confidence and persuasiveness
- Social poise, spontaneity, and talkativeness
- Preference for flexibility
- Strong desire to affiliate with people
- Moderate desires for achievement and power

Slide MR-20

- E. Common characteristics of people who handle role conflict well.
 1. They show a preference for taking the initiative.
 2. They exhibit both confidence and persuasiveness.
 3. They exhibit social poise, spontaneity, and talkativeness; show a preference for flexibility when taking action.
 4. Exhibit a strong desire to affiliate with people.
 5. Have moderate desires for achievement and power.

Slide MR-21

ROLE CONFLICTS (cont'd)

- Ability to reach own conclusions
- Rewards come from success
- High priorities to planning and goal-setting
- Lack of excessive feelings of pressure
- In agreement with policies of department


Slide MR-21

6. Possess the ability to reach their own conclusions despite coercive pressure from others.
7. Hold a personal view that rewards come from the success of the task or project, not just from personal accomplishment.
8. Show the tendency to attach high priorities to planning and goal-setting activities.
9. Show a general lack of excessive feelings of pressure.
10. Are in general agreement with the policies of the department.

Slide MR-22

ROLE CONFLICTS (cont'd)

What are some examples of people you know who seem to be especially good at handling role conflict?

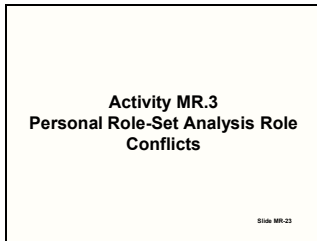


Slide MR-22

ASK: What are some examples of people you know who seem to be especially good at handling role conflict?

20 min.
Individual
Activity MR.3

Slide MR-23



Activity MR.3

Personal Role-Set Analysis Role Conflicts

Purpose

To identify possible sources of role conflict for the CO by developing and applying a balancing strategy for resolving role conflicts.

Directions to Students

1. Refer students to the activity in their SMs.
2. Read through the instruction to assure understanding.



Emphasize that you'll allow them to work individually for about 20 minutes. It is not expected that anyone will complete this step in class. Role conflicts that have been allowed to develop for any length of time take serious reflection and analysis to resolve.

Suggest that students concentrate on their **most serious conflicts** first (those that are causing them the most stress).

If students are finished before the allotted time, ask for examples of role conflicts identified.

STUDENT ACTIVITY WORKSHEET

Activity MR.3

Personal Role-Set Analysis Role Conflicts

Purpose

To identify possible sources of role conflict for the CO by developing and applying a balancing strategy for resolving role conflicts.

Directions

Identify serious role conflicts and develop balancing strategies.

Intrarole Conflicts

1. Do my expectations conflict with the expectations of any key senders in any priority role(s)?

Role	Identify the conflict(s)	What can I do?
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

2. Do expectations of key senders conflict in any priority role(s)?

Role	Identify the conflict(s)	What can I do?
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Interrole Conflicts

1. Do any of my roles seriously conflict with each other?

STUDENT ACTIVITY WORKSHEET

2. Are my role priorities in balance?

Identify the conflict(s)

What can I do?

Interpersonal Role Conflicts

Do I have serious disagreements with other individuals playing parallel roles?

Identify the conflict(s)

What can I do?

Role Ambiguities

Are there any roles in which I'm not sure what others expect of me?

Role

Key Sender

What can I do?

20 min.
Lecture/Discussion

Slide MR-24

THE COMPANY OFFICER AS A ROLE MODEL

- Responsibility to do best possible job with resources available.
 - Remember, your subordinates are watching you!
 - Your status as a CO means you are now a part of management and must support management positions.
 - This means becoming an effective role model-- a person subordinates and peers can look up and emulate.

Slide MR-24

VI. THE COMPANY OFFICER AS A ROLE MODEL

Discuss past and present supervisors as role models. Obtain both good and bad examples; use your own personal experience to start a conversation.

Point out that you learn something from every supervisor you work with, whether good or bad.

- A. The CO has a responsibility to do the best possible job with the resources available.
 1. Remember, your subordinates are watching you! (You are a role model.)
 2. Your status as a CO means you are now a part of **management** and must support management positions.
 3. This means becoming an effective **role model**--a person subordinates and peers can look up to and emulate.

Slide MR-25

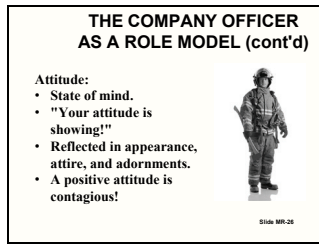
THE COMPANY OFFICER AS A ROLE MODEL (cont'd)

- Becoming an effective role model means being professional.
 - Composite of personal skills and attitudes:
 - Attitude.
 - Behavior.
 - Communication.
 - Demeanor.
 - Ethics.

Slide MR-25

- B. Becoming an effective role model means being professional.
 1. Professionalism is a composite of personal skills and attitudes (the "ABCDEs").
 - a. Attitude.
 - b. **B**ehavior.
 - c. Communication.
 - d. **D**emeanor.
 - e. Ethics.

Slide MR-26



2. Attitude:

- a. One's state of mind or how you feel about your leadership role.

Remember the adage: "Your attitude is showing!"

Attitude Example

An elderly Spanish-speaking parent received a letter from a child who was away in college.

Not knowing how to read English the parent asked another grandchild who would be able to read the letter.

The grandchild suggested getting the meat market owner to read the letter.

They went to see the owner of the meat market. They asked the owner of the meat market to read the letter to them. The owner rudely grabbed the letter, read it, tossed it back to them, and said, "Your child wants \$100."

As they left the store the grandchild asked what they were going to do. The reply was, "With that kind of attitude, I won't send a penny."

The grandchild convinced the grandparent to have the barber read the letter again.

As they walked into the barber shop the owner greeted them with a big smile and asked them what they needed.

They handed the barber the letter and asked to read it for them. The barber gladly read the letter.

"Dear Mom and Dad, How are you? How is the rest of the family? I have run into a problem. It appears that my tuition is \$100 more than I anticipated. I know that you too are short on money and if you can't send me the money I'll understand. But if you can, I will appreciate it. I miss you both. Love, your child."

As they left the barber shop, again the grandchild asked what was going to happen.

The grandparent looked at the grandchild and said, "Now that my child has a different attitude, I'll send \$300."

- b. One's attitude is reflected in personal appearance, attire, and adornments; in other words, your personal image.
 - Be physically fit.
 - Be clean and neat in your personal dressing habits.
 - Exhibit good personal hygiene.
- c. A positive attitude is contagious! A CO with a positive attitude tends to think in terms of:
 - Challenges, not problems.
 - Opportunities, not aggravations.


Remember that first impressions are critical--fair or not!
Remember the adage: Look sharp, feel sharp, be sharp!

Slide MR-27

**THE COMPANY OFFICER
AS A ROLE MODEL (cont'd)**

Behavior:

- Behavior is how you act.
- Influences your subordinates.
- Professional COs will:
 - Exercise self discipline.
 - Control emotions.
 - Exercise moderation and discretion off duty as well as on duty.



Slide MR-27

- 3. Behavior:

Simply put, behavior is **how you act**.

 - a. Your behavior will directly influence the behavior of your subordinates.
 - b. Professional COs will:

- Exercise self-discipline.
- Maintain control over their emotions.
- Exercise moderation and discretion off duty as well as on duty.

Remember that you are representatives of the department when in public view.


Discuss the need for the CO to maintain control in the work environment at all times.

For example: The CO instigating and participating in horseplay. "How can you be the solution if you have allowed yourself to become part of the problem?"

Slide MR-28

**THE COMPANY OFFICER
AS A ROLE MODEL (cont'd)**

Communication:
• How we get our message across
• "People" business
• Communication skills include:
– Oral communication
– Written communication
– Nonverbal communication



Slide MR-28

4. Communication:

How we as leaders get our message across.

- a. The CO accepts the responsibility of being in the "people" business versus the "things" business that was previously dealt with in the role of firefighter/EMT.

Emphasis is on **communication**. Point out that over 70 percent of your time is spent **communicating with others!**

b. Communication skills include:

- Oral communication--command of language, professionalism.

- Written communication--how effectively can you write?

- Nonverbal communication--communicating without words.

Slide MR-29

THE COMPANY OFFICER AS A ROLE MODEL (cont'd)

Demeanor:	A ppearance
• Sum total of A, B, and C.	B ehavior
• Manageable.	C ommunication
• Conscious awareness of problems in the area of appearance, behavior, and communication skills will enable us to work on eliminating these problems.	

Slide MR-29

5. Demeanor:

The bearing of the supervisor, or the sum total of A, B, and C.

a. Demeanor can be managed.

b. **Conscious awareness** of problems in the areas of appearance, behavior, and communication skills will enable us to work on eliminating these problems.

- Remembering the mission and goals of the organization can help us to make our attitude more productive.

- Considering the consequences for poor behavior can help us break bad habits.

- College courses, speakers' groups, and self-development courses can help us to improve our communication skills.

Slide MR-30

THE COMPANY OFFICER AS A ROLE MODEL (cont'd)

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

Slide MR-30

6. Ethics:

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

Point out that the leadership curriculum includes an entire module on ethics.

Slide MR-31

**THE COMPANY OFFICER AS A
ROLE MODEL (cont'd)**

Other qualities of the supervisor as role model:

- Enthusiasm
- Initiative
- Self-discipline
- Courage
- Integrity
- Loyalty
- Good judgment and decisiveness
- Empathy
- Discretion
- Desire for self-improvement

Slide MR-31

C. Other qualities of the supervisor as role model.

While many lists of the qualities of a good role model have been established, some items, in addition to professionalism, seem to appear on every list. These items can help the CO when striving to set an example for subordinates.

1. **Enthusiasm:** You must display enthusiasm if you expect your subordinates to become interested and enthused.
2. **Initiative:** Recognize the need for action and act accordingly.
3. **Self-discipline:** Control your own behavior and emotions.
4. **Courage:** Not only physical, but **moral** courage; the officer must be able to stand up to resistance and criticism if necessary.
5. **Integrity:** Being honest and maintaining the highest personal integrity in all aspects of your life.
6. **Loyalty:** To both superiors and subordinates.
7. **Good judgment and decisiveness:** Allows us to size up a situation and use mature judgment.
8. **Empathy:** Understanding where the other person is coming from.
9. **Discretion:** The exercise of prudence and common sense when making decisions.
10. **Desire for self-improvement:** The genuine desire to build on our strengths and improve our weaknesses.

Slide MR-32

**THE COMPANY OFFICER
AS A ROLE MODEL (cont'd)**

Summary:

- Professionalism in the form of "ABCDE" approach will help to ensure status as a professional.
- The CO should always remember: "Your employees are watching you!"

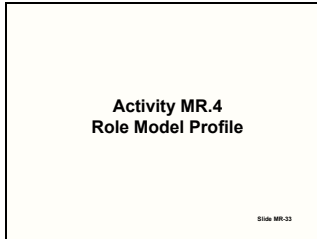
Slide MR-32

D. Summary of the CO serving as a role model.

1. Professionalism in the form of the "ABCDE" approach will help to ensure status as a professional.
2. The CO should always remember: "Your employees are watching you!"

10 min.
Individual
Activity MR.4

Slide MR-33



Activity MR.4

Role Model Profile

Purpose

To rate how important positive role model traits are to students, personally versus their perceived importance to the fire/EMS department, company, and public. Significant differences in scores for a category can indicate value conflicts.

Directions to Students

This activity may be done in two ways:

1. **Option A:** Allow students 5 minutes to complete profiles and then ask for volunteers to discuss their scores with the rest of the class. This option may be preferable if pressed for time.
2. **Option B:** Allow students 5 minutes to complete profiles. Divide the class into small groups and have students discuss their findings and differences. A spokesperson may be assigned from each group to highlight differences to the rest of the class (preferred method).
3. Discuss differences in ratings across the areas of accountability. Also, discuss the relative importance of each characteristic to the CO as a role model for subordinates.



STUDENT ACTIVITY WORKSHEET

Activity MR.4

Role Model Profile

Purpose

To rate how important positive role model traits are to you personally versus your perceived importance to the fire/EMS department, company, and public. Significant differences in scores for a category can indicate value conflicts.

Directions

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

	Personal Value	Department Value	Company Value	Public Value
Professionalism				
Enthusiasm				
Initiative				
Self-discipline				
Courage				
Integrity				
Loyalty				
Good judgment and decisiveness				
Empathy				
Discretion				
Desire for self-improvement				

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

40 min.
Lecture/Discussion

Slide MR-34

ACCOUNTABILITY

Four areas of accountability:

- Accountability to self
- Accountability to company
- Accountability to organization
- Accountability to public

Slide MR-34


VII. ACCOUNTABILITY

All roles that the CO must assume fall into one of four areas of accountability:

Slide MR-35

ACCOUNTABILITY (cont'd)

- Accountability to self.
 - We are all accountable to ourselves first.
 - We must be able to live with our decisions.
 - "What do you think of the person you see in the mirror?"
 - We are often harder on ourselves than others are.



Slide MR-35


A. Accountability to self.

We are all accountable to ourselves first.

1. We must be able to live with our decisions/actions.
2. "What do you think of the person you see in the mirror?"
3. We are often harder on ourselves than others are.

Slide MR-36

ACCOUNTABILITY (cont'd)



- Accountability to the company
- Unique personalities and standards
 - "Norm" differs from company to company
 - Look out for personnel

Slide MR-36

B. Accountability to the company.

As we have unique personalities and standards, so does our company.

1. The "norm" in one company may not be the same in another company.

Example: working on personal vehicles on company time.

Solicit other examples from the class.

2. The first job of the supervisor is to look out for assigned personnel.

Slide MR-37

ACCOUNTABILITY (cont'd)

- Accountability to the organization.
- Formal (and informal) representative of management.
 - Blaming your "upper management" for your problems will generally come back to haunt you!
 - Your actions and professionalism as a CO can help to motivate others and ultimately, the organization itself.

Slide MR-37

C. Accountability to the organization.

As a supervisor, you are a formal (and informal) representative of management.

1. Blaming "upper management" for your problems will generally come back to haunt you!
2. Your actions and professionalism as a CO can help to motivate others and, ultimately, the organization itself.

Slide MR-38

ACCOUNTABILITY (cont'd)

- Accountability to the public.
- Protect and serve the public.
 - Department mission must be carried out.
 - The more efficient and effective we are as the COs, the better the service we can provide.
 - The better our company can work together as a team, the better the job it will do on the fireground.

Slide MR-38

D. Accountability to the public.

We should always remember that our sworn duty is to protect and serve the public.

1. The department mission must be carried out.
2. The more efficient and effective we are as COs, the better the service we can provide.
3. The better our company can work together as a team, the better the job it will do on the fireground.

Slide MR-39

THE LEADERSHIP ROLE

Leadership role functions

- Things the organization expects you to do
- Critical behaviors
- Ten critical role functions fall into three categories:
 - Interpersonal functions
 - Informational functions
 - Decisional functions

Slide MR-39

VIII. THE LEADERSHIP ROLE

Point out that everyone in the class probably included their leader or supervisor role as a priority role.

This section focuses on **the leadership role** and will help clarify key sender expectations for that role.

A. Leadership role functions.

1. Things the organization expects you to do.

2. Behaviors critical to leadership success.
3. Henry Mintzberg identified ten critical role functions that effective leaders perform.
4. The ten role functions fall into three distinct categories.
 - a. Interpersonal functions.
 - b. Informational functions.
 - c. Decisional functions.

As you cover each function, be sure to allow students to offer additional examples, ask questions, etc., in order to ensure understanding.

Slide MR-40

THE LEADERSHIP ROLE
(cont'd)

Interpersonal functions

- Figurehead: the performance of ceremonial duties
 - CO at the annual awards ceremony
 - CO awarding prizes to elementary school children participating in a fire prevention poster contest

Slide MR-40

B. Interpersonal functions.


1. Figurehead: an "important" person representing the fire/EMS department.

The performance of **ceremonial duties**.

- a. The CO at the annual awards ceremony.
- b. The CO awarding prizes to elementary school children participating in a fire prevention poster contest.

Slide MR-41

What are some other examples?



Slide MR-41

ASK: What are some other examples?

Slide MR-42

THE LEADERSHIP ROLE (cont'd)


- **Leader:** taking the direct actions typical of a leader; directing, ordering, counseling, disciplining, etc.
 - CO directing personnel on the emergency scene
 - CO conducting a counseling session

Slide MR-42

2. **Leader:** taking the direct actions typical of a leader; directing, ordering, counseling, disciplining, etc.
 - a. The CO directing personnel on the emergency scene.
 - b. The CO conducting a counseling session.

Slide MR-43

What are some other examples?



Slide MR-43

ASK: What are some other examples?

Slide MR-44

THE LEADERSHIP ROLE (cont'd)


- **Liaison:** making contacts with others, both inside and outside the organization (serving as a link)
 - CO as a link between upper-level managers and company members.
 - Officer setting up a drill on natural gas hazards with a representative of the local gas company

Slide MR-44

3. **Liaison:** making contacts with others, both inside and outside the organization (serving as a link).
 - a. The CO as a link between upper-level managers and company members.
 - b. Officer setting up a drill on natural gas hazards with a representative of the local gas company.

Slide MR-45

What are some other examples?



Slide MR-45

ASK: What are some other examples?

Slide MR-46

THE LEADERSHIP ROLE
(cont'd)

Informational functions

- Monitor: scanning the environment for critical information; staying informed; keeping up with the times.
 - CO "360s" the building during size up.
 - Officer inspects site of a construction dig to ensure hole is properly shored.
 - Keeping abreast with new technology
 - Spotting trends.


Slide MR-46

C. Informational roles.

1. Monitor: scanning the environment for critical information; staying informed; keeping up with the times.
 - a. The CO "360s" the building during size up.
 - b. Officer inspects site of a construction dig to ensure hole is properly shored.
 - c. Keeping abreast with new technology.
 - d. Spotting trends.

Slide MR-47

What are some other examples?



Slide MR-47

ASK: What are some other examples?

Slide MR-48

THE LEADERSHIP ROLE
(cont'd)


- Disseminator: giving out information others would not otherwise have
 - CO holding a meeting with his/her personnel
 - Officer acting as a coach with new recruit

Slide MR-48

2. Disseminator: giving out information others would not otherwise have.
 - a. CO holding a meeting with his/her personnel.
 - b. Officer acting as a coach with new recruit.

Slide MR-49

What are some other examples?



Slide MR-49

ASK: What are some other examples?

Slide MR-50

THE LEADERSHIP ROLE (cont'd)


- Spokesperson: giving information to people outside of their unit or staff
 - Officer addressing homeowner's association on the value of smoke detectors in the home
 - CO serving as departmental Public Information Officer (PIO)
 - CO notifying the chief of a critical company problem

Slide MR-50

3. Spokesperson: giving information to people **outside** of the unit or staff.
 - a. Officer addressing homeowner's association on the value of smoke detectors in the home.
 - b. CO serving as departmental Public Information Officer (PIO).
 - c. CO notifying the chief of a critical company problem.

Slide MR-51

What are some other examples?



Slide MR-51

ASK: What are some other examples?

Slide MR-52

THE LEADERSHIP ROLE (cont'd)

Decisional functions


- Entrepreneur: seeking to improve the unit by initiating creative or innovative changes
 - CO designing new preplan form on computer
 - Officer "commandeering" the use of heavy construction equipment to help control spill of hazardous materials

Slide MR-52

- D. Decisional roles.
 1. Entrepreneur: seeking to improve the unit by initiating creative or innovative changes.
 - a. CO designing new preplan form on computer.
 - b. Officer "commandeering" the use of heavy construction equipment to help control spill of hazardous materials.

Slide MR-53

What are some other examples?



Slide MR-53

ASK: What are some other examples?

Slide MR-54

THE LEADERSHIP ROLE (cont'd)


- Disturbance handler: responding to unexpected conflicts
 - CO dealing with an argument between two subordinates
 - Officer dealing with an unruly crowd on the scene of an emergency incident

Slide MR-54

2. Disturbance handler: responding to unexpected conflicts.
 - a. CO dealing with an argument between two of the subordinates.
 - b. Officer dealing with an unruly crowd on the scene of an emergency incident.

Slide MR-55

What are some other examples?



Slide MR-55

ASK: What are some other examples?

Slide MR-56

THE LEADERSHIP ROLE (cont'd)

- Resource allocator: deciding who will get what and do what
 - CO assigning daily station maintenance.
 - Officer assigning units to tactical positions on the scene of an emergency while serving as Incident Commander (IC)

Slide MR-56

3. Resource allocator: deciding who will get what and do what.
 - a. CO assigning daily station maintenance.
 - b. Officer assigning units to tactical positions on the scene of an emergency while serving as Incident Commander (IC).

Slide MR-57

What are some other examples?



Slide MR-57

ASK: What are some other examples?

Slide MR-58

**THE LEADERSHIP ROLE
(cont'd)**


- Negotiator: settling issues and resolving conflicts
 - CO dealing with the first step of a union grievance
 - Officer serving as member of a task group containing wide representation from various segments of the community

Slide MR-58

4. Negotiator: settling issues and resolving conflicts.
 - a. CO dealing with the first step of a union grievance.
 - b. Officer serving as member of a task group containing wide representation from various segments of the community.

Slide MR-59

What are some other examples?

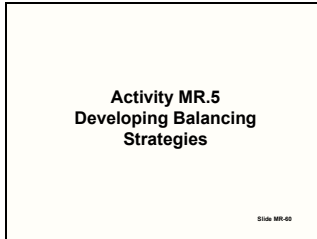


Slide MR-59

ASK: What are some other examples?

20 min.
Large Group
Activity MR.5

Slide MR-60



Activity MR.5

Developing Balancing Strategies

Purpose

To develop and apply a balancing strategy for resolving role conflicts.

Directions to Students

The following video scenarios depict three different types of role conflicts typical for a CO.



IG p. MR-59

1. Show video "Developing Balancing Strategies for Role Conflicts" Scenario 1. Allow students a few minutes to complete the questions on the Student Activity Worksheet (SAW).
2. Then facilitate a discussion with the whole group regarding type of conflict illustrated (intrarole, interrole, or interpersonal) and possible balancing strategies that are included below.
3. Follow same procedure for role-play Scenario 2 and video Scenario 3.
4. Select people from the class to act out the role play, which is the Scenario 2. The script is provided in the SM as well as on the SAW. If possible, give the role-play students advance notice so they have time to read the script.

The following points can be used during the discussion on each scenario.

Video Scenario 1--Interpersonal Conflict

- Does the CO really care that the equipment was moved?
- Is the conflict issue really important?
- Is a compromise possible whereby both COs can win?

Role-Play Scenario 2--Intrarole Conflict

Accept the invitation, but:

- do not discuss disciplinary problem in public;
- only stay long enough to be polite; and/or
- regretfully decline and accept the fact that a CO can't always be "one of the group."

Video Scenario 3--Interrole Conflict

- Make the decision based on which role is most important.
- If roles (husband and professional) are equally important, can the CO work out a compromise (promise to go away next weekend)?

The goal of these discussions should be to have the students take home some realistic role-balancing tools that will work **for them in their own, unique environments!**

STUDENT ACTIVITY WORKSHEET

Activity MR.5

Developing Balancing Strategies

Purpose

To develop and apply a balancing strategy for resolving role conflicts.

Directions

The instructor will show two video scenarios and lead the class in a role play. For each scenario or the role play, complete the worksheet below.

Video Scenario 1

Type of role conflict:

Intrarole conflict _____
Interrole conflict _____
Interpersonal role conflict _____

What should be done? _____

Role-Play Scenario 2

Type of role conflict:

Intrarole conflict _____
Interrole conflict _____
Interpersonal role conflict _____

What should be done? _____

STUDENTS ACTIVITY WORKSHEET

Video Scenario 3

Type of role conflict:

- Intrarole conflict _____
- Interrole conflict _____
- Interpersonal role conflict _____

What should be done? _____

STUDENT ACTIVITY WORKSHEET

Activity MR.5 (cont'd)

Role-Play Scenario 2

Role-Play: *The scenario is inside a firehouse break room, where two firefighters are seated at a table.*

***FIREFIGHTER/EMT 1** is the unofficial social organizer of Company 22. **FIREFIGHTER/EMT 2**, a senior crew member, caused some minor damage to one of the pumps today and is scheduled for formal counseling next shift with the **LIEUTENANT**. The **LIEUTENANT** has been assigned to Company 22 for only 2 months. Up to this point the **LIEUTENANT** has resisted the crew's efforts to socialize with them.*

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

The **LIEUTENANT** enters the break room, holding a cup of coffee.

LIEUTENANT

Hi, everyone! What are you still doing here? Shift change was 20 minutes ago.

FIREFIGHTER/EMT 1

We're waiting for you. The crew from Engine 22 are down at the local cafe. We want to go for a drink and you're going to be the master of ceremonies.

The **LIEUTENANT** laughs.

FIREFIGHTER/EMT 2

Come on down and party with us.

LIEUTENANT

I don't know. I have an awful lot of paperwork I have to finish.

FIREFIGHTER/EMT 1

We'd love to have you come down. It's a special opportunity. I know the crew from B shift are going to be there and they want to meet you.

FIREFIGHTER/EMT 2

I know what some of that paperwork's about anyway. I wanted to talk with you about the problem I had with the pump today. So just come on down and party with us.

LIEUTENANT

I tell you what: why don't you go ahead down and start without me and if I have time after I finish my paperwork, I'll just join you then.

STUDENT ACTIVITY WORKSHEET

FIREFIGHTER/EMT 1

Don't try to slip out of this. We're looking forward to this, so come on down. Take the opportunity.

BOTH **FIREFIGHTERS/EMTs** stand up, get their jackets and begin to leave.

FIREFIGHTER/EMT 2

We'll be waiting for you.

LIEUTENANT

Thanks for the invite.

FIREFIGHTER/EMT 1

We'll keep 'em cool for you.

LIEUTENANT

Okay.

BOTH **FIREFIGHTERS/EMTs** exit.

The **LIEUTENANT** sits down, thinking.

LIEUTENANT (cont'd)

Oh, great. What do I do now? The crew expects a CO who can socialize with them. But the department expects a CO who can separate official duties from social activities.

END

5 min.
Lecture

Slide MR-61

SUMMARY

- In order to be a successful manager, the CO must manage a variety of roles, both inside and outside the organization.
- Role conflicts are an inevitable fact of organizational life; it is up to the individual manager to understand the conflicts and apply the proper balancing strategy.
- The CO must be able to apply balancing strategies to function effectively in the various positions.

Slide MR-61

IX. SUMMARY

- A. In order to be a successful manager, the CO must manage a variety of roles, both inside and outside the organization.
- B. Role conflicts are an inevitable fact of organizational life; it is up to the individual manager to understand the conflicts and apply the proper balancing strategy.
- C. The CO must be able to apply balancing strategies to function effectively in the various positions.
- D. Four areas of accountability for the CO include accountability to **self**, to the **company**, to the **organization**, and to the **public**.
- E. As a role model, the CO should always remember: "Your subordinates are watching you!"

Slide MR-62

SUMMARY (cont'd)

- Four areas of accountability for the CO include accountability to self, to the company, to the organization, and to the public.
- As a role model, the CO should always remember: "Your subordinates are watching you!"

Slide MR-62

Emphasize that there are no "easy answers" or "quick fixes" to role problems. This is the challenge which accompanies the CO's responsibility for managing people.

CREATIVITY

OBJECTIVES

The students will:

1. *Define creativity and innovation.*
 2. *Identify the importance of creativity and innovation in fire/emergency medical services (EMS) organizations.*
 3. *Analyze the elements of creativity.*
 4. *Identify the five steps of the creative process.*
 5. *Evaluate personal blocks to creativity.*
 6. *Identify ways of fostering creativity in subordinates.*
 7. *Identify effective techniques for selling new ideas.*
 8. *Develop strategies to enhance creative leadership traits.*
-

POINTS FOR THE INSTRUCTOR

The purpose of this module is to make Company Officers (COs) more aware of: (1) their individual creativity/innovation potential; and (2) their responsibility to create a working environment that fosters creativity and innovation in subordinates.

Students begin by defining creativity and innovation and analyzing why these elements are important to fire service/emergency medical services (EMS) organizations.

A series of creative exercises allows students to analyze the elements of creativity and define the usual steps involved in a creative process.

Students explore the self-protective blocks, which most people impose on themselves in order to avoid proposing their own new ideas and/or accepting subordinates' ideas.

Students identify the characteristics of supervisors who effectively foster subordinate creativity. Techniques for selling good ideas to top management are identified.

Finally, students assess their personal and supervisory creativity levels and develop improvement strategies.

The instructor must be sensitive to the fact that most individuals underestimate their own creative potential and have a natural hesitation to risk getting involved in creative thinking. The module activity is designed to convince students that they **can** improve their creative ability if they're willing to take a risk. This approach will be successful only if the instructor makes the presentation **fun**, encourages the students to open up, and assures students they can succeed. In other words, the instructor should serve as a role model in fostering subordinate creativity.

METHODOLOGY

The module uses lecture, discussion, and a small group activity.

(Total Time: 3 hr.)

140 min.	Lecture/Discussion	
	Objectives	IG CR-5
	Overview	IG CR-5
	Icebreakers	IG CR-6
	What is Creativity? What is Innovation? Why are They Important?	IG CR-8
	Elements of Creativity	IG CR-12
	The Creative Process	IG CR-17
	Creativity Blocks	IG CR-20
	Fostering Creativity in Subordinates	IG CR-23
	Selling Your Ideas to Top Management	IG CR-28
35 min.	Small Group Activity CR.1	
	Self-Assessment and Personal Improvement Strategies	IG CR-33
5 min.	Lecture	
	Summary	IG CR-41
	Appendix	IG CR-43




AUDIOVISUAL

Slides CR-1 to CR-59
Easel Pad

INSTRUCTOR PREPARATION

1. Review the lesson plan and activity.
2. Assemble necessary supplies.

ICONS USED IN INSTRUCTOR GUIDE

	Indicates corresponding page number in <i>Student Manual</i>
	Instructor should show <i>video</i> cited in instructor's notes
	<i>Easel pad(s)</i> required for instructor or student table groups

Slide CR-1

**LEADERSHIP II FOR FIRE
AND EMS: STRATEGIES
FOR PERSONAL SUCCESS**

CREATIVITY

Slide CR-1

140 min.
Lecture/Discussion

Slide CR-2

OBJECTIVES

The students will:

- Define creativity and innovation.
- Identify the importance of creativity and innovation in fire/emergency medical services (EMS) organizations.
- Analyze the elements of creativity.
- Identify the five steps of the creative process.

Slide CR-2

I. OBJECTIVES

The students will:

- A. Define creativity and innovation.
- B. Identify the importance of creativity and innovation in fire/emergency medical services (EMS) organizations.
- C. Analyze the elements of creativity.
- D. Identify the five steps of the creative process.
- E. Evaluate personal blocks to creativity.
- F. Identify ways of fostering creativity in subordinates.
- G. Identify effective techniques for selling new ideas.
- H. Develop strategies to enhance creative leadership traits.

Slide CR-3

OBJECTIVES (cont'd)

- Evaluate personal blocks to creativity.
- Identify ways of fostering creativity in subordinates.
- Identify effective techniques for selling new ideas.
- Develop strategies to enhance creative leadership traits.

Slide CR-3

Slide CR-4

OVERVIEW

- Icebreakers
- What is Creativity? What is Innovation? Why are They Important?
- Elements of Creativity
- The Creative Process
- Creativity Blocks
- Fostering Creativity in Subordinates
- Selling Your Ideas to Top Management
- Self-Assessment and Personal Improvement Strategies

Slide CR-4

II. OVERVIEW

- A. Icebreakers.
- B. What is Creativity? What is Innovation? Why are They Important?
- C. Elements of Creativity.

- D. The Creative Process.
- E. Creativity Blocks.
- F. Fostering Creativity in Subordinates.
- G. Selling Your Ideas to Top Management.
- H. Self-Assessment and Personal Improvement Strategies.

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

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

III. ICEBREAKERS

Do the following exercises. The purpose is to enhance interest and challenge students to think creatively.

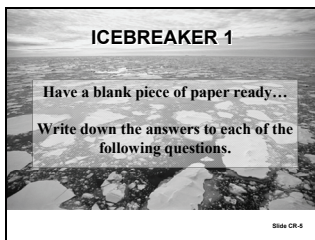
Icebreaker 1

Advise students to have a blank piece of paper ready.

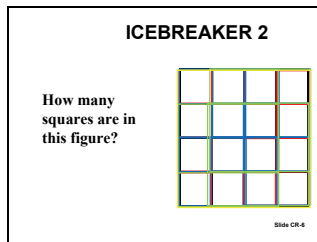
Announce that you're going to read a series of addition problems and students should write down each answer.

Say aloud: (Allow time at each step for students to write response.)

Slide CR-5



Slide CR-6



1,000 Plus 40

Plus 1,000

Plus 30

Plus 1,000

Plus 20

Plus 1,000

Plus 10

ASK: What is your final answer?

Allow several persons to respond. If you wrote down 5,000, you are like most people, but you are wrong. The correct answer is 4,100.

Point out that this exercise demonstrates the importance of not overlooking the obvious.

Icebreaker 2

ASK: How many squares are in this figure?

Your first answer was probably 16, which you could compute by counting the small squares or by multiplying four down by four across. If you are keyed to the way of testers, you might say 17 (the original 16 plus the outline of the total box). To see a total of 30, you must use **persistent viewing**, which would eventually allow you to perceive the four quadrants of the large box.

Five more boxes of four (including one in the middle of the large box and four which are at the box edges and inset from the corners);

Add these $(5+4+4=13)$ to the original 17 and you have 30.

Does seeing 16 or 17 squares mean that you have no chance to be innovative? If you immediately saw 30 squares, does this mean that you will always be the creative person in your group? To both questions the answer is a resounding **NO**.

The exercise demonstrates the importance of **persistence** and the ability to go beyond the surface.

Slide CR-7



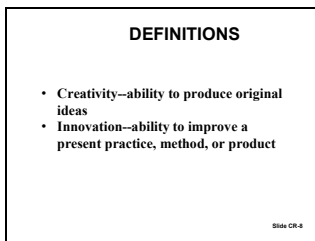
IV. WHAT IS CREATIVITY? WHAT IS INNOVATION? WHY ARE THEY IMPORTANT?

Have students write their own definitions of creativity and innovation.

Solicit volunteers to share their definitions before showing the ones below.

Show Slide CR-8.

Slide CR-8



A. Definitions.

1. Creativity is the ability to produce original ideas or products.
2. Innovation is the ability to improve a present practice, method, or product by adaptation or alteration.

Slide CR-9



ASK: Do creativity and innovation belong in the business world?

Slide CR-10



Suggested response: Absolutely!

Share the following examples.

- At the 3M Company, while attempting to create a new product, an accident caused sand to stick to paper and created sandpaper. 3M was looking for a super adhesive and an accident created Post-it[®] notes. Their marketing of the product was even more unique in creativity.

ASK: Do creativity and innovation belong in the fire/EMS?

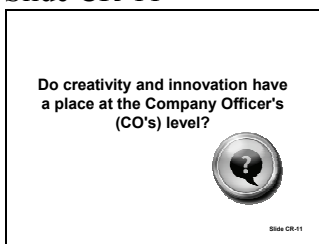
- The introduction of using computers at stations in addition to dispatch has streamlined reporting and will be adaptable well into the current century but be smaller and faster.
- The creation of the Incident Command System (ICS) was new 40 years ago, but with increased use of Federal responses, the National Incident Management Systems (NIMS) was an innovation to allow for control of not only responses but to include a complex management system for all aspects of command and control well beyond the response portion of an event.
- EMS systems have changed dramatically just in the last 40 years. The early space program brought on the advent of telemetry. Improved EMS protective ensembles afford much safer responses.

ASK: Do creativity and innovation have a place at the Company Officer's (CO's) level?

Suggested response: Absolutely!


Example: Daily routine is filled with opportunities to improve and encourage creativity and innovation in your subordinates.

Slide CR-11



Slide CR-12

How many in the room know of a device or idea that came from a firefighter/emergency medical technician (EMT) that makes work easier or better?



Slide CR-12

ASK: How many in the room know of a device or idea that came from a firefighter/emergency medical technician (EMT) that makes work easier or better?


Suggested responses:

- strips of inner tube to hold doors open;
- wooden sprinkler wedges; and
- lock pullers, etc.

B. Importance of creativity.

Slide CR-13

Why is it important to foster creativity in fire service/EMS organization?



Slide CR-13

ASK: Why is it important to foster creativity in the fire/EMS organization?

Suggested responses:

- to keep up with external changes that may impact fire/EMS;
- demands for new services;
- demands for more service for less money;
- demands for increased productivity; and
- to assure state-of-the-art methods and techniques.

ASK: What are some examples of innovations that have reduced cost or increased productivity?

Example: One firefighter/EMT cut hydrant painting time in half by making a simple cardboard collar that fit around the base of the hydrant. Spills and drips fell on the cardboard--not on the sidewalk. Fifty percent of the time used to be spent being careful of drips.


ASK: What are some examples of how the fire/EMS has adapted private sector practices to the public sector?

Suggested responses:

- employee assistance programs; and
- management by objectives.

Slide CR-14


What are some examples of innovations which have reduced cost or increased productivity?



Slide CR-14

Slide CR-15

What are some examples of how the fire service/EMS has adapted private sector practices to the public sector?



Slide CR-15

Slide CR-16

DEBUNKING PREVALENT MYTHS

- Myth 1: The more intelligent you are, the more creative you are.
- Reality: Creativity is not a function of intelligence. Creativity is seeing what everyone else has seen and thinking what no one else has thought.

Slide CR-16

C. Debunking prevalent myths.

Point out that many people think of creativity as something mysterious and unattainable. Such an attitude stems from a series of myths. Let's examine each myth and see how untrue each one really is.

Slide CR-17

DEBUNKING PREVALENT MYTHS (cont'd)

- Myth 2: People are born creative; creativity cannot be learned.
- Reality: It's true. People are born creative—that is, all of us are. But we can acquire skills to help us achieve our creative potential. Creativity can be learned, much as tennis and piano can be learned. Do you remember the first time you ever tried to ride a bicycle?

Slide CR-17

1. Myth 1: The more intelligent you are, the more creative you are.

Reality: Creativity is not a function of intelligence. Creativity is seeing what everyone else has seen, and thinking what no one else has thought.

2. Myth 2: People are born creative; creativity cannot be learned.

Reality: It's true. People are born creative—that is, all of us are. But we can acquire skills to help us achieve our creative potential. Creativity can be learned, much as tennis and piano can be learned. Do you remember the first time you ever tried to ride a bicycle?

Slide CR-18

DEBUNKING PREVALENT MYTHS (cont'd)

- Myth 3: Creative ideas come in a flash, like lightning bolts.
- Reality: Persistence and concentration are keys to creativity. You can't plant a garden until you have prepared the soil.

Slide CR-18

3. Myth 3: Creative ideas come in a flash, like lightning bolts.

Reality: Persistence and concentration are keys to creativity. You can't plant a garden until you have prepared the soil.

Slide CR-19

DEBUNKING PREVALENT MYTHS (cont'd)

- Myth 4: Creativity is disruptive to the day-to-day life of an organization.
- Reality: Successful organizations are really two parallel, mutually supportive organizations—one innovative, one routine. Remember that every routine was once an innovation.

Slide CR-19

4. Myth 4: Creativity is disruptive to the day-to-day life of an organization.

Reality: Successful organizations are really two parallel, mutually supportive organizations—one innovative, one routine. Remember that every routine was once an innovation.

Slide CR-20

DEBUNKING PREVALENT MYTHS (cont'd)

- Myth 5: Creativity is a luxury; it should be encouraged only in times of abundance.
- Reality: When you don't have money to throw at a problem you need to be more creative. Necessity is the mother of invention.

Slide CR-20

5. Myth 5: Creativity is a luxury; it should be encouraged only in times of abundance.

Reality: When you don't have money to throw at a problem you need to be more creative. Necessity is the mother of invention.

Slide CR-21

DEBUNKING PREVALENT MYTHS (cont'd)

- Myth 6: True creativity is found primarily in the arts and has little practical business application.
- Reality: According to Princeton's Creative Research, Inc., 80 percent of corporate sales are from products developed or modified within the last 20 years. Forty percent of the gross national product is attributable to research and development during the past 25 years.

Slide CR-21

6. Myth 6: True creativity is found primarily in the arts and has little practical business application.

Reality: According to Princeton's Creative Research, Inc., 80 percent of corporate sales are from products developed or modified within the last 20 years ago. Forty percent of the gross national product (GNP) is attributable to research and development during the past 25 years.


The preceding myths and realities were adapted from *The Creative Manager*.

Slide CR-22

ELEMENTS OF CREATIVITY

Element 1: Fluency

- Quantity of ideas
- More ideas—more potential
- Average number of responses in a four minute period is around 22
- Typical range is from 8 to 32



Slide CR-22

V. ELEMENTS OF CREATIVITY

After World War II, the U.S. Navy funded an extensive research program to identify what elements were involved in the creative process. The research was directed by Dr. J. P. Guilford. His studies established the foundation for most modern efforts to improve personal and organizational creativity. One of his most important contributions was the identification of five key creative elements.

Before starting the lecture, ask students to take out a blank piece of paper.

ASK: How many round objects can you list in 4 minutes?

Allow **silent** thinking and writing for **exactly** 4 minutes.

At the end of 4 minutes ask students to count up the number of responses.

A. Element 1: Fluency.

1. The **quantity** of ideas you can generate in a specific period of time.
2. The more ideas you generate, the more potential for being creative.

Ask for show of hands to determine range within this group.


3. Average number of responses in a 4 minute period is around 22.
4. Typical range is from 8 to 32.

Emphasize that **everyone** has ideas--some just have **more** ideas than others.

Similarly, everyone has creative potential to some degree.

Slide CR-23

ELEMENTS OF CREATIVITY
(cont'd)



Element 2: Flexibility

- Let go of preconceived categories
- Break through mental barriers
- Generate ideas in different categories
- Practice free association

Slide CR-23

B. Element 2: Flexibility.

1. Ability to let go of preconceived categories.
2. Ability to break through mental barriers.
3. Ability to generate ideas in different categories--to shift from one category to another.

4. Ability to practice free association--letting your mind wander from one unrelated idea to another.
5. Measured by your ability to generate ideas in a number of different categories.

ASK: How many categories of round objects are represented on your lists?

Examples of categories:

- Fruit--oranges, grapefruit, tomatoes, etc.
- Lights--street lamps, car lights, etc.
- Clothing--buttons, arm-holes, eyelets, etc.
- Coins--quarter, nickel, dime, etc.

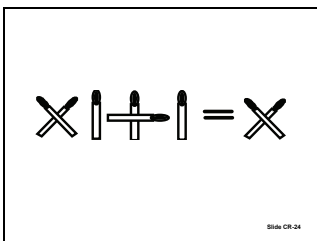
The more categories you have, the more flexible your thought process.

Ask for a show of hands to determine the highest number of categories in a group.

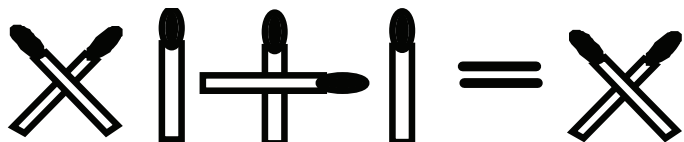
Ask students if items in categories tended to be lumped together on their list. (Most people exhaust one category before moving on to another.)

Show visuals one at a time to allow students to practice flexibility.

Slide CR-24

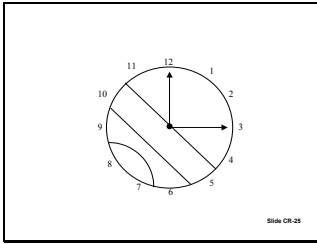


1. How could you make this equation read correctly without moving a match?



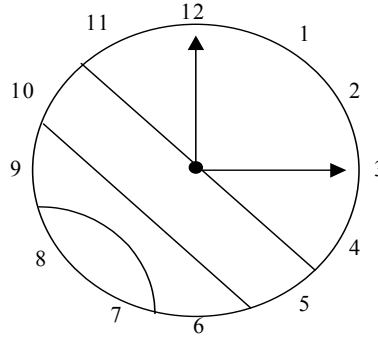
Answer: Read from right to left which reverses the equation.

Slide CR-25



2. A person dropped a watch. The face broke into 4 parts. The numbers on each part added up to 15. Draw a picture of how the watch face might have been broken.

Answer:




(The trick is to think of 11 as 1+1 and 12 as 1+2!)

Slide CR-26

ELEMENTS OF CREATIVITY
(cont'd)

Element 3: Originality

- Generate unusual ideas
- Fewer times it appears, more original idea is



Slide CR-26

- C. Element 3: Originality.

1. The ability to generate **unusual** ideas.
2. The fewer times an idea appears in any one group, the more **original** the idea.



Have students form small groups of four or five at their tables.


Have them compare lists to identify number of original ideas. Limit the process to identifying ideas **not** listed by anyone else. Allow about 15 minutes.

Ask for examples of original ideas from each group. Post on easel pad.

Point out that in a test study of 500 persons, the most uncommon ideas were donut hole, manhole cover, animal droppings, and gears.

Slide CR-27

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



Element 4: Awareness

- See with your mind and imagination as well as your eyes
- See possibilities, not just reality


Slide CR-27

D. Element 4: Awareness.

1. The ability to see with your mind and imagination as well as with your eyes.
2. The ability to see possibilities, not just reality.

Slide CR-28

What are some examples of awareness?



Slide CR-28

ASK: What are some examples of awareness?

Suggested responses:

- A parent visualizing a child as an adult.
- Looking at a vegetable seed and envisioning a field of corn.
- Varying responses of three contractors when questioned by a passerby about what they were doing. First one said: "I'm putting in my 8 hours so I can get paid." Second one said: "I'm making a wall." Third one said: "I'm building a cathedral." This shows different levels of awareness.

ASK:

- Did you become more aware of creativity and innovation possibilities of others when you compared lists. Were you impressed by others' ability to see things differently?
- How this is relevant to your supervisory role?

Suggested responses:


- ability to recognize subordinate potential to contribute innovative solutions; and
- ability to encourage subordinate risk-taking.

Slide CR-29

ELEMENTS OF CREATIVITY (cont'd)

Element 5: Drive

- Willingness to try and try again
- Refusal to give up



Slide CR-29


- E. Element 5: Drive.
 1. Willingness to try and try again.
 2. Refusal to give up.

Slide CR-30

THE CREATIVE PROCESS

Where new ideas come from--someone suddenly discovers:

- New combination of existing ideas
- Adaptation of existing ideas



Slide CR-30

VI. THE CREATIVE PROCESS

Where new ideas come from?

- A. An idea happens when someone suddenly discovers:

1. A new combination of existing ideas.

Example: The use of 1-3/4-inch hose results in maneuverability of 1-1/2-inch hose and 70 percent of the gallons per minute of 2-1/2-inch hose. Prepped waterways in aerial devices, consume less time in setup.

Ask for fire/EMS examples.

2. An adaptation of existing ideas.
 - a. Development of Class A and compressed air foam system (CAFS) over the last 20 years--before then "foam" was used on hydrocarbons or polar solvents.

Ask for fire/EMS examples.

- b. Examples: Mobile digital terminals (MDTs), which are computers in the cab of the fire truck! Some departments are experimenting with Global Positioning Systems (GPS), which uses satellite technology to trace movements on the fireground.

Slide CR-31

**THE CREATIVE PROCESS
(cont'd)**

Steps leading to new ideas:

- Preparation
 - Initial awareness of need/potential for improvement
 - Scoping out of situation
 - Laying groundwork for creativity
 - Similar to problem identification phase, but more intuitive and less logical
 - Mental definition of your purpose

Slide CR-31


B. Steps leading to new ideas.

1. Preparation.

- a. An initial awareness of the need/potential for improvement.
- b. A scoping out of the situation. (What's going on? What needs to be changed?)
- c. Laying the groundwork for creativity.
- d. Similar to the problem identification phase of problem-solving, but more intuitive and less logical.
- e. End result is a mental definition (a sense) of your **purpose**...why you need a creative solution.

Slide CR-32

Does this ever happen to you on the job in your department?



Slide CR-32

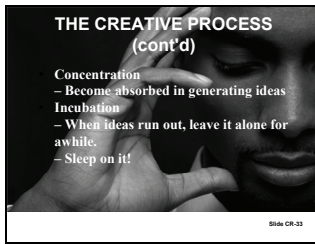
ASK: Does this ever happen to you on the job in your department?

Allow several students to cite examples of times they realized the potential for improving something.

Suggested responses:

- using child's wading pool for decontamination;
- soundproofing apparatus cabs; and
- mounting pump panels midship so driver can see regardless of what side the fire is on.

Slide CR-33



2. Concentration.

Once you're "hooked" you become absorbed in generating various ideas.

3. Incubation.

a. When ideas run out, leave it alone for awhile.

b. Sleep on it!

4. Illumination.

a. The "light bulb" goes on.

b. The "aha" phase--getting the answer.

c. Feeling or a hunch.

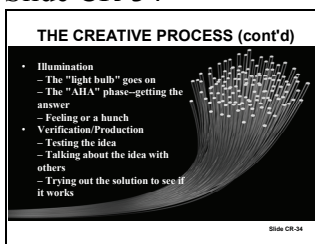
5. Verification/Production.

a. Testing the idea.

b. Talking about the idea with others.

c. Trying out the solution to see if it works.

Slide CR-34



If it works, the creative effort switches its focus to selling the idea.

If it doesn't work, we go back to Step 2 (concentration) and generate additional ideas.

Show Slide CR-33 and discuss.

Slide CR-35

**THE CREATIVE PROCESS
(cont'd)**

The S-C-A-M-P-E-R technique

- Step 2 can be enhanced by asking certain questions.
- Questions are designed to stimulate fluency and flexibility of ideas.

Slide CR-35

- C. The S-C-A-M-P-E-R technique.
1. Step 2 (concentration) can be enhanced by asking certain questions.
 2. S-C-A-M-P-E-R questions are designed to stimulate **fluency** and **flexibility** of ideas.

Slide CR-36

**THE CREATIVE PROCESS
(cont'd)**

S What can you substitute?
 C What can you combine?
 A What can you adapt?
 M What can you magnify, miniaturize, or multiply?
 P What can you put to other uses?
 E What else? Who else? Where else?
 R Can you rearrange or reverse?

Slide CR-36

- S** What can you **substitute**?
- C** What can you **combine**?
- A** What can you **adapt**?
- M** What can you **magnify, miniaturize, or multiply**?
- P** What can you **put to other use**?
- E** What **else**? Who **else**? Where **else**?
- R** Can you **rearrange or reverse**?

From *Idea Management: How to Motivate Creativity and Innovation*, p. 16.

Slide CR-37

CREATIVITY BLOCKS

"I don't want to look foolish."

- Don't want to be made fun of.
- Looking foolish might undermine professional image.
- Need to risk being teased.

Slide CR-37

VII. CREATIVITY BLOCKS

Point out that each one of us has certain "blocks" that inhibit our own creativity. We unconsciously create secret rules about what we should or should not do, based on fear and/or lack of confidence. Have students evaluate themselves as you go over each item.

ASK: How much does each block inhibit your own creativity efforts?

- A. "I don't want to look foolish."
1. Not willing to suggest something new in case someone might make fun of us.

2. Fear that looking foolish will undermine our professional image.
3. Need to allow ourselves to risk being teased.

Example: Ben Franklin probably looked pretty silly flying a kite in a thunderstorm.

Slide CR-38

CREATIVITY BLOCKS (cont'd)

- "I don't want to fail."
- View as way to success.
 - We learn from mistakes.
 - A mistake is when we only miss the mark--failure is when we stop trying.

Slide CR-38

B. "I don't want to fail."

1. Viewing failure as the opposite of success, rather than the **way** to success.
2. Need to allow ourselves to fail and recognize that we **learn** from mistakes.
3. A mistake is when we only miss the mark-- failure is when we stop trying.

Example: The story about two duck hunters sitting in a blind. The first one was shooting at ducks all over the sky. The second one sat absolutely still and never took a shot. Finally, the first hunter asked the other: "How come you're not shooting?" The second hunter responded: "I'm afraid I'll miss!"

Slide CR-39

CREATIVITY BLOCKS (cont'd)

- "I'm not creative."
- Lack of positive self-image.
 - Major difference between creative and noncreative is self-confidence.

Slide CR-39

C. "I'm not creative."

1. Lack of positive self-image.
2. Research shows that the major difference between creative and noncreative people is self-confidence.

Example: The childhood story of "The Little Engine That Could." (Believing in your own ability is critical to success.)

Slide CR-40

CREATIVITY BLOCKS (cont'd)

- "That's not my area (skill, style, etc.)."
- Overemphasis on specialization limits creativity.
 - Building safe "boxes" around ourselves.
 - "Open up" new situations, challenges, opportunities.

Slide CR-40

- D. "That's not my area (skill, style, etc.)."
1. Overemphasis on specialization limits creativity.
 2. Building safe "boxes" around ourselves-- finding a safe place and staying there.
 3. Need to "open up" new situations, challenges, and opportunities.

Example: The longer a person works in the same routine with the same people the more they get tunnel vision (myopia).

Slide CR-41

CREATIVITY BLOCKS (cont'd)

- "I don't get paid to have fun."
- Tendency to believe that having fun is the opposite of work.
 - Finding ways to make your job fun (enjoyable) makes you a better employee.
 - Channel play into constructive areas.

Slide CR-41

- E. "I don't get paid to have fun."
1. Tendency to believe that having fun is the opposite of work.
 2. Finding ways to make your job fun (enjoyable) makes you a better employee.
 3. Need to channel play into constructive areas.

Example: National surveys verify that employees who enjoy their work are considered most productive by their superiors.

Point out that allowing **yourself** to be creative and overcoming **your** personal blocks are just the first steps if you're a supervisor.

If you're a supervisor, you also have a responsibility to encourage your subordinates to be creative.


Thus, you need to say and do things that help subordinates overcome **their** own personal blocks.

In other words, you need to create a work environment that allows subordinates to spot opportunities to solve problems.

Slide CR-42

**FOSTERING CREATIVITY
IN SUBORDINATES**

What are some examples of "killer phrases" you've encountered?



Slide CR-42



Slide CR-43

- "It's great--but..."
- "Who asked you?"
- "It's too risky."
- "Be sensible."
- "What are you, some kind of nut?"
- "Why do it now?"
- "The chief will laugh."
- "We tried that before."
- "So what else is new?"
- "What do you know, you're just a rookie."

Slide CR-43

VIII. FOSTERING CREATIVITY IN SUBORDINATES

A. Avoid "killer phrases."

ASK: What are some examples of killer phrases you've encountered?

List responses on easel pad.

Suggested responses:

- "It's great--but..."
- "Who asked you?"
- "It's too risky."
- "Be sensible."
- "What are you, some kind of nut?"
- "Why do it now?"
- "The chief will laugh."
- "We tried that before."
- "So what else is new?"
- "What do you know, you're just a rookie."

Point out that we often use killer phrases without even being aware of their effect on others.


Suggest that each student make a list of killer phrases he/she has used and a commitment to avoid them in the future.

B. Don't stifle innovative subordinates.

Slide CR-44

FOSTERING CREATIVITY IN SUBORDINATES (cont'd)

What kinds of things do supervisors do to discourage risk-taking by subordinates?



Slide CR-44

ASK: What kinds of things do supervisors do to discourage risk-taking by subordinates?

After students have offered their ideas, review the *Ten Rules for Stifling Innovation*. Emphasize that these are intended to be humorous examples of behaviors to **avoid**.

Slide CR-45

FOSTERING CREATIVITY IN SUBORDINATES (cont'd)

Don't stifle innovative subordinates

- Be suspicious
- Be inaccessible
- Pass the buck
- Criticize at every opportunity
- Discourage people from letting you know when there's a problem

Slide CR-45

1. Be suspicious.

After all--firefighters/EMTs are dumb. How could **they** possibly have any innovative ideas? Just because they're the end users of the tools, equipment, and procedures is no reason to believe they can improve on anything.

2. Be inaccessible.

Avoid giving approval on new ideas by making yourself scarce. Say: "I don't have time right now!" After all, if your name is on a recommendation, your bosses might think you're slipping and what if it turns out to be a not-so-hot idea? You would surely be blamed.

3. Pass the buck.

If one of your crew has a good idea, make the whole crew approve of it. That way you can always say: "**They all** said it was a good/lousy idea--it wasn't my decision!"

4. Criticize at every opportunity.

Don't ever tell them they did a good job at an incident--they'll probably get swell-headed. Constantly telling them about things they do wrong will give them the incentive to do better work. They most certainly should not be spending time on new ideas when they can't even do things the good old-fashioned way.

Slide CR-46

<p style="text-align: center;">FOSTERING CREATIVITY IN SUBORDINATES (cont'd)</p> <ul style="list-style-type: none">• Control everything carefully.• Make significant policy changes in secret.• Keep people in the dark as much as possible.• Pass on your dirty work in the name of delegation and participation.• As the supervisor, you know everything there is to know. <p style="text-align: right;"><small>Slide CR-46</small></p>
--

5. Discourage people from letting you know when there's a problem.

After all, most problems will go away if we just ignore them. Anyway, only troublemakers would tell you about any problems you might have.

6. Control everything carefully.

Don't let your crew participate in any decisionmaking. After all, you're the officer; you know what's best for everyone and everything.

7. Make significant policy changes in secret.

Change seniority policies just before vacations are selected.

8. Keep people in the dark as much as possible.

If your crew knows too much they'll try to take over your job. Things will go much smoother if only **you** have vital information.

9. Pass on your dirty work in the name of delegation and participation.

Wait until you have a day off and let your fill-in handle those nasty tasks. You have to live there--it wouldn't be fair if you had to do it.

10. Finally, above all else, never forget that you, the supervisor, know everything there is to know.

"Rules for Stifling Innovation" taken from *The Change Masters*, pp. 100-101.

In this classic 1983 book on business innovation by Rosabeth Moss Kanter, it's amazing that she gets everything right; her key points are in best-selling management books being published today.

Kanter analyzed six companies in depth; four of them were innovators and two were not. Somewhat tongue in cheek, Kanter proposed a list of ten "hidden messages" that the non-innovating companies sent their employees every day, writing "Imagine something like this hanging on an executive's wall, right next to the corporate philosophy":

Emphasize that effective COs avoid the behaviors and attitudes described above.


ASK: What are some examples of behaviors or attitudes that foster creativity?

Summarize discussion by covering the following points.

Slide CR-47

FOSTERING CREATIVITY IN SUBORDINATES (cont'd)

What are some examples of behaviors or attitudes that foster creativity?



Slide CR-47

Slide CR-48

FOSTERING CREATIVITY IN SUBORDINATES (cont'd)

Characteristics of supervisors who foster creativity

- Willing to absorb risks taken by subordinates
- Comfortable with half-developed ideas
- Able to make quick decisions
- Good listeners
- Don't dwell on past mistakes
- Enjoy their jobs
- Expect subordinates to succeed
- Capitalize on subordinate strengths

Slide CR-48

C. Characteristics of supervisors who foster creativity.

1. They are willing to absorb the risks taken by subordinates.
 - a. They expect errors when trying something new.
 - b. They defend subordinate failures to upper management.
2. They are comfortable with half-developed ideas.
 - a. They have the ability to pick out incomplete ideas that have potential.

- b. They don't immediately focus on all the reasons why a new idea might not work.
 - c. They don't require all the answers before considering a new idea.
- 3. They are able to make quick decisions.
 - a. They don't procrastinate approving pursuit of a good idea because they're afraid it might fail.
 - b. They don't use their own fears as an excuse to hold back subordinates.
- 4. They are good listeners.
 - a. They draw out the best ideas of subordinates and add to them.
 - b. They don't ram new policies down the throats of subordinates; they listen to the other side and take it into consideration.
- 5. They don't dwell on past mistakes.
 - a. They practice the theory that says, "When it's over, it's over."
 - b. They are future-oriented, not past-oriented.
- 6. They enjoy their jobs.
 - a. They **like** being able to bring out creative ideas from subordinates.
 - b. They add energy to the workplace.
- 7. They **expect** subordinates to succeed.
 - a. They use praise more than criticism.

- b. They genuinely **care** about subordinates.
 - c. They work at helping subordinates enjoy their jobs.
8. They capitalize on subordinate strengths.
- a. They recognize unusual talent and help it grow.
 - b. They allow subordinates to get involved in projects that show their strengths.

Review the preceding characteristics.


ASK: How would subordinates likely respond to this type of supervisor?

Students should recognize that a supervisor with these characteristics creates an enthusiastic, committed workforce.

Slide CR-49

SELLING YOUR IDEAS TO TOP MANAGEMENT

Have you ever made a suggestion to your boss you really believed had potential for improving the department but the boss refused to try it out?



Slide CR-49

IX. SELLING YOUR IDEAS TO TOP MANAGEMENT

ASK: Have you ever made a suggestion to your boss you really believed had potential for improving the department but the boss refused to try it out?

As you get responses, ask each respondent to briefly summarize what steps were taken to sell the idea.

Point out that selling your ideas is often more difficult than generating them. Proposing new ideas/behaviors/procedures requires a willingness to take a risk.

ASK: What risks are involved?

Suggested responses:

- New ideas are sometimes perceived as a threat by superiors who are comfortable with the way things are done.
- Those who propose new ideas are sometimes perceived as a threat by supervisors who are insecure.

Point out that this section provides techniques for minimizing the risks and maximizing your potential for success.

Slide CR-50

**SELLING YOUR IDEAS TO
TOP MANAGEMENT (cont'd)**

Assessing the "sell-ability" of your idea:

- Will it work?
 - Has it been tested?
 - Is it practical?
 - Is it distinctly better than the present way?
- Will people accept it?

Slide CR-50

A. Assessing the ability to sell your idea.

1. Consider these questions before proposing new ideas.

a. Will it work?

- Has it been tested?

- Is it practical?

- Is it distinctly better than the present way?

b. Will people accept it?

2. You must get a "yes" answer to one of the following questions to reasonably expect acceptance.

a. Will it improve safety?

b. Will it increase productivity?

c. Will it use personnel more effectively?

d. Will it improve present methods of operation or present equipment?

Slide CR-51

**SELLING YOUR IDEAS TO
TOP MANAGEMENT (cont'd)**

- Must get a "yes" to one of the following questions:
 - Will it improve safety?
 - Will it increase productivity?
 - Will it use personnel more effectively?
 - Will it improve present methods of operation or present equipment?
 - Will it improve quality?
 - Will it eliminate unnecessary work?
 - Will it reduce costs?
 - Will it improve working conditions?

Slide CR-51


- e. Will it improve quality?
- f. Will it eliminate unnecessary work?
- g. Will it reduce costs?
- h. Will it improve working conditions?

Point out that the preceding list of questions can also be used to **generate** new ideas. Simply rephrase each question by substituting "What can we do to" for "Will it."

Example: "What can we do to improve safety?"

Slide CR-52

SELLING YOUR IDEAS TO TOP MANAGEMENT (cont'd)



- Is your idea timely?
 - Is it fully developed?
 - Is top management ready for it?
 - If it is approved, are you ready to act on it?
 - Are you sure it does not conflict with other projects that already have top-management approval/priority?

Slide CR-52

- 3. Is your idea timely?
 - a. Is it fully developed?
 - b. Is top management ready for it?
 - c. If it is approved, are **you** ready to **act** on it?
 - d. Are you sure it does not conflict with other projects that already have top-management approval/priority?

Slide CR-53

SELLING YOUR IDEAS TO TOP MANAGEMENT (cont'd)

Developing a persuasive argument

- Relate your idea to a recognized need.
 - Identify most sellable features of your idea.
 - Evaluate priorities of top management
 - Emphasize feature(s) of your idea which top management will be most interested in.

Slide CR-53

- B. Developing a persuasive argument.
 - 1. Once you're convinced your idea is sellable, you're ready to start working on developing your argument.

Whether your proposal will be formal or informal, written or oral, there are basic principles of persuasion of which you need to be aware.

2. Relate your idea to a recognized need.
 - a. Identify the **most** sellable features of your idea.
 - b. Evaluate the priorities of top management. (What's bothering them most right now? What do they care most about?)

Examples:


- maybe the union has sharply criticized safety measures; or
- maybe elected officials have criticized response times.

- c. Emphasize the feature(s) of your idea that top management will be most interested in.

Slide CR-54

SELLING YOUR IDEAS TO TOP MANAGEMENT (cont'd)

- Appeal to positive values
 - Emphasize ideal qualities
 - Relate your idea
 - Clearly spell out the benefits




Slide CR-54

3. Appeal to positive values.
 - a. Emphasize the ideal qualities of your idea.
 - b. Relate your idea to improved public service.
 - c. Clearly spell out the benefits to citizens, employees, etc.

Slide CR-55

SELLING YOUR IDEAS TO TOP MANAGEMENT (cont'd)



- Anticipate objections:
 - Why might they be reluctant to accept your idea?
 - Build response to all possible objections

Slide CR-55

4. Anticipate objections.
 - a. Think of all the possible reasons why top management may be reluctant to accept your idea.
 - b. Build a response to all possible objections into your initial proposal.

Slide CR-56

SELLING YOUR IDEAS TO
TOP MANAGEMENT (cont'd)

- Get others involved:
 - Whenever possible, work at building support for your idea at your level first.
 - Strength in numbers.

Slide CR-56

5. Get others involved.
 - a. Whenever possible, work at building support for your idea at **your** level first.
 - b. Remember, there is strength in numbers.

Point out that the power module, "Enhancing Your Personal Power Base," has useful ideas about effective networking, which can help gain acceptance of new ideas.

Slide CR-57

SELLING YOUR IDEAS TO
TOP MANAGEMENT (cont'd)

- Ensure your credibility:
 - Don't make false claims.
 - Don't exaggerate.
 - Don't be defensive.
 - If someone raises a question to which you don't have an answer, offer to research the question and provide a follow-up response.

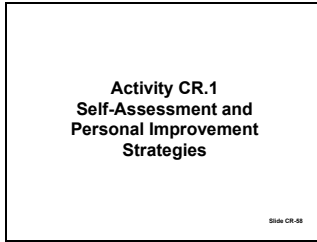
Slide CR-57

6. Ensure your credibility.
 - a. Don't make false claims.
 - b. Don't exaggerate.
 - c. Don't be defensive.
 - d. If someone raises a question to which you don't have an answer, offer to research the question and provide a followup response.

(Note: The preceding material on selling ideas was adapted from *Improving Your Creativity On The Job*, by John S. Morgan, Chapter 16.)

35 min.
Small Group
Activity CR.1

Slide CR-58



Activity CR.1

Self-Assessment and Personal Improvement Strategies

Purpose

To evaluate their own personal blocks to creativity and develop strategies to enhance their creative leadership traits.

Directions to Students

Part 1: Self-Assessment

1. Refer students to "Creative Leadership Assessment."
2. Read directions. Answer any questions.
3. Allow students about 10 minutes to complete questionnaires and self-scoring.

Stress that the instrument is for their own **personal** evaluation.
Results will not be shared.

Part 2: Personal Improvement Strategies

4. After the self-scoring is completed, take each question on the instrument and have students brainstorm a list of possible strategies for improving their score in this area.
5. Use the easel pad to record five or six suggestions for each question on the instrument. Ask students to jot down ideas they would like to try.



IG p. CR-39



STUDENT ACTIVITY WORKSHEET

Activity CR.1

Self-Assessment and Personal Improvement Strategies

Purpose

To evaluate your own personal blocks to creativity and develop strategies to enhance your creative leadership traits.

Directions

Part 1: Self-Assessment

1. Fill out "Creative Leadership Assessment."
2. You will have about 10 minutes to complete the questionnaires and self-scoring.

Part 2: Personal Improvement Strategies

1. Brainstorm a list of possible strategies for improving your score in this area.
2. Jot down any ideas that you would like to try.

STUDENT ACTIVITY WORKSHEET

Activity CR.1 (cont'd)

Creative Leadership Assessment

Read each question and select the response that most closely describes you in your present position. Place the appropriate number in the box beside each item.

Part 1: Self-Assessment

1. How often do you get unsolicited ideas/suggestions/proposals from your subordinates?
5 All the time
4 Frequently
3 Occasionally
2 Rarely
1 Never

2. How often do you propose new ideas to upper management?
5 All the time
4 Frequently
3 When the risks aren't too great
2 Rarely
1 Only when it's "safe"

3. How much freedom do you give your subordinates to experiment with new ideas or to help solve tough problems?
5 All they want
4 Quite a bit
3 Some
2 A little
1 None

4. How often do you refrain from doing or saying something because you don't want to look foolish?
5 Never
4 Rarely
3 Occasionally
2 Frequently
1 All the time

5. How often do you use "killer phrases" or do things to stifle creativity?
5 Never
4 Rarely
3 Occasionally
2 Frequently
1 All the time

STUDENT ACTIVITY WORKSHEET

6. How often are you comfortable with "half-baked" ideas?

- 5 All the time
- 4 Frequently
- 3 Occasionally
- 2 Rarely
- 1 Never

7. How often do you allow subordinates to get involved in projects that show their strengths (allow them to "star")?

- 5 All the time
- 4 Frequently
- 3 Occasionally
- 2 Rarely
- 1 Never

8. How would you rate your ability to really listen?

- 5 Excellent
- 4 Good
- 3 Average
- 2 Not so good
- 1 Poor

9. Do you think you're creative?

- 5 All the time
- 4 Frequently
- 3 Occasionally
- 2 Rarely
- 1 Never

10. What do you do to generate ideas/suggestions from subordinates? List things you do, and give yourself one point for each item listed. (Maximum 5 points!)

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

STUDENT ACTIVITY WORKSHEET

Self-scoring

Add up your points from all boxes.

Creative Leadership Index

41-50	Excellent--Keep up the good work!
36-40	Very Good--What can you do to be excellent?
31-35	Good--You're on the right track, keep going!
20-30	Adequate--You're playing it safe--take a risk!
Below 20	Poor--Let yourself go once in a while!

Part 2: Personal Improvement Strategies

1. What can you do to get unsolicited ideas/suggestions/proposals from subordinates?

Suggested responses:

- *encourage ideas;*
- *open-door policy;*
- *be a better listener; and*
- *be accessible.*

2. What can you do to increase the number of new ideas that you propose to upper management?

Suggested responses:

- *take more risks;*
- *try a new idea; if you like it, support it;*
- *discuss with your boss how important you think creativity and innovation are; and*
- *assess management's biggest problems.*

3. Can you increase the freedom you give your subordinates to experiment with new ideas or to help solve tough problems?

Suggested responses:

- *brainstorming sessions;*
- *"beef" sessions;*
- *let them know new ideas are welcome--frequently; and*
- *group problem-solving.*

4. Can you decrease the number of times you refrain from doing something because you do not want to look foolish?

Suggested responses:

- *do something foolish deliberately once in awhile; and*
- *take more risks.*

STUDENT ACTIVITY WORKSHEET

5. Can you avoid using "killer phrases" or doing other things that stifle creativity?

Suggested responses:

- *keep a list of killer phrases where you can see it; and*
- *if you've used one on a subordinate--apologize!*

6. Can you increase your comfort with "half-baked" ideas?

Suggested responses:

- *Don't try to get every possible answer before going with an idea.*
- *If the idea has potential--support it.*

7. Can you allow your subordinates to be more involved in projects that show their strengths?

Suggested responses:

- *delegate more often;*
- *let a company member star whenever possible; and*
- *encourage participation by not overreacting to failures.*

8. Can you improve your ability to listen?

Suggested responses:

- *really concentrate on what your subordinate is saying;*
- *look for an idea's good points--not reasons it won't work; and*
- *don't talk so much.*

9. Can you increase your own creativity?

Suggested responses:

- *buy a book on creativity and get more comfortable with it; and*
- *do creativity exercises.*

10. What can you do to generate ideas/suggestions from subordinates?

Suggested responses:

- *encourage experimentation;*
- *assure your subordinates of your support; and*
- *actively involve them in problem-solving.*

5 min.
Lecture

Slide CR-59

SUMMARY

- Each person has creative/innovative potential.
- We can improve our creative ability if we want to.
- COs have a responsibility to foster creativity in their subordinates.
- COs need to be skilled at selling new ideas to management.

Slide CR-59

X. SUMMARY

- A. Each person has creative/innovative potential.
- B. We **can** improve our creative ability if we want to.
- C. COs have a responsibility to foster creativity in their subordinates.
- D. COs need to be skilled at selling new ideas to management.

APPENDIX

What is Management's Role in Innovation?

Published: November 30, 2007

By: Jim Heskett

<http://hbswk.hbs.edu/item/5821.html>

In early December, a colloquium on "Creativity, Entrepreneurship, and Organizations of the Future" is being held as part of the 100th anniversary celebration at the Harvard Business School. To kick off the colloquium, senior managers of 4 sizeable organizations heavily involved in innovation have been asked to pose "burning questions" to the assembled researchers and practitioners of innovation and creativity. Given their importance for global economic health and progress, the questions are worth pondering.

One highly successful Silicon Valley entrepreneur will ask whether management is a net positive or negative in fostering creativity and invention. He will cite a growing body of evidence that suggests that bottom-up "discovery" has a superior record in comparison with "top down 'deliberate' strategies from headquarters." He asks whether companies should call a halt to managing the innovation process, "intentionally abandoning control of their scarcest resources."

Another senior executive will ask whether creativity scales. Can an innovator be more productive with the substantial resources that a large organization can provide? Or does the process work better in the loneliness of the garage with limited resources, little collective advice, and a predictably high failure rate? Are resource-constrained entities more creative because they have to find ways of dealing with the constraints? One question posed by this panel member sums up the tension associated with management's role in creativity and innovation: Is there "a theoretical sweet spot where scale fosters innovation, beyond which the complexity starts to stifle it?"

A third executive will raise questions concerning the impact of the Internet on the management of these processes. He will lament the "'lone genius' myth of creativity and innovation (that) may be limiting our ability to make meaningful progress in everything from technology to organizations to education—even society itself." The implication here is that the Internet has the potential to encourage the kind of collaboration that can prove useful in creative work. But in doing so, does it foster a kind of anarchy in which ideas flow directly between innovators with little involvement by management in a networked world? In fact, are management processes so out of tune with networked processes that they will represent a brake on collaborative innovation?

The fourth will ask what needs to be done to foster a culture of creativity in an organization. Specifically, how do managers avoid "the temptation to apply simplistic process management tools to the discovery process?"

One feature of these questions, posed independently by four thoughtful senior practitioners, is their remarkable consistency. All ask whether management, as it is currently practiced, has much to contribute to innovation and creativity. If the answer is little, one might ask what kinds of changes will be necessary to allow managers, particularly in larger organizations, to add value to the creative process. Or is it more productive to explore ways of providing incentives to the innovators of the world, largely outside large organizations, possibly by facilitating the market that mediates resources between investors and innovators? What do you think?

ENHANCING YOUR PERSONAL POWER BASE

OBJECTIVES

The students will:

- 1. Identify five types of power.*
 - 2. Identify the sources and limits of different types of power.*
 - 3. Differentiate between use and abuse of different types of power.*
 - 4. Explain how influencing and networking can complement one's power base.*
 - 5. Identify potential activities for enhancing their power base.*
 - 6. Begin to develop a Personal Power Enhancement Plan.*
-

POINTS FOR THE INSTRUCTOR

This module is designed to make Company Officers (COs) aware of power as a critical leadership concept. For most people, the very mention of power carries a negative connotation. The purpose of the module is to convince students that power is a necessary part of a leader's repertoire. The goal of the module is to give each participant the knowledge and skill needed to use power effectively.

Students learn the five types of power, the two basic sources of power, and the inherent limits of all power types. Armed with this information, students analyze a series of seven video vignettes to gain proficiency in discriminating between appropriate use versus abuse of each type of power.

Students then examine special power skills that complement and enhance an individual's power base. The skills section focuses on two areas: influencing and networking.

Students explore specific behaviors that can increase each type of power.

Finally, students analyze their individual present power bases and map out personal power-building strategies to enhance their leadership effectiveness.

METHODOLOGY

This module includes lecture, discussion, brainstorming, analysis of video vignettes, and individual and small group activities. An optional small group activity is included for instructors who can devote an additional 2 hours.

(Total Time: 3 hr.)

65 min.	Lecture/Discussion	
	Objectives	IG PP-5
	Overview	IG PP-5
	Definition and Importance of Power	IG PP-6
	Who Has Power?	IG PP-8
	Types of Power	IG PP-9
	Sources and Limits of Power	IG PP-12
50 min.	Small Group Activity PP.1	
	Analyzing Appropriate Use and Abuse of Power	IG PP-17
	Video: "Analyzing Power Usage"	IG PP-17
45 min.	Lecture/Discussion	
	Sources and Limits of Power (cont'd)	IG PP-23
	Power Skills	IG PP-26
	Increasing Your Power Base	IG PP-30
15 min.	Individual Activity PP.2	
	Developing a Personal Power Enhancement Plan	IG PP-33
5 min.	Lecture	
	Summary	IG PP-41
80 min.	Small Group Activity PP.3 (Optional)	
	Developing an Influence Plan	IG PP-43

AUDIOVISUAL




Slides PP-1 to PP-55

Video: "Analyzing Power Usage" (7 Scenarios)

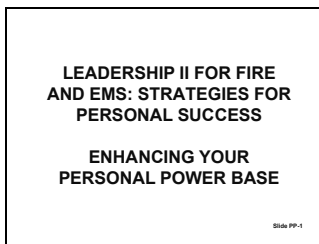
INSTRUCTOR PREPARATION

1. Review the lesson plan and activities.
2. Assemble necessary supplies.

ICONS USED IN INSTRUCTOR GUIDE

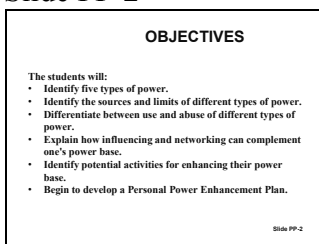
	Indicates corresponding page number in <i>Student Manual</i>
	Instructor should show <i>video</i> cited in instructor's notes
	<i>Easel pad(s)</i> required for instructor or student table groups

Slide PP-1



65 min.
Lecture/Discussion

Slide PP-2

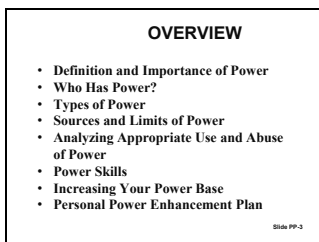


I. OBJECTIVES

The students will:

- A. Identify five types of power.
- B. Identify the sources and limits of different types of power.
- C. Differentiate between use and abuse of different types of power.
- D. Explain how influencing and networking can complement one's power base.
- E. Identify potential activities for enhancing their power base.
- F. Begin to develop a Personal Power Enhancement Plan.

Slide PP-3



II. OVERVIEW

- A. Definition and Importance of Power.
- B. Who Has Power?
- C. Types of Power.
- D. Sources and Limits of Power.
- E. Power Skills.

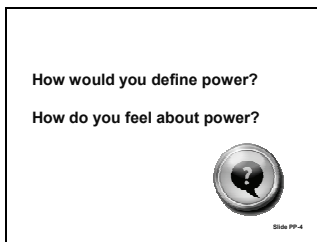
F. Increasing Your Power Base.

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

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

III. DEFINITION AND IMPORTANCE OF POWER

Slide PP-4

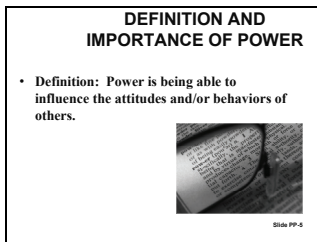


ASK:

- How would you define power?
- How do you feel about power?

After several students respond, share the following:

Slide PP-5




- A. **Definition:** Power is being able to influence the attitudes and/or behaviors of others.

Slide PP-6

DEFINITION AND IMPORTANCE OF POWER (cont'd)

- Power is:
 - Not good or bad, not moral or immoral
 - Neutral skill which can be used effectively or abused
 - Ability to get others to do what you want!




Slide PP-6

1. Not good or bad, not moral or immoral.
2. A neutral skill that can be used effectively or abused.
3. In other words, it's your ability to get others to do what you want!

Slide PP-7

DEFINITION AND IMPORTANCE OF POWER (cont'd)



- Relationship to leadership
 - Appropriate use of power is an essential leadership skill
 - Leadership is influencing others toward the accomplishment of organizational goals
 - Leadership requires using power to influence others

Slide PP-7

- B. Relationship to leadership.
1. Appropriate use of power is an essential leadership skill.
 2. Leadership is influencing others toward the accomplishment of organizational goals.
 3. Leadership requires using power to influence others. (Power equals influence potential!)
 4. A leader's effectiveness is dependent on the cooperation of others:
 - a. Subordinates.
 - b. Peers.
 - c. Superiors.
 5. Successful leaders minimize this dependency by establishing **power** over other people.

Slide PP-8


RELATIONSHIP OF POWER TO LEADERSHIP

- Effectiveness dependent on cooperation of others:
 - Subordinates
 - Peers
 - Superiors
- Minimize dependency by establishing power

Slide PP-8

Slide PP-9

DEFINITION AND IMPORTANCE OF POWER (cont'd)



- Obligations of power
 - Submission
 - "Power-person" has obligation to recognize submission and protect those being influenced.

Slide PP-9

- C. Obligations of power.
1. The use of power over other persons implies their submission.
 2. The "power-person" has an obligation to recognize this submission and protect those being influenced.

Slide PP-10

DEFINITION AND IMPORTANCE OF POWER (cont'd)

- Ethical uses of power exclude:
 - Exploiting others
 - Influencing others to illegal or immoral conduct
 - Reducing others' self-esteem
- Positive power usage assumes
 - Sensitivity to others
 - Preference for win-win solutions
 - Effective interpersonal skills

Slide PP-10

3. Ethical uses of power **exclude**:
 - a. Exploiting others.
 - b. Influencing others to illegal or immoral conduct.
 - c. Reducing others' self-esteem.


Point out that most instances of sexual harassment involve unethical use of power.

4. Positive power usage assumes:
 - a. Sensitivity to others.
 - b. Preference for win-win solutions.
 - c. Effective interpersonal skills.

IV. WHO HAS POWER?

Slide PP-11

Who are some individuals that you perceive as powerful? In what ways do these people demonstrate their power?



Slide PP-11



ASK: Who are some individuals that you perceive as powerful...either persons you know or public figures? In what ways do these people demonstrate the power they have over others?

Record responses (key words only) on easel pad.

As students generate ideas, instructor should assure that the list includes examples of each specific type of power discussed in the following section. Instructor should be prepared to add examples of power types not included in the class list.

Leave the list visible on the wall during the following discussion on Types of Power. As you cover each type, ask students to point out an example of that type of power from the posted list.


V. TYPES OF POWER

Explain that any leader has a variety of powers that he/she can employ to influence others.

Slide PP-12

TYPES OF POWER

- Formal power:
 - Tied to your official position.
 - Position guarantees level of authority.
 - Within your level you can direct or order.
 - Higher position yields more power.
 - People believe you have the right to tell them what to do and they have an obligation to do it.




Slide PP-12

A. Formal power.

1. Formal power is tied to your official **position** within the organization (chief, captain, CO, etc.).
2. The **position** you occupy guarantees you a certain level of **authority** over your subordinates.
3. Within your assigned level of authority, you can **direct** or **order** your subordinates.
4. The higher your position is within the organization, the more formal power you possess.
5. When formal power is used, others comply because they believe **you** have the **right** to tell them what to do and **they** have an **obligation** to do it.

Slide PP-13

What is an example of formal power from the posted list of power examples?



Slide PP-13

ASK: What is an example of formal power from the posted list of power examples?


Suggested responses:

- any corporate leader;
- the President (or any elected official); and
- a CO (or any supervisor, career or volunteer).

Slide PP-14

TYPES OF POWER (cont'd)

- Reward power
 - Ability to give rewards in exchange for compliance
 - Rewards can be official or informal
 - Must be meaningful and desired
 - Others comply to get the reward




Slide PP-14

B. Reward power.

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

Slide PP-15

What is an example of reward power from the posted list of power examples?



Slide PP-15

ASK: What is an example of reward power from the posted list of power examples?


Suggested responses:

- a sports team coach (can reward by allowing to play); and
- union leaders (can reward by gaining benefits for members).

Slide PP-16

TYPES OF POWER (cont'd)

- Coercive power
 - Ability to punish for noncompliance
 - Opposite side of coin from reward power
 - Punishments can be official or informal
 - Punishments must be meaningful
 - Compliance to avoid punishment



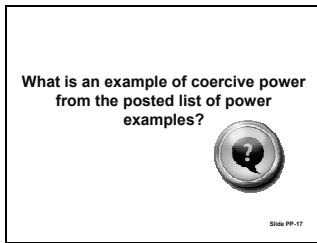
Slide PP-16

C. Coercive power.

1. Coercive power is the ability to **punish** for noncompliance.
2. The opposite side of the coin from reward power.
3. Punishments can also be **official** (reprimand, suspension, loss of pay, termination, etc.) or **informal** (isolation, ignoring, peer pressure, etc.).

4. Punishments must also be meaningful to the person you are trying to influence.
5. When coercive power is used effectively, others comply because they want to **avoid** some punishment that you control.

Slide PP-17

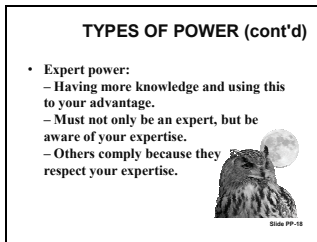


ASK: What is an example of coercive power from the posted list of power examples?

Suggested responses:

- a judge (determines fines, sentences, etc.); and
- a parent (can administer punishment and/or withhold rewards).

Slide PP-18



D. Expert power.

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

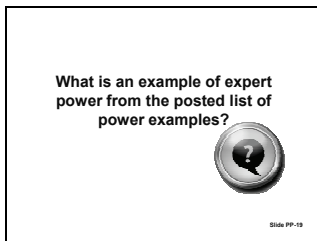
Point out that "information power" is a subset of expert power. Just being the person who always knows the latest information and news provides a certain amount of power.

ASK: What is an example of expert power from the posted list of power examples?

Suggested responses:

- a doctor (to nondoctors);
- a lawyer (to nonlawyers); and
- a firefighter/EMT (to nonfirefighters/EMTs).


Slide PP-19



Slide PP-20

TYPES OF POWER (cont'd)

- Referent power
 - Liked, admired, and trusted by others.
 - Using charisma to your advantage.
 - Others comply to please you and to get your personal approval.




Slide PP-20

E. Referent power.

1. Referent power is being liked, admired, and trusted by others.
2. Using charisma to your advantage.
3. When referent power is used effectively, others comply because they want to **please** you and they want your **personal approval**.

Slide PP-21

What is an example of referent power from the posted list of power examples?



Slide PP-21

ASK: What is an example of referent power from the posted list of power examples?

Suggested responses:

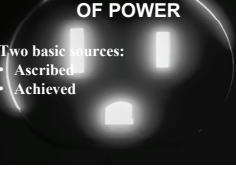
- Ronald Reagan;
- Bill Clinton;
- Barack Obama;
- Elvis Presley; and
- Sarah Palin.

Slide PP-22

SOURCES AND LIMITS OF POWER

Two basic sources:

- Ascribed
- Achieved



Slide PP-22

VI. SOURCES AND LIMITS OF POWER

- A. All five types of power come from two basic sources.

Slide PP-23

SOURCES AND LIMITS OF POWER (cont'd)

Ascribed or position power:

- Given by virtue of position.
- Rank determines amount of formal, reward, and coercive power you possess.
- Compliance to position power is based on required acceptance.
- Subordinates comply because they must.


Slide PP-23

1. **Ascribed or position power** is given to an individual by virtue of his/her position within the organization.
 - a. Generally, your official rank determines the amount of **formal, reward, and coercive** power you possess.

- b. Subordinates' compliance to **position power** is based on their required acceptance of your organizational **authority**.
- c. Subordinates comply because they **must**.

Slide PP-24

What is an example of formal, reward, and coercive power available to Company Officers (COs)?



Slide PP-24

ASK: What is an example of formal, reward, and coercive power available to COs?

If the group includes members of volunteer departments, make sure some examples apply to volunteers.

Encourage all students to jot down ideas that apply to them personally for later use in developing their own Personal Power Enhancement Plan.

Slide PP-25

SOURCES AND LIMITS OF POWER (cont'd)

Achieved or personal power is earned

- Expert and referent
- No guarantee of these powers.
- With no position power, can still develop large powerbase
- Earn personal power
- Subordinate compliance is based on respect and/or admiration for you
- Subordinates comply because they want to!


Slide PP-25

- 2. Achieved or personal power is earned by an individual.
 - a. **Expert** and **referent** powers fall under this category.
 - b. Your formal position within the organization--no matter how high--carries **no** guarantee of these powers.
 - c. In fact, quite often those individuals with **no** position power manage to build an extremely effective power base of personal power alone.
 - d. Individuals **earn** personal power through accumulation of knowledge and skills, and through effective interpersonal relations.
 - e. Subordinate compliance is based on respect and/or admiration for you.

- f. Subordinates comply because they **want to!**

Slide PP-26

What are some personal examples of expert and referent power at the CO level?



Slide PP-26

ASK: What are some personal examples of expert and referent power at the CO level?

If the group includes members of volunteer departments, make sure some examples apply to volunteers.

Slide PP-27

TYPES OF POWER (cont'd)

- Limits:
 - Formal, reward, and coercive power generally only work on subordinates.
 - Formal power is limited by scope of authority.
 - Reward power is limited by desirability of reward.
 - Overuse of coercive power leads to covert resistance.
 - Expert power is limited by others' perception of the importance/usefulness of the area of expertise.

Slide PP-27

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

1. Formal, reward, and coercive powers generally only work on subordinates-- downward power only!
2. Formal power is limited by your assigned scope of authority.
3. Reward power is limited by the desirability of the promised reward.
4. Overuse of coercive power leads to covert resistance.
5. Expert power is limited by others' perception of the importance/usefulness of the area of expertise.

Slide PP-28

TYPES OF POWER (cont'd)

- Other facts:
 - Expert and referent powers work in different directions.
 - Individuals with low self-confidence rely more on formal and coercive powers.
 - Effective leaders rely on referent and expert powers.

Slide PP-28

C. Other facts about use of power.

1. Expert and referent powers can work downward (subordinate), across (peers), and upward (superiors).
2. Individuals with **low self-confidence** rely more on formal and coercive powers.
3. The most effective leaders rely more on referent and expert powers.

Slide PP-29

TYPES OF POWER (cont'd)

- Compliance in visible; routine tasks can be influenced by formal power alone. Less visible, more creative tasks require referent or expert powers.
- The more sophisticated/self-confident/capable individuals are apt to be more influenced by expert and referent powers.
- Use of power expends some of a limited source of energy--the more you use, the more you lose!

Slide PP-29

4. Compliance in visible, routine tasks can be influenced by formal power alone. Less visible, more creative tasks require referent or expert powers.
5. The more sophisticated/self-confident/capable individuals are apt to be more influenced by expert and referent powers.
6. Use of power expends some of a **limited** source of energy--the more you use, the more you lose!

Slide PP-30

TYPES OF POWER (cont'd)

- Anticipating outcomes
 - Five power types can produce various responses.
 - Effective leader uses power sparingly.

Slide PP-30

D. Anticipating outcomes.

1. Using any of the five power types can produce various responses from **those** you are trying to influence. These responses range from commitment (enthusiastic cooperation) to compliance (neutral acceptance) to resistance (unwillingness to comply).
2. An effective leader uses power sparingly and does not waste power plays on situations that are likely to provoke resistance.

Slide PP-31

USING DIFFERENT POWER TYPES AND LIKELY OUTCOMES

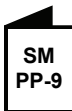
TYPE OF POWER	TYPES OF OUTCOMES		
	Commitment	Compliance	Resistance
Referent power	LIKELY Individuals highly likely to be influenced by referent power	POSSIBLE Person is influenced by compliance power	POSSIBLE Person is resistant to compliance power
Expert power	LIKELY Individuals highly likely to be influenced by expert power	POSSIBLE Person is influenced by compliance power	POSSIBLE Person is resistant to compliance power
Formal power	POSSIBLE Person is influenced by compliance power	LIKELY Person is influenced by compliance power	POSSIBLE Person is resistant to compliance power
Reward power	POSSIBLE Person is influenced by compliance power	LIKELY Person is influenced by compliance power	POSSIBLE Person is resistant to compliance power
Coercive power	POSSIBLE Person is influenced by compliance power	LIKELY Person is influenced by compliance power	POSSIBLE Person is resistant to compliance power

Slide PP-31

Show Slide PP-31 and discuss. Refer students to the chart in SM.

This chart is a handy guide to predict subordinate responses to the use of power in different situations.

Make sure students understand the difference between commitment and compliance.



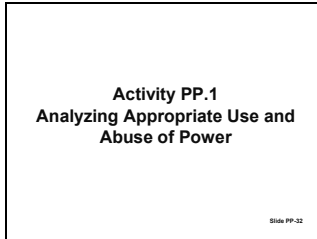
Using Different Power Types and Likely Outcomes

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

Chart is adapted from Gary A. Yukl's *Leadership in Organizations*. New Jersey: Prentice-Hall, Inc., 1981, p. 45.

50 min.
Small Group
Activity PP.1

Slide PP-32



Activity PP.1

Analyzing Appropriate Use and Abuse of Power

Purpose

To differentiate between the use and abuse of different types of power.

Directions to Students

1. Refer students to the activity in their SMs. Also refer them to the Do's and Don'ts Checklist.
2. Show the first video scenario from "Analyzing Power Usage," then stop the video. Allow time for students to complete the questions for Video Scenario 1.
3. Ask students to identify the type of power portrayed in the scenario. Then ask students to determine whether the scenario illustrated **appropriate use** or **abuse** of that type of power.
 - a. If the scenario illustrated **appropriate use**, ask students to point out specific examples of effectiveness from the vignette, using the relevant "Do's" as a guideline.
 - b. If the scenario illustrated **abuse**, ask students to point out specific examples of abusive behavior from the vignette, using the relevant "Don'ts" as a guideline.
4. Follow same procedure for all seven vignettes.
5. Summarize by reviewing the lists of do's and don'ts for each power type.



IG p. PP-19



IG p. PP-21



STUDENT ACTIVITY WORKSHEET

Activity PP.1

Analyzing Appropriate Use and Abuse of Power

Purpose

To differentiate between the use and abuse of different types of power.

Directions

You are about to watch seven video scenarios. After each video scenario is shown, complete the video scenario questions provided below. Use the Do's and Don'ts Checklist to help analyze behaviors.

Video Scenario 1

Type of Power: *Suggested response: Formal power*

Appropriate Use or Abuse

What did the leader do which indicated either appropriate use or abuse?

Video Scenario 2

Type of Power: *Suggested response: Coercive power*

Appropriate Use or Abuse

What did the leader do which indicated either appropriate use or abuse?

Video Scenario 3

Type of Power: *Suggested response: Expert power*

Appropriate Use or Abuse

What did the leader do which indicated either appropriate use or abuse?

STUDENT ACTIVITY WORKSHEET

Video Scenario 4

Type of Power: *Suggested response: Reward power*

Appropriate Use or Abuse

What did the leader do which indicated either appropriate use or abuse?

Video Scenario 5

Type of Power: *Suggested response: Coercive power*

Appropriate Use or Abuse

What did the leader do which indicated either appropriate use or abuse?

Video Scenario 6

Type of Power: *Suggested response: Expert power*

Appropriate Use or Abuse

What did the leader do which indicated either appropriate use or abuse?

Video Scenario 7

Type of Power: *Suggested response: Referent power*

Appropriate Use or Abuse

What did the leader do which indicated either appropriate use or abuse?

By adhering to the following rules you can ensure the most effective and appropriate use of all five power types and you can avoid a reputation of abusing power.

STUDENT ACTIVITY WORKSHEET

Activity PP.1 (cont'd)

Do's and Don'ts Checklist

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

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

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

STUDENT ACTIVITY WORKSHEET

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

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

45 min.

Lecture/Discussion

Slide PP-33

FORMAL POWER

Do:

- Be polite
- Make confident requests
- Be specific
- Check for comprehension
- Request within scope of authority
- Require compliance
- Be responsive to subordinate concerns

Slide PP-33

VI. SOURCES AND LIMITS OF POWER (cont'd)

E. Formal power.

1. Do:

- a. Be polite.
- b. Make requests in a confident tone.
- c. Be specific.
- d. Check for comprehension.
- e. Make sure your request is within your scope of authority.
- f. Require compliance.
- g. Be responsive to subordinate concerns.

2. Don't:

- a. Make demands outside of your scope of authority.
- b. Be arrogant and/or discourteous.
- c. Give ambiguous orders.
- d. Make needless demands just to prove you are in charge!
- e. Bully subordinates.

Slide PP-34

FORMAL POWER (cont'd)

Don't:

- Demand outside scope of authority
- Be arrogant
- Give ambiguous orders
- Make needless demands
- Bully subordinates


Slide PP-34

Slide PP-35

REWARD POWER

Do:

- Make achievable requests
- Make sure reward is meaningful
- Have authority to deliver reward
- Proper and ethical request



Slide PP-35

F. Reward power.

1. Do:


- a. Make sure your request is achievable.

Slide PP-36

REWARD POWER (cont'd)

Don't:

- Offer rewards for an undoable task
- Offer meaningless rewards
- Offer rewards you can't deliver
- Offer rewards for improper behavior (bribes)



Slide PP-36

Slide PP-37

COERCIVE POWER

Do:

- Inform subordinates
- Discipline fairly and consistently
- Stay calm and avoid hostility
- Administer punishment privately
- Have proper ability/authority

Slide PP-37

Slide PP-38

COERCIVE POWER (cont'd)

Don't:

- Make up rules as you go along
- Play favorites
- Punish without being sure of your facts
- Threaten beyond your authority
- Punish in public

Slide PP-38

- b. Make sure the reward is meaningful (desired).
- c. Make sure you have the ability/authority to deliver the reward.
- d. Make sure your request is proper and ethical.

2. Don't:

- a. Offer rewards for an undoable task.
- b. Offer meaningless rewards.
- c. Offer rewards you can't deliver.
- d. Offer rewards for improper behavior (bribes).

G. Coercive power.

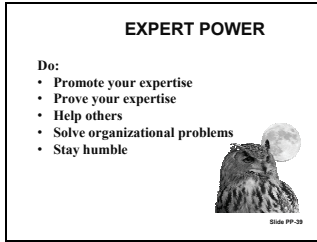
1. Do:

- a. Inform subordinates about rules and penalties for violation.
- b. Administer discipline fairly and consistently.
- c. Stay calm and avoid hostility.
- d. Administer punishment privately.
- e. Make sure you have the ability/authority to deliver the threatened punishment.

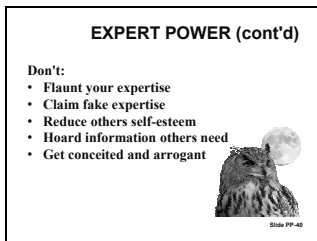
2. Don't:

- a. Make up rules as you go along.
- b. Play favorites.
- c. Punish without being sure of your facts.

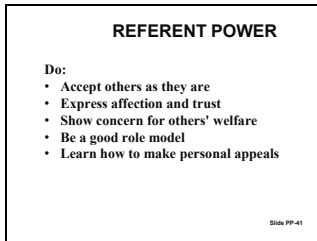
Slide PP-39



Slide PP-40



Slide PP-41



d. Threaten to do something you know is beyond your authority.

e. Punish in public.

H. Expert power.

1. Do:

a. Promote/Advertise your own expertise in a subtle way.

b. Prove/Demonstrate your expertise.

c. Use your expertise to help others.

d. Use your expertise to solve organizational problems.

e. Stay humble.

2. Don't:

a. Flaunt your expertise.

b. Claim expertise you don't possess.

c. Use your expertise to reduce others' self-esteem.

d. Hoard information that others need.

e. Get conceited and arrogant.

I. Referent power.

1. Do:

a. Accept others as they are.

b. Express affection and trust.

c. Show concern for others' welfare.

d. Be a good role model.

Slide PP-42

REFERENT POWER (cont'd)

Don't:

- Overuse personal appeals
- Violate others' trust in you
- Take advantage of others because they like you
- Ask others to do something improper out of friendship


Slide PP-42

- e. Learn how to make personal appeals. (Do it for ME!)
2. Don't:
- a. Overuse personal appeals.
 - b. Violate others' trust in you.
 - c. Take advantage of others because they like you.
 - d. Ask others to do something improper out of friendship.

Slide PP-43

POWER SKILLS

- Whom do you want to influence?
- What do you want them to do?
- What's in it for them?
- Do they lose if they refuse?
- How do they feel about you?
- Main objections?
- How will you respond?
- What will you say?



Slide PP-43

VII. POWER SKILLS

A. Influencing.

1. A leader's **effectiveness** is based on how well others can be **influenced**.
2. Influence attempts are critical and constant leadership activities.
3. Successful leaders carefully map out an **influence plan** whenever an intended influence attempt is important.
4. An **influence plan** helps a leader determine power strategies that would be most appropriate.
5. To formulate an influence plan, answer the following questions:
 - a. Whom do you want to influence?
 - b. What exactly do you want them to do?
 - c. What's in it for them if they agree? (Can you use any reward power?)

- d. Do they lose anything if they refuse? (Can you subtly use any coercive power?)
- e. How do they feel about you? (Do you have any referent or expert power?)
- f. What will be the main objections offered by the person(s) you wish to influence? (Be specific.)
- g. How will you respond to each objection? (Be specific.)
- h. What exactly do you plan to say when you make your initial suggestion? (Write it down and rehearse.)



Refer students to the Sample Influence Plan in their SMs. Allow time for review and questions.

Slide PP-44

POWER SKILLS (cont'd)

Characteristics

- Know what they want
- Know they have a right to get what they want
- Articulate
- Sensitive
- Credibility
- Can deal with opposition
- Selling skills
- Know what motivates
- Seek visibility

Slide PP-44

- 6. Characteristics of influential people. (From *Building Your Power Base* by Thomas L. Quinn, p. 55.)
 - a. Know what they want.
 - b. Know they have a right to get what they want.
 - c. Are articulate.
 - d. Are sensitive.
 - e. Have credibility.
 - f. Know how to deal with opposition.
 - g. Have good selling skills.

- h. Know what motivates others.
- i. Seek visibility.



IG p. PP-43

Ask students to refer back to list of power people developed at the beginning of the module. Discuss whether the examples listed exhibit these characteristics.

An optional activity on developing an influence plan is outlined at the end of the module.

Slide PP-45

POWER SKILLS (cont'd)

Networking

- Developing relationships
- Informal support system
 - People with expertise
 - People with power
 - People with access to vital information
 - People with access to decisionmakers
 - People who control resources

Slide PP-45

B. Networking.

1. **Networking** is developing cooperative relationships with people who can or might someday be able to assist you in reaching a goal.

Stress the **cooperative** nature of networking--a two-way street.

2. A **network** is an informal, unstructured support system.
3. Your **network** might include:
 - a. People who have expertise in areas you do not.
 - b. People with lots of power (both personal and position).
 - c. People who have access to vital information.
 - d. People who have access to decision-makers.
 - e. People who control resources.

Slide PP-46

POWER SKILLS (cont'd)


- Include subordinates, peers, and bosses
- Individuals outside organization
- Broader network means more benefit
- Cultivate relationship:
 - Identify and capitalize areas of common interest
 - Identify ways you can help them
 - Identify resources you can trade
 - Make them like you, respect you, want to help you

Slide PP-46

4. Your network should include subordinates, peers, and bosses within your own organizations.
5. Your network should also include individuals outside your organization.
6. The broader and larger your network, the more benefit you receive.
7. Once you have targeted specific individuals you would like to network with, you need to work at **cultivating** your relationship:
 - a. Identify and capitalize on areas of common interest.
 - b. Identify ways you can help them. (Build up a bank of owed favors!)
 - c. Identify resources you can trade.
 - d. Do and say things that make them **like you, respect you, want to help you.**

Slide PP-47

What are some examples of techniques you use to build and/or maintain an active network?



Slide PP-47

ASK: What are some examples of techniques you use to build and/or maintain an active network?

Suggested responses:


- Maintaining a card-file on people with whom you'd like to network. For each person, include important information (name, address, phone number, why they might be helpful to you, etc.).
- Keeping in touch regularly, not just when you need help (notes, cards on special occasions, phone calls, lunch, etc.).
- Sending congratulations when someone gets promoted, elected, honored, etc.
- Having your own business cards.

Slide PP-48

INCREASING YOUR POWER BASE

Increasing formal power

- Move up in the organization
- More responsibility and authority
- Initiate projects



Slide PP-48



VII. INCREASING YOUR POWER BASE

Point out that students should now have a fairly clear picture of the various types of power available to them as COs.

Have students identify specific actions that could be used to **increase** their power base.

Go through each of the five power types and list responses on easel pads.

Leave easel pad sheets visible for all students to refer to during next activity.

Possible responses are listed below.

A. Increasing your formal power.

1. Move up in the organization.
2. Persuade management to give more responsibility and authority to your position.
3. Initiate projects (volunteer to head up a task force to solve a persistent problem, etc.).

B. Increasing your reward power.

1. Move up in the organization.
2. Persuade management to give more reward power to your position.
3. Identify and offer meaningful rewards that do not depend on your organizational position (informal rewards).
4. Capitalize on your referent power to make all rewards more desirable.
5. Learn as much as you can about motivation and values of subordinates.

Slide PP-49

INCREASING YOUR POWER BASE (cont'd)

Increasing reward power

- Move up in the organization
- More reward power
- Rewards that don't depend on your position
- Make all rewards more desirable
- Learn as much as you can about motivation and values of subordinates

Slide PP-49

Slide PP-50

INCREASING YOUR POWER BASE (cont'd)

Increasing coercive power

- Move up in organization
- More coercive power
- Use sparingly--make it count!
- Build a reputation--don't play favorites
- Don't shirk your responsibility
- Learn as much as you can about motivation and values of subordinates.

Slide PP-50


- C. Increasing your coercive power.
1. Move up in the organization.
 2. Persuade management to give more coercive power to your position.
 3. Use the coercive power you have sparingly--make it count!
 4. Build a reputation as one who is fair and consistent--don't play favorites.
 5. Don't shirk your responsibility to administer discipline when it is required.
 6. Learn as much as you can about motivation and values of subordinates.

Slide PP-51

INCREASING YOUR POWER BASE (cont'd)

Increasing expert power

- Develop a specialization
- Create need for your specialized knowledge
- Volunteer for assignments which will help you learn skills
- Be an avid learner--read, take classes, listen, etc
- Make yourself visible
- Make yourself available



Slide PP-51

- D. Increasing your expert power base.
1. Develop a specialization in an area where others need help.
 2. Create a need for your specialized knowledge.
 3. Volunteer for assignments that will help you learn skills and/or gain information most of your peers do not have.
 4. Be an avid learner--read, take classes, listen, etc.
 5. Make yourself visible--publicize your knowledge and achievement.
 6. Make yourself available when your special expertise can solve a nagging problem.

Slide PP-52

**INCREASING YOUR POWER
BASE (cont'd)**

Increasing referent power

- Build a strong network
- Negotiate effectively
- Be a good listener
- Build your personal charisma
- Share your legitimate power with subordinates
- Share your expert power with those who need help
- Try to divide and conquer your adversaries

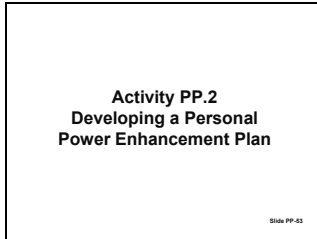
Slide PP-52

- E. Increasing your referent power base.
1. Build a strong network.
 2. Negotiate effectively.
 3. Be a good listener.
 4. Build your personal charisma--do things that make others like you, admire you, and trust you.
 5. Share your legitimate power with subordinates.
 6. Share your expert power with those who need help.
 7. Try to divide and conquer your adversaries.

Remember: Loyalty and devotion are given to those who are sensitive to the needs and feelings of others, who treat others fairly, and who actively defend others' interests.

15 min.
Individual
Activity PP.2

Slide PP-53



Activity PP.2

Developing a Personal Power Enhancement Plan

Purpose

To begin to develop a Personal Power Enhancement Plan.

Directions to Students

1. Briefly summarize the module content.
2. Point out that the real test of a worthwhile learning experience is putting the new information to work for you.
3. Direct students to the Personal Power Enhancement Plan in their SMs. Explain the steps.
4. Advise students that the remainder of activity time will be devoted to working on their own plan.



Acknowledge that they probably will not **complete** the plan during this time, but they will be able to make rough notes for later finalization.

Emphasize the great potential gains available to each person if they are willing to persistently work at building an effective power arsenal. Wish them well in their power-building efforts.

As students start working on their plans, circulate around room to answer questions, offer assistance, etc.

STUDENT ACTIVITY WORKSHEET

Activity PP.2

Developing a Personal Power Enhancement Plan

Purpose

To begin to develop a Personal Power Enhancement Plan.

Directions

1. Your instructor will briefly summarize the material covered in this module.
2. Follow the steps of the Personal Power Enhancement Plan on the following page.

STUDENT ACTIVITY WORKSHEET

Activity PP.2 (cont'd)

Personal Power Enhancement Plan

Present Power Base Analysis

For each type of power listed below, assess and describe how much you presently possess. Use the following scale to assign a score:

- 0 = none
- 1 = a minimal amount
- 2 = a moderate amount
- 3 = a lot

1. Formal Power Personal Score: _____

List examples of formal power you possess:

_____	_____
_____	_____
_____	_____
_____	_____

2. Reward Power Personal Score: _____

List examples of reward power you possess:

_____	_____
_____	_____
_____	_____
_____	_____

3. Coercive Power Personal Score: _____

List examples of coercive power you possess:

_____	_____
_____	_____
_____	_____
_____	_____

STUDENT ACTIVITY WORKSHEET

4. Expert Power Personal Score: _____

List examples of expert power you possess:

_____	_____
_____	_____
_____	_____
_____	_____

5. Referent Power Personal Score: _____

List examples of referent power you possess:

_____	_____
_____	_____
_____	_____
_____	_____

Scoring:

Add up each of the scores listed above. Total score: _____

0-5 Means your power base is weak. You need to consciously work on enhancing your present power base!

6-9 Means your power base is average. Work on ways to use it effectively.

10-15 Means your power base is extremely strong. Be careful not to overuse or abuse it!

Power Enhancement Strategies

For each type of power, list specific actions you can take to use your present power base more effectively and/or increase your present power base.

1. Formal Power:

a. Actions I can take to use the power I have more effectively:

STUDENT ACTIVITY WORKSHEET

b. Actions I can take to increase my power base:

2. Reward Power:

a. Actions I can take to use the power I have more effectively:

b. Actions I can take to increase my power base:

3. Coercive Power:

a. Actions I can take to use the power I have more effectively:

b. Actions I can take to increase my power base:

STUDENT ACTIVITY WORKSHEET

4. Expert Power:

a. Actions I can take to use the power I have more effectively:

b. Actions I can take to increase my power base:

5. Referent Power:

a. Actions I can take to use the power I have more effectively:

b. Actions I can take to increase my power base:

Power Plan Implementation

Make a personal commitment to follow through on your selected strategies. Be persistent--don't expect immediate results. Eventually you'll see an obvious improvement in your leadership effectiveness!

5 min.
Lecture

Slide PP-54

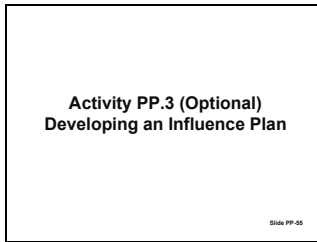
SUMMARY
<ul style="list-style-type: none">• Appropriate use of power is a critical leadership skill.• COs have a variety of powers available to them.• Formal, reward and coercive powers generally work downward only.• Expert and referent powers work downward, upward, and across.• Effective COs consciously strive to enhance their own power base.
<small>Slide PP-54</small>

X. SUMMARY

- A. Appropriate use of power is a critical leadership skill.
- B. COs have a variety of powers available to them.
- C. Formal, reward, and coercive powers generally work downward only.
- D. Expert and referent powers work downward, upward, and across.
- E. Effective COs consciously strive to enhance their own power base.

80 min.
Small Group
Activity PP.3

Slide PP-55



Activity PP.3 (Optional) Developing an Influence Plan

Purpose

To begin developing an Influence Plan.

Directions to Students

Setup Instructions

1. Divide the class into small groups. (Determine appropriate number of groups for total class size; four small groups are ideal. Small groups must have a minimum of 4 persons and a maximum of 10 persons.)
2. Read through directions in the SM instructions and answer any questions.
3. Assign each group to a breakout room.
4. Announce deadline time for the groups to return to main group.
5. Circulate among groups during the activity to make sure they are on track.



Role-Play Instructions

1. Limit role plays to about 5 minutes.
2. After each role play is completed:
 - a. Allow comments from the role players.
 - b. Allow comments from the observers.
3. Limit discussion/critique to about 10 minutes for each role play.

4. Conclude the activity by emphasizing the value of developing an influence plan for important on-the-job influence attempts.

STUDENT ACTIVITY WORKSHEET

Activity PP.3 (Optional)

Developing an Influence Plan

Purpose

To begin developing an Influence Plan.

Directions

1. Your group will have 10 minutes for each person to describe a future influence situation that could be encountered.
2. Your group then has 5 minutes to reach consensus on selecting **one** of the situations to role-play.
3. You have 5 minutes to write on an easel pad:
 - a. A brief, but complete, description of the situation.
 - b. Role of influencer (CO, union president, etc.).
 - c. Role of influenced (firefighter/EMT, etc.).
4. Divide your group into two subgroups (A and B).
5. Subgroup A (Influencer role).
 - a. Develop an influence plan for a meeting with the influenced. (Use the process outlined in the Using Different Power Types and Likely Outcomes chart on SM p. PP-9.)
 - b. Select a person to play the role of the influencer.
6. Subgroup B (Influenced role).
 - a. Develop a counterinfluence plan for the influenced.
 - b. Select a person to play the role of the influenced.

ETHICS

OBJECTIVES

The students will:

- 1. Identify the importance and impact of ethics on the fire department/emergency medical services (EMS) and its members.*
 - 2. Identify the roles of the fire/EMS officer in establishing, modeling, and managing ethical behavior.*
 - 3. Analyze their own department's existing ethical rules and guidelines, and where the gaps might be.*
 - 4. Demonstrate decisionmaking involving ethical practices.*
-

POINTS FOR THE INSTRUCTOR

The issue of ethics is one that has a direct impact on the fire department/emergency medical services (EMS) middle manager or Company Officer (CO). The CO must make decisions, provide guidance and leadership, and set an example for subordinates in the context of what is right/wrong, acceptable/unacceptable, or good/bad.

The ethical standards of the fire/EMS department are influenced by what society in general expects, what the local community believes is the job of the fire/EMS department, and by numerous laws, codes, and other standards of behavior. Each department's ethics also mirror what is valued and rewarded, as well as what is not valued and therefore penalized. This internal value system or culture is a powerful regulator of ethics, and can be a help or a hindrance to the CO trying to do the right thing in all situations. It is not an easy job!

The key concepts of this module are

- That personal and professional ethics are shaped by such differing sources as:
 - Family values and culture.
 - Community attitudes, including conflicting social and economic expectations.
 - The U.S. Constitution and Bill of Rights, and numerous laws, codes, and ordinances.
 - Religious beliefs and teachings.
 - Individual life and work experience, including the standards, beliefs, and attitudes of peers, superiors, subordinates, and policymakers.
- That ethics and standards **change**, causing ethical dilemmas for fire/EMS department officers. For example, until recently the dumping of hazardous wastes was rather casual and considered "OK" if done economically and short distances from human activity. Now, with changing public attitudes, new legislation, and rigid restrictions, fire/EMS department must be prepared to enforce the law, mitigate unsafe storage and transport, and carry out tricky cleanup of hazardous materials spills. Ethical questions arise about the acceptable level of exposure to firefighters/emergency medical technicians (EMTs) and other emergency personnel. The acquired immune deficiency syndrome (AIDS) epidemic is causing similar soul-searching as well as changes in policies and procedures.
- Codes of ethics can only serve as rough guidelines for ethical decisions, since day-to-day ethical dilemmas cannot be specifically anticipated and solved with a formula. Rather, COs must rely on numerous sources of guidance for decisions, and anticipate gaps or organizational blind spots where no explicit guidelines exist to help with decisions.
- That midmanagers or COs play a difficult and key role in managing and influencing the day-to-day operational ethics of the department. For example, they are primarily responsible for ensuring that the community gets their money's worth (return on investment) by the effective use of personnel, materials, and time on a day-to-day or shift-to-shift basis.

- Fire/EMS officers, with proper planning and foresight, can avoid falling into ethical traps that would haunt them throughout their fire/EMS department careers.

In presenting this module, it is important to stress the link between leadership and ethics. The theme of the course is leadership, and fire/EMS department leaders both **desire** to act ethically and honorably, and are also **expected** to do so. **The challenge lies in determining what ethical standards exist and how to meet them.**

Stress that by examining current ethical standards and requirements, and anticipating ethical conflicts in the future, the fire/EMS officer can become a stronger leader.

It should also be emphasized that each person already has a functioning ethical code, but sometimes personal and organizational ethics conflict. This module will help to examine and minimize that conflict. Being clear about one's own values/ethics and those of the department can make the officer more comfortable in the leadership role.

A module on ethics can be difficult to teach. Students may feel defensive ("Are **my** ethics being questioned?"), cynical ("I don't make the decisions around here--teach this to XYZ, their superiors, or policymakers"), or puzzled ("What's this got to do with **my** job?").

This module should be approached from a very **positive** point of view:

- Choosing, using, and modeling ethical behavior make the officer's job easier in the long run, as well as from day to day.
- This module will help the student avoid ethical pitfalls and traps, and help to explain why ethical conflicts occur.
- In each department many guidelines already exist to help in making proper ethical decisions.
- This module's intent is not to question anyone's ethics, but to show how ethical considerations are a daily issue.
- The students may already be familiar with the existence and influence of **values** and **culture** if they have participated in a previous National Fire Academy (NFA) course, "Fire Service Supervision: Increasing Personal Effectiveness" (FSSP). A review of that course (especially Module One) by the instructor would be helpful. (See FSSP, Instructor Guide, pp. I-5 to I-29.)

ATTITUDES TO FOSTER

1. That all officers have a responsibility for acting in an ethical manner, demonstrating integrity, honesty, and courage, as well as productivity.
2. That although officers cannot basically change the past history that shaped their subordinates' ethics, officers can and must demand ethical behavior on the part of subordinates.
3. That fire/EMS officers can and must set an example for subordinates, peers, and superiors by acting ethically at all times.

4. That fire/EMS officers can and must define specifically for themselves what acting ethically means.

METHODOLOGY

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




(Total Time: 3 hr.)

5 min.	Lecture/Discussion Objectives Overview	IG ET-5 IG ET-5
10 min.	Large Group Activity ET.1 Ethics at Any Level	IG ET-7
30 min.	Lecture/Discussion Ethics and Their Impact Sample Code of Ethics (from ASPA)	IG ET-11 IG ET-17
30 min.	Small Group Activity ET.2 Differing Expectations and Ethical Conflicts	IG ET-21
60 min.	Small Group Activity ET.3 Ethical Decisionmaking	IG ET-29
45 min.	Lecture/Discussion Guidelines and Resources Characteristics of an Ethical Organization and an Ethical Leader Summary Appendix A Appendix B	IG ET-35 IG ET-39 IG ET-40 IG ET-43 IG ET-71

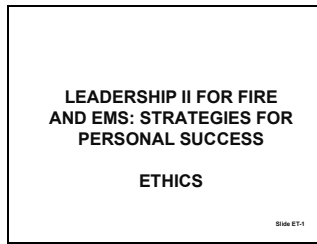
AUDIOVISUAL

Slides ET-1 to ET-37

ICONS USED IN INSTRUCTOR GUIDE

	Indicates corresponding page number in <i>Student Manual</i>
	Instructor should show <i>video</i> cited in instructor's notes
	<i>Easel pad(s)</i> required for instructor or student table groups

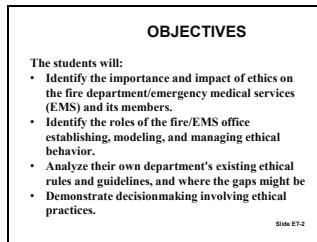
Slide ET-1



5 min.

Lecture/Discussion

Slide ET-2

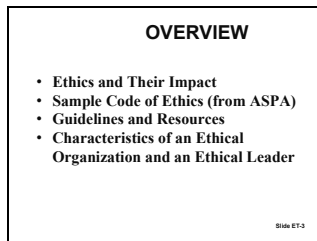


I. OBJECTIVES

The students will:

- A. Identify the importance and impact of ethics on the fire department/emergency medical services (EMS) and its members.
- B. Identify the role of the fire/EMS officer in establishing, modeling, and managing ethical behavior.
- C. Analyze their own department's existing ethical rules and guidelines, and where the gaps might be.
- D. Demonstrate decisionmaking involving ethical practices.

Slide ET-3



II. OVERVIEW

- A. Ethics and Their Impact.
- B. Sample Code of Ethics (from ASPA).
- C. Guidelines and Resources.
- D. Characteristics of an Ethical Organization and an Ethical Leader.

Before beginning the module's content, take a moment to stress the link between ethics and leadership. Then point out the positive intent of the module, citing the following concepts:

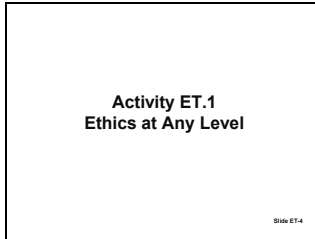
- That choosing, using, and modeling ethical behavior make the officer's job easier in the long run, as well as from day to day.
- That the module will help the student avoid ethical pitfalls and traps, and help to explain why ethical conflicts occur.
- That in each department many guidelines already exist to help in making proper ethical decisions.
- That the module's intent is not to question anyone's ethics, but to show how ethical considerations are a daily issue.
- Those day-to-day ethical dilemmas cannot be solved with a specific "formula"; quick fix answers are not available.

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

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

10 min.
Large Group
Activity ET.1

Slide ET-4



Activity ET.1

Ethics at Any Level

Purpose

To identify the importance and impact of ethics on the fire/EMS department and its members.

Directions to Students

1. Direct students to go to Activity ET.1 in their SMs and instruct them to read the scenario.

Point out that the scenario illustrates several typical ethical dilemmas any officer might face.

2. After reading the scenario, students should put it away for use later in the unit.

Inform the students that we will attempt to solve this issue later in the module; that it was designed to get them to think about the ramifications of ethics in emergency services.



IG p. ET-9

STUDENT ACTIVITY WORKSHEET

Activity ET.1

Ethics at Any Level

Purpose

To identify the importance and impact of ethics on the fire/EMS department and its members.

Directions

1. Read the following scenario, which illustrates several typical ethical dilemmas any fire/EMS officer might face.
2. After reading the scenario, put it away for use later in the module.

Scenario

You are the Chief Officer in Strafford County. Within the county is the city of Clarkmont, which has its own career fire/EMS department. Your duties involve oversight of the 9-1-1 center, emergency management, and coordination of the workings of ten volunteer departments to the south and west of Clarkmont. Mutual aid is in place. Upon taking this position you were under the impression that there was a good working relationship within and among the various volunteer departments who receive a mill tax from the county, as well as revenue from other fundraising events. Part of your job is to insure that volunteer departments are meeting standards before disbursing money as you finalize your budget. You get a call from a local newspaper.

The reporter is working on a story and asks for some input from you. Allegedly "The Wayward Volunteer Department" has violated its own rules. The president of the department has the authority to fire any volunteers who miss calls and do not pay annual dues of \$10 by the end of the month. The reporter says that at the meeting the previous night, the president fired six of its younger members, and it is only the 5th of the month. All six live in the district and are career fire/EMS personnel. They have excellent records of participation, especially on their nonduty days when the department is understaffed. The reporter contacted the president, who said "they did not pay their dues on time" and "we can always get mutual aid from Bellevue and Greenleaf..." as well as two other departments whose name was not mentioned. The reporter further states that the people who called the paper said those departments are as far as 20 minutes away and usually respond via an old highway, which is very difficult to drive on, especially in the winter.

You have heard rumors that the president, who has been in power for over 30 years and has created an "old dogs" network, playing favorites with the buddies, is fearful that the younger group will try to replace the president in a job for which there isn't a salary but enjoys standing within the community. Without divulging to the reporter that you have heard this rumor, you state you will investigate and ask for names of those who complained. The reporter refuses to divulge sources but says the minutes of the meeting mysteriously disappeared when trying to access them under the Freedom of Information Act.

30 min.
Lecture/Discussion

Slide ET-5

ETHICS AND THEIR IMPACT

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

Slide ET-5

III. ETHICS AND THEIR IMPACT


A. Introduction.

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

Slide ET-6

**ETHICS AND THEIR IMPACT
(cont'd)**

How do you feel personally about receiving a 10 percent discount at certain local restaurants when you are in uniform?



Slide ET-6

ASK: How do you feel personally about receiving a 10 percent discount at certain local restaurants when you are in uniform?

Stress that you're not asking about their department's policy, you're looking for their own private feelings.

Suggested responses:

- It's O.K.
- It's unethical.
- The owners want us there.
- The owner won't allow us to pay full price.
- The cops do it, etc.

After listening to comments, reask the question regarding "receiving a 50 percent discount."

Then ask about 100 percent (free lunch).

As the percentage increases, more of the students will move toward the position of the practice being unethical.

The last question for this discussion should be: "How do you feel about just stopping by and picking up \$5 or \$10 in cash?" Most, if not all, will state this is absolutely unethical!

Point out there is no difference--just degree!

Relate to ethics the following story of the frog in hot water.

A frog, dropped into a pan of scalding water, will immediately jump right out.

A frog, placed in a pan of cool water that is slowly heated to the boiling point, will not realize its peril until it is too late!

Slide ET-7

ETHICS AND THEIR IMPACT
(cont'd)

- Ethics is
 - Given system of conduct
 - Principles of honor or morality
 - Guidelines for human action
 - Rules or standards for individuals or professions
 - Character of a group

Slide ET-7

B. What is the meaning of ethics?

1. Dictionaries define ethics as:

- A given system of conduct.
- Principles of honor or morality.
- Guidelines for human action.
- Rules or standards for individuals or professions.
- The character of a group based on its agreements about what is proper or expected behavior.

2. Ethics have roots in:

a. Ancient history:

- Especially in the Greek culture, which adopted rules for its citizens, such as "Do the greatest good for the greatest number."

b. Religion:

Slide ET-8

ETHICS AND THEIR IMPACT
(cont'd)

- Ethics have roots in:
 - Ancient history
 - Religion
 - Systems of law
 - Social customs
 - Our own personal code of conduct



Slide ET-8

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

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

- The **golden rule** is universal, as are universal values of honesty, courage, justice, tolerance, and full use of talents.

c. Systems of law:

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

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

- Ethics often begin where the law leaves off.

d. Social customs:

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

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

- Examples:

-- Dry (no alcohol sold) counties.

-- "X" rated bars, films allowed or not allowed.


- e. Our own personal code of conduct:
 - Based on a very personal assessment of what's right or wrong.
 - Begins with early childhood and matures through our life experience.
 - Related to attitudes of people we respect, the confidence we have in our own standards, how often we've been supported or burned by past decisions, etc.
 - Examples: cheating the IRS and/or falsifying training reports.

The **galvanic skin response**, used in the common polygraph examination, takes advantage of this basic physiological response to truth or falsehood. It is similar to the fight or flight reflex we have when in a stressful situation: our body alerts us to our most basic option!

Slide ET-9

ETHICS AND THEIR IMPACT
(cont'd)

- Codes of ethics
 - Provide specific guidelines
 - Informs of a common set of standards
 - Encourage members to live by those standards
 - Purpose is to protect integrity and reputation



Slide ET-9


- C. Codes of ethics.
 1. Provide specific guidelines to members of a profession, craft, or business.
 2. These are designed to inform members of a common set of standards.
 3. Encourage members to live by those standards.
 4. Their purpose is to protect the integrity and reputation of the whole group.
 - a. By publishing what is considered to be correct or expected behavior.

- b. By clarifying an individual's obligations to the group.

Slide ET-10

HIPPOCRATIC OATH

A well-known code of ethics is the Hippocratic Oath of physicians, which states in part, "Above all, do no harm." How many of you belong to an organization that has a published code of ethics? What types of statements are included?



Slide ET-10

A well-known code of ethics is the **Hippocratic Oath** of physicians, which states in part, "Above all, do no harm." How many of you belong to an organization that has a published code of ethics? What types of statements are included?

Slide ET-11

ETHICS AND THEIR IMPACT (cont'd)

- Spell out standards of behavior for:
 - Professional lifeExample: "They will recognize his badge of office as a symbol of public faith, and accept it as a public trust to be held as long as they are true to the ethics of their office." (Fire Marshal's Association of America.)

Slide ET-11

- 5. Spell out standards of behavior for:

- a. Professional life.

- Example: "They will recognize his badge of office as a symbol of public faith, and accept it as a public trust to be held as long as they are true to the ethics of their office." (Fire Marshal's Association of America.)

Slide ET-12

ETHICS AND THEIR IMPACT (cont'd)

- Spell out standards of behavior for (cont'd):
 - Relations with the public or societyExample: "Be courteous, considerate, enthusiastic, and cooperative. Be especially tactful and considerate in dealing with those who have experienced a loss due to fire." (Firefighter's Ten Commandments; Carl E. McCoy, author.)

Slide ET-12

- b. Relations with the public or society.

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

Slide ET-13

ETHICS AND THEIR IMPACT (cont'd)

- Spell out standards of behavior for (cont'd):
 - Relations with employersExample: "Not accept, for the same service, compensation of any kind (other than from the client, principal, or employer) without full disclosure, knowledge, and consent of all parties concerned." (International Society of Fire Service Instructors.)

Slide ET-13

- c. Relations with employers.

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

Slide ET-14

ETHICS AND THEIR IMPACT (cont'd)

- Spell out standards of behavior for (cont'd):
 - Relations with other employees/coworkers

Examples:

- "Be honest in all my professional relationships." (Data Processing Management Association.)
- "Handle all matters of personnel on the basis of merit so that fairness and impartiality govern decisions pertaining to appointments, pay adjustments, promotions, and discipline." (International City Manager's Association.)

Slide ET-14

d. Relations with other employees/coworkers.


Examples:

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

Slide ET-15

ETHICS AND THEIR IMPACT (cont'd)

The American Society for Public Administration (ASPA) has a code of ethics that is directly applicable to the fire service/EMS.



Slide ET-15

6. The American Society for Public Administration (ASPA) has a code of ethics that is directly applicable to the fire/EMS.



Have students read the sample ethics code. Ask students after each code "If this were your department's code of ethics, what would this mean to you as a CO?"

Refer students to their SMs.

Slide ET-16

SAMPLE CODE OF ETHICS--ASPA

- Serve the public interest
 - Exercise discretionary authority
 - Oppose all forms of discrimination and harassment
 - Recognize and support public's right to know
 - Involve citizens in policy decisionmaking
 - Exercise compassion, benevolence, fairness, and optimism
 - Respond to the public positively
 - Assist citizens in their dealings with government
 - Be prepared to make decisions that may not be popular

Slide ET-16

IV. SAMPLE CODE OF ETHICS (FROM ASPA)

A. Serve the public interest.

Serve the public, beyond serving oneself. ASPA members are committed to:

1. Exercise discretionary authority to promote the public interest.
2. Oppose all forms of discrimination and harassment, and promote affirmative action.
3. Recognize and support the public's right to know the public's business.
4. Involve citizens in policy decisionmaking.
5. Exercise compassion, benevolence, fairness, and optimism.
6. Respond to the public in ways that are complete, clear, and easy to understand.
7. Assist citizens in their dealings with government.
8. Be prepared to make decisions that may not be popular.

Slide ET-17

**SAMPLE CODE OF ETHICS--ASPA
(cont'd)**

- Respect the Constitution and the law
 - Understand and apply legislation
 - Work to improve and change laws and policies
 - Eliminate unlawful discrimination
 - Prevent all forms of mismanagement of public funds
 - Respect and protect privileged information
 - Encourage and facilitate legitimate dissent activities
 - Promote constitutional principles of equality, fairness, representativeness, responsiveness, and due process in protecting citizens' rights

Slide ET-17

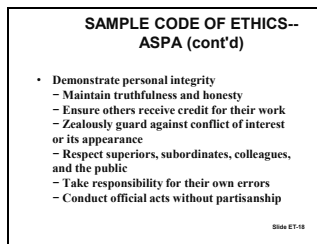
B. Respect the Constitution and the law.

Respect, support, and study government constitutions and laws that define responsibilities of public agencies, employees, and all citizens. ASPA members are committed to:

1. Understand and apply legislation and regulations relevant to their professional role.
2. Work to improve and change laws and policies that are counterproductive or obsolete.

3. Eliminate unlawful discrimination.
4. Prevent all forms of mismanagement of public funds by establishing and maintaining strong fiscal and management controls, and by supporting audits and investigative activities.
5. Respect and protect privileged information.
6. Encourage and facilitate legitimate dissent activities in government and protect the whistle blowing rights of public employees.
7. Promote constitutional principles of equality, fairness, representativeness, responsiveness, and due process in protecting citizens' rights.

Slide ET-18



C. Demonstrate personal integrity.

Demonstrate the highest standards in all activities to inspire public confidence and trust in public service. ASPA members are committed to:

1. Maintain truthfulness and honesty and to not compromise them for advancement, honor, or personal gain.
2. Ensure that others receive credit for their work and contributions.
3. Zealously guard against conflict of interest or its appearance: e.g., nepotism, improper outside employment, misuse of public resources, or the acceptance of gifts.
4. Respect superiors, subordinates, colleagues, and the public.
5. Take responsibility for their own errors.
6. Conduct official acts without partisanship.

Slide ET-19

**SAMPLE CODE OF ETHICS--ASP
(cont'd)**

- Promote ethical organizations
 - Enhance organizational capacities
 - Subordinate institutional loyalties
 - Establish procedures that promote ethical behavior
 - Provide organization members with an administrative means for dissent, assurance of due process, and safeguards against reprisal
 - Promote merit principles
 - Promote organizational accountability
 - Encourage organizations to adopt, distribute, and periodically review a code of ethics as a living document

Slide ET-19

D. Promote ethical organizations.

Strengthen organizational capabilities to apply ethics, efficiency, and effectiveness in serving the public. ASPA members are committed to:

1. Enhance organizational capacity for open communication, creativity, and dedication.
2. Subordinate institutional loyalties to the public good.
3. Establish procedures that promote ethical behavior and hold individuals and organizations accountable for their conduct.
4. Provide organization members with an administrative means for dissent, assurance of due process, and safeguards against reprisal.
5. Promote merit principles that protect against arbitrary and capricious actions.
6. Promote organizational accountability through appropriate controls and procedures.
7. Encourage organizations to adopt, distribute, and periodically review a code of ethics as a living document.

Slide ET-20

**SAMPLE CODE OF ETHICS--
ASP (cont'd)**

- Strive for professional excellence
 - Provide support and encouragement
 - Keep up to date on emerging issues and potential problems
 - Encourage others to participate in professional activities and associations
 - Allocate time to meet with students

Slide ET-20

E. Strive for professional excellence.

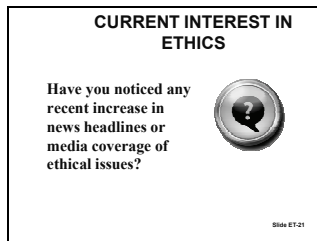
Strengthen individual capabilities and encourage the professional development of others. ASPA members are committed to:

1. Provide support and encouragement to upgrade competence.
2. Accept as a personal duty the responsibility to keep up to date on emerging issues and potential problems.

3. Encourage others, throughout their careers, to participate in professional activities and associations.
4. Allocate time to meet with students and provide a bridge between classroom studies and the realities of public service.

F. Current interest in ethics.

Slide ET-21



ASK: Have you noticed any recent increase in news headlines or media coverage of ethical issues?

Get two or three examples from the group.

Show (without discussion) headlines of **general** ethical issues in government, business, religion, and world/national leadership, such as fraud, theft, etc.

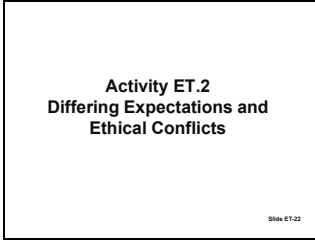
Show headlines of ethical issues related to fire or EMS. Ask the group if they know of similar, more local examples of ethical issues. Point out that everyone in the room has the potential of being faced with tough ethical decisions in the future!

Remember, rights and privileges are balanced by obligations and responsibilities.

Public service means service to the public.

30 min.
Small Group
Activity ET.2

Slide ET-22



Activity ET.2

Differing Expectations and Ethical Conflicts

Purpose

To demonstrate decisionmaking involving ethical practices.

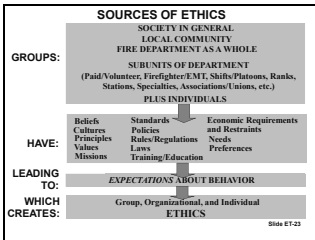
Begin by stating that ethics is particularly difficult for the fire/EMS leader because of the fact that we are bombarded by values, cultural characteristics, and expectations from many different sources. Generally, public servants are held to higher standards than the public which they serve.

Show and discuss the flowchart, **Sources of Ethics**.

Mention possible conflicts for the fire/EMS officer. Example: duty to department versus duty to family.

Using the Sources of Ethics flowchart discussion as a background, tell the class it will now have an opportunity, working in small groups, to identify specific **influences on the ethical decisions of the fire/EMS officer**.

Slide ET-23



Directions to Students

1. Refer students to the Student Activity Worksheet (SAW) in their SM.
2. Read through the instructions.
3. Divide students into four groups and assign one scenario to each group.
 - a. Group 1: Community Expectations.

- b. Group 2: Supervisor's Expectations.
 - c. Group 3: Subordinate Expectations.
 - d. Group 4: Self-Expectations.
4. After the small group work, ask for reports from subgroups, and summarize. Ask the group for the key points or important concepts they have learned.

Summary

- Ethics are complex.
- There are many conflicting ethical expectations.
- These expectations have a direct influence on our day-to-day decisions.

STUDENT ACTIVITY WORKSHEET

Activity ET.2

Differing Expectations and Ethical Conflicts

Purpose

To demonstrate decisionmaking involving ethical practices.

Directions

1. In your small group, discuss your assigned scenario, the formal expectations, and the informal expectations.
2. Determine the ethical considerations if informal expectations are allowed to continue.
3. The following scenarios describe situations in which formal (organizational) expectations conflict with informal expectations of the public, a supervisor, subordinates, or oneself. Differing expectations often create ethical conflicts which need to be resolved.
4. Determine how a Company Officer (CO) should handle the situation.
5. List your results and select a spokesperson to report on your ethical considerations and the resolution of the situation.
6. You have 10 minutes to complete the exercise.

STUDENT ACTIVITY WORKSHEET

Activity ET.2 (cont'd)

Worksheet

Group 1: Community Expectations

Scenario: Your fire/EMS station, located next door to the public tennis courts, has always had citizens come into the station to use the restrooms, water fountain, and cold drink machine. During the summer, cold drink sales made enough money to buy a television set for the rec room. Since the city recently installed lighting for the courts, citizens frequently come in during the evenings. Several attractive youths have been spending a few hours after playing tennis watching television and joking around with the crew members of the company.

Informal Expectations of Involved Citizens and Subordinates

The fire station is public property and therefore open to the public. They are not interfering with official activities and are causing no harm.

Formal Expectations (Official Department Policy)

Visitors to the fire station should be approved by the station officer and the duration of visits should be limited to the time it takes to conduct whatever business is needed.

Ethical Considerations	How Should the CO Handle?
1.	
2.	
3.	

--

STUDENT ACTIVITY WORKSHEET

Group 2: Supervisor's Expectations

Scenario: The battalion chief, when visiting your fire station, usually spends a half hour or more talking about the fire chief in a very negative manner. The battalion chief finds fault with every order or policy that comes from the chief's office. The members of your company think the battalion chief is great because of the understanding of how they think and feel.

Informal Expectations of Involved Citizens and Subordinates

The battalion chief has a duty to keep all members of their battalion informed about the orders and policies of the department and they also have the right to add personal opinions to policy matters.

Formal Expectations (Official Department Policy)

All members of the department should demonstrate loyalty to the department, their superiors, their subordinates, and to each other.

Ethical Considerations	How Should the CO Handle?
1.	
2.	
3.	

STUDENT ACTIVITY WORKSHEET

Group 3: Subordinates Expectations

Scenario: For many years, several times a week, your company has stopped by a local ice cream parlor for ice cream cones. The owner doesn't discount the price, but does give double scoops at no extra charge to the firefighters/emergency medical technicians (EMTs).

Informal Expectations of Involved Citizens and Subordinates

This stop for ice cream has become somewhat of a tradition of this company. No one sees any problem if the store owner wants to give a little extra to the firefighters/EMTs who stop by.

Formal Expectations (Official Department Policy)

No member of the department shall accept any tips, gratuities, presents, money, etc., as representatives of the department.

Ethical Considerations	How Should the CO Handle?
1.	
2.	
3.	

STUDENT ACTIVITY WORKSHEET

Group 4: Self-Expectations

Scenario: A new firefighter recently graduated from recruit school and has been assigned to a CO at a different station from yours. The officer does not know the new recruit is a member of your family. Today at a critique you both attended, this lieutenant mentioned that someone is pilfering some station supplies and the new recruit is suspected and will be watched over the next several days to try and catch him in the act. This would result in the new recruit's termination.

Informal Expectations of Involved Citizens and Subordinates

This is a family member and I owe my family a warning.

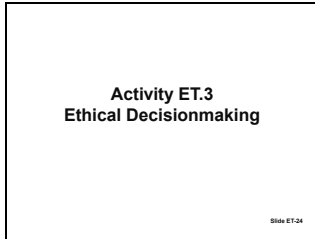
Formal Expectations (Official Department Policy)

Any member caught stealing will be immediately suspended without pay and criminal charges sought by the department.

Ethical Considerations	How Should the CO Handle?
1.	
2.	
3.	

60 min.
Small Group
Activity ET.3

Slide ET-24



Activity ET.3

Ethical Decisionmaking

Purpose

To examine the day-to-day ethics of a group to determine: consistency, agreement, and differences. To discover the actual principles or culture and values that influence certain decisions in the group, and to discover if there is an impact on decisions by missions, goals, policies, procedures, training, performance standards, etc. To provide an actual opportunity to wrestle with some tough day-to-day decisions, calling into play both personal and organizational ethics.

Directions to Students



IG p. ET-43

The Twenty-Five Situations can be found in the SM and in Appendix A of this Instructor Guide (IG) that present a broad range of situations that might be encountered in either all career, combination, or volunteer departments.

It is suggested that when the composition of the class is known, the most applicable scenarios should be selected. Pick scenarios after dividing the class into small groups and have them review and report.

Introduce this activity by reminding students:

- That ethics have many sources and dimensions.
- Conflicts can occur in choosing between ethical standards.
- Fire/EMS officers can fall into ethical traps.

State that the best way to discover how ethics influence our decisions is to experience actual decisionmaking.

Explain that the activity will give each person an opportunity to:

- **Make** a decision.
- **Justify** the decision to themselves.
- **Defend** the decision to peers in the group.

1. Divide students into groups of four. If possible, separate students to avoid having coworkers or those from the same department in the same group so that they can achieve the benefits of different perspectives.
2. Identify for each group the scenarios that you have selected for their group.
3. Refer the students to the SAW in the SM.
4. Review the instructions to clarify the task, the timing, and the results to be achieved.
5. After the exercise, time permitting, request feedback from the small groups on what they learned in the exercise.

Summary

Summarize that ethical decisions often are not easy, and sometimes there are no clear right or wrong decisions!



STUDENT ACTIVITY WORKSHEET

Activity ET.3

Ethical Decisionmaking

Purpose

To examine the day-to-day ethics of a group to determine: consistency, agreement, and differences. To discover the actual principles or culture and values that influence certain decisions in the group, and to discover if there is an impact on decisions by missions, goals, policies, procedures, training, performance standards, etc. To provide an actual opportunity to wrestle with some tough day-to-day decisions, calling into play both personal and organizational ethics.

Directions

1. In your small group select one person to act as coordinator/timekeeper.
2. Each person, including the coordinator, lists all others in the group (minus coordinator) on the Ethical Decisionmaking Worksheet.
3. The first volunteer reads the scenario (privately), and has **2 minutes** to decide a course of action. If the options are not acceptable, a new one can be created. Each person should decide what is ethical (proper and right) for the situation "in the real world."
4. The coordinator will read the scenario aloud, give the decision made, and explain why that option was chosen. (**1 minute.**)
5. Without discussion, others in the group score on the worksheet how much they agree with the choice and the reasons for it. (**1 minute.**)
6. Group members then tell the decisionmaker what scores they gave and why.
7. The group then has 5 minutes to question the decisionmaker and ask for justification of the choice. (Why **that** option? Why not others?) Do not try to **solve** the original problem or avoid it. Discuss the **ethics** of the decision made.
8. The coordinator moves on to the next decisionmaker, who picks a scenario. The process is repeated until all (including the coordinator) have made an ethical decision and justified it to the group.

STUDENT ACTIVITY WORKSHEET

Activity ET.3 (cont'd)									
Ethical Decisionmaking Worksheet									
Scoring									
1	2	3	4	5	6	7	8	9	10
<	<	<	<			>	>	>	>
Shades of Disagreement I totally disagree with your choice and your reasons.				I accept your choice, but disagree with why you chose that option.		Shades of Agreement I totally agree with you on your choice and your reasons.			
Group Members		Score I Gave to Decision		Scores Others Gave					
1.									
2.									
3.									
4.									
When you have completed one round, discuss the following questions:									
1. What makes ethical decisions difficult?									
2. How much difference or similarity were there in the scores and why?									
3. What did your group learn from this exercise?									

45 min.
Lecture/Discussion

Slide ET-25

GUIDELINES AND RESOURCES

- Recap.
 - Many groups (and individuals) have a stake in decisions.
 - May all have legitimate but contradictory expectations.
 - Fire/EMS officer's own personal ethics.
 - Numerous courses of action in making a decision.
 - Seldom a clear, totally right or wrong answer to ethical dilemmas.
 - A person must base a decision on community, organizational, and/or personal standards. **The clearer they are, the easier the decision!**

Slide ET-25

V. GUIDELINES AND RESOURCES

A. Recap.

Review the concepts covered so far.

1. Many groups (and individuals) have a stake in decisions.
2. These groups may all have legitimate but **contradictory** expectations.
3. The fire/EMS officer's **own personal** ethics, standards, and integrity are always part of the picture.
4. There are numerous courses of action that a fire/EMS officer can take in making a decision.
5. There is seldom a clear, totally right or wrong answer to ethical dilemmas.
6. A person must base a decision on community, organizational, and/or personal standards. **The clearer they are, the easier the decision!**

Explain that all fire departments/EMS, no matter how simple or sophisticated, have a unique jigsaw puzzle of values, standards, expectations, requirements, and legal mandates.

These parts of the organizational whole directly reflect **decisions** that have been made in the past about what is right and wrong, proper and improper.

Unfortunately, some of these decisions have been made officially, and some have been made unofficially, based on the culture and values of the members of the department. This makes it difficult for a fire/EMS officer to sort out the formal from the informal, to clarify standards, and to arrive at ethically proper decisions.

Slide ET-26

GUIDELINES AND RESOURCES (cont'd)

- Examining and evaluating available resources/guidelines can help you to:
 - Determine what standards exist
 - Identify gaps
 - Determine whether to follow rules or conscience

Slide ET-26


- B. Examining and evaluating available resources/guidelines can help you to:
1. Determine what standards exist to guide decisions.
 2. Identify gaps where there is no specific guideline.
 3. Determine whether to follow the rules or to let your conscience be your guide in a given situation.



Slide ET-27

RETURNING TO ACTIVITY ET.1

What conditions led to this problem?



Slide ET-27


Advise students that we are now going to return to Activity ET.1.

ASK: What conditions led to this problem?

Slide ET-28

RETURNING TO ACTIVITY ET.1 (cont'd)

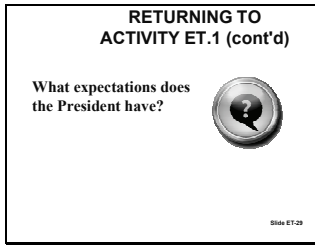
What expectations do the firefighters/emergency medical technicians (EMTs) have?



Slide ET-28

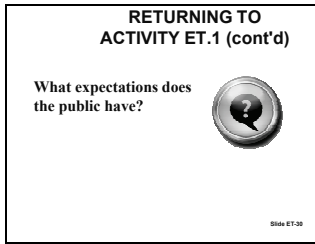
ASK: What expectations do the firefighters/EMTs have?

Slide ET-29



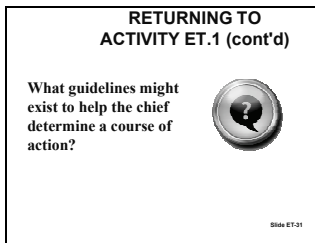
ASK: What expectations does the president have?

Slide ET-30



ASK: What expectations does the public have?

Slide ET-31



ASK: What guidelines might exist to help the chief determine a course of action?

Refer students to the "Example Checklist for Ethical Decisions" in Appendix B of the SM.

Briefly explain the checklist as follows:

The first column lists possible available resources/guidelines that might provide guidance to you in solving an ethical dilemma. Point out that all of these guidelines may not exist in all departments. If a guideline does not exist, there's a gap.

Also point out that even if a specific document/resource exists, it may not have anything to say that can help you solve your present ethical dilemma.

The second column asks you to delineate what existing documents/values/traditions/your personal standards demand in the present situation.



IG p. ET-71

The final column asks you to articulate what this means to you, as the person who has to make the decision.

Go through the first couple of items under each category (documents, traditions/history, culture, and personal standards/ethics) and make sure students understand how the checklist works.

Give students a few minutes to review the whole checklist.

When students are finished with their review, draw their attention to the final decision and action plan.

Emphasize that this is a hypothetical example; however, all departments have some available resources/guidelines and any CO faced with a complex ethical decision can "read the situation" by analyzing and evaluating obvious indicators.

Point out that a blank "Checklist for Ethical Decisions" has been provided in the SM for students to use after the class whenever they face a complex ethical dilemma.

Summarize by making the following points.



Slide ET-32

GUIDELINES AND RESOURCES (cont'd)

- An ethical decision will
 - Honor formal department decisions and documents
 - Not violate laws, rules, etc.
 - Reflect reasonable and positive cultural characteristics
 - Reflect interest of all parties
 - Feel right

Slide ET-32

C. An ethical decision will:

1. Honor formal department decisions and documents.
2. Not violate laws, rules, etc.
3. Reflect reasonable and positive cultural characteristics.
4. Reflect the interest of all parties as much as possible.
5. Feel right!

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

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

Slide ET-33

CHARACTERISTICS OF AN ETHICAL ORGANIZATION AND AN ETHICAL LEADER

- Characteristics of an ethical organization:
 - Senior management defines and clarifies
 - Senior management demonstrates commitment
 - Supports ethical behavior
 - Gives consideration to all stakeholders
 - Prides itself on its ideals

Slide ET-33

VI. CHARACTERISTICS OF AN ETHICAL ORGANIZATION AND AN ETHICAL LEADER

A. Characteristics of an ethical organization:

1. Senior management defines and clarifies standards, values, and ethics.
2. Senior management demonstrates a commitment to those ethics, and expects a similar commitment of all members.
3. The organization supports and rewards ethical behavior and ethical solutions to problems.
4. The organization gives consideration to all stakeholders--the community, policymakers, employees, and special interest groups.
5. The organization as a whole prides itself on its ideals and on striving toward them.

B. Characteristics of an ethical leader:

1. Models ethical behavior after others.
2. Attempts to balance personal ethics with those of the organization.
3. Considers impact of decisions on all others who will be affected.
4. Operates with integrity, honesty, and courage.

Slide ET-34

CHARACTERISTICS OF AN ETHICAL ORGANIZATION AND AN ETHICAL LEADER (cont'd)

- Characteristics of an ethical leader:
 - Models ethical behavior after others
 - Balance of personal and organizational ethics
 - Considers impact of decisions on others
 - Operates with integrity, honesty, and courage
 - Approaches ethics from a positive point of view

Slide ET-34

Slide ET-35

CHARACTERISTICS OF AN ETHICAL ORGANIZATION AND AN ETHICAL LEADER (cont'd)

- Tests of an ethical decision
 - Do I feel unembarrassed, unashamed, not guilty, or not defensive?
 - Do I object to my decision being published openly?
 - Am I willing to risk criticism for my decision?
 - Could I justify and defend my decision to my greatest critics and enemies?
 - Have I considered all who would be affected by the decision and given them proper priority or weight?
 - Does it feel right in my gut--is my conscience clear?

Slide ET-35

5. Approaches ethics from a positive point of view, guided by their own ethical compass or conscience.

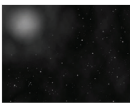
C. Tests of an ethical decision (organizational or personal).

1. Do I feel unembarrassed, unashamed, not guilty, or not defensive?
2. Do I object to my decision being published openly?
3. Am I willing to risk criticism for my decision?
4. Could I justify and defend my decision to my greatest critics and enemies?
5. Have I considered all who would be affected by the decision and given them proper priority or weight?
6. Does it feel right in my gut--is my conscience clear?

Slide ET-36

SUMMARY

- "Ideals are like stars--we never reach them. But, like mariners at sea, we chart our course by them."
-- Author unknown



Slide ET-36

VII. SUMMARY

A. "Ideals are like stars--we never reach them. But, like mariners at sea, we chart our course by them."
-- *Author unknown*

Slide ET-37

SUMMARY (cont'd)

- "...Men (women) often stumble over the truth, and most manage to pick themselves up and hurry off as if nothing had happened."
-- Winston Churchill
- It should be the goal of all of us to operate according to the highest possible standards. We have a serious responsibility to ensure that our personal conduct is above reproach and as difficult as it may be at times, we also have obligations regarding the conduct of those who work around us.

Slide ET-37

B. "...Men (women) often stumble over the truth, and most manage to pick themselves up and hurry off as if nothing had happened."
-- *Winston Churchill*

- C. It should be the goal of all of us to operate according to the highest possible standards. We have a serious responsibility to ensure that our personal conduct is above reproach and, as difficult as it may be at times, we also have obligations regarding the conduct of those who work around us.

**APPENDIX A
TWENTY-FIVE SITUATIONS FOR
ACTIVITY ET.3**

Situation #1

After much soul searching and debate, your volunteer department Board of Directors made a policy decision to **not** fight fires at properties for which the annual fire dues are not paid. They have instructed fire personnel to carefully monitor which properties in the community are paid or unpaid, and to act accordingly. They believe that if people in the community think the fire/EMS department will respond **anyway**, fewer people will pay dues, and the department will **not** have the revenues it needs to operate.

You and your crew have just been dispatched to a structure fire. Just as you arrive, the dispatcher tells you that the annual dues are **not** paid. Your initial size up shows a working fire in the garage and fire just entering a short breezeway connecting the garage to the house.

Do you:

- Immediately leave the scene?
- Perform rescue and salvage, and protect neighbors' exposures only?
- Prepare to pump water, lay lines, and wait for more instructions (but not begin the fire attack)?
- Fight the fire aggressively?
- Other? Please specify.

Situation #2

You are the fire marshal of the department. After extensive negotiation with a contractor over a plans check problem, you finally resolve all of the problems. The contractor did not want to sprinkle the building, yet it was oversized. A compromise was achieved by installing division walls. This was accomplished by your suggestion only after weeks of disagreement.

A week later when you arrive in the office, you discover an envelope on your desk. Upon opening it, you discover two tickets to a professional game and a note. It states, "Thanks for all your help."

Do you:

- Take the tickets to your superior's office and report them to him?
- Call the contractor up and ask him to come over and take the tickets back?
- Throw the tickets away and don't mention it to either your superior or the contractor?
- Use the tickets for the game?
- Other? Please specify.

Situation #3

You are coming home from a meeting late at night and you are in your personal vehicle. As you are waiting at a light, a vehicle pulls up beside you and you observe an off-duty Captain from your department driving the car. The Captain has been paying attention to the passenger in the car and has not noticed you. They are embracing in a very amorous fashion. As the light changes, the driver straightens up and you recognize the passenger as the significant other to the on-duty Captain at your station. Both appear to have been drinking.

Do you:

- Honk your horn, get their attention so they can see you and then drive off?
- Honk your horn, get their attention, motion the vehicle to the curb, and warn them right there of the consequences of the actions?
- Allow them to drive off unaware of the fact that you observed them, then talk to the driver later when the driver is on duty?
- Allow them to drive off unaware of the fact that you observed them, then forget the entire matter?
- Other? Please specify.

Situation #4

You are the department Training Officer. A person walks into your office and shows identification as a Federal Bureau of Investigation (FBI) agent. The agent has a warrant for the arrest of one of your new recruits. The warrant is for narcotics trafficking with high school students. The recruits are due to graduate in 3 days. The recruit in question is number one in the class in performance. The chief is out of town and unavailable. The agent wants the recruit brought to the office. Currently, the recruit is on the drill tower.

Do you:

- Immediately contact the local police department and ask them to accompany or meet you at the drill tower?
- Go to the tower yourself, pick up the recruit in question, and return the recruit to the FBI agent without saying what's happening?
- Go to the tower yourself, remove the recruit from class, suspend the recruit from duty pending an investigation, and take the recruit to the agent at headquarters?
- Ask the agent to accompany you to the tower, remove the recruit from class, and turn the recruit over to the agent?
- Other? Please specify.

Situation #5

Traditionally, your fire/EMS department has had a keg of beer in the recreation room of the department, which also serves as a department meeting room. Department members tend to gather and socialize in this spot at the back of the station and there has never been any real trouble over "having a few beers." Recently, a driver operator had a minor accident while driving the engine to a grass fire. There were no police officers on scene, so the driver was not cited, but the rumor got out that the driver was "drunk."

In yesterday's local newspaper, an irate letter was printed, accusing the department of encouraging "drunk and dangerous" driving by serving liquor. You are a senior member of the department, responsible for driving and safety standards.

Do you:

- Ignore the letter?
- Request a policy decision about alcohol on the premises?
- Move the keg of beer out yourself?
- Create a committee within the department to make a decision?
- Other? Please specify.

Situation #6

One night you are sitting in your office doing paperwork. A young firefighter/EMT enters your office and requests permission to speak to you. The firefighter/EMT proceeds to inform you of preference to an alternative lifestyle and is concerned about word getting back to the department of an incident where this individual was arrested at a demonstration for gay rights.

Do you:

- Counsel the person, suggest psychological help, and then wait and see what happens next?
- Get all the facts, then immediately contact your superior for guidance?
- Based on the facts, immediately suspend the firefighter/EMT pending further investigation?
- Inform the firefighter/EMT that department policy requires all arrests, either on or off duty, to be promptly reported. Give the firefighter/EMT 24 hours to do the same or face being suspended pending an investigation.
- Other? Please specify.

Situation #7

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

Do you:

- Assume it's a practical joke and ignore it?
- Speak up and tell the Captain what you observed?
- Don't say anything right then, but talk to the Captain who moved the box and tell what you observed?
- Get all of the Captains together and discuss the missing toolbox?
- Other? Please specify.

Situation #8

Your fire chief has been quoted in the media, saying that fire prevention, including an aggressive fire inspection program, is the department's highest priority. You did a careful review of all the public assembly and commercial occupancies within your station's boundaries, and developed a prioritized annual inspection plan.

You gave highest priority to some older, low-income apartment buildings, businesses with stored hazardous materials, several old church properties used for bingo and dances (as well as religious services), and an old warehouse converted into an artists' cooperative.

You began the inspection after training your crew and discovered that it's slow going because you are finding numerous, serious violations, and it takes time to do a thorough job.

Yesterday, your Battalion Chief called you in and said, "I know you're taking the inspection program seriously, but you'll have to put your action plan on hold. For the next 6 months, we'll only be doing **revenue-producing**, low-hazard, "quick and dirty" inspections. The city manager gave the word to the chief!

Do you:

- Rewrite your inspection plan, targeting low-hazard but revenue-producing occupancies as targeted by the Battalion Chief?
- Point out the contradiction between the mission and department priorities, and the new orders about inspections?
- Tell the Battalion Chief that in good conscience you can't change the plan?
- Quit doing inspections until they make up their minds?
- Other? Please specify.

Situation #9

One morning a structure fire call comes in about 5 minutes after shift changes. As Battalion Chief, you arrive on the scene of a fairly smoke-charged structure. No fire is visible, but there's a lot of smoke. The Captain is sitting on the curb, head between knees and has vomited in the street. The engineer is running the fire. Upon closer examination, you determine that the Captain is experiencing a severe hangover and you smell alcohol. The Captain is a 30-year veteran, your former supervisor, and going through a divorce.

Do you:

- Order the Captain to straighten out and get back into his job?
- Order the Captain off the fire and to get into your vehicle?
- Advise the Captain of being suspended and to remain seated in the vehicle until the fire is over?
- Ignore the Captain and work with the engineer to get the fire out?
- Other? Please specify.

Situation #10

A late night wreck occurs. Upon arrival, you discover that one of the victims is the child of an on-duty firefighter/EMT. The child is badly injured and probably won't live. The child goes into surgery immediately.

Do you:

- Try to reach the child's other parent to inform the firefighter/EMT?
- Send someone to relieve the firefighter/EMT and have that person driven to the hospital in a fire/EMT service vehicle?
- Personally go to the firefighter/EMT and report the incident and allow the firefighter/EMT to drive to the hospital?
- Talk to the firefighter/EMT and suggest remaining on duty until 0730 shift change because the child is in surgery anyway?
- Other? Please specify.

Situation #11

The firefighter/EMT union has voted to strike. You agree that compared to neighboring departments, you are underpaid. The negotiations have brought unrest to the city. A firefighter/EMT strike in this State is illegal.

Do you:

- Go out on strike if necessary?
- Ignore the strike vote and remain on the job?
- Report to work, but function only to save lives?
- Take annual leave and leave town if a strike vote passes?
- Other? Please specify.

Situation #12

You are about to leave to go to an oral board for entry-level firefighter/EMT in a neighboring community. One of your contemporaries, who is also a social acquaintance, asks to speak to you advising you that a family member's sibling is to be one of the candidates you will be rating. You are asked to give the sibling an extra "little boost" if you get the chance.

Do you:

- State that this is out of line and that you will not even rate the candidate after that request?
- Acknowledge the request, but disqualify yourself when the candidate is heard?
- Disregard the request as being well-meaning but misdirected. Grade the candidate anyway?
- Ask for more information about the candidate so you can make a more informed decision?
- Other? Please specify.

Situation #13

The significant other of one of your engineers calls you. Tells you that your engineer is an alcoholic and is abusive and warns that if the behavior doesn't stop, the significant other will go to the police, and it may result in your engineer being out of a job.

Do you:

- Advise the significant other that this is a personal matter and that you cannot get involved?
- After getting the facts from the significant other, give counseling on where to get additional professional help?
- Talk to the engineer, advise that you know of the problem, and warn of the consequences?
- Counsel the engineer about employee assistance programs, and other options available to help get through this crisis?
- Other? Please specify.

Situation #14

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

Do you:

- Avoid giving CPR, and find other things to do on scene (look for other victims, etc.)?
- Take command. Ask if anyone knows CPR, and ask them to perform it on the victim (without mentioning the facial spots)?
- Perform routine CPR?
- Clear the airway, and perform chest thrusts, but not give mouth-to-mouth resuscitation?
- Other? Please specify.

Situation #15

You are a firefighter/EMT service professional with a contracting business that you conduct "on the side." Your main work is installing security gates and grates on doors and windows to protect property owners from burglars. Your biggest seller is a wrought iron combination window grate that bolts on and is not easily or quickly removed.

Other available products have a panic bar release on the inside so that people can release the window grates during a fire. However, these are very expensive, difficult to install, and require some maintenance and routine testing. You realize that if you carried them in stock, it could be very costly, and few property owners could afford them anyway.

Do you:

- Continue offering only the profitable permanent gates and grates?
- Invest in marketing and testing of the panic release only to see if there is interest in them?
- Purchase a basic stock of the better grates and actively encourage property owners to buy them?
- Absorb the cost of a major campaign (media, etc.) to educate people about the safety features of the release type? (Invest time and money in public education?)
- Other? Please specify.

Situation #16

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

Do you:

- Give thanks but state you cannot accept gifts, and leave?
- Take the certificate, but report it (as a gift) to your senior officer?
- Take the certificate, but not use it and not share it with your peers?
- Give the certificate to the other two Captains, telling them they can decide for themselves whether to use it?
- Other? Please specify.

Situation #17

You observe that another officer, who is a newly-promoted Captain, is not getting the support and resources that counterparts routinely get. You have heard a Battalion Chief say "let's see if the new Captain can carry the ball."

Do you:

- Quietly share information with the new Captain to help out?
- Enlist other Captains for support and to assist the new Captain to succeed in the position?
- Ask **your** Battalion Chief to talk to the other Battalion Chief about changing personal attitude and practices?
- Do nothing but wait and watch?
- Other? Please specify.

Situation #18

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

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

Do you:

- Call your crew together and tell them thefts will not be tolerated, and that you expect everyone to respect the property and rights of others?
- Suggest that everyone place their own locks on personal lockers, etc.?
- Prepare a purchase order for the Captain's approval for locks for **all** cabinets at the station?
- Lock your own lockers, but say nothing to the crew?
- Other? Please specify.

Situation #19

You are a State certified fire instructor who uses copyrighted material in your seminars. You have been contacted by a rural volunteer fire company for help in your special area of expertise. This company is extremely underfunded due to local economic conditions. There are no funds available to purchase any of the standard materials that you use for training.

You are willing and desirous of helping this organization.

Do you:

- Tell them that you will only present the program if they cover the cost of the materials?
- Violate copyright laws by photocopying materials for this group?
- Reduce the quality of the program significantly, by not using the copyrighted materials?
- Pay for the materials yourself (approximately \$50)?
- Other? Please specify.

Situation #20

You dislike your superior intensely. Although technically your superior is well trained, your superior's personal ethics prevent your superior from being respected. The superior is dishonest and disloyal to the department. The superior often distributes flyers and hangs posters, which are offensive to many department members. The superior recently made a decision that negatively affected you personally.

Totally by accident, you discover that your married superior is having an affair with one of the department's employees.

Do you:

- Mind your own business and ignore the problem?
- Tell your superior what you know and ask the superior to reconsider a recent decision?
- Send an anonymous note to the spouses of your superior and the other employee advising them of the problem?
- Start a rumor at city hall about their affair. Try to get this information to the City Manager?
- Other? Please specify.

Situation #21

As a fire investigator you sought and won a conviction of arson of a suspect you believed started a fire in a warehouse. The suspect has been placed in the State penitentiary. After 6 months you personally uncover evidence that casts doubt in your mind about the suspect's guilt.

Do you:

- Forget about it, and let the suspect finish the sentence?
- Continue to pursue the evidence, but don't tell anyone else about the discovery?
- Tell your superior and be guided by decision?
- Take this new evidence to the district attorney, and request that the case be reopened?
- Other? Please specify.

Situation #22

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

Do you:

- File a compensation claim just to cover yourself?
- File a compensation claim based on the fact that the fire aggravated your injury?
- Consult with a lawyer and determine what your rights are?
- Forget about the claim, but advise your superior of the problems and request assignment to lighter duty?
- Other? Please specify.

Situation #23

One of your firefighter/paramedics has requested approval to attend a special conference/class/seminar. You know that this person violates rules and regulations, has a poor record of attendance, and generally is not a productive team member. However, the individual makes it clear to you that refusal to endorse the request will be interpreted as discrimination. You are also sensitive to the fact that if this individual attends the conference, people who are more deserving cannot attend, and will be penalized unfairly.

Do you:

- Endorse the application without comment?
- Endorse the application after counseling the officer about your expectations for performance improvement after the conference?
- Refuse to sign the approval, and explain why?
- Refuse to sign the approval without comment?
- Other? Please specify.

Situation #24

You are the Deputy Chief in your fire agency. You have always been a team player and have a well-deserved reputation for being loyal to the organization and your fellow firefighters/EMTs.

Over the past two years you have perceived a serious decline in the overall morale and motivation of the department. Various members of the department have confided to you that your superior (the Fire Chief), a close personal friend, has been "playing favorites." You have checked this out and found that it is not only true, but that on numerous occasions, people have not been disciplined even when major violations of policy, contract, or even illegal deeds have occurred.

Do you:

- Go to the Fire Chief and tell him/her of your findings?
- Go to the mayor or Board that supervises your Fire Chief?
- Keep quiet and hope that things will change?
- Document what you have learned, and file it in a safe place?
- Other? Please specify.

Situation #25

You are a captain and go out to dinner with your spouse and some close friends. After you are seated and order your dinner, you walk through the restaurant to use the restroom. On the way, you notice a serious fire code violation: an exit door is chained and locked and a display table is placed in front of it.

Do you:

- Decide that since you are on personal time, you'll do nothing?
- Return to your table and tell the group that you are all leaving and going to another restaurant?
- Seek out the manager and insist that they unchain the door and remove the obstruction?
- Call the senior firefighter/EMT officer currently on duty and report the violation?
- Other? Please specify.

**APPENDIX B
EXAMPLE CHECKLIST FOR ETHICAL
DECISIONS**

EXAMPLE CHECKLIST FOR ETHICAL DECISIONS

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

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

Resources/Guidelines	What does this resource say about this specific problem? Are there specific standards?	As CO, What do I need to consider?
7. Standard Operation Procedures (SOPs)	<ul style="list-style-type: none"> - Crews will advance an interior attack only with a charged line. - All department members will alert their supervisor 3 months before first-aid certificate will expire. - Crew will not be split up to perform company inspections. 	<ul style="list-style-type: none"> - Smoky has violated SOP. - Smoky has violated SOP. - I can't excuse Smoky from inspections.
8. Code/Laws/Ordinances/Regulations, etc.	<ul style="list-style-type: none"> - All public assembly buildings will be inspected annually. 	<ul style="list-style-type: none"> - I have a legal obligation to conduct inspections.
9. Schedules/Work Programs	<ul style="list-style-type: none"> - Each captain will schedule at least 3 hours per shift for administrative requirements, such as monitoring and evaluation. 	<ul style="list-style-type: none"> - The department considers performance evaluation important.
10. Chain of Command? Organizational Structure	<ul style="list-style-type: none"> - Each captain shall evaluate all crew under Captain's command, and directly communicate the results. 	<ul style="list-style-type: none"> - I cannot avoid doing this evaluation.
11. Job Descriptions	<ul style="list-style-type: none"> - Engineers shall operate pumps on all apparatus at assigned station without error. 	<ul style="list-style-type: none"> - Smoky knows what's expected.
12. Team Assignments/Special Projects	<p>N/A</p>	
13. Monitoring and Evaluation System	<ul style="list-style-type: none"> - All supervisors shall monitor performance and provide immediate feedback when performance falls below standard. 	<ul style="list-style-type: none"> - I need to take immediate action.
14. Performance Standards	<ul style="list-style-type: none"> - All suppression personnel shall be able to perform in a safe manner: <ul style="list-style-type: none"> a. CPR b. Code enforcement inspections. 	<ul style="list-style-type: none"> - Smoky clearly does not meet performance standard.

Resources/Guidelines	What does this resource say about this specific problem? Are there specific standards?	As CO, What do I need to consider?
15. Formal Training Program	<ul style="list-style-type: none"> - Captains shall be the primary source of training for each crew. - Captains shall plan, schedule, deliver (or get resources to deliver), and evaluate training. 	<ul style="list-style-type: none"> - This makes me even more responsible for Smoky's performance. - I could be held accountable.
B. Department "Tradition, History and Culture"		
1. Group Standards (What is accepted/valued in the department?)	<ul style="list-style-type: none"> - We need to depend on each other for our safety. - We want to be proud of the service we provide. - We should work as a team. - Longevity should be respected and rewarded. - Exceptions should be made for "old-timers." - "Old-timers" should pull their weight. - The job is changing, and we need to change with it. 	<ul style="list-style-type: none"> - Some folks will not be very happy with me if I discipline Smoky.
<i>(Note: It is normal for many standards to be contradictory!)</i>		
2. Precedents Set (What was done in the past?)	<ul style="list-style-type: none"> - Old Smoky has been "passed" on his evaluations by several previous Captains. - Old Smoky has not been penalized for poor performance. 	<ul style="list-style-type: none"> - Evaluating Smoky fairly and honestly will make them look bad.
3. Group Maturity Communications Skills Conflict Styles Consensus Style of Decisions	<ul style="list-style-type: none"> - Poor. - Avoidance. - Not used. 	<ul style="list-style-type: none"> - Most other COs would simply ignore the problem. - Doing what's right may make me unpopular for a while.

Resources/Guidelines	What does this resource say about this specific problem? Are there specific standards?	As CO, What do I need to consider?
<p>4. Definition of Excellence (As evidenced by general attitudes/behavior.)</p>	<ul style="list-style-type: none"> - Go along to get along. - Don't hurt anyone. - Don't get caught. - Don't "harass the troops." 	<ul style="list-style-type: none"> - Most people probably expect me to find an "easy way out." - But my own folks have demanded action even though they don't want to get involved!
<p>5. Degree of Pride, Respect for Standards, Concern for Image, Tolerance for Differences, etc.</p>	<ul style="list-style-type: none"> - Senior department members ignore "people problems." - "Couch potatoes" tolerated. - "Whatever you do, don't make the department look bad." - "We are the best department in this country." 	<ul style="list-style-type: none"> - I may not get management support if I recommend disciplinary action.
<p>C. Personal Standards/Ethics</p>		
<p>1. Clarity/Sureness About Own Values</p>	<ul style="list-style-type: none"> - I believe individuals should not be allowed to endanger others' safety (inside and outside department). 	<ul style="list-style-type: none"> - I've been preaching this to subordinates ever since I made lieutenant.
<p>2. Past Experience in Similar Matters</p>	<ul style="list-style-type: none"> - I've never had to do a similar performance before evaluation. 	<ul style="list-style-type: none"> - But I've always done honest evaluations and I haven't avoided potential conflicts.
<p>3. What Is At Risk?</p>	<ul style="list-style-type: none"> - I have to weigh risk of injury or suit against a possible complaint or grievance from Old Smoky. - My image as a leader is at stake. 	<ul style="list-style-type: none"> - Smoky has a right to file a complaint but I get paid to make good decisions.

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

Final Decision:

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

Action Plan:

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

