Leadership III for Fire and EMS: Strategies for Supervisory Success

LS III-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 when and how to delegate to subordinates, assessing personal leadership styles through situational leadership, when and how to discipline subordinates, and coaching/motivating techniques for the company officer.

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Videos

Situational Leadership: "Analyzing Leadership Styles" (Scenarios 1 to 4)

Discipline at the Company Level: "Evaluating Disciplinary Processes" (Scenarios 1, 3, and 4)

COURSE SCHEDULE

MODULES

Situational Leadership	3 hr.
Delegating	3 hr.
Coaching	3 hr.
Discipline at the Company Level	3 hr.
Total Time	12 hr.

This NFA 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 mid-manager 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, improve 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 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 warmup activities. Warmups or icebreakers can have several purposes:

1.   To introduce students to the content of the modules--such as *Creativity* or *Decisionmaking Styles*.

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 warmups from the most simple and safe to the more elaborate and risky are

1.   Each person makes an introduction 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 make an introduction and comments on the experience.

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

WARMUP TIPS

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

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

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

GRADUATION

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

SUMMARY

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

Name: _____   Date: _____

EXAMINATION

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

1.   The four basic leadership styles are

    a.   directing, coaching, supporting, and delegating.
    b.   authority, abdication, entrustment, and commitment.
    c.   authority, task, responsibility, and accountability.
    d.   flexibility, diagnosis, communication, and decisionmaking.

2.   Situational leadership requires three basic skills, which are

    a.   controlling, supervising, and structuring.
    b.   flexibility, diagnosis, and communication.
    c.   listening, explaining, and facilitating.
    d.   problem-solving, supervision, and feedback.

3.   Directive behavior is characterized by

    a.   two-way communication.
    b.   listening.
    c.   one-way communication.
    d.   explaining decisions.

4.   Competence is a function of an individual's

    a.   enthusiasm.
    b.   confidence and motivation.
    c.   contributions.
    d.   knowledge and skills.

5.   Coaching is most appropriate for individuals who

    a.   have mastered the required skill.
    b.   are highly motivated and willing to assume responsibility.
    c.   need positive reinforcement to restore self-confidence.
    d.   lack competence.

6.   Delegation is defined as

    a.   the abdication of supervisory authority.
    b.   the shifting of responsibility to a subordinate.
    c.   the sharing of authority, responsibility, and accountability between two or more people.
    d.   the blind trust accorded a subordinate by the Company Officer (CO).

7.   Delegation is advantageous in that

    a.   it helps to increase morale.
    b.   it increases job knowledge.
    c.   it enhances self-confidence.
    d.   all of the above.

8.	Delegation to "the right person" would require the CO to consider

    a.	which subordinate is competent.
    b.	if the person ready.
    c.	if the person is self-confident enough.
    d.	all of the above.

9.	Of the following tasks, which would be the most appropriate for delegation?

    a.	The completing of annual personnel evaluations of subordinates.
    b.	The counseling of a problem subordinate.
    c.	The design of preplans for a new shopping complex.
    d.	The approval of shift incident reports.

10.	Delegating for success would require

    a.	clearly defining responsibility--what is involved.
    b.	providing close supervision for all delegatees regardless of the task and of the competence of the individual involved.
    c.	forgetting about the delegated task and focusing attention on own tasks.
    d.	none of the above.

11.	Coaching involves

    a.	an abuse of coercive power.
    b.	face-to-face leadership.
    c.	creating insecurity.
    d.	organizing subordinates.

12.	Three characteristics of an effective coach are

    a.	authority, charisma, and acceptance.
    b.	negotiating, influencing, and risk-taking.
    c.	vision, self-confidence, and humility.
    d.	reputation, formal position, and expertise.

13.	Effective leadership involves

    a.	recognizing that the individual player deserves special attention.
    b.	ignoring poor performers.
    c.	focusing attention on a few.
    d.	none of the above.

14.	Mentoring is

    a.	working with someone to solve a problem.
    b.	building on existing strengths.
    c.	taking a personal interest in the career development of a promising subordinate.
    d.	correcting unsatisfactory behavior.

15.	If performance is satisfactory, the leader needs to

    a.	determine whether or not there is a skill deficiency.
    b.	initiate counseling.
    c.	challenge the individual.
    d.	become more directive.

16.   Which of the following is a **false** statement regarding the importance of discipline to the CO?

    a.   Discipline decreases company efficiency.
    b.   Discipline provides the framework for equitable and fair treatment.
    c.   Discipline provides the CO with tools to deal with improper behavior.
    d.   Discipline contributes to the CO's power base.

17.   When conducting a disciplinary interview it is important to

    a.   argue.
    b.   lose your temper.
    c.   state your expectations for future behavior.
    d.   not mention appeal procedures.

18.   Being unclear about violations of rules when disciplining employees might result in

    a.   increased morale.
    b.   correcting improper behavior.
    c.   everyone feeling like a winner.
    d.   unfairness to an employee.

19.   Which of the following statements is **incorrect** when dealing with "bizarre" employee behavior?

    a.   Avoid inappropriate reactions.
    b.   Don't use normal disciplinary procedures.
    c.   Advise employee of appeal procedures.
    d.   Document your actions.

20.   Which one of the following statements is **true**?

    a.   Transfer your problem personnel whenever possible.
    b.   Honest mistakes are treated the same as intentional rule violations.
    c.   Threatening termination is a positive method of curing minor improper employee behavior.
    d.   Praise in public; criticize in private.

Name: _____   Date: _____

EXAMINATION ANSWER SHEET

1. _____   11. _____

2. _____   12. _____

3. _____   13. _____

4. _____   14. _____

5. _____   15. _____

6. _____   16. _____

7. _____   17. _____

8. _____   18. _____

9. _____   19. _____

10. _____   20. _____

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      c.   Threatening termination is a positive method of curing minor improper employee behavior.
      d.   Praise in public; criticize in private.

EXAMINATION ANSWER SHEET KEY

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

SITUATIONAL LEADERSHIP

OBJECTIVES

The students will:

1. *Identify two basic leader behaviors.*

2. *Identify four leadership styles.*

3. *Identify four development levels of followers.*

4. *Describe the relationship between development level and leadership style.*

5. *Demonstrate diagnostic skills for choosing an appropriate leadership style for a given development level of a follower.*

6. *Identify how to provide direction and support to followers and deal with difficulties encountered by followers.*

POINTS FOR THE INSTRUCTOR

This module is designed to assist the Company Officer (CO) in enhancing leadership effectiveness by applying the situational leadership theory.

Situational leadership starts with defining a goal or task, diagnosing the development level of the follower, matching this development level with an appropriate leadership style, and then delivering the selected style with its proper balance of direction and support. The match is very task specific and development levels of individuals change from situation to situation.

Kenneth Blanchard's book, *Leadership and the One-Minute Manager*, listed in the bibliography, will provide very useful background information for the instructor. If possible, it should be read before teaching this module. It is available from most chain book stores in paperback.

A summary of Situational Leadership II entitled **Situational Leadership II: A Situational Approach to Managing People**, also listed in the bibliography, is a good 10-page summary of situational leadership.

METHODOLOGY

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

(Total Time: 3 hr.)

AUDIOVISUAL

Slides SL-1 to SL-46
Video: "Analyzing Leadership Styles" (Scenarios 1 to 4)
Easel Pad

INSTRUCTOR PREPARATION

1.   Review lesson plan and activities.

2.   Assemble necessary supplies.

3.   Preview video.

4.   Prepare sheets of easel pad paper as described below. Post all easel pad papers on walls so that they are clearly visible to all students. Refer to each paper as you cover the material in the lesson.

Easel Pad #1:

Situational leadership requires three basic skills:
- Flexibility
- Diagnosis
- Communication

Easel Pad #2:

Four leadership styles:
- Directing (S-1)
- Coaching (S-2)
- Supporting (S-3)
- Delegating (S-4)

Easel Pad #3:

- Directing = High Direction/Low Support
- Coaching = High Direction/High Support
- Supporting = Low Direction/High Support
- Delegating = Low Direction/Low Support

Easel Pad #4:

Development Level = Competence + Commitment
- Competence = Knowledge and skills
- Commitment = Self-confidence and motivation
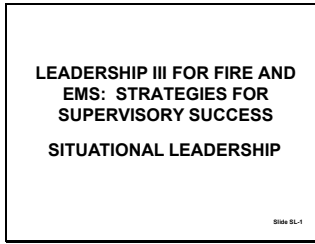
Easel Pad #5:

Four development levels:
- D-1 = Low Competence/High Commitment
- D-2 = Some Competence/Low Commitment
- D-3 = High Competence/Variable Commitment
- D-4 = High Competence/High Commitment
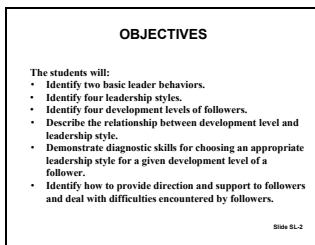
ICONS USED IN INSTRUCTOR GUIDE

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

Slide SL-1

LEADERSHIP III FOR FIRE AND EMS: STRATEGIES FOR SUPERVISORY SUCCESS

SITUATIONAL LEADERSHIP

Slide SL-1

80 min.
Lecture/Discussion

Slide SL-2

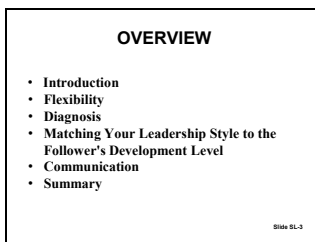**OBJECTIVES**

The students will:
- Identify two basic leader behaviors.
- Identify four leadership styles.
- Identify four development levels of followers.
- Describe the relationship between development level and leadership style.
- Demonstrate diagnostic skills for choosing an appropriate leadership style for a given development level of a follower.
- Identify how to provide direction and support to followers and deal with difficulties encountered by followers.

Slide SL-2

I. OBJECTIVES

The students will:

A. Identify two basic leader behaviors.

B. Identify four leadership styles.

C. Identify four development levels of followers.

D. Describe the relationship between development level and leadership style.

E. Demonstrate diagnostic skills for choosing an appropriate leadership style for a given development level of a follower.

F. Identify how to provide direction and support to followers and deal with difficulties encountered by followers.

Slide SL-3

OVERVIEW

- Introduction
- Flexibility
- Diagnosis
- Matching Your Leadership Style to the Follower's Development Level
- Communication
- Summary

Slide SL-3

II. OVERVIEW

A. Introduction.

B. Flexibility.

C. Diagnosis.

D. Matching Your Leadership Style to the Follower's Development Level.

E.   Communication.

The material in this module is drawn from *"Leadership And The One-Minute Manager."* (See Bibliography.)

The video "Leadership and the One Minute Manager" is available from www.kenblanchard.com

It is not inexpensive and may be cost prohibitive for some instructors to purchase but it is highly recommended to augment this module of the course.

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

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

Then, introduce the module by relating some of the student's everyday experiences to the ideas presented in the module. Don't attempt to define the terms used in the questions. If students ask, tell them to use the common meaning of the words. If that is not acceptable to them, ask the group to briefly define the everyday meaning of the terms.

ASK:

- In raising children, can you think of examples where a parent uses directive behavior with a child? Supportive behavior?

- Which type is more successful?

> • What determines which kind of behavior is required?
>
> The point that you should make is that there are times when each might be appropriate and there are times when a parent might want to use some combination. The really effective parent is flexible in matching the style with the needs of the child.
>
> In the same way, the Company Officer (CO) will find that different combinations of directive and supportive behavior are appropriate in different situations when leading others toward accomplishing organizational goals.

Slide SL-4

> **INTRODUCTION**
>
> • **The importance of leadership.**
> − **Influencing others toward achievement of organizational goals.**
> − **Dynamic and effective leadership.**
> − **Dynamic leaders responsive to changing needs.**
> − **Effective leaders work at accomplishing goals.**
>
> **Slide SL-4**

III.   INTRODUCTION

A.   The importance of leadership.

1.   Leadership is the process of influencing others toward the achievement of organizational goals.

2.   A challenge COs have is that they may not know the organizational goals.

3.   If they don't know, it's not very likely that their subordinates know.

4.   Sharing organizational goals and objectives is critical for effective leadership.

> ASK: What do you think is the major difference between a successful organization and an unsuccessful organization?
>
> Allow a few students to respond; then summarize with the following points.

5.   A successful organization has one major attribute that separates it from an unsuccessful organization: **dynamic and effective leadership.**

ASK: Can you define the words dynamic and effective in the context of leadership?

Allow a few students to respond, then make the following points.

---

a.   Dynamic leaders are responsive to the changing needs of their followers.

- Dynamic implies flexibility and adaptability versus rigidity.

- Dynamic implies optimistic energy (ability to motivate) versus boredom.

- Dynamic implies an acceptance of change versus wanting to preserve the **status quo.**

b.   Effective leaders work at accomplishing organizational goals through competent and committed followers.

- Effective implies a focus on goal attainment and attention to the task.

- Effective implies a focus on developing subordinates to their full potential in order to maximize task accomplishment.

Emphasize the importance of being both dynamic and effective. If you're only dynamic, your followers may be happy, but you may not get the job done! If you're only effective, the job will probably get done, but your followers may not be motivated sufficiently to maintain performance.

Don't be half a leader!

Slide SL-5

INTRODUCTION (cont'd)

• **Leadership style**
  − **The way you supervise**
  − **Autocratic or laissez faire**
  − **"Either/Or" approach**
    -- **Either task is most important**
    -- **Or people are most important**

Slide SL-5

B.   Leadership style.

1.   Your leadership style is the way you supervise…how you behave when you're trying to influence the performance of others.

a.   We all have a "natural" style--one that requires no effort--one we use when we are "just being me".

b.   A secret to success in **situational leadership** is for the leader to reflect on the style(s) they use naturally--before they had formal leadership training; then to analyze if their natural style is the best one to use in all situations.

ASK: What are some examples of different kinds of leadership styles you are familiar with?

As styles are suggested, ask for a definition. Write responses on easel pad.

Suggested responses:

•   Autocratic or authoritarian (task-oriented, controlling, directive, not concerned with people).

- Democratic or participative (people-oriented, permissive, supportive, more concerned with how people feel than with getting the job done).

- Laissez faire (nondirective, nonsupportive, leaves people alone).

ASK: Which style is best?

After allowing several viewpoints to surface, make the following points.

2. Each of these styles represent an "either/or" approach to leadership.

    a. Either the task is most important…

    b. Or the people are most important.

3. An either/or approach simply doesn't work. No one style is **always** appropriate; each style is appropriate at certain times.

    a. Sometimes the **task** needs more attention than the person.

    b. Sometimes the **person and the task** require equal attention.

    c. Sometimes the **person** needs more attention than the task.

    d. Sometimes **neither** the person nor the task requires much attention.

4. Dynamic and effective leaders vary their leadership style according to the situation and the needs of the follower.

Slide SL-6

INTRODUCTION (cont'd)

- Either/Or approach simply doesn't work.
- No one style is always appropriate.
  - Task needs more attention.
  - Person and task require equal attention.
  - Person needs more attention.
  - Neither require much attention.

Slide SL-6

Slide SL-7

INTRODUCTION (cont'd)

• Situational leadership requires three basic skills:
  − Flexibility: ability to change leadership style
  − Diagnosis: ability to accurately assess needs
  − Communication: ability to reach mutual understanding

Slide SL-7

C.   Situational leadership requires three basic skills:

1.   **Flexibility:** the ability to change your leadership style to fit the needs of the follower.

2.   **Diagnosis:** the ability to accurately assess the needs of the follower.

3.   **Communication:** the ability to reach a mutual understanding with each follower regarding the leadership style which most effectively meets the present needs of each follower.

Point out that you will cover each of these critical skills in detail as the module progresses.

Slide SL-8

FLEXIBILITY

• Four basic styles:
  − Directing (S-1)
    -- Specific instructions; close supervision
  − Coaching (S-2)
    -- Close supervision; explains and praises
  − Supporting (S-3)
    -- Facilitates and supports; shares responsibility
  − Delegating (S-4)
    -- Responsibility turned over to follower

Slide SL-8

IV.   FLEXIBILITY

Review the definition of flexibility previously defined.

A.   Four basic styles.

1.   Directing (S-1).

The leader provides specific instructions and closely supervises task accomplishment.

2.   Coaching (S-2).

The leader continues to direct and closely supervise task accomplishment, but also explains decisions, solicits suggestions, and praises progress.

3.   Supporting (S-3).

The leader facilitates and supports efforts toward task accomplishment and shares responsibility for decisionmaking.

4.   Delegating (S-4).

The leader turns over responsibility for decisionmaking and problem-solving to the follower.

Slide SL-9

FLEXIBILITY (cont'd)

- Two types of
  leader behavior:
  − Direct
  − Supportive

Slide SL-9

Point out that the four styles consist of varying combinations of two types of leader behavior **(direct and supportive)**--one which focuses on the task and the other which focuses on the follower.

B.   Two types of leader behavior.

Slide SL-10

FLEXIBILITY (cont'd)

Direct behavior:
- One-way   • Close supervision
  communication;   • Lots of feedback
  telling the follower: on performance
  − What to do   • Keywords:
  − When to do it   structure,
  − Where to do it   control, supervise
  − How to do it

Slide SL-10

1.   **Directive behavior** is characterized by:

a.   One-way communication; telling the follower:

- What to do.

- When to do it.

- Where to do it.

- How to do it.

b.   Close supervision.

c.   Lots of feedback on performance.

d.   **Key words are structure, control, supervise.**

Slide SL-11

FLEXIBILITY (cont'd)

- Supportive behavior:
  − Two-way communication
  − Listening
  − Explaining decisions
  − Providing support, encouragement, praise
  − Facilitating involvement in Decisionmaking
  − Keywords: listen, praise, facilitate

Slide SL-11

2. **Supportive behavior** is characterized by:

    a. Two-way communication.

    b. Listening.

    c. Explaining decisions.

    d. Providing support, encouragement, and praise.

    e. Facilitating follower involvement in decisionmaking and problem-solving.

    f. **Key words are: listen, praise, facilitate.**

Slide SL-12

FLEXIBILITY (cont'd)

- The four leadership styles combine directive and supportive behaviors in varying degrees.

Slide SL-12

C. The four leadership styles combine directive and supportive behaviors in varying degrees.

Let's look at each of the styles more closely to see how this works.
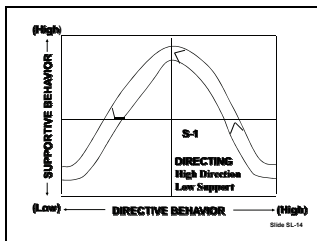

Slide SL-13

DIRECTING (S-1)

- High direction/Low support.
- Primarily one-way communication.
- Task gets more attention than person.
- Leader directs follower.
- Leader supervises closely.
- Leader gives regular feedback.
- Follower has no involvement in decisionmaking or problem-solving.

Slide SL-13

D. Directing (S-1).

    1. High direction/Low support.

    2. Primarily one-way communication.

    3. The task gets more attention than the person.

    4. The leader directs the follower regarding task accomplishment (what, when, where, and how).

    5. The leader supervises closely.

    6. The leader gives regular feedback on performance.

Slide SL-14

(High)

SUPPORTIVE BEHAVIOR

S-1
DIRECTING
High Direction
Low Support

(Low)   DIRECTIVE BEHAVIOR   (High)

Slide SL-14

7.   The follower has no involvement in decisionmaking or problem-solving.

If students have completed the Decisionmaking Styles module, point out that Leadership Style S-1 is the same as Decisionmaking Style A (Autocratic).
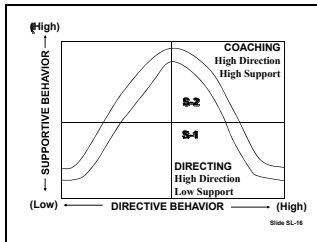

Slide SL-15

COACHING (S-2)

· High direction/High support.
· Task and person receive equal attention.
· Leader provides specific direction, close supervision, immediate feedback.
· Leader is also supportive.
· Leader begins to open two-way communication.

Slide SL-15

E.   Coaching (S-2).

1.   High direction/High support.

2.   The task and the person receive equal attention.

3.   The leader continues to provide specific directions, close supervision and immediate feedback on task accomplishment.

4.   But, the leader also becomes more supportive--offering encouragement and reassurance.

5.   And, the leader begins to open up two-way communication by soliciting suggestions and explaining decisions.

Slide SL-16

If students have completed the Decisionmaking Styles module, point out that Leadership Style S-2 is the same as Decisionmaking Style C (Coaching).

Slide SL-17

SUPPORTING (S-3)

· Low direction/High support.
· Person receives more attention than task.
· Minimal direction, supervision, feedback.
· Support, encouragement, praise.
· Two-way communication.
· Leader and follower share responsibility.
· Leader facilitates follower growth.

Slide SL-17

F.   Supporting (S-3).

1.   Low direction/High support.

2.   The **person** receives more attention than the task.

3. The leader provides minimal direction, supervision, and feedback.

4. The leader now concentrates on providing support, encouragement, and praise.

Slide SL-18

5. Two-way communication is the norm-- leader and follower work together.

6. Leader and follower share responsibility for decisionmaking and problem-solving.

7. Leader **facilitates** follower growth by asking questions and sharing information.
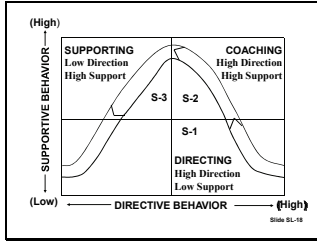
> If students have completed the Decisionmaking Styles module, point out that Leadership Style S-3 is the same as Decisionmaking Style G (Group Process with Consensus).

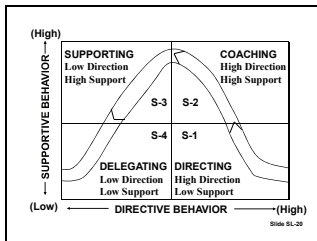Slide SL-19

G. Delegating (S-4).

1. Low direction/Low support.

2. Neither the task nor the person receives close attention.

3. The leader turns over responsibility for decisionmaking and problem-solving to the follower.

Slide SL-20

4. Communication is limited, but when it occurs, it is two-way.

5. Direction is limited to setting parameters for task accomplishment.

> If students have completed the Decisionmaking Styles module, point out that Leadership Style S-4 is the same as Decisionmaking Style D (Delegating).

Slide SL-21

```
SUMMARY OF LEADERSHIP
        STYLES

•  Styles differ in terms of:
   − Amount of directive behavior
   − Amount of supportive behavior
•  Leader:
   − Sets goals
   − Observes performance
   − Provides feedback
   − Remains accountable for achievement

                              Slide SL-21
```

H.   Summary of leadership styles.

1.   The four basic leadership styles differ in terms of:

    a.   Amount of directive behavior used by the leader.

    b.   Amount of supportive behavior used by the leader.

2.   In all four styles, the leader:

    a.   Sets goals.

    b.   Observes performance.

    c.   Provides feedback.

    d.   Remains accountable for task achievement.

Slide SL-22

```
SUMMARY OF LEADERSHIP
   STYLES (cont'd)

•  Difference lies in the degree to which the leader
   engages in these behaviors.
•  Cautions:
   − S-1 is directing not dictating.
   − S-2 is coaching not smothering.
   − S-3 is supporting not rescuing.
   − S-4 is delegating not abdicating.
•  No single best style; each is appropriate at some
   time.
•  Best leader can use each style as needed.
                              Slide SL-22
```

3.   The difference lies in the **degree** to which the leader engages in these behaviors.

4.   Cautions:

    a.   Style S-1 is **directing not dictating.** (Low support does not mean unfriendly.)

    b.   Style S-2 is **coaching not smothering**. (High direction and high support do not mean suffocating.)

Slide SL-23

```
FOUR STYLES OF
   LEADERSHIP

 Supporting      Coaching
    not             not
 Rescuing       Smothering
          S-3              S-2
 Delegating     Directing
    not             not
 Abdicating     Dictating
          S-4              S-1
                         Slide SL-23
```

    c.   Style S-3 is **supporting not rescuing**. (High support does not mean "babying.")

    d.   Style S-4 is **delegating not abdicating**. (Low direction and low support do not mean no direction and no support.)

5.	There is no single best style; each style is appropriate at some time.

6.	The dynamic and effective leader is able to use each of the four leadership styles, as needed.

Point out that knowing **when** to use each style is equally as important as knowing **how** to use it.

Far-fetched example that makes the point:

The CO arrives at a working single-family dwelling fire…the engine comes to a stop…the CO jumps off the engine and calls all of the firefighters/emergency medical technicians (EMTs) together…and says, "what do you think we ought to do?"

WRONG! The firefighters/EMTs expect the CO to use an authoritarian style here--not a participatory style.

Knowing **when** each style is appropriate requires the second situational leadership skill, **diagnosis.**

Slide SL-24

DIAGNOSIS

- **Predict followers performance by considering:**
  − **Past performance.**
  − **Self-confidence and enthusiasm.**
- **Development determines most appropriate leadership style.**

Slide SL-24

## V.	DIAGNOSIS

Review the definition of **diagnosis** previously defined.

A.	When assigning any task, the leader must attempt to predict the follower's performance by:

1.	Considering past performance doing similar tasks.

2.	Considering the follower's self-confidence and enthusiasm for the task.

B.   In other words, the leader must try to diagnose the development level of the follower in relation to the assigned task.

There have been sports stars in the past that have tried to play two sports. Some have been successful, some not so. Coaching an athlete in one sport does not automatically translate into skills and success in another sport.

ASK: Are there fire service or emergency medical services (EMS) analogies to the sports example?

Slide SL-25

DIAGNOSIS (cont'd)

· Development level--measure of degree of competence and level of commitment
  − Competence--function of knowledge and skills
  − Commitment--function of confidence and motivation

Slide SL-25

C.   The follower's development level will determine the most appropriate leadership style (the style that will maximize the follower's potential for successful task accomplishment).

D.   **Development level** is defined as a measure of an individual's degree of competence and level of commitment to complete a specific task.

1.   **Competence** is a function of an individual's **knowledge and skills.** (How proficient is the individual at doing the assigned task?)

2.   **Commitment** is a function of an individual's **confidence and motivation.**

a.   Confidence is self-assurance--a feeling of being able to do the job well without close supervision.

b.   Motivation is interest and enthusiasm for doing the job well.

Slide SL-26

> **DIAGNOSIS (cont'd)**
>
> · **Four basic development levels:**
>   − Development level D-1 = Low competence/High commitment
>   − Development level D-2 = Some competence/Low commitment
>   − Development level D-3 = High competence/Variable commitment
>   − Development level D-4 = High competence/High commitment
>
> Slide SL-26

E.   Four basic development levels represent various combinations of **competence and commitment.**

1.   Development level D-1 = Low competence/High commitment.

2.   Development level D-2 = Some competence/Low commitment.

3.   Development level D-3 = High competence/Variable commitment.

4.   Development level D-4 = High competence/High commitment.

Let's look at each development level more closely.

Slide SL-27

> **D-1: THE ENTHUSIASTIC BEGINNER**
>
> · **Low competence--lack of knowledge/skills.**
> · **High commitment--excitement about new task and/or confidence.**
> · **False confidence--Examples:**
>   − New recruit.
>   − Veteran with new task.
>   − Followers doing something they have never done before.
>
> Slide SL-27

F.   D-1: The enthusiastic beginner.

1.   Low competence means lack of knowledge and/or skills in the assigned task.

2.   High commitment means excitement about the new task and/or confidence.

3.   With beginners, self-confidence is usually high, but it's often a false sense of confidence, based on a lack of understanding of the complexity or difficulty of the task.

ASK: What are some examples of the types of followers who might be at this development level?

---

4. Examples:

a. A new recruit.

b. A veteran with a new task.

c. Any follower who is doing something they've never done before.

Slide SL-28

D-2: **THE DISILLUSIONED LEARNER**

- Some competence--task proficiency increased but individual hasn't mastered knowledge and skills.
- Low commitment--decrease in self-confidence and/or motivation.
- As skills develop, individual realizes involvement.
- "The more I know, the more I realize I don't know".
- Examples:
  − Driving pumper instead of car.
  − Cardiopulmonary resuscitation (CPR) on real person versus dummy.
  − Veteran learning new computer program.

Slide SL-28

G. D-2: The disillusioned learner.

1. Some competence means task proficiency is increasing, but the individual has not yet mastered all required knowledge and skills.

2. Low commitment means a decrease in self-confidence and/or motivation.

3. As skills develop, the individual usually realizes how much is really involved in doing the task well.

4. This level is known as the stage where the follower discovers: "The more I know, the more I realize I don't know."

ASK: What are some examples of the types of followers who might be at this development level?

5. Examples:

a. Driving a pumper instead of a car.

b. Having to perform cardiopulmonary resuscitation (CPR) on a real person instead of a dummy.

c. A veteran learning a new computer program and finding it more difficult than expected.

Slide SL-29

> **D-3: THE RELUCTANT CONTRIBUTOR**
>
> - High competence--individual has mastered required knowledge and skills.
> - Variable commitment--lacks self-confidence and/or motivation.
> - Examples:
>   − Veteran does the same task for a long time and loses interest.
>   − Proficient follower has personal priorities that conflict with company responsibilities.
>   − Proficient follower still lacks self-confidence.
>
> Slide SL-29

H.   D-3: The reluctant contributor.

    1.   High competence means the individual has mastered the required knowledge and skills for task accomplishment.

    2.   Variable commitment means the individual lacks self-confidence and/or motivation.

ASK: What are some examples of the types of followers who might be at this development level?

---

    3.   Examples:

        a.   The veteran who has been doing the same task for a long time and has lost interest.

        b.   The proficient follower who has personal priorities that conflict with company responsibilities.

        c.   The proficient follower who still lacks self-confidence in own ability to work without close supervision.

Slide SL-30

> **D-4: THE PEAK PERFORMER**
>
> - High competence--individual has mastered task.
> - High commitment--a lot of self-confidence and high interest in performing WELL without supervision.
> - Willing to take on additional responsibility.
> - Examples:
>   − Anyone who has demonstrated task proficiency and ability to work well without close supervision.
>   − Self-starter who always demonstrates initiative and ability to handle responsibility.
>
> Slide SL-30

I.   D-4: The peak performer.

    1.   High competence means the individual has mastered the task.

    2.   High commitment means the individual has a lot of self-confidence and has a high interest in performing well without supervision.

    3.   The peak performer is ready and willing to take on additional responsibility.

> ASK: What are some examples of the types of followers who might be at this development level?

    4.   Examples:

        a.   Anyone who has demonstrated task proficiency and an ability to work well without close supervision.

        b.   The self-starter who always demonstrates initiative and ability to handle responsibility.

VI. MATCHING YOUR LEADERSHIP STYLE TO THE FOLLOWER'S DEVELOPMENT LEVEL

Slide SL-31
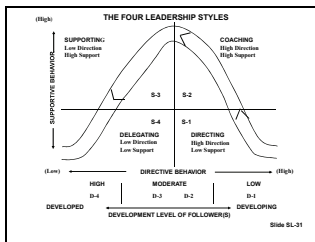
Show the slide and make the following points.

Drawing a straight line upward from each development level will indicate the most appropriate leadership style for that particular development level.

Thus, D-1 matches up to S-1; D-2 matches up to S-2; D-3 matches up to S-3; and D-4 matches up to S-4.

The curve running through the four leadership styles represents a performance curve. As the follower's development level increases from D-1 to D-4 the leader responds by first increasing supportive behavior (S-2), then by decreasing directive behavior (S-3), then by also decreasing supportive behavior (S-4).

Let's examine the rationale for each of these leader responses a little more closely.

Slide SL-32

```
MATCHING YOUR LEADERSHIP STYLE TO
THE FOLLOWER'S DEVELOPMENT LEVEL

•  Directing (S-1) most appropriate for those who:
    — Lack competence
    — Need direction and supervision
•  Coaching (S-2) most appropriate for those who:
    — Have some competence but…
    — Still need direction and supervision
    — Need positive reinforcement
    — Need some involvement

                                        Slide SL-32
```

A. Directing (S-1) is most appropriate for individuals who:

   1. Lack competence.

   2. Need direction and supervision to get them started and to keep them on track.

B. Coaching (S-2) is most appropriate for individuals who have some competence, but:

   1. Still need direction and supervision to keep them on track.

   2. Need positive reinforcement to restore self-confidence.

   3. Need some involvement in decisionmaking and problem-solving to enhance interest.

Slide SL-33

```
MATCHING YOUR LEADERSHIP STYLE TO THE
FOLLOWER'S DEVELOPMENT LEVEL (cont'd)

•  Supporting (S-3) most appropriate for those who:
    — Mastered required knowledge and skills
    — Lack self-confidence and need support
    — Lack motivation and need opportunity for greater
      involvement in decisionmaking
•  Delegating (S-4) most appropriate for those who:
    — Perform well without supervision
    — Have confidence in own ability
    — Are highly motivated

                                        Slide SL-33
```

C. Supporting (S-3) is most appropriate for individuals who:

   1. Have mastered the required knowledge and skills for the task, and, therefore, require minimal direction.

   2. Lack self-confidence and need support, encouragement, and praise.

   3. Lack motivation and need an opportunity for greater involvement in decisionmaking and problem-solving.

D. Delegating (S-4) is most appropriate for individuals who:

   1. Perform the task well without close supervision.

   2. Are confident in their own ability to complete the task.

   3. Are highly motivated and willing to assume additional responsibility.

Slide SL-34

MATCHING YOUR LEADERSHIP STYLE TO THE
FOLLOWER'S DEVELOPMENT LEVEL (cont'd)

· Key concepts:
  − Development level of an individual must be assessed
  with specific task in mind
  − Development level varies from task to task
  − Decline in performance–move to previous style
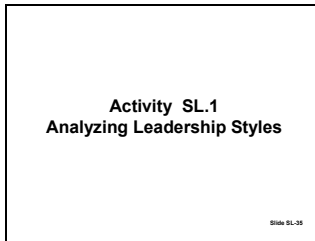
Slide SL-34

E.   Key concepts.

1.   The development level of an individual
        must be assessed with a specific task in
        mind.

2.   An individual's development level varies
        from task to task.

3.   Any decline in performance will probably
        require the leader to move back to the
        previous style in order to correct
        performance.

30 min.
Large Group
Activity SL.1

Slide SL-35

Activity SL.1
Analyzing Leadership Styles

Slide SL-35

SM
SL-11

Activity SL.1

Analyzing Leadership Styles

Purpose

To identify the leadership styles and development levels of followers for each scenario.

Directions to Students

The video "Analyzing Leadership Styles" includes four scenarios of a CO using different leadership styles as one of his staff develops.

The video is dated and does not necessarily reflect current, modern practices. Please remind your students to overlook the age of the video and to focus on the behavior of the supervisor, as it relates to situational leadership. Do not get bogged-down in discussing operational or technical flaws depicted in the video.

The first situation depicts the supervisor dealing with a rookie firefighter/EMT on his first day in the station by using highly directive behavior.

The second situation shows the supervisor and the firefighter/EMT three months later. The supervisor is motivating the firefighter/EMT to become a permanent nozzleman. The supervisor offers reassurance to boost the firefighter's/EMT's lack of confidence.

The third scenario takes place two years later. The firefighter/EMT has developed to the point where the supervisor uses a participating style to accomplish his organizational goals. However, the firefighter/EMT has conflicting priorities.

The fourth scenario has the supervisor in a delegating mode. The firefighter/EMT has developed to the point where little direction or support is needed to accomplish goals.

After each scenario, stop the video and allow students to individually complete the questions on the Student Activity Worksheet (SAW). Then facilitate a class discussion on the development level of the follower, the leadership style of the officer, and the appropriateness of the match.

STUDENT ACTIVITY WORKSHEET

Activity SL.1

Analyzing Leadership Styles

Purpose

To identify the leadership styles and development levels of followers for each scenario.

Directions

The instructor will show four video scenarios. After each scenario is shown, complete the questions below.

Video Scenario 1

1.   What is the development level of the follower?

Suggested response: Firefighter/EMT is new to department.

Why?

Suggested responses:
- *needs role defined; and*
- *needs tasks described in detail because of lack of competence.*

2.   What leadership style did the CO use?

Suggested response: One-side conversation.

What did he do that was typical of this style?

Suggested response: Directive style needed for the enthusiastic beginner.

Video Scenario 2

1.   What is the development level of the follower?

Suggested response: Firefighter/EMT has more experience.

Why?

Suggested responses:

- *Supervisor begins to humanize the relationship by giving praise and reassurance.*

- *Leader still gives structure to firefighter/EMT while reinforcing relationship.*

STUDENT ACTIVITY WORKSHEET

2.   What leadership style did the CO use?

Suggested response: *Two-way communication.*

What did he do that was typical of this style?

Suggested response: *The leader uses directive behavior when discussing driving because this is a new task.*

Video Scenario 3

1.   What is the development level of the follower?

Suggested response: *Firefighter/EMT competence level is even higher.*

Why?

Suggested response: *Trust and commitment have developed.*

2.   What leadership style did the CO use?

Suggested response: *Minimal structure.*

What did he do that was typical of this style?

Suggested responses:

- *Commitment is variable because of conflicting priorities.*

- *Little directive behavior because follower has competence.*

Video Scenario 4

1.   What is the development level of the follower?

Suggested response: *Firefighter/EMT full developed.*

Why?

Suggested response: *Well qualified for the task.*

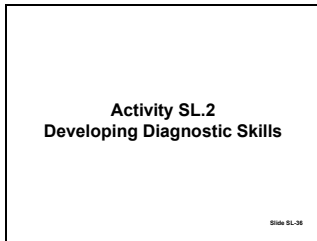2.   What leadership style did the CO use?

Suggested response: *CO gave little direction and little support.*

What did he do that was typical of this style?

Suggested response: *CO knows firefighter/EMT is capable.*

50 min.
Small Group
Activity SL.2

Slide SL-36

Activity SL.2

Activity SL.2
Developing Diagnostic Skills

Slide SL-36

Developing Diagnostic Skills

Purpose

To demonstrate diagnostic skills for choosing the appropriate leadership style for the given development level of a follower.

SM
SL-15

Directions to Students

1.   Refer students to questions on the activity in their SMs.

2.   Read through instructions and answer any questions.

3.   Divide class into four small groups and assign each group to a breakout room.

4.   Allow only 30 minutes for small group work. Have groups record responses on an easel pad.

5.   Ask Group 1 to report their conclusions on Case 1. Then allow other groups to comment and/or question.

6.   Then ask Group 2 to report on Case 2, following same procedure.

7.   Continue this process until all cases have been covered.

IG p. SL-31   8.   Suggested responses are listed on the SAW.

Allow latitude in the answers as each group will "see" the scenarios differently and read into each. Two of the cases are not clear-cut and this is a good time to reinforce that COs often live in the gray areas of leadership. The ability to blend skills, allowing for flexibility, is key to success as a leader.

STUDENT ACTIVITY WORKSHEET

Activity SL.2

Developing Diagnostic Skills

Purpose

To demonstrate diagnostic skills for choosing the appropriate leadership style for the given development level of a follower.

Directions

1.   In your small group, read through each case study one at a time.

2.   For each case, reach group consensus on:

    a.   The development level of the follower.

    b.   Key indicators of this development level.

    c.   The most appropriate leadership style for the follower.

3.   Record your responses on easel pad paper.

4.   Select a spokesperson to report your decisions to the class.

Case 1

Firefighter Jones has just transferred to your company after being on the department's Hazmat Team for 3 years. Jones is claiming "burn-out" due to 3 years of intense schooling, drills, and incidents. It is stated "I just want to be a regular firefighter from now on."

Due to heavy industrial development in your company's territory you would like some help from Jones to better train you and your company members in hazmat procedures.

Development level of the follower:

Suggested response: D-3

Key indicators of this development style:

Suggested responses:
- *high competence; and*
- *low motivation.*

The most appropriate leadership style for the follower:

Suggested response: S-3

STUDENT ACTIVITY WORKSHEET

Case 2

Firefighter Smith, who is a building contractor during offduty time, has always assisted you in drawing building diagrams for company prefire inspections each month. Last month a small fire occurred in one of these buildings and at the critique the Battalion Chief criticized you for an obvious mistake on the building diagram. Smith was present during the critique and after the meeting informed you of not wanting the responsibility of drawing building prefire plans any more.

Development level of the follower:

Suggested response: D-3

Key indicators of this development style:

Suggested responses:
* *high competence; and*
* *low self-confidence.*

The most appropriate leadership style for the follower:

Suggested response: S-3

Case 3

Your company just received an acetylene cutting torch kit that is to be carried as standard equipment. Firefighter Brown has asked if practice was available with the new equipment on some metal plates behind the station.

Development level of the follower:

Suggested response: D-1

Key indicators of this development style:

Suggested responses:
* *low competence due to new technology; and*
* *high confidence and motivation.*

The most appropriate leadership style for the follower:

Suggested response: S-1

STUDENT ACTIVITY WORKSHEET

Case 4

Firefighter White has just joined your engine company after graduating from recruit school. Recruit school taught four-person hose evolution as basic training. However, it is not uncommon for you to ride with a three-person crew. White needs to be trained in three-person hose evolution. White is eager to learn but is trying to convince you that no additional training is required because of knowledge on the four-person process.

Development level of the follower:

Suggested response: D-1

Key indicators of this development style:

Suggested responses:
- *low competence; and*
- *high commitment.*

The most appropriate leadership style for the follower:

Suggested response: S-1

Case 5

COs in your department have the latitude to choose whatever type of physical fitness activities they feel are appropriate for maintaining fitness levels in their company. Lately, your crew seems to be bored with playing volleyball, and fitness levels seem to be declining. One member of your crew (Gomez) is an avid runner and weightlifter. Gomez assists at a local health club and is always pushing other crew members to become more active. You would like Gomez to develop a program that would increase the fitness levels of the crew.

Development level of the follower:

Suggested response: D-4

Key indicators of this development style:

Suggested responses:
- *high competence; and*
- *high commitment.*

The most appropriate leadership style for the follower:

Suggested response: S-4

STUDENT ACTIVITY WORKSHEET

Case 6

Firefighter Lincoln has been your backup driver on the engine for 6 months. Lincoln's driving skills are adequate, but could be better. Lincoln is very unsure of driving abilities and is very nervous and uncomfortable when called on to drive.

Development level of the follower:

Suggested response: D-2

Key indicators of this development style:

Suggested responses:
- *some competence; and*
- *low self-confidence.*

The most appropriate leadership style for the follower:

Suggested response: S-2

20 min.
Lecture/Discussion

Slide SL-37

> **COMMUNICATION**
>
> • "Situational Leadership is not something
>   you do to people, it's something you do
>   with people!" (Blanchard)
>   − Important follower understands style
>   choice.
>   − Otherwise, follower may resent being
>   treated differently from peers.
>
> Slide SL-37

VII. COMMUNICATION

> Review the definition of communication previously defined.

A. "Situational Leadership is not something you do **to** people, it's something you do **with** people!" (Blanchard)

  1. It's important that each follower understands why you're using a particular leadership style.

  2. If you fail to communicate the reasons, followers may misunderstand and resent being treated differently from their peers.

Slide SL-38

> **COMMUNICATION (cont'd)**
>
> • Share your knowledge of
>   situational leadership
>   with each follower:
>   − Nothing negative
>   about D-1 or D-2
>   − Purpose of assessment
>   is to help person perform
>   at peak potential
>
> Slide SL-38

B. Share your knowledge of situational leadership with each follower.

  1. Emphasize that there is nothing negative about being at a D-1 or D-2 development level.

  2. The purpose of assessing the development level of any person is to help that person perform at peak potential.

Slide SL-39

> **COMMUNICATION (cont'd)**
>
> • Make sure task assignments are
>   SMART
>   − S--Specific
>   − M--Measurable
>   − A--Attainable
>   − R--Relevant (appropriate)
>   − T--Trackable
>
> Slide SL-39

C. For each task assigned, reach agreement with the follower on what they're expected to do and what standards they're expected to meet. Make sure all task assignments are SMART.

  1. **S** = Specific.

  2. **M** = Measurable.

  3. **A** = Attainable.

4.   **R** = Relevant (appropriate).

5.   **T** = Trackable.

Slide SL-40

> **COMMUNICATION (cont'd)**
>
> • **Agreement on development level and leadership style:**
>   − **Communicate direction and support**
>   − **Remain flexible**
>
>   Slide SL-40

D.   For each task assigned, reach agreement on the follower's development level and the appropriate leadership style.

1.   Communicate clearly the level of direction and support you will provide.

2.   Remain flexible: be willing to change leadership style if subordinate performance changes.

Slide SL-41

> **COMMUNICATION (cont'd)**
>
> • **If difficulties arise, identify the problem area(s):**
>   − **Competence problem?**
>   − **Commitment problem?**
>   -- **Related to self-confidence?**
>   -- **Related to motivation?**
>
>   Slide SL-41

E.   If difficulties arise, identify the problem area(s):

1.   Is it a competence problem?

2.   Is it a commitment problem?

a.   Is it related to self-confidence?

b.   Is it related to motivation?

Slide SL-42

> **COMMUNICATION (cont'd)**
>
> • **For competence problems, provide:**
>   − **Training**
>   − **Proper orientation to the task**
>   − **More observation of performance**
>   − **Specific feedback on outcomes and/or expectations**
>
>   Slide SL-42

F.   For competence problems, provide

1.   Training.

2.   Proper orientation to the task.

3.   More observation of performance.

4.   Specific feedback on outcomes and/or expectations.

Slide SL-43

> **COMMUNICATION (cont'd)**
>
> • **For motivation problems, provide:**
>   − **Positive reinforcement of desired behavior**
>   − **Supportive listening**
>   − **Better rewards for acceptable performance**
>   − **More serious consequences for negative performance**
>
>   Slide SL-43

G.   For motivation problems, provide

1.   Positive reinforcement of desired behavior.

2.   Supportive listening.

3.   Better rewards for acceptable performance.

4.   More serious consequences for negative performance.

Slide SL-44

COMMUNICATION (cont'd)

- **For confidence problems, provide:**
  - **Reassurance and support for successes**
  - **Encouragement**
  - **Positive feedback for improvement**

Slide SL-44

H.   For confidence problems, provide

1.   Reassurance and support for successes.

2.   Encouragement.

3.   Positive feedback for improvement in task accomplishment.

Slide SL-45

SUMMARY

- **Clear definition of task**
- **Diagnose development level**
- **Match development level with leadership style**
- **Deliver style with balance**
- **Evaluate effectiveness**

Slide SL-45

VIII.   SUMMARY

A game plan for the leader:

A.   Start with a clear definition of the task.

B.   Diagnose the development level of the follower.

C.   Match the development level with the appropriate leadership style.

D.   Deliver the selected leadership style with its proper balance of direction and support.

E.   Evaluate the effectiveness of the style in accomplishing the objective that is sought and make necessary changes in style.

Slide SL-46

REMEMBER...

"Everyone has peak performance potential. You just need to know where they're coming from and meet them there." (Blanchard)

Slide SL-46

F.   Remember: "Everyone has peak performance potential. You just need to know where they're coming from and meet them there." (Blanchard)

Encourage students to read *Leadership and the One-Minute Manager* for a more indepth understanding of situational leadership.

BIBLIOGRAPHY

Blanchard, K.H. (1985). *SL II: A Situational Approach to Managing People.* Escondido, CA: Blanchard Training and Development, Inc.

Blanchard, K.H., Zigarmi, P., & Zigarmi, D. (1985). *Leadership and the One Minute Manager.* New York: William Morrow and Company.

DELEGATING

OBJECTIVES

The students will:

1.   Define delegation.

2.   Identify the benefits derived from effective delegation.

3.   Identify the barriers that prevent effective delegation.

4.   Identify the nine principles of effective delegation.

5.   Identify the consequences of reverse delegation.

POINTS FOR THE INSTRUCTOR

While delegation is an accepted fact for the Company Officer (CO) on the fireground, there is sometimes a hesitancy to use it in noncritical settings. Therefore, in this module it is imperative that the instructor foster a positive attitude toward delegation and attempt to instill the same attitude among class students.

The instructor should seek to convey that the delegation process is not a new skill for the CO but one that is readily adapted from the fireground to the firehouse.

Stress the following concepts throughout this module:

- All COs use delegation.

- COs are responsible for "getting the job done," not for "doing it **all** themselves."

- Delegation entails a transfer of authority.

- Successful delegation requires it be done properly--through the observance of 10 primary principles.

- COs retain ultimate responsibility and accountability for the delegated tasks.

- The CO, subordinates, and the organization benefit from effective delegation.

METHODOLOGY

This module uses lecture, brainstorming, role-playing scenarios, discussion, and large or small group activities.

(Total Time: 3 hr.)

15 min.	Lecture/Discussion	
	Objectives	IG DG-5
	Overview	IG DG-5
	What is Delegation?	IG DG-6
20 min.	Small Group Activity DG.1	
	Benefits and Barriers	IG DG-9
70 min.	Lecture/Discussion	
	Benefits of Delegation	IG DG-13
	Barriers to Delegation	IG DG-14
	Principles of Delegation	IG DG-17
60 min.	Large or Small Group Activity DG.2	
	Evaluating the Delegating Process	IG DG-29
15 min.	Lecture/Discussion	
	Reverse Delegation	IG DG-49
	Summary	IG DG-51

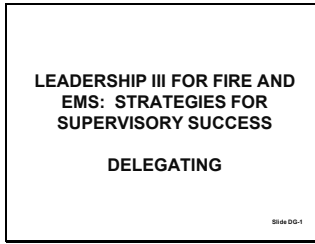**AUDIOVISUAL**

Slides DG-1 to DG-44

INSTRUCTOR PREPARATION

1.   Review lesson plan and activities.

2.   Assemble necessary supplies.

3.   Read role-play scripts and select members of the class to act them out.

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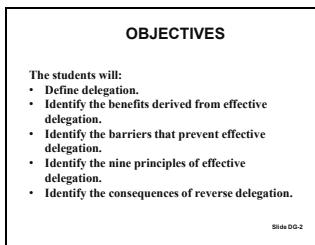
SM 1-1	Indicates corresponding page number in ***Student Manual***
	Instructor should show ***video*** cited in instructor's notes
	Easel pad(s) required for instructor or student table groups

Slide DG-1

LEADERSHIP III FOR FIRE AND
EMS: STRATEGIES FOR
SUPERVISORY SUCCESS

DELEGATING

Slide DG-1

15 min.
Lecture/Discussion

Slide DG-2

OBJECTIVES

The students will:
• Define delegation.
• Identify the benefits derived from effective
  delegation.
• Identify the barriers that prevent effective
  delegation.
• Identify the nine principles of effective
  delegation.
• Identify the consequences of reverse delegation.

Slide DG-2

I.   OBJECTIVES

The students will:

A.   Define delegation.

B.   Identify the benefits derived from effective
        delegation.

C.   Identify the barriers that prevent effective
        delegation.

D.   Identify the nine principles of effective delegation.

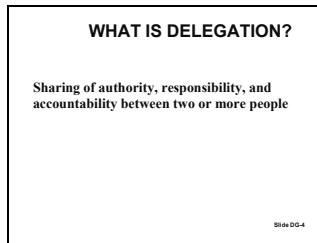E.   Identify the consequences of reverse delegation.

Slide DG-3

OVERVIEW

• What is Delegation?
• Benefits of Delegation
• Barriers to Delegation
• Principles of Delegation
• Reverse Delegation

Slide DG-3
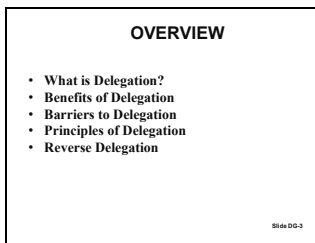
II.   OVERVIEW

A.   What is Delegation?

B.   Benefits of Delegation.

C.   Barriers to Delegation.

D.   Principles of Delegation.

E.   Reverse Delegation.

Pause here to acquaint students with the Student Manual (SM) format. The module 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 contents 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 DG-4

WHAT IS DELEGATION?

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

Slide DG-4

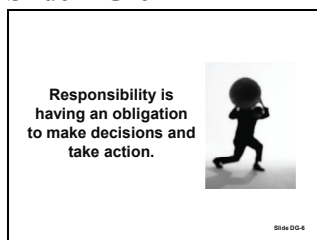**III.   WHAT IS DELEGATION?**

     A.   Definition.

          1.   Delegation is the sharing of authority, responsibility, and accountability between two or more people.
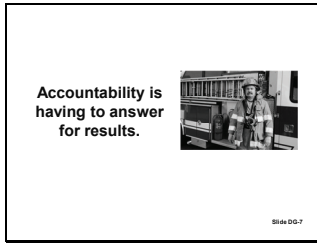
Slide DG-5

AUTHORITY IS THE RIGHT TO MAKE DECISIONS AND TAKE ACTION.

Slide D-5

          a.   Authority is the right to make decisions and take action.

Slide DG-6

Responsibility is having an obligation to make decisions and take action.
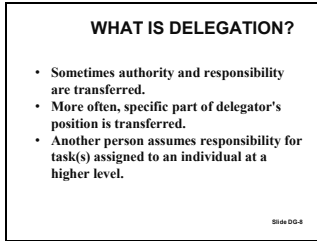
Slide DG-6

          b.   Responsibility is having an obligation to make decisions and take action.

Slide DG-7

Accountability is
having to answer
for results.

Slide DG-7

      c.   Accountability is having to answer
            for results.

Slide DG-8

WHAT IS DELEGATION?

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

Slide DG-8

2.   Sometimes **total** authority and responsibility
        of the **delegating** position are transferred.

3.   More often, **a specific part** of the
   delegator's position is transferred.

ASK: What are some examples?

Suggested response: When the Company Officer (CO) asks a firefighter/emergency medical technician (EMT) to complete the company log for the day.

---

4.   Delegation takes place whenever another
        person assumes responsibility for task(s)
        assigned to an individual at a higher level.

B.   Relationship to leadership.

Slide DG-9

What is the definition
of leadership?
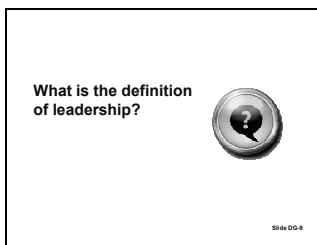
Slide DG-9

ASK: What is the definition of leadership?

Slide DG-10

```
┌─────────────────────────────────────┐
│      WHAT IS DELEGATION? (cont'd)    │
│                                      │
│  • Relationship to leadership:       │
│    − Leadership--process of influencing│
│      others toward achievement of    │
│      organizational goals.           │
│    − Effective leadership requires   │
│      development of subordinates in order to│
│      help them maximize their potential.│
│                                      │
│                          Slide DG-10 │
└─────────────────────────────────────┘
```

1. Leadership is the process of influencing others toward the achievement of organizational goals.

2. Effective leadership requires development of subordinates in order to help them **maximize** their potential.

3. If subordinates meet or exceed minimum standards in all areas of their present job;

    a. And if they demonstrate a readiness to assume additional responsibility;

    b. They are prime candidates for delegated tasks.

If students have already completed the Situational Leadership module, point out that this module focuses on the leadership skills required for Style 4 (delegating).

---

20 min.
Small Group
Activity DG.1

Slide DG-11
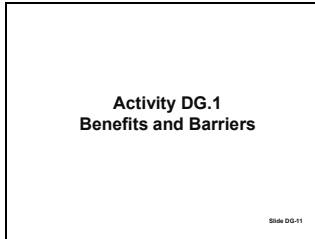
> Activity DG.1
> Benefits and Barriers
>
> Slide DG-11

**SM
DG-5**

<div align="center">

Activity DG.1

Benefits and Barriers

</div>

Purpose

To identify the benefits and barriers of delegation.

Directions to Students

> Point out that although most supervisors know what delegation is, they are generally reluctant to try it.
>
> Mention that some supervisors simply have never clearly understood the potential **benefits** of delegation and have therefore always found reason to avoid it.

1.   Refer students to the activity in their SMs.

> Advise students that the activity is designed to make them more aware of 1) why delegation is worthwhile; and 2) why we are unwilling to delegate.

2.   Divide class into small groups of five to seven persons.

3.   Allow groups to cluster within the classroom.

4.   Have **half** the groups brainstorm and list potential benefits of delegation.

5.   Have the remaining groups brainstorm and list potential barriers to delegation.

6.   Allow groups about 5 to 7 minutes to prepare their lists.

Remind the groups that both benefits and barriers should be viewed from the perspectives of the leader, the subordinate, and the organization.

7.   When groups appear to be running out of ideas, reassemble the total group.

STUDENT ACTIVITY WORKSHEET

Activity DG.1

Benefits and Barriers

Purpose

To identify the benefits and barriers of delegation.

Directions

This activity is designed to enhance your awareness of 1) why delegation is worthwhile; and 2) why we are unwilling to delegate. Depending on the assignment made by the instructor, complete either question 1 or 2 below in your small group.

1.   BENEFITS

Brainstorm and list the potential benefits of effective delegation--reasons why leaders should delegate.

2.   BARRIERS

Brainstorm and list potential barriers--reasons leaders are unwilling to delegate.

70 min.
Lecture/Discussion

Generate a final list of potential benefits on easel pad paper by allowing each group to take turns suggesting a benefit from their list until all ideas are exhausted.

Summarize with the following points, if not already covered.

Slide DG-12

BENEFITS OF DELEGATION

• **For the supervisor**
  − **More tasks accomplished in less time**
  − **Ability to concentrate on more critical tasks**
  − **Increased unit morale**
  − **Increased unit productivity**
  − **More effective leadership**
  − **Better time management**

Slide DG-12

IV. BENEFITS OF DELEGATION

A. For the supervisor:

1. More tasks accomplished in less time.

2. Ability to concentrate on more critical tasks.

3. Increased unit morale.

4. Increased unit productivity.

5. More effective leadership.

6. Better time management.

Slide DG-13

BENEFITS OF DELEGATION (cont'd)

• **For the subordinate**
  − **Opportunity to increase job knowledge**
  − **Opportunity to develop leadership/ decisionmaking skills for future leadership roles**
  − **Increased motivation**
  − **Better understanding of organizational goals**
  − **Enhancement of self-confidence, self-esteem, and self-worth**

Slide DG-13

B. For the subordinate:

1. Opportunity to increase job knowledge.

2. Opportunity to develop leadership/ decisionmaking skills for future leadership roles.

3. Increased motivation:

a. New experience.

b. Challenge.

c. Variety in activity.

d. Recognition.

4.　Better understanding of organizational goals.

5.　Enhancement of self-confidence, self-esteem, and self-worth.

Slide DG-14

> **BENEFITS OF DELEGATION**
> **(cont'd)**
>
> • **For the organization**
>   − **Better time management**
>   − **More effective use of human resources--**
>   **better use of talent/skill/ability at all levels**
>   − **Development of future leaders**
>   − **Increased organizational effectiveness**
>
> **Slide DG-14**

C.　For the organization:

1.　Better time management.

2.　More effective use of human resources--better use of talent/skill/ability at all levels.

3.　Development of future leaders.

4.　Increased organizational effectiveness--the strength of any organization increases with the ability of people at **all** levels to accept more responsibility.

> Point out that just recognizing the potential benefits is usually not enough to convince supervisors to delegate. They also have to overcome the barriers to delegation which they've developed.
>
> Generate a list of barriers using the same process used above for benefits.
>
> Summarize with the following points, if not already covered.

Slide DG-15

> **BARRIERS TO DELEGATION**
>
> • **Believing it's wrong to let subordinates do your assigned work**
> • **Fear that subordinates will show you up**
> • **Believing you can do it better and faster**
> • **Lack of confidence in subordinates**
> • **Unwillingness to let go of favorite tasks**
> • **Fear of losing control**
> • **Fear that subordinates will fail and you'll look bad**
> • **Lack of self-confidence**
>
> **Slide DG-15**

V.　BARRIERS TO DELEGATION

A.　Attitudes and beliefs.

1.　Believing it's wrong to let subordinates do **your** assigned work.

2.　Fear that subordinates will show you up.

3.　Believing you can do it better and faster.

4.　Lack of confidence in subordinates.

5.   Unwillingness to let go of favorite tasks.

6.   Fear of losing control.

7.   Fear that subordinates will fail and you'll look bad.

8.   Lack of self-confidence.

Emphasize that all of the above-listed attitudes and beliefs are partially valid but none are acceptable as excuses to avoid delegating entirely. The excuses or barriers start to disappear once we grasp three critical facts.

Slide DG-16

BARRIERS TO DELEGATION (cont'd)

• **Effective leaders--responsible for getting the job done**
   − **Not necessarily doing it all themselves**
   − **When job well done, no matter who did it, leader looks good**

Slide DG-16

B.   Three critical facts:

1.   Effective leaders know that they're responsible for **getting the job done.**

        a.   Not necessarily doing it all themselves.

        b.   When the job gets done well, no matter who did it, the leader looks good.

Refer back to Barriers 1 and 2. Point out that the trick is knowing which tasks can be safely delegated.

Slide DG-17

BARRIERS TO DELEGATION (cont'd)

• **Effective leaders-- committed to maximizing potential of each subordinate**
   − **All tasks are not equal**
   − **You do things more often**
   − **Help subordinates grow**

• **Effective leaders-- understand process of delegating**
   − **Basic principles**
   − **Minimize risk of potential failure**
   − **Increased self-confidence**

Slide DG-17

2.   Effective leaders are committed to maximizing the potential of each subordinate.

Refer back to Barriers 3, 4, and 5 and make the following points.

---

    a.   All tasks are not equal--some do not require **your** level of perfection and/or speed.

    b.   The main reason you can do things better and faster is because you do them more often.

    c.   You have an obligation to help subordinates **grow**; sometimes this means sharing those tasks you like best.

Understand the "What's In It For Me?" (WIIFM) perspective that we all use when analyzing offers, challenges, and opportunities presented to us.

Point out that the trick is to select the right job for the right person at the right time.

In paramedic school, students are taught a basic rule when it comes to administering medications. It is called the "5 R's":

1.   To give the <u>R</u>ight drug.

2.   In the <u>R</u>ight dose.

3.   Via the <u>R</u>ight route.

4.   To the <u>R</u>ight patient.

5.   At the <u>R</u>ight time.

---

    3.   Effective leaders understand the **process** of delegating.

> Refer back to Barriers 6, 7, and 8 and make the following points.

          a.   Understanding the basic principles of effective delegation allows you to maintain control.

          b.   Following some basic rules minimizes the risk of potential failure.

          c.   Each time you delegate well with positive results, your self-confidence will increase.

Slide DG-18

PRINCIPLES OF DELEGATION

- **Delegate the right task**
  - **Don't delegate:**
    - **-- Obvious supervisor-to-subordinate responsibilities**
    - **-- Tasks that involve confidential information**
    - **-- Tasks that involve great risk**
    - **-- Tasks that the organization and/or your supervisor expects you to do yourself**

Slide DG-18

VI.   PRINCIPLES OF DELEGATION

> Briefly review the nine principles of effective delegation. Assure students that each principle will be covered in detail as the lecture proceeds.
>
> Have the nine principles listed on easel pad paper and posted in a visible location so that you can refer back to it as you cover each principle.
>
> The fundamental difference between assigning work and delegating is simple.
>
> ASK: What organizational level is this task normally assigned to?
>
> **Suggested responses:**
>
> A CO asks a firefighter/EMT to wash their chief's car. This is simply an assignment of a task; it is not delegating.
>
> A CO asks a firefighter/EMT to put together this month's emergency medical services (EMS) training plan. This is delegating because developing the training plan is not normally at this responsibility level.

A.   Delegate the right task.

1.   **Don't** delegate:

a.   Obvious supervisor-to-subordinate responsibilities (counseling, disciplinary actions, performance evaluation, etc.).

b.   Tasks that involve confidential information entrusted to you because of your position.

ASK: What are some examples?

Suggested response: The CO has been asked by management to provide input on a departmentwide policy change being considered that has not yet been "cleaned up" enough for general distribution.

---

c.   Tasks that involve great risk-- where mistakes will be unacceptable.

ASK: What are some examples?

Suggested response: Making a firefighter/EMT do a first public education presentation to a known hostile and powerful audience.

In the fire prevention bureau, do not have your new inspector meet with an irate contractor over the new sprinkler requirements and fee schedule.

---

d.   A task that has already been delegated down to you from your supervisor.

ASK: What are some examples?

Suggested response: Incident Command.

Point out that it is usually necessary to check with one's own supervisor if you're not sure of what is expected.

Slide DG-19

PRINCIPLES OF DELEGATION (cont'd)

· **Consider delegating tasks:**
  − **That are routine**
  − **You've been putting off due to lack of time**
  − **You've been wrestling with unsuccessfully**
  − **Unexpected, unplanned requirement that will interrupt other projects**
  − **A "royal headache" for you but will be "fun" for someone else**

Slide DG-19

2.   Consider delegating.

    a.   Any routine task.

    b.   A task you've been putting off due to lack of time and/or interest.

    c.   A task you've been wrestling with indefinitely without success.

    d.   An unexpected, unplanned requirement that will interrupt other important projects you're involved with.

    e.   A task that is a "royal headache" for you but would be "fun" for someone else.

Pause here and ask students to provide examples of typical CO tasks.

List tasks on easel pad.

Do not attempt to list all possible tasks. Stop once you have 10 or so items, a few of which are clearly tasks that could be delegated.

For each task listed have students determine whether or not it **could** be delegated, based on the preceding criteria.

Point out that some tasks may be too complex and important to delegate the entire task, but you may be able to develop an action plan that breaks it up into more manageable subtasks that can be safely delegated.

Slide DG-20

**PRINCIPLES OF DELEGATION
(cont'd)**

- Use the following process to select the "right" tasks:
  - List all tasks you presently perform
  - Evaluate each task for potential delegation based on the criteria provided
  - Select one or two tasks you are willing to try delegating

Slide DG-20

3.   Use the following process to select the "right" tasks.

     a.   List **all** tasks you presently perform.

     b.   Evaluate each task for potential delegation based on the criteria provided.

     c.   Select one or two tasks you are willing to try delegating.

B.   Delegate to the right person.

Slide DG-21

**PRINCIPLES OF DELEGATION
(cont'd)**

- Which subordinate is competent?
- Is the person ready?
- Is the person self-confident enough to assume new responsibilities?
- If the task requires working with or leading others, does the person have sufficient credibility?

Slide DG-21

1.   Which subordinate is competent (has the necessary knowledge, skill, ability to do the job)? (Or can readily acquire what's needed?)

Point out that matching the right person to the right task requires the supervisor to be aware of subordinate strengths, weaknesses, interests, and career goals.

Once you have a potential delegatee in mind, ask the following questions.

2.   Is the person ready? (Has this person demonstrated an ability to work well without close supervision?)

3.   Is the person self-confident enough to assume new responsibilities?

4.   If the task requires working with or leading others, does the person have sufficient credibility?

Emphasize that the answers to all of these questions must be **positive** in order to be sure you've picked the right person.

If students have completed the module Situational Leadership, reemphasize that subordinates have to be **competent** and **committed** before you can effectively delegate to them.

If students have **not** covered Situational Leadership, briefly cover the following three points.

1.   Delegating to subordinates who are not yet ready almost guarantees that the delegation will be unsuccessful.

2.   Subordinates who are lacking in self-confidence need coaching to build up their self-esteem.

3.   Subordinates should be meeting or exceeding minimum standards in all areas before being considered for delegation.

Slide DG-22

PRINCIPLES OF DELEGATION
(cont'd)

• **Define responsibility--what's involved**
  − **Clearly define the limits of responsibility being transferred**
  − **Make sure the person understands exactly what's involved**
  − **Meet up and cover the following**

Slide DG-22

C.   Define responsibility--what's involved.

1.   Clearly define the limits of the responsibility being transferred.

2.   Make sure the person understands exactly what's involved. Meet up and cover the following:

Slide DG-23

PRINCIPLES OF DELEGATION
(cont'd)

• **Define the task: specify**
  − **Exactly what must be done?**
  − **How much?**
  − **How well?**
  − **When?**
  − **Who else?**

Slide DG-23

3.   Define the task. Specify:

a.   Exactly **what** must be done. (Example: a report on training needs.)

b.   **How much?--Quantity** expected
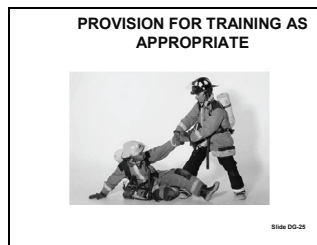(1 page, 3 pages, etc.).

c.   **How well?--Quality** expected
(hand-written outline, typed formal
report).

d.   **When** it must be completed (1 day,
2 weeks, etc.).

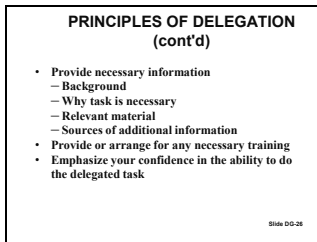e.   **Who else** needs to be involved (no
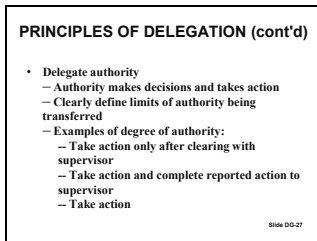one, get input from all, etc.).

Slide DG-24

SHARING KNOWLEDGE

Slide DG-24

Slide DG-25

PROVISION FOR TRAINING AS
APPROPRIATE

Slide DG-25

Slide DG-26

PRINCIPLES OF DELEGATION
(cont'd)

· **Provide necessary information**
  − **Background**
  − **Why task is necessary**
  − **Relevant material**
  − **Sources of additional information**
· **Provide or arrange for any necessary training**
· **Emphasize your confidence in the ability to do
  the delegated task**
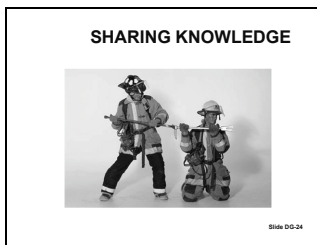
Slide DG-26

4.   Provide necessary information.

a.   Background.

b.   Why task is necessary.

c.   Relevant material.

d.   Sources of additional information.

5.   Provide or arrange for any necessary
training.

6.   Emphasize **your** confidence in the ability
to do the delegated task.

Slide DG-27

PRINCIPLES OF DELEGATION (cont'd)

· **Delegate authority**
  − **Authority makes decisions and takes action**
  − **Clearly define limits of authority being
    transferred**
  − **Examples of degree of authority:**
    -- **Take action only after clearing with
       supervisor**
    -- **Take action and complete reported action to
       supervisor**
    -- **Take action**

Slide DG-27

D.   Delegate authority.

1.   Authority is the right to make decisions
and take action.

2.   Clearly define the **limits** of the authority
being transferred to the subordinate.

3.   Examples of degrees of authority you can delegate.

a.   Authority to take action only after clearing with supervisor.

b.   Authority to take action and report completed action to supervisor.

c.   Authority to take action. No prior approval or followup report required.

Slide DG-28

```
PRINCIPLES OF DELEGATION
        (cont'd)

•  Limited to actions/decisions related to
   delegated task.
•  Amount of authority must match amount
   of responsibility.
•  If delegated task requires the person to
   interact with/lead others, you must advise
   them of the delegatee's authority.

                              Slide DG-28
```

4.   Whichever level of authority is granted, it is limited to actions/decisions related to the delegated task.

5.   But, the amount of authority must match the amount of responsibility. (Example: You cannot delegate responsibility for leading a task force without providing the authority needed to make assignments, etc.)

6.   Finally, if the delegated task requires the person to interact with/lead others, you **must advise them** of the delegatee's authority.

a.   This sanctions the subordinate's role.

b.   It prevents roadblocks and interference from others.

Slide DG-29

```
PRINCIPLES OF DELEGATION
        (cont'd)

•  Get agreement
   − Allow subordinate an opportunity to
   accept or refuse the assignment
   − Can't force someone to do job outside of
   their description
   − Subordinate should want the assignment
   − Make sure delegatee understands what's
   involved

                              Slide DG-29
```

E.   Get agreement.

1.   Once you've clearly explained the responsibility, time limits, and authority of the delegated task, allow the subordinate an opportunity to accept or refuse the assignment.

2.   You cannot **force** someone to do something outside of their official job description.

This is really the key in determining if you are truly delegating and not assigning work. If you assign work, the subordinate does not have the option to decline--with delegation, the option exists.

---

3.   The subordinate should **want** the assignment.

     a.   The relationship between commitment and effort is very high.

     b.   The more committed the person is, the greater potential for success.

4.   Make sure the delegatee understands what's involved.

     a.   Check for "selective listening" (only hearing what delegatee **wants** to hear).

     b.   Ask delegatee to describe the task requirements in own words.

Slide DG-30

> **PRINCIPLES OF DELEGATION (cont'd)**
>
> • Demand accountability
>   − Having to answer for results
>   − Final product must be evaluated against expected results
>   − Make sure each person knows what they are accountable for
>
> Slide DG-30

F.   Demand accountability.

ASK: How do you feel about this?

Many people feel uncomfortable about delegating accountability. Emphasize that in **any** delegated task the supervisor still holds **ultimate accountability (and responsibility)**. But the subordinate, by agreeing to accept the responsibility and authority being transferred, must also be held accountable.

---

1. Accountability is having to answer for results.

2. Final product must be evaluated against the expected results the subordinate has agreed to.

3. Make sure the subordinates know what they are accountable for.

Slide DG-31

```
PRINCIPLES OF DELEGATION (cont'd)

·  Establish feedback mechanisms
   − Milestone dates
   − Check-ins
   − Frequency of feedback determined by:
     -- Complexity
     -- Importance
     -- Confidence
   − Supervisor needs to strike a balance

                                    Slide DG-31
```

G. Establish feedback mechanisms.

1. Set milestone dates for periodic check-ins to assess progress.

2. Check-ins can be

    a. Face-to-face meetings to discuss progress, problems, or ideas.

    b. Written reports.

3. Frequency of feedback must be determined by:

    a. Complexity of project.

    b. Importance of project.

    c. Your confidence in subordinate.

4. Supervisor needs to strike a balance.

    a. Get feedback often enough to maintain control.

    b. Don't request feedback so often that subordinate gets the message that you don't trust independent work.

    c. Be careful that you don't abuse the talents of an extremely competent subordinate.

d.   Over delegating can look like dumping if it is overused.

Slide DG-32

SUPERVISORY RETREAT

Slide DG-32

H.   Provide for emergencies.

    1.   Once delegated task is underway, supervisor must "let go," retreat.

        a.   Back off sufficiently to allow subordinate independence.

Slide DG-33

**PRINCIPLES OF DELEGATION
(cont'd)**

- Provide for emergencies
  − Supervisor must "let go"
  − Avoid tendency to "jump in and take over"
  − Allow subordinate to correct mistakes without interference
  − Subordinate may approach task in different way
  − "Let go," but don't "drop out" completely
  − Minimal supervision with "open door" policy

Slide DG-33

        b.   Avoid the natural tendency to "jump in and take over" at the first sign of trouble.

Slide DG-34

LEAVING SUBORDINATES ALONE
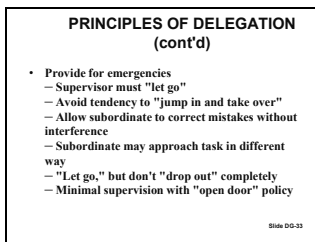
Slide DG-34

    2.   Allow the subordinate an opportunity to correct own mistakes without interference.
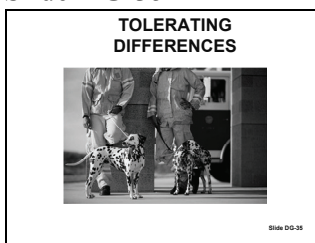
        If significant errors are not self-corrected by the subordinate, tactfully correct the **behavior** (not the person) and back off again.

Slide DG-35

**TOLERATING
DIFFERENCES**

Slide DG-35

    3.   Be prepared for the subordinate to approach the task in a way you may not have considered.

        a.   Be willing to tolerate different methods.

        b.   Be willing to admit that "your way" isn't the "only way."

Slide DG-36

SHOWING INTEREST WITHOUT NOSINESS

Slide DG-36
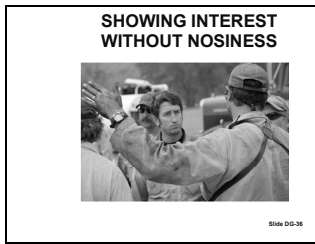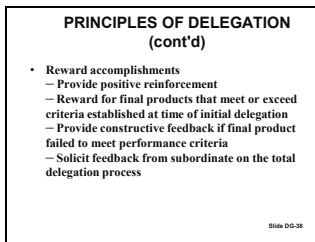
4.   While letting go is crucial to effective delegation, it does **not** mean **dropping out entirely.**

a.   Showing too much interest-- appearing nosy and/or worried.

b.   Seeming not to care at all.

5.   The best approach is to provide minimal supervision while establishing an open-door policy in which the subordinate can seek assistance/counsel when necessary.

Slide DG-37

REWARDING A JOB WELL DONE
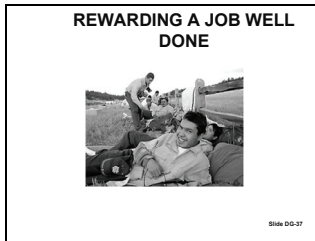
Slide DG-37

I.   Reward accomplishments.

1.   Provide positive reinforcement while delegated task is in progress.

Slide DG-38

PRINCIPLES OF DELEGATION (cont'd)

· **Reward accomplishments**
  − **Provide positive reinforcement**
  − **Reward for final products that meet or exceed criteria established at time of initial delegation**
  − **Provide constructive feedback if final product failed to meet performance criteria**
  − **Solicit feedback from subordinate on the total delegation process**

Slide DG-38

2.   Reward for final products that meet or exceed criteria established at time of initial delegation.

ASK: What are examples of how to reward?

Suggested responses:
· sincere compliments;
· public recognition; and
· more delegation.

---

3.   Provide constructive feedback if final product failed to meet performance criteria.

4.   Solicit feedback from subordinate on the total delegation process.

60 min.
Large or Small Group
Activity DG.2

Slide DG-39

Activity DG.2
Evaluating the Delegating Process

Slide DG-39

SM
DG-11

IG p. DG-31
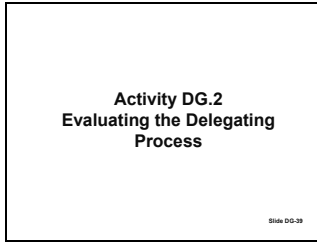
Activity DG.2

Evaluating the Delegating Process

Purpose

To evaluate the delegation process.

Directions to Students

This activity can be done by the class as a whole or by small groups working together.

1. Refer students to the activity in their SMs.

2. Read activity directions and answer any questions.

3. Have students act out role-play Scenario 1. Allow time for individuals (or small groups) to complete the Role-Play Scenario 1 questions. Lead a discussion on the responses to the questions.

4. Follow same procedure for role-play Scenarios 2 to 5.

5. Role-play Scenario 5 depicts an effective delegation process in which all the principles are clearly followed. Therefore, instead of discussing this scenario in detail, you may wish to stop the actors whenever a **principle** is demonstrated.

6. Allow no more than 10 minutes per role-play scenario.

7. Suggested responses are found on the Student Activity Worksheet (SAW).

STUDENT ACTIVITY WORKSHEET

Activity DG.2

Evaluating the Delegation Process

Purpose

To evaluate the delegation process.

Directions

1.   The instructor will ask for volunteers and assign roles for the following five role-play scenarios that involve a potential or actual delegation attempt.

2.   After each role-play is done, complete the questions that correspond to each role-play scenario.

3.   The Role-Play Scenario Scripts follow the role-play scenario questions.

Role-Play Scenario 1

1.   Was there a potential for effective delegation? List below those factors that indicated delegation would have been appropriate.

   Suggested responses:
   * *two tasks appropriate for delegation; and*
   * *confident and capable subordinates.*

2.   What leadership weaknesses did you observe?

   Suggested responses:
   * *thinks the officer has to do everything;*
   * *thinks delegation requires constant supervision;*
   * *underuse of subordinates; and*
   * *poor time management.*

STUDENT ACTIVITY WORKSHEET

Role-Play Scenarios 2 to 5

Answer each question listed below for each role-play scenario. Place a checkmark in the appropriate box if your response to the question is "yes."

Questions	Role-Play Scenario			
	2	3	4	5
	Suggested responses:			
1. Did the supervisor delegate an appropriate task?	√	√	√	√
2. Did the supervisor delegate to the right person?	√	√	√	√
3. Was the task clearly defined?	*NO*	√	√	√
4. Were expected results clearly defined?	*NO*	√	√	√
5. Did the subordinate receive enough information to be able to complete the task?	*NO*	√	*?*	√
6. Was a due date specified?	*NO*	*NO*	√	√
7. Was authority level clearly specified?	*NO*	√	√	√
8. Was authority level enough for the assignment?	*NO*	√	√	√
9. Was the subordinate offered an opportunity to accept or reject the assignment?	√	√	*?*	√
10. Was it clear that the subordinate would be held accountable for final results?	*NO*	*?*	√	√
11. Did the supervisor provide for feedback?	*NO*	*NO*	√	√
12. Did the supervisor provide for emergencies?	*NO*	*NO*	*NO*	√

STUDENT ACTIVITY WORKSHEET

Activity DG.2 (cont'd)

Role-Play Scenario Scripts

Role-Play Scenario 1

Role-Play: *The scenario is inside a firehouse office, where an **officer** is working intently at a paper-covered desk. A **firefighter** will enter. There should be a chair by the desk.*

*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.*

A knock on the door.

OFFICER

(irritated at interruption)
        Come on in.

FIREFIGHTER/EMT enters, stands before the desk.

OFFICER

        Yeah, what is it?

FIREFIGHTER/EMT

        Gee, you look kind of tired. Busy, huh?

OFFICER

        Yes, I'm tired and I've got a terrible headache and still have all these reports to do. The project report is due next tour and I haven't even started the first draft yet. What do you need?

FIREFIGHTER/EMT

(moves chair in preparation to sit down)
        I just came in to shoot the breeze with you, but if you're busy…

OFFICER

        Well, I am. I'd appreciate it if we could talk later.

FIREFIGHTER/EMT

        You know, I could probably help you with that report. I could type up the first draft and Charlie could do the other reports for you. He does that all the time when you're not here.

STUDENT ACTIVITY WORKSHEET

OFFICER

This is my job. Besides, by the time I keep tabs on you folks, I might as well do it myself. Anyway, the administration holds me responsible for the job.

END

STUDENT ACTIVITY WORKSHEET

Role-Play Scenario 2

Role-Play: *The scenario is inside a firehouse office, where a **captain** is at the desk, talking on the telephone. A **firefighter/EMT** will enter. There should be a chair by the desk.*

*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.*

CAPTAIN is on the telephone.

CAPTAIN

>   Is Smith out there? Okay. Send him in. Thanks.

CAPTAIN hangs up the telephone.

A knock on the door.

CAPTAIN

>   Come in.

FIREFIGHTER/EMT enters.

FIREFIGHTER/EMT

>   Good morning. You sent for me, Captain?

CAPTAIN

>   Yes, Smith, sit down. I'm glad you're here. I need your help.

FIREFIGHTER/EMT sits down.

FIREFIGHTER/EMT

>   Sure. What can I help you with?

CAPTAIN

>   Well, as you know, the public education program has been expanded in our department over the past year or so.

FIREFIGHTER/EMT

>   Yes, I know. That's great.

STUDENT ACTIVITY WORKSHEET

CAPTAIN

Yeah, it's okay, but now we're getting stuck with developing the first graders' program. With your background in psychology and as an elementary school teacher, I thought you'd be the person to do the job. Do you think you could come up with something?

FIREFIGHTER/EMT

(enthusiastic)
Yeah, sure! I'd love to! Ever since I've been in the fire service, I really miss working with kids.

CAPTAIN

Well, that takes a load off my mind.

FIREFIGHTER/EMT

Okay. What's the program about? What's its focus? Is there a budget I can work with? Can I buy teaching aids?

CAPTAIN

I don't care how you do it, just do it.

CAPTAIN hands Smith several papers.

CAPTAIN

Here. This should answer your questions. If not, then improvise.

FIREFIGHTER/EMT

(takes papers, stunned)
But Captain, I need to know!

END

STUDENT ACTIVITY WORKSHEET

Role-Play Scenario 3

Role-Play: *The scenario is inside a firehouse break room, where an **officer** and **two firefighters/EMT** are seated at a conference table.*

*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.*

OFFICER

> I asked you here because I had a meeting with the battalion chief last shift. The Battalion Chief comes up with these quarterly projects and, well, I volunteered for one. We all know there's a problem with recruit orientation and training.

FIREFIGHTER/EMT #1 nods.

OFFICER

> Orienting these recruits to our department hasn't been consistent from station to station, or even shift to shift. You folks all have a background in training, and you've been involved with the recruits at various times, including orienting them to our department.

FIREFIGHTER/EMT #1

> Yes, we've all been involved in that.

OFFICER

> Right.

FIREFIGHTER/EMT #2

> We've needed the program for a while.

OFFICER

> I want you to help me develop this program. What we need is for you to come up with what you believe is a good outline for a program that can be tracked from each recruit's first day right through the entire probation period…

FIREFIGHTER/EMT #1

(interrupting)
> You want to wipe out everything we've scheduled up to this point with the recruits? Or you're looking for the…

OFFICER

> No, whatever you think is most important for them to see throughout the department…

STUDENT ACTIVITY WORKSHEET

FIREFIGHTER/EMT #2

(interrupting)
You want a checklist? Or…

OFFICER

It's important for us to document and be able to track these people all the way through the entire probationary period: like the first quarter milestones, goals, their daily housework responsibilities, and check off the engine company, second quarter, the truck company, that sort of thing…

FIREFIGHTER/EMT #1

We're going to do this all ourselves or should we get someone to…

FIREFIGHTER/EMT #2

(interrupting)
What about overtime?

OFFICER

Okay. The chief says, of course, don't leave out the opinions of the other shifts, so you may have to consult with the shifts, and it may involve overtime…

FIREFIGHTER/EMT #2 nods.

OFFICER

…we don't want the other shifts to think we're doing it just for ourselves and they're going to have to suffer the consequences, so that may be a neat thing to earn a few extra bucks.

FIREFIGHTER/EMT #1

Have we got any idea how many recruits are coming in…?

OFFICER

(interrupting)
Well, we're not sure; the training academy has about 40, I think, for the entire department, so we're not sure how many we'll be getting right here in our company. We'll find that out soon. But I want you all to let me know once you come up with a good outline, one that you think is workable. Then I'll take it, draw up a final draft, and get back to the battalion chief. All right?

FIREFIGHTER/EMT #1

You want us to check in with you, maybe let you know…

OFFICER

(interrupting)
Whenever you think you're through, just let me know where you're at.

STUDENT ACTIVITY WORKSHEET

FIREFIGHTER/EMT #2

> You just want the final package delivered to you?

OFFICER

> That's right.

FIREFIGHTER/EMT #2

> Okay, we can handle that.

OFFICER

(stands up)
> Bye.

FIREFIGHTER/EMT #2

> Take it easy.

OFFICER leaves. **FIREFIGHTER/EMTS** talk among themselves.

FIREFIGHTER/EMT #1

> About time we got involved in this kind of stuff, you know.

FIREFIGHTER/EMT #2

> Well, we've been complaining long enough. We can have some input now.

FIREFIGHTER/EMT #1

> Absolutely.

FIREFIGHTER/EMT #2

> Sure.

FIREFIGHTER/EMT #1

> We can do this.

END

STUDENT ACTIVITY WORKSHEET

Role-Play Scenario 4

Role-Play: *The scenario is inside a firehouse break room, where* **three firefighters/EMT** *are seated at a conference table, looking over newspapers and relaxing. An* **officer** *holding papers will walk in and join 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.*

FIREFIGHTER/EMT #1

(holding newspaper and references it)
  You guys see this film?

FIREFIGHTER/EMT #2

  Where's it playing?

OFFICER walks in with stack of papers.

FIREFIGHTER/EMT #1

  Playing down at the Century Theatre Complex.

FIREFIGHTER/EMT #2

  Oh-oh. Boss has got some work for us.

FIREFIGHTER/EMT #1 looks disgusted.

OFFICER

  I'm glad you three are here. The training division has come down with our training plan for the next 6 months.
(begins to pass out paper to the three firefighters)

FIREFIGHTER/EMT #1

  Oh, my word.

THREE FIREFIGHTERS/EMTs look reluctant.

OFFICER

  As usual, this master plan states the number of hours…
(sits at table)

  …for each area of training that's supposed to be given at the company level. Would you all like to set up a tentative training schedule showing exact times, dates, and topics?

FIREFIGHTER/EMT #1

  I guess I can fit in some time there. Yeah, I can do that.

STUDENT ACTIVITY WORKSHEET

OFFICER

      Good.

FIREFIGHTER/EMT #1

      Actually, you're asking for a lot…

FIREFIGHTER/EMT #2 mumbles something, which the **OFFICER** shrugs off.

OFFICER

      I'd like the three of you to suggest specific issues within these topic areas. I've only been at this station a few months now and you guys know better than I do what you need to work on.

FIREFIGHTER/EMT #3

      You mean we can do what we want, when we want?

OFFICER

      I didn't say that. We have to stay within the parameters specified in the master plan.

FIREFIGHTER/EMT #1

      Do we use the schedule we've already got? Some of the data we've already put together?

OFFICER

      Whatever…I want you to think about this a little bit and just try to stay within the parameters that are there. I want you to consider call in distribution and the weather conditions, especially since we're heading into winter now…

FIREFIGHTER/EMT #2

      That means we can just sit back and fight some more fires then.
(grins)

OFFICER

(acknowledges his sarcasm, then moves on)
      Right. Are there any questions?
(no response)
      Well…good. I want you to know that assuming your schedules meet the parameters outlined in this master plan, I'll go with what you decide. Final plans are due four weeks from today. Now, I'd like to meet with you in about two weeks to see how you're doing and make sure you're on track, but besides that, everything should work out okay. Any other questions?
(no response)
      Good.

STUDENT ACTIVITY WORKSHEET

FIREFIGHTER/EMT #2

Sounds good. We can handle this.

OFFICER

This is our chance to start honing up on some of the skills that we really need. All right?
(no response)
Okay.

FIREFIGHTER/EMT #1

Okay.

OFFICER gets up and leaves the room.

FIREFIGHTER/EMT #3

(to **FIREFIGHTER/EMT #1**)
Where'd you say that movie was playing?

FIREFIGHTER/EMT #1

Over at the Century Complex.

END

STUDENT ACTIVITY WORKSHEET

Role-Play Scenario 5

Role-Play: *The scenario is inside a firehouse office, where a **lieutenant** is sitting at a desk, working amid papers. A **firefighter/EMT** will enter. There should be a chair by the desk.*

*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.*

A knock on the door.

The **LIEUTENANT** looks up from paperwork and stands up as **FIREFIGHTER/EMT** comes in.

LIEUTENANT

Thanks for coming in.

FIREFIGHTER/EMT

(shaking his hand)
    No problem.

LIEUTENANT

    Sit down, sit down.

Both the **LIEUTENANT** and the **FIREFIGHTER/EMT** sit.

LIEUTENANT

    I really need to talk to you.

FIREFIGHTER/EMT

    What's up, Lieutenant? Another attitude problem? My detail's done, my truck's clean, my uniform looks great…

LIEUTENANT

    No, that's not why I asked you in. I really need your help. I have a problem.

FIREFIGHTER/EMT

(laughing)
    College graduate needs a little help, eh? Well, at least you realize it. That's better than some of the lieutenants who've been through here. What do you need?

STUDENT ACTIVITY WORKSHEET

LIEUTENANT

I need your knowledge and experience. Let me explain the situation. This afternoon at the supervisors' meeting we discussed the problems that we've been having with lack of standardized equipment placement on all the apparatus throughout the department. As you well know, those problems have become significant. You go from shift to shift, and station to station, and the equipment is in different places. Well, to deal with that problem, the department wants to adopt some standard operating procedures (SOPs) regarding equipment placement on all the apparatus.

FIREFIGHTER/EMT

Well, I tell you, it's about time. I've been saying that, and you know it, for years, that people go from station to station and the equipment is carried in different places in every fire station. Is somebody finally going to do something about it?

LIEUTENANT

This is exactly where you fit in. You know my background is heavy in EMS; I have very limited suppression experience. I've spent the last 4 years at the academy. You have 15 years of suppression experience…

FIREFIGHTER/EMT

(correcting him)
        16!

LIEUTENANT

(acknowledging correction)
        …16 years of suppression experience here in this department. You've operated every type of apparatus we have, and you've got the knowledge, experience, and common sense to develop some sound recommendations.

FIREFIGHTER/EMT

(anticipating)
        So?

LIEUTENANT

I'd like you to develop a set of recommendations for equipment placement on the various apparatus. We would need the recommendations along with the justifications and rationales supporting them.

FIREFIGHTER/EMT

And then what happens?

LIEUTENANT

Then I take your recommendations back to the supervisors. We'll hold a department meeting in 4 weeks and discuss any recommendations from the other shifts as well. Out of the various proposals, we'll come up with a common set of SOPs for the whole department.

STUDENT ACTIVITY WORKSHEET

FIREFIGHTER/EMT

(shaking his head, hesitating)
> I don't know.

LIEUTENANT

> It won't be easy. It'll require some thought, considering all the different types of people and apparatus we have in the department. I have the national standards here that you can use…

(gestures to papers on his desk)
> …and the different styles of apparatus that we have in the department all laid out here.

(pleading)
> Would you be willing to work on the project for me?

FIREFIGHTER/EMT

(shaking his head, sighing)
> I don't know. You know, I've been ignored for years when I wanted to get involved with projects like this. I guess because some of the projects have been my ideas…

(shrugs his shoulders)
> …you know, the supervisors didn't want to listen to them. I don't know.

(shakes his head)

LIEUTENANT

> This is a real important project.

FIREFIGHTER/EMT

(hesitating, then beginning to nod his head)
> Well, I know it's something that's really needed.

(still nodding)
> Yeah, I'll give it a try. It'll give me something worthwhile to do around here for a change.

LIEUTENANT

> Good. I knew I could count on you. Let me give you a copy of the materials that…

(hands papers to **FIREFIGHTER/EMT**)
> …I received and they stipulate the guidelines for the recommendations. As long as your proposal meets those guidelines, I'll back you 100 percent.

FIREFIGHTER/EMT

(glancing over papers)
> You're going to back my recommendations?

LIEUTENANT

> Absolutely.

STUDENT ACTIVITY WORKSHEET

FIREFIGHTER/EMT

100 percent? In the supervisors' meeting?

LIEUTENANT

Absolutely. Yes.

FIREFIGHTER/EMT

You'd go that far?

LIEUTENANT

Absolutely. I certainly value your 15…
(reemphasizing number)
…16 years of experience.

FIREFIGHTER/EMT

When would you need my recommendations?

LIEUTENANT

I need your final proposal in 3 weeks. That would give me enough time to review the proposal, and if I have any questions, get back to you. So, how does 3 weeks sound?

FIREFIGHTER/EMT

Yes, I can handle 3 weeks.

LIEUTENANT

Good. I'd like to meet with you, say, same time next week…on the 17th…to see what you've done to that point. Now, do you understand the assignment?

FIREFIGHTER/EMT

Yes.

LIEUTENANT

You're sure you know what needs to be done here?

FIREFIGHTER/EMT

Well, I'm going to work on…I'm going to give you a set of recommendations about where I think all the equipment should be carried on the apparatus, and that all has to be done in 3 weeks.

STUDENT ACTIVITY WORKSHEET

LIEUTENANT

(nodding)
     Uh-huh.

FIREFIGHTER/EMT

     …and you and I are going to have another meeting in a week…

LIEUTENANT

     …the 17th…

FIREFIGHTER/EMT

(repeating)
     …the 17th, to see whether we're on the right track or not.

LIEUTENANT

     To discuss your rough draft.

FIREFIGHTER/EMT nods.

LIEUTENANT

     That's right. And if you need any assistance--any help--you know my door is open and any resources that I have are available to you.

FIREFIGHTER/EMT

     Well, I appreciate it.

LIEUTENANT

     I appreciate it very much…

FIREFIGHTER/EMT

     Sounds like a good project.

LIEUTENANT

     …a great deal.

END

15 min.
Lecture/Discussion

Slide DG-40

REVERSE DELEGATION

- **Occurs when a supervisor accepts responsibility for a task that rightfully belongs to a subordinate.**
  − **Going up, instead of down.**
  − **Subordinate cleverly manipulates supervisor.**

Slide DG-40

VII.   REVERSE DELEGATION

ASK: What do you think this means?

A.   Reverse delegation occurs when a supervisor accepts responsibility for a task that rightfully belongs to a subordinate.

Do not let subordinates delegate upwards.   This reinforcement of bad behavior simply means that the unwanted behavior will be repeated over and over. Hold your subordinates accountable and do not let them delegate to you.

1.   Thus, delegation is reversed--it's going **up** instead of **down.**

2.   A subordinate cleverly manipulates the supervisor into accepting "ownership" of a problem/task that belongs at a lower level.

ASK: What are some examples of how this occurs?

Suggested response: The assigned driver has a responsibility to complete a monthly report on the apparatus (repairs, etc.).   When reviewing the report, the CO notices several omissions, several errors, etc. Instead of returning the report to the driver, the CO rewrites the report before forwarding it to the chief.

Slide DG-41

> **REVERSE DELEGATION**
> **(cont'd)**
>
> • Consequences of reverse delegation
>   − Takes time away from tasks supervisor is required to do
>   − Rewards subordinate for unacceptable performance
>   − Reduces supervisor's leadership credibility
>   − Prevents subordinate growth and development
>
> Slide DG-41

B.   Consequences of reverse delegation.

> Discuss the negative consequences of accepting responsibility for a subordinate's assignment.

1.   Takes time away from tasks supervisor is required to do.

2.   Rewards subordinate for unacceptable performance.

3.   Reduces supervisor's leadership credibility.

4.   Prevents subordinate growth and development.

Slide DG-42

> **REVERSE DELEGATION**
> **(cont'd)**
>
> • How to avoid
>   − When a subordinate does a task incorrectly, provide feedback and/or training as needed, but give it back for revision.
>   − If a subordinate comes to you for help, give whatever help is required, but don't just do the job yourself.
>   − Always be available for help and support, but refuse to accept ownership of subordinate tasks.
>
> Slide DG-42

C.   How to avoid reverse delegation.

1.   When a subordinate does a task incorrectly, provide feedback and/or training as needed, but **give it back** for revision.

2.   If a subordinate comes to you for help, give whatever help is required, but **don't just do the job yourself.**

3.   Always be available for help and support, but **refuse to accept ownership of subordinate tasks.**

Slide DG-43

> **SUMMARY**
>
> • **Principles of delegation process**
> • **Taking the first step**
> − **Success depends on:**
>   -- **Knowing yourself**
>   -- **Knowing your subordinates**
>   -- **Following the basic rules**
>   -- **Taking your time**
>   -- **Believing you can do it**
>
> Slide DG-43

VIII.   SUMMARY

A.   Principles of delegation process.

> Show slides to reemphasize the critical factors required for successful delegation.

B.   Taking the first step.

1.   Although delegating is **easier** for some than others, anyone can do it effectively.

2.   Success depends on:

a.   Knowing yourself.

b.   Knowing your subordinates.

c.   Following the basic rules (principles).

d.   Taking your time.

e.   Believing you can do it.

Slide DG-44

> **SUMMARY (cont'd)**
>
> • **The payoff**
> − **Supervisor and subordinates grow.**
> − **Morale and profitability increase.**
>
> Slide DG-44

C.   The payoff.

1.   "Delegation maximizes the return on your people investment." (McConkey)

2.   "Delegation allows supervisor and subordinates to grow in new directions." (Hicks)

3.   "When the best leader's work is done, the people say: 'We did it ourselves.'" (Lao-Tsu)

COACHING

OBJECTIVES

The students will:

1.   Identify characteristics of effective coaches.

2.   Identify the similarities between effective coaches and effective leaders.

3.   Identify four critical coaching techniques.

4.   Match coaching techniques with subordinate performance.
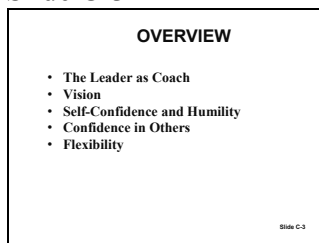
POINTS FOR THE INSTRUCTOR

This module explores the similarities between effective coaching (of any kind) and effective leaders. The emphasis is on leadership behavior, which relies on **positive reinforcement** in preference to **rigid enforcement.**

Students are encouraged to approach the leadership role from a coaching perspective. As Tom Peters describes it, this means that the leader's philosophy is: "We're all in this together for the long run, so we damn well better do what we can to help each other out."

The module is designed to elicit continuous participant involvement. Discussion suggestions are regularly interspersed among lecture points. Thus, the instructor will need to carefully monitor time in such discussions in order to cover all material.

Finally, the instructor should recognize that a coaching approach is particularly valuable to a volunteer fire/emergency medical services (EMS) officer who must be skilled in positive motivational techniques in order to sustain subordinate interest and participation. Thus, the instructor will wish to capitalize on the experiences of students who are volunteers.

METHODOLOGY

The module uses lecture, discussion, and individual and small group activities.

(Total Time: 3 hr.)

5 min.	Lecture	
	Objectives	IG C-5
	Overview	IG C-5
10 min.	Individual Activity C.1	
	Characteristics of Effective Coaches	IG C-7
20 min.	Lecture/Discussion	
	The Leader As Coach	IG C-11
	Vision	IG C-13
20 min.	Small Group Activity C.2	
	Recognizing Trends	IG C-17
70 min.	Lecture/Discussion	
	Self-Confidence and Humility	IG C-21
	Confidence in Others	IG C-25
	Flexibility	IG C-29
50 min.	Small Group Activity C.3	
	Matching Coaching Techniques to	
	Subordinate Performance	IG C-47
5 min.	Lecture	
	Summary	IG C-53

AUDIOVISUAL

Slides C-1 to C-75
Easel Pad

INSTRUCTOR PREPARATION

1.   Review lesson plan and activities.

2.   Assemble necessary supplies.

ICONS USED IN INSTRUCTOR GUIDE

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

Slide C-1

**LEADERSHIP III FOR FIRE AND EMS:
STRATEGIES FOR
SUPERVISORY SUCCESS**

COACHING

Slide C-1

5 min.
Lecture

Slide C-2

OBJECTIVES
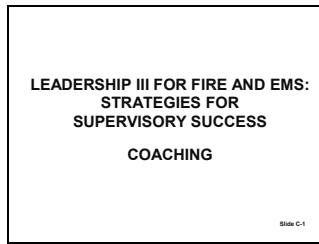
The students will:
• **Identify characteristics of effective coaches.**
• **Identify the similarities between effective coaches and effective leaders.**
• **Identify four critical coaching techniques.**
• **Match coaching techniques with subordinate performance.**

Slide C-2
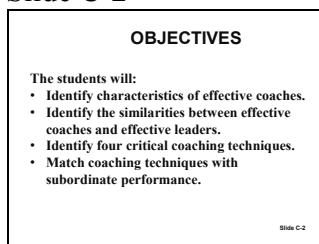
I.   OBJECTIVES

The students will:

A.   Identify characteristics of effective coaches.

B.   Identify the similarities between effective coaches and effective leaders.

C.   Identify four critical coaching techniques.

D.   Match coaching techniques with subordinate performance.

Slide C-3

OVERVIEW

• **The Leader as Coach**
• **Vision**
• **Self-Confidence and Humility**
• **Confidence in Others**
• **Flexibility**

Slide C-3

II.   OVERVIEW

A.   The Leader as Coach.

B.   Vision.

C.   Self-Confidence and Humility.

D.   Confidence in Others.

E.   Flexibility.

Pause here to acquaint students with the Student Manual (SM) format. The module 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.

10 min.
Individual
Activity C.1

Slide C-4
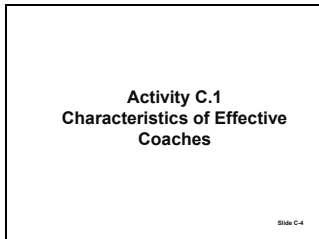
Activity C.1
Characteristics of Effective
Coaches

Slide C-4

**SM
C-3**

Activity C.1

Characteristics of Effective Coaches

Purpose

To identify the characteristics of effective coaches.

Directions to Students

1.   Ask students to name some coaches with whom they are familiar. If the examples cited are limited to professional/college sports, encourage the group to expand into other areas, such as dancing, music, skating, Little League, business, politics, etc.

2.   Summarize by pointing out that most of us, if not all of us, have had the experience of being coached. Ask students to describe a coach who personally influenced them in a positive way at some time in their life.

3.   Then, keeping these examples in mind, ask students to brainstorm the characteristics of an effective coach. As ideas are generated, list them on easel pad paper.

4.   When ideas are exhausted, ask students to review the list and determine which of these characteristics could also describe an effective leader. (Most should!)

5.   Summarize by pointing out that there are many similarities between an effective coach and an effective leader. This module will explore how to improve your leadership effectiveness by applying coaching techniques.

STUDENT ACTIVITY WORKSHEET

Activity C.1

Characteristics of Effective Coaches

Purpose

To identify the characteristics of effective coaches.

Directions

The class will brainstorm a list of characteristics of an effective coach. Space is provided below for you to copy those characteristics, if desired.

20 min.
Lecture/Discussion

Slide C-5

> **THE LEADER AS COACH**
>
> "Coaching is face-to-face leadership that pulls together people with diverse backgrounds, talents, experiences, and interests, encourages them to step up to responsibility and continued achievement, and treats them as full-scale partners and contributors." (From *A Passion for Excellence*.)
>
> Slide C-5

III.   THE LEADER AS COACH

A.   **Definition:** "Coaching is face-to-face leadership that pulls together people with diverse backgrounds, talents, experiences, and interests, encourages them to step up to responsibility and continued achievement, and treats them as full-scale partners and contributors." (From *A Passion for Excellence*.)

> Emphasize the critical components of coaching/leadership, which are included in this definition, as follows:
>
> If your audience includes volunteers, as you cover each point, ask why each factor is particularly relevant to a volunteer officer.

Slide C-6

> **THE LEADER AS COACH (cont'd)**
>
> • Face-to-face leadership implies one-on-one interaction
> • Pulling together diverse people implies:
>   − Accepting individual differences
>   − Encouraging teamwork and cooperation
>
> Slide C-6

1.   **Face-to-face leadership** implies one-on-one interaction with each player.

2.   Pulling together people with diverse backgrounds, talents, experiences, and interests implies:

    a.   Accepting individual differences.

    b.   Encouraging teamwork and cooperation.

Slide C-7

> **THE LEADER AS COACH (cont'd)**
>
> • Encouraging them to step up to responsibility and continued achievement implies:
>   − Demanding the best from everyone
>   − Holding people accountable
>   − Rewarding accomplishments
>
> • Treating them as full-scale partners and contributors implies:
>   − Mutual trust and respect
>   − Willingness to listen
>   − Willingness to compromise
>
> Slide C-7

3.   Encouraging them to step up to responsibility and continued achievement implies:

    a.   Demanding the best from everyone.

    b.   Holding people accountable.

    c.   Rewarding accomplishments.

4. Treating them as full-scale partners and contributors implies:

    a. Mutual trust and respect.

    b. Willingness to listen.

    c. Willingness to compromise.

B. Characteristics of an effective coach.

Slide C-8

THE LEADER AS COACH
(cont'd)

- **Characteristics of an effective coach:**
  − **Vision**
  − **Self-confidence**
  − **Humility**
  − **Confidence in others**
  − **Flexibility**

Slide C-8

SM
C-3

IG p. C-7

Refer back to the list of characteristics generated by the group during Activity C.1.

Point out that the following list will closely mirror the original list; however, now the focus is on isolating those specific behaviors and attitudes that an effective coach/leader must demonstrate.

Explain that each characteristic will be examined in detail as the module progresses.

---

1. Vision.

2. Self-confidence.

3. Humility.

4. Confidence in others.

5. Flexibility.

IV.   VISION

Slide C-9
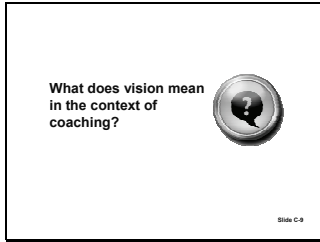
ASK: What does vision mean in the context of coaching?

Suggested responses:
- being able to picture a mediocre team transformed into a winning team;
- conjuring up images of victory in team members' minds; and
- focusing individual and team efforts on the future. (Losing today's game is "history" and all energy is devoted to tomorrow's win!)

Let's see how this applies to effective leaders.
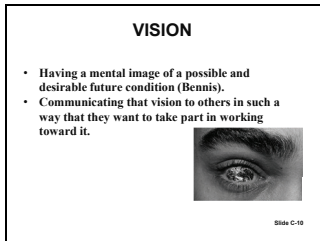
A.   Definition.

Slide C-10

1.   Having a mental image of a possible and desirable future condition. (Bennis)

2.   Communicating that vision to others in such a way that they want to take part in working toward it.

Slide C-11
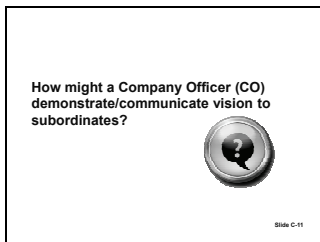
ASK: How might a Company Officer (CO) demonstrate/ communicate vision to subordinates?

Slide C-12

3.   A leader with vision:

a.   Sees beyond the obvious.

b.   Visualizes the big picture.

c.   Has a future orientation.

Let's look at these ideas more closely.

Slide C-13

VISION (cont'd)

· **Seeing beyond the obvious**
  − **Recognizing each person's potential**
  − **Recognizing unique skills and abilities**
  − **Capitalizing on skills**

Slide C-13

B.   Seeing beyond the obvious.

ASK: What are examples or ways a CO does this?

1   Recognizing each person's **potential** and helping each person to reach it.

2.   Recognizing and using each individual's unique skills and abilities.

3.   Capitalizing on skills subordinates have developed outside the department.

Point out that volunteer fire/emergency medical services (EMS) companies are particularly good at doing this.

ASK: What are some examples of offduty skills that could improve company effectiveness?

Slide C-14

What are some examples of offduty skills that could improve company effectiveness?

Slide C-14

C.   Visualizing the big picture.

Slide C-15

What "big-picture" concepts do COs need to recognize and communicate to subordinates?

Slide C-15

ASK: What "big-picture" concepts do COs need to recognize and communicate to subordinates?

Suggested responses:
·   the importance of the company's role in the overall success of the entire department;
·   the importance of each individual in the overall success of the company; and
·   the importance of the services provided by the department to the community.

D.   Future orientation.

Emphasize that great leaders like great coaches have always captivated and inspired others by focusing on a better future.

Examples:

- "I have a dream." (Martin Luther King)

- "Some men see things as they are and ask 'why?' I dream things as they should be and ask 'why not?'" (Robert F. Kennedy)

Slide C-16

VISION (cont'd)

"I have a dream."
- Martin Luther King

"Some men see things as they are and ask 'why?' I dream things as they should be and ask 'why not?'"
- Robert F. Kennedy

Slide C-16

1.   Treating individual or company failures as opportunities for learning.

Relate the following true story.

Tom Watson, founder of IBM, tells about a promising junior executive who was involved in a high-risk project and managed to lose over $10 million in the process. When Watson called the nervous executive into his office, the young man blurted out, "I guess you want my resignation." Watson's response was, "You can't be serious. We've just spent $10 million educating you!" (Bennis, p. 76.)

Slide C-17

VISION (cont'd)

Tom Watson, founder of IBM, tells about a promising junior executive who was involved in a high-risk project and managed to lose over $10 million in the process. When Watson called the nervous executive into his office, the young man blurted out, "I guess you want my resignation." Watson's response was, "You can't be serious. We've just spent $10 million educating you!"

Slide C-17

Slide C-18

VISION (cont'd)

- Future orientation
  − Treating individual or company failures as opportunities for learning.
    -- Ineffective leaders react to failures with anger and direct their energy toward punishment.
    -- Effective leaders react to failures with objectivity and direct their energy toward improvement.

Slide C-18

a.   Ineffective leaders react to failures with anger and direct their energy toward punishment.

b.   Effective leaders react to failures with objectivity and direct their energy toward improvement.

Slide C-19

> **VISION (cont'd)**
>
> • Searching for ways to improve
>   − Personally willing to try out new ideas
>   − Receptive to ideas offered by
>   subordinates.
> • Recognizing trends inside and outside the
>   department
>
> Slide C-19

2. Always searching for ways to improve present methods, techniques, procedures:

    a. Personally willing to try out new ideas.

    b. Receptive to ideas offered by subordinates.

3. Recognizing trends inside and outside the department, which will eventually impact the company--and then preparing subordinates to meet the challenge.

20 min.
Small Group
Activity C.2

Slide C-20
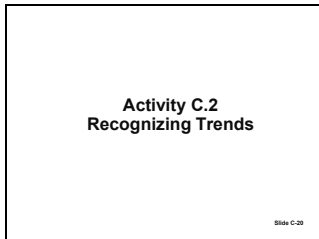
Activity C.2
Recognizing Trends

Slide C-20

SM
C-7

Activity C.2

Recognizing Trends

Purpose

To recognize coaching trends within and outside the fire/EMS department.

Directions to Students

1.   Divide class into four small groups.

2.   Refer students to the activity in their SMs. Read through directions and answer any questions.

3.   Allow all groups to work in the classroom to save time.

Group Reports

1.   Allow Groups 1 and 2 to alternate providing responses until all internal trends are covered. List responses on easel pad.

2.   Follow same procedure with Groups 3 and 4 for external trends.

Summary

Have students reflect on the concept of vision and the ideas discussed in this section.

ASK: What effect is a leader with vision apt to have on subordinates?

Suggested responses:
- feeling good about themselves;
- pride in their own accomplishments;
- having a sense of purpose;
- enthusiasm and commitment;
- feeling safe enough to make mistakes and learn from them; and
- having a sense of importance.

STUDENT ACTIVITY WORKSHEET

Activity C.2

Recognizing Trends

Purpose

To recognize coaching trends within and outside the fire/EMS department.

Directions

1.   Groups 1 and 2 brainstorm answers to the following question: "What are possible future trends **inside** the department that might someday impact your company?"

2.   Groups 3 and 4 brainstorm answers to the following question: "What are possible future trends **outside** the department that might someday impact your company?

3.   List your responses on the easel pad.

4.   Select a spokesperson to report your findings to the rest of the class.

5.   You have 10 minutes to complete this activity.

---

70 min.
Lecture/Discussion

V. SELF-CONFIDENCE AND HUMILITY

Slide C-21

How does an effective coach balance self-confidence and humility?

Slide C-21

ASK: How does an effective coach balance self-confidence and humility?

The message here is that the effective coach has a strong self belief, has confidence that **makes a difference** in the team's performance, and acknowledges own technical expertise. At the same time, the effective coach never forgets the dependence of a team in order to be successful.

Now let's look at how this applies to a CO.

Slide C-22

SELF-CONFIDENCE AND HUMILITY

- **Self confidence--self-esteem**
  - **Effective leaders recognize they have a position of authority due to their own proven ability, as evidenced by any of the following:**
    - **Past performance evaluations**
    - **Positive comments by peers or superiors**
    - **Successful performance during promotional procedures**
    - **Election to office by peer vote in a volunteer company**

Slide C-22

A. Self-esteem.

    1. Effective leaders recognize they have a position of authority due to their own proven ability, as evidenced by any of the following:

        a. Past performance evaluations.

        b. Positive comments by peers or superiors.

        c. Successful performance during promotional procedures.

        d. Election to office by peer vote in a volunteer company.

Slide C-23

SELF-CONFIDENCE AND HUMILITY (cont'd)

- **Self confidence--self-esteem**
  - **Rightly proud of their own success, and recognize their value to the organization**
  - **Don't let their egos get in the way**
    - **Aren't conceited**
    - **Able to poke fun at themselves**

Slide C-23

    2. They are rightly proud of their own success, and recognize their value to the organization.
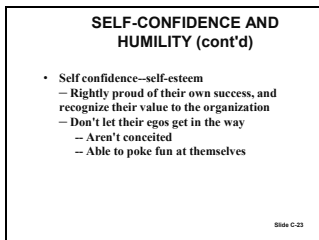
3.   They don't let their egos get in the way.

a.   They aren't **conceited.**

b.   They're able to poke fun at themselves.

Henry Kissinger, well known for personal self-esteem, once began a speech to a group of prominent businessmen by saying: "I haven't seen so much talent assembled in one room since I was all alone in the hall of mirrors!"

Slide C-24

SELF-CONFIDENCE AND
HUMILITY (cont'd)

· Self-confidence--making a difference
   − Effective leaders truly believe they can make a difference.
   − Accept the fact that they're responsible for the success or failure.
   − This allows them to focus on their leadership role instead of just being "one of the crew."

Slide C-24

B.   Making a difference.

1.   Effective leaders truly believe they can make a difference in their unit's performance.

2.   They accept the fact that they're **responsible** for the success or failure of the unit and of each individual.

3.   This allows them to focus on their leadership role instead of just being "one of the crew."

Slide C-25

SELF-CONFIDENCE AND
HUMILITY (cont'd)

· Technical expertise
   − Accept their own technical expertise and work hard to stay on top
   − Generous about sharing knowledge
   − Not threatened by subordinates who want to be as technically proficient as the leader

Slide C-25

C.   Technical expertise.

1.   Effective leaders accept their own technical expertise and work hard to stay on top.

2.   They are generous about sharing their knowledge and skills with subordinates.

3.   They are not threatened by subordinates who want to be as technically proficient as the leader.

Slide C-26

D.   Humility.

This section is based on material from *Coaching for Improved Work Performance* by Ferdinand F. Fournies.

1.   At the same time, effective leaders recognize their dependence on their work group.

2.   Leadership involves getting things done through others.

   a.   You're not **leading** if no one is following.

   b.   You're not **leading** if you're doing everything yourself.

3.   Effective leaders accept the fact that leaders need their subordinates more than subordinates need them.

Allow students to comment on this.

To prove the point, ask students to consider the following hypothetical situation. Assume you're a CO with five subordinates. Assume you are absent one shift and all five firefighters/emergency medical technicians (EMTs) are on duty without you. If 100 percent equals the total workload you and your company were expected to accomplish on that shift, what percentage will be accomplished without you?

Allow several students to respond. Most will say between 70 percent to 100 percent.

Now ask students to assume the situation were reversed. How much of the 100 percent would get done if only **you** were on duty.

Allow several students to respond. Obviously the unit's productivity will be significantly hampered, if not totally destroyed.

4. The point here is that although the leader is needed and important, the leader simply cannot accomplish the work assigned to the unit **without** the cooperation of the unit members.

5. Effective leaders understand that they really get evaluated on what their subordinates accomplish!

  a. If subordinates fail, so does the leader!

  b. If subordinates succeed, so does the leader!

Discuss the preceding ideas in reference to a coaching position. (Coaches don't last long if the team can't play well.)

Slide C-27

SELF-CONFIDENCE AND HUMILITY (cont'd)

· **Leadership priorities**
 − **Do whatever possible to help subordinates succeed.**
 − **Effective coaches accept responsibility for the success or failure of entire team or individuals.**
 − **Effective COs accept responsibility for the success or failure of the entire company or of each company individuals.**

Slide C-27

E. Leadership priorities.

Point out that if we start examining the leadership role in terms of the preceding discussion, we will begin to focus our energies in a more positive direction.

1. The leader's job is to do everything possible to help subordinates succeed.

  Ignoring subordinate(s) or deliberately choosing not to help them succeed is self-destructive leadership behavior.

2. **Effective coaches** accept responsibility for the success or failure of the entire team and of each player.

3. **Effective COs** accept responsibility for the success or failure of the entire company and of each company member.
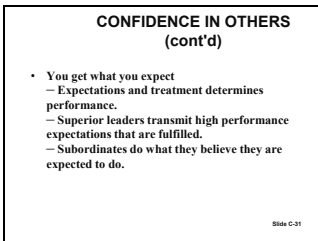
VI. CONFIDENCE IN OTHERS

Slide C-28
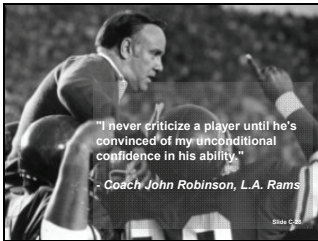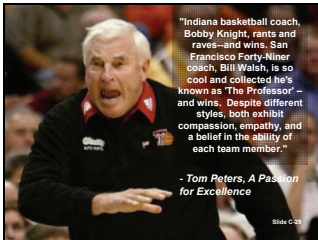
Show the following slides and discuss.

"I never criticize a player until he's convinced of my unconditional confidence in his ability." (Coach John Robinson, L.A. Rams.)

Slide C-29

Some coaches explode with rants and raves--and win. Others are calm, cool and collected--and win. Despite different styles, both successful styles require compassion, empathy, and a belief in the ability of each team member. Paraphrased from Tom Peters, *A Passion for Excellence*.

Slide C-30

ASK: Does a leader's opinion of subordinates have an impact on their performance?

Slide C-31

A. You get what you expect.

Many scientific research projects have demonstrated that:

1. What leaders **expect** from their subordinates and how leaders **treat** their subordinates usually **determines** their performance.

2. A unique characteristic of superior leaders is their ability to transmit high performance expectations that are fulfilled.

3. Less effective managers fail to transmit similar expectations and, as a consequence, the productivity of their subordinates suffers.

4. Subordinates, more often than not, appear to do what they believe they are expected to do.

Slide C-32

THE PYGMALION EFFECT

- Influence of one person's expectations on another person's performance
- "Pygmalion" is the play that "My Fair Lady" is based on.
- High expectations = high performance.
- Low expectations = low performance.

Slide C-32

B. The Pygmalion effect.

1. The powerful influence of one person's expectations on another person's performance is referred to as the Pygmalion effect.

2. A British author, George Bernard Shaw, wrote a play entitled "Pygmalion." The popular musical, "My Fair Lady," is based on this play.

Ask students what "My Fair Lady" is about. (Eliza Doolittle, a street flower vendor, is transformed into a proper society lady because another person believed it could happen.)

Discuss the following slide.

You see, really and truly, apart from the things **anyone** can pick up (the dressing and the proper way of speaking, and so on), the difference between a lady and a flower girl is **not how she behaves but how she is treated.**

Slide C-33

**THE PYGMALION EFFECT
(cont'd)**

"You see … apart from the things one can pick up, the difference between a lady and a flower girl is not how she behaves, but how she is treated. "
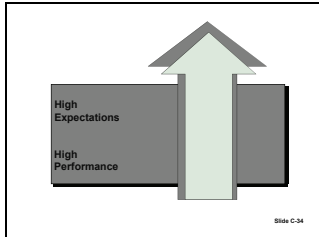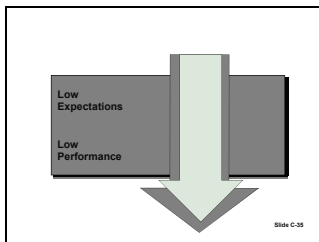
- "My Fair Lady"

Slide C-33

3. Believe it or not **you** have the same effect on those who work for you!

4. Thus, the leader's behavior and attitude initiates and reinforces effective or ineffective subordinate performance.
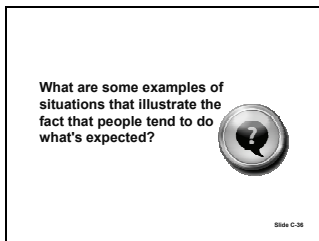
    a. High expectations lead to high performance which, in turn, reinforces the high expectations, producing even higher performance, etc.

Slide C-34

    b. Low expectations lead to low performance which, in turn, reinforces the low expectations, producing even lower performance.

Slide C-35

Slide C-36

ASK: What are some examples of situations that illustrate the fact that people tend to do what's expected?

Slide C-37

ASK: What are some examples of what coaches do to transmit high expectations to their players?

Suggested responses:
- pep talks;
- cheering on; and
- encouraging.

Slide C-38

CONFIDENCE IN OTHERS
(cont'd)

- Personal feelings
  - Guard against tendency to like good performers and dislike poor performers
  - Difficult to hide how we feel
- When we like someone, we:
  - Spend more time with them
  - Smile more in their presence
  - Find it easier to talk to them
  - Feel more comfortable with them
  - Find it easy to compliment them

Slide C-38

C.   Personal feelings.

1.   The tricky part of all this is that leaders have to guard against their natural tendency to **like** good performers and **dislike** poor performers.

2.   A recent survey of corporate managers asked each manager to list their five top workers and their five poorest workers.

Later, the managers were asked to rank their workers according to those they liked best and those they liked least. In almost every case, the top workers were most liked and the poorest workers were least liked!

3.   It's difficult to hide how we **feel.** Our behavior usually gives us away.

ASK: How do we usually act around those we like?

Suggested responses:
- spend more time with them;
- smile more in their presence;
- find it easier to talk to them;
- feel more comfortable with them; and
- find it easy to compliment them.

ASK: How do we usually act around those we dislike?

Suggested responses:
- spend as little time with them as possible;
- smile infrequently in their presence;
- find it difficult to talk to them;
- feel uncomfortable when in their presence; and
- find it easy to criticize them.

Slide C-39

CONFIDENCE IN OTHERS
(cont'd)

- When we dislike someone, we:
  - Spend as little time with that person as possible
  - Smile infrequently when around that person
  - Find it difficult to talk to that person
  - Feel uncomfortable when in that person's presence
  - Find it easy to criticize that person

Slide C-39

Slide C-40

```
CONFIDENCE IN OTHERS
       (cont'd)

• Effective leaders focus on behaviors, not
  personalities.
• Feeling dislike is a warning that you're
  communicating that as well and you need
  to start acting more positive.




                              Slide C-40
```

4. Effective leaders focus on subordinate **behaviors** (work performance), not on **personalities.**

5. **Feeling** dislike for a subordinate should be a warning that you're probably **communicating** that as well and you need to start giving more attention in a **positive** way.

Slide C-41

```
          FLEXIBILITY

• Every player is important.
  – Individuals deserve attention.
  – Bad leaders focus attention on a few.
    -- "If it's not broken don't fix it."
    -- "If I ignore them, maybe they'll go away!"
    -- "I'm not here to babysit; they're all adults
    and should be able to take care of
    themselves."

                              Slide C-41
```

VII.   FLEXIBILITY

ASK: What are some examples of how effective coaches vary their individual coaching techniques based on each player's present performance level?

Suggested responses:

•   When a player is performing adequately, but not optimally, the coach pushes the player to "stretch."

•   When a player hits a slump, the coach provides psychological support while mapping out a strategy for improvement.

•   When a player's performance is superior, the coach searches for ways to maintain interest and challenge.

Emphasize that effective leaders must also be able to vary their style in dealing with different levels of subordinate performance.

If students have already completed the Situational Leadership module, point out that the importance of flexibility in leadership style has already been discussed.

Similarly, various leadership techniques need to be used in order to maximize individual productivity.

A. Every player is important.

1. Effective leaders, like effective coaches, recognize that the individual player deserves specialized attention.

2. Ineffective leaders focus attention on a few.

a. Some leaders ignore everyone but the poor performers ("If it's not broken don't fix it").

b. Some leaders ignore poor performers and focus only on good performers ("If I ignore them, maybe they'll go away!").

c. Some leaders ignore everyone as much as possible ("I'm not here to babysit; they're all adults and should be able to take care of themselves").

Slide C-42

FLEXIBILITY (cont'd)

· All of these approaches are counter-productive. Effective leaders are committed to doing whatever is necessary to get maximum performance from every individual.
· Effective leaders understand what each individual needs for self-improvement.

Slide C-42
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3. All of these approaches are counter-productive. Effective leaders are committed to doing whatever is necessary to get **maximum** performance from **every** individual.

Emphasize this point. "He knew every player well and he knew how to get the most from each." (A New York Yankee player commenting on Casey Stengel.)

4. Effective leaders understand what each individual needs for self-improvement.

> Emphasize this point: "He is the smartest football coach who ever lived. He is very sensitive to other people's needs, and players respond well to that." (A Miami Dolphins player commenting on Don Shula.)

Slide C-43

FLEXIBILITY (cont'd)

· **Critical coaching techniques:**
 − **Training**
 − **Counseling**
 − **Challenging**
 − **Mentoring**

Slide C-43

5. Effective leaders are able to use different techniques proficiently. Critical coaching techniques are:

   a. Training.

   b. Counseling.

   c. Challenging.

   d. Mentoring.

> Let's look at each of these techniques a little more closely.
>
> Emphasize that an effective leader must be proficient and comfortable using **each** of the following techniques.

   B. Training.

> As you cover each point ask for examples of when a CO performs such activities.

Slide C-44

TRAINING

· **What is it?**
 − **Correcting unsatisfactory behavior, techniques, procedures, etc.**
 − **Maintaining proficiency in necessary skills**
 − **Providing feedback on performance**
 − **Bringing new employees up to speed**
 − **Preparing individuals and/or the whole group for new assignments, procedures, etc.**

Slide C-44

1. What is it?

   a. Correcting unsatisfactory behavior, techniques, procedures, etc.

   b. Maintaining proficiency in necessary skills.

c.   Providing feedback on performance.

d.   Bringing new employees up to speed.

e.   Preparing individuals and/or the whole group for new assignments, procedures, etc.

Slide C-45

TRAINING (cont'd)

- **How can it be done?**
  − **Postincident analysis**
  − **Drills**
  − **One-on-one skill building**
  − **"Buddy system"**
  − **Demonstration**
  − **Videotaping and critiquing**
  − **External training opportunities**

Slide C-45

2.   How can it be done?

a.   Postincident analyses.

b.   Drills.

c.   One-on-one skill building.

d.   "Buddy system" (assigning a poor performer to work with an excellent performer).

e.   Demonstration.

f.   Videotaping and critiquing.

g.   External training opportunities.

Slide C-46

COUNSELING

- **What is it?**
  − **Working with someone to help solve a problem**
  − **Getting the individual to recognize there's a problem**
  − **Helping the individual to identify the cause**
  − **Helping the individual to work out a solution**
  − **Helping individuals correct unsatisfactory work behavior not correctable by training**
  − **Monitoring progress**

Slide C-46

C.   Counseling.

Emphasize that in the context of **coaching** counseling is an informal process aimed at improvement. It is not the same as counseling as part of a formal disciplinary action system.

1.   What is it?

a.   Working with someone to help solve a problem.

b.   Getting the individual to recognize there's a problem.

c.   Helping the individual to identify the cause.

d.   Helping the individual to work out a solution.

e.   Helping individuals correct unsatisfactory work behavior not correctable by training.

f.   Monitoring progress.

Slide C-47

COUNSELING (cont'd)

• **How is it done?**
   − **Preparation**
   − **Private meeting with minimum advance notice**
   − **State your case and then listen**
   − **Discuss alternative solutions**
   − **Be supportive and patient, but insist on a plan of action**
   − **Follow up and encourage**
   − **Don't give up--counsel again, if necessary**

Slide C-47

2.   How is it done? (The counseling interview.)

a.   Preparation: Define the problem in specific behavioral terms. Collect hard data on when, how often, why, etc.

b.   Schedule a private meeting with a minimum of advance notice. (Don't make the person stew for a long time wondering what to expect.)

c.   State your case and then **listen.**

d.   Discuss alternative solutions.

e.   Be supportive and patient, but insist on a plan of action.

f.   Follow up and encourage.

g.   Don't give up--counsel again, if necessary.

Slide C-48

CHALLENGING

• **What is it?**
   − **Helping individuals maximize their potential**
   − **Building on existing strengths**
   − **Setting attainable goals for improvement**
   − **Encouraging individuals to stretch to their capacity**

Slide C-48

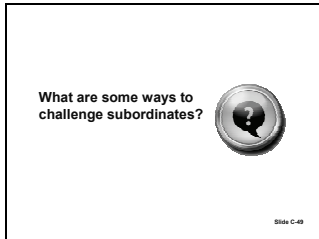D.   Challenging.

1.   What is it?

a.   Helping individuals maximize their potential.
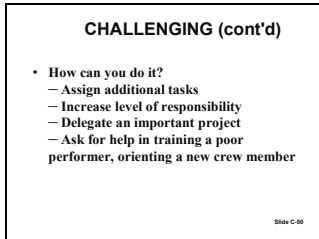
b.   Building on existing strengths.

c.   Setting attainable goals for improvement.

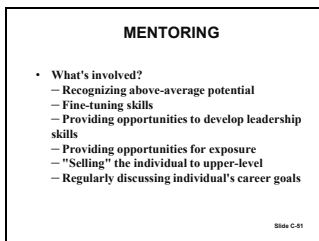d.   Encouraging individuals to **stretch** to their capacity.

Slide C-49

What are some ways to challenge subordinates?

Slide C-49

ASK: What are some ways to challenge subordinates?

Slide C-50

CHALLENGING (cont'd)

· **How can you do it?**
  − **Assign additional tasks**
  − **Increase level of responsibility**
  − **Delegate an important project**
  − **Ask for help in training a poor performer, orienting a new crew member**

Slide C-50

2.   How can you do it?

a.   Assign additional tasks.

b.   Increase level of responsibility.

c.   Delegate an important project.

d.   Ask for help in training a poor performer, orienting a new crew member.

Slide C-51

MENTORING

· **What's involved?**
  − **Recognizing above-average potential**
  − **Fine-tuning skills**
  − **Providing opportunities to develop leadership skills**
  − **Providing opportunities for exposure**
  − **"Selling" the individual to upper-level**
  − **Regularly discussing individual's career goals**

Slide C-51

E.   Mentoring.

ASK: What is the definition of mentoring?

Mentoring is taking a personal interest in the career development of a promising subordinate.

1.   What's involved?

a.   Recognizing above-average potential for advancement.

b.   Fine-tuning already good technical skills.

    c.   Providing opportunities to develop leadership skills.

    d.   Providing opportunities for exposure to other and/or higher parts of the organization.

    e.   "Selling" the individual to upper-level managers.

    f.   Regularly discussing the individual's career goals in the context of recent accomplishments and/or developmental needs.

ASK: What are some examples of things a CO can do if wanting to serve as a mentor?

Slide C-52

MENTORING (cont'd)

- How can you do it?
  − Serving as a role-model
  − Personal tutoring prior to promotional exam
  − Recommending individual for special assignments
  − Special recommendations on performance appraisal forms
  − Delegating difficult and challenging projects which require leadership skill

Slide C-52

2.   How can you do it?

    a.   Serving as a role model.

    b.   Personal tutoring prior to promotional exam.

    c.   Recommending the individual for special assignments that carry high responsibility and/or visibility.

    d.   Special recommendations on performance appraisal forms.

    e.   Delegating difficult and challenging projects that require leadership skill.

> Emphasize that the preceding discussion on the various coaching techniques was not intended to provide an indepth treatment of any of the techniques.

Slide C-53

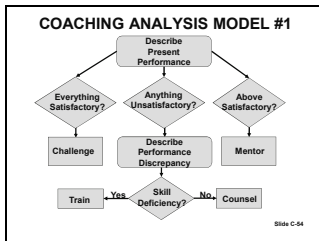> **MATCHING TECHNIQUE TO PERFORMANCE**
>
> • Know not only how to use techniques, but when
> • Following chart (also in Student Manual (SM)) provides analysis to match most effective technique to present performance of each subordinate
>
> Slide C-53

F. Matching technique to performance.

    1. It's not enough to know **how** to use each of the coaching techniques, you also need to know **when** to use them.

Slide C-54

> **COACHING ANALYSIS MODEL #1**
>
> Describe Present Performance
>
> Everything Satisfactory?   Anything Unsatisfactory?   Above Satisfactory?
>
> Challenge   Describe Performance Discrepancy   Mentor
>
> Train Yes Skill Deficiency? No Counsel
>
> Slide C-54

The chart in your SM provides an easy-to-use analysis to help you match the most effective technique to present performance of each subordinate.

Emphasize that this is **not** a performance appraisal in the formal sense. It's an analysis of an individual's development level for the purpose of **helping** the individual to **maximize** potential.

Emphasize that you must analyze **each** employee in order to select the best technique.

Have students follow along on the chart in their SMs. Discuss each part of the model, as follows:

> **SM
> C-14**

Slide C-55

> **MATCHING TECHNIQUE TO PERFORMANCE (cont'd)**
>
> • How would you describe present performance?
> • Is all required performance satisfactory?
>   − Skills/Techniques meet standards?
>   − Work assignments complete?
>   − Orders followed?
>   − Policies and procedures?
>   − Satisfactory employee meets standards but not much more than that.
>
> Slide C-55

    2. How would you describe the **present** performance?

    3. Is all required performance satisfactory?

        a. Do all skills/techniques meet minimum standards?

        b. Are work assignments completed satisfactorily and on time?

        c. Are orders followed?

d. Are policies, procedures, etc. understood and followed?

e. A satisfactory employee meets minimum standards in all areas for the job. Only doing whatever is required but not much beyond either in quantity or quality.

Slide C-56

```
MATCHING TECHNIQUE TO
PERFORMANCE (cont'd)

• If performance is generally satisfactory, leader
  needs to challenge individual.
  − Urge the individual to stretch.
  − Encourage the individual to contribute more to
  the overall effectiveness of the unit.

                                    Slide C-56
```

4. If performance is generally **satisfactory**, the leader needs to **challenge** the individual.

a. Urge the individual to stretch.

b. Help the individual to be more productive.

c. Encourage the individual to contribute more to the overall effectiveness of the unit.

Slide C-57

```
MATCHING TECHNIQUE TO
PERFORMANCE (cont'd)

• Is required performance above satisfactory?
  − Do most skills/techniques exceed minimum
  standards?
  − Are work assignments generally completed with
  high quality and timeliness?
  − Are routine tasks completed without direct
  orders?
  − Does the individual frequently take the initiative?
  − An above-satisfactory employee consistently
  excels in most areas of the job.

                                    Slide C-57
```

5. Is required performance above satisfactory?

a. Do most skills/techniques exceed minimum standards?

b. Are work assignments generally completed with high quality and timeliness?

c. Are routine tasks completed without direct orders?

d. Does the individual frequently take the initiative? (Suggest improvements, assume additional responsibility, etc.)

e. An above-satisfactory employee consistently excels in most areas of the job. Usually does more than required and frequently initiates new projects, ideas, improvements, etc.

Slide C-58

MATCHING TECHNIQUE TO
PERFORMANCE (cont'd)

· **If performance is above satisfactory, leader needs
to be a mentor to individual.**
  − **Start preparing the individual for advancement.**
  − **Help the individual design a career development
  plan.**
  − **Provide opportunities to assume leadership
  roles.**

Slide C-58

6.   If performance is generally **above
        satisfactory**, the leader needs to be a
        mentor to the individual.

        a.   Start preparing the individual for
                advancement.

        b.   Help design a career development
                plan.

        c.   Provide opportunities to assume
                leadership roles.

Mention here that some above-average employees have no
desire for promotion. They like what they do and want to
continue doing it. In such situations the mentor's job is **not** to
insist on advancement, but rather to assure that the present
job provides continuous challenge and motivation to excel!

Slide C-59

MATCHING TECHNIQUE TO
PERFORMANCE (cont'd)

· **Is any required performance unsatisfactory?**
  − **If yes, describe what's wrong in specific
  behavioral terms.**
  − **Determine whether problem is due to a skill
  deficiency or not.**

Slide C-59

7.   Is **any** required performance
        unsatisfactory?

Answering "yes" does **not** imply that **overall** you believe the
individual's performance is unsatisfactory; simply that some
behavior is below minimum standards.

        a.   If the answer is yes, you need to
                describe what's wrong in specific
                behavioral terms, such as:

                - Has been late for work three times
                in the past month.

                - Does not follow proper procedure
                in raising ladder.

- Last five inspection reports have been incomplete and sloppy.

Point out that an individual may have more than one performance problem. If so, each problem needs to be addressed separately.

Slide C-60

**MATCHING TECHNIQUE TO
PERFORMANCE (cont'd)**

- Unsatisfactory performance due to a skill deficiency will need training.
- Unsatisfactory performance not caused by skill deficiency will need counseling.
- If cause is unclear, select training option.

Slide C-60

b.   Once you have clearly defined the problem, you need to determine whether it is due to a skill deficiency or not. (See 7 a. above.)

8.   Unsatisfactory performance due to a skill deficiency will need **training.**

9.   Unsatisfactory performance not caused by skill deficiency will need **counseling.**

10.   If the cause is not clear and **could** be either a skill deficiency (not knowing how to complete an inspection report and/or doesn't know what quality is expected) or some other reason (doesn't like to do reports), the leader should first select the training option.

This module can tie back into Situational Leadership where the leader has to **diagnose** the development level of the follower. In this case, the leader has to determine if the performance problem is caused by:

•   a lack of training;

•   obstacles preventing the follower from doing a good job; or

•   an attitude of defiance, apathy, disrespect, or other.

Emphasize that sometimes we assume that someone doesn't care or has a bad attitude but later discover that no one ever took the time to explain what was expected, demonstrated a how to do it, etc.

Example: A firefighter/EMT is directed to change the flat tire on the chief's SUV. The firefighter/EMT does not do it. Why not?

Suggested responses:
- doesn't know how;
- doesn't have the jack and lug wrench; and
- thinks the chief should change the flat himself.

Depending on the answer, these responses give the leader a clear understanding as to the basis of the problem.

11. In any case, whether it's a problem that needs training or counseling, additional analysis is required prior to determining how to correct the problem.

Slide C-61

> **MATCHING TECHNIQUE TO**
> **PERFORMANCE (cont'd)**
> - **Analysis model is not something you do once a year.**
> - **Coaching is dynamic.**
> - **Continually monitor.**
> - **Use different techniques simultaneously.**
> - **Don't ignore performance problems, otherwise.**
>   - **It will get worse.**
>   - **You're liable.**
>   - **You're subject to disciplinary action.**
>   - **Subordinates think poor performance is OK.**
>
> **Slide C-61**

Before moving on to the next section, make the following points.

- The analysis model is not something you do once a year. **Coaching is a dynamic process which responds to changing individual needs/ performance.** The best employees sometimes hit a slump or have trouble mastering a new assignment.

- Thus, Subordinate A may need a leader who challenges this week, but may require training next week. **An effective leader continually monitors performance and adjusts the approach as needed.**

- Similarly, a leader may have to use different techniques **simultaneously** on the same subordinate. (Example: The above-average subordinate you are mentoring needs a new skill in order to complete a special assignment you've given.)

- The leader cannot **ignore** a performance problem. Training or counseling must become the primary approach until performance reaches minimum standards.

If you ignore a performance problem; it usually gets **worse.**

You're liable if someone gets hurt.

You're subject to disciplinary action for not doing your job.

Other subordinates get the message that **poor performance is acceptable.**

- Training and counseling are **not punitive** techniques. Just like mentoring and challenging, the focus is on personal development and the leader is always **supportive.**
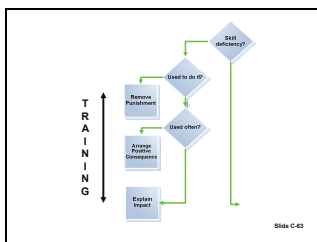
Slide C-62

COACHING ANALYSIS
MODEL #2
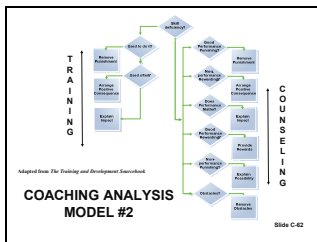
G.   Training analysis.

1.   The chart in the SM provides a map for analyzing training and counseling needs in more detail.

Slide C-63

Discuss each part of the model, as follows.

Slide C-64

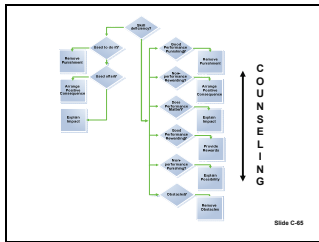**MATCHING TECHNIQUE TO PERFORMANCE (cont'd)**

Need to ask some questions:
• **Is it something the person used to know how to do but no longer does well?**
  — If not, formal training.
  — It yes, move on.
• **Is the skill used very often?**
  — If not, practices/drills.
  — If yes, provide feedback.

Slide C-64

2. Before you can determine how to correct the skill deficiency you need to ask some questions:

    a. Is it something the person used to know how to do but no longer does well?

        - If not (the person has never done it correctly), it's time for formal training.

        - If it is, move on.

    b. Is the skill used very often?

        - If not, arrange for supervised practices/drills.

        - If it is, provide feedback when the skill is being used or immediately after until corrected.

Slide C-65

Slide C-65

H. Counseling analysis.

Explain each part of the model, as follows:

Slide C-66

MATCHING TECHNIQUE TO PERFORMANCE (cont'd)

• **Before counseling process, determine what is contributing to problem.**
• **Answer all questions on model based on what you can observe.**
• **Counseling style relies on face-to-face discussion.**
• **In preparing, leader gathers as many facts as possible.**
• **During counseling, subordinate adds additional information.**

Slide C-66

1. Before you begin the counseling process, you need to try to determine what is contributing to the problem.

2. Answer all the questions on the model based on what you can **observe.**

3. The counseling style, you will recall, relies primarily on a face-to-face private discussion with the individual.

4. Thus, in preparing for the counseling session, the leader gathers as many facts as possible, using the analysis as a guide.

5. Then, during the actual counseling session, the subordinate is encouraged to add additional information on what is causing the problem. Again, the analysis provides a guide for eliciting the subordinate's views.

Now let's examine each question.

Slide C-67

MATCHING TECHNIQUE TO
PERFORMANCE (cont'd)

- Is good performance punishing?
  − If the subordinate performs well, does it lead to punishment?
  − Example: If the subordinate writes good reports is this assignment given more often?
  − If this is the case, we need to remove any punishments for good performance.

Slide C-67

6. Is good performance punishing?

    a. If the subordinate performs well, does it lead to punishment? (Example: If the subordinate writes good reports, is this assignment given more often?)

ASK: What are some examples of how we sometimes punish good behavior?

---

    b. If this is the case, we need to remove any punishments for good performance.

Slide C-68

MATCHING TECHNIQUE TO
PERFORMANCE (cont'd)

- Is nonperformance rewarding?
  − If the subordinate performs poorly, does it lead to a reward of some kind?
  − If this is the case, we need to remove any rewards for poor performance.

Slide C-68

7. Is nonperformance rewarding?

    a. If the subordinate performs poorly, does it lead to a reward of some kind? (Example: When the subordinate turns in an incomplete report, do you correct it yourself or give it to someone else instead of returning it directly?)

> ASK: What are some examples of how we sometimes reward bad behavior?


        b.   If this is the case, we need to remove any rewards for poor performance.

> Pause here briefly to assure that students understand the **concept** of positive and negative reinforcement. People tend to **avoid** behaviors that lead to negative consequences. People tend to **repeat** behaviors that lead to positive consequences.

Slide C-69

8.   Does performance matter?

        a.   Does the individual understand the impact of poor performance? (Example: not raising the ladder correctly could be a safety concern.)

> ASK: What are some examples of situations where individuals may not perceive the impact of poor performance?

        b.   If this is the case, we need to carefully explain how the poor performance is hurting quality of service, other team members, etc.

Slide C-70

9.   Is good performance rewarded?

        a.   Does the individual see any reason to perform well? Is good performance rewarded?

b. If not, start providing meaningful recognition for good performance.

ASK: What are examples of rewards available to a CO?

Slide C-71

MATCHING TECHNIQUE TO
PERFORMANCE (cont'd)

• Is nonperformance punished?
  − Does the individual see any
  reason to avoid poor
  performance? Are there any
  punishments in place for
  continued poor performance?
  − Make sure the individual
  understands refusing to allow
  you to help it will lead to
  formal discipline.

Slide C-71

10. Is nonperformance punished?

a. Does the individual see any reason to avoid poor performance? Are there any punishments in place for continued poor performance?

b. Make sure the individual understands that refusing to allow you to help will lead to formal discipline. Avoid using this as a threat. Focus on your sincere desire to help avoid this.

Slide C-72

MATCHING TECHNIQUE TO
PERFORMANCE (cont'd)

• Are there obstacles to performing?
  − Are there factors which prevent the individual
  from performing?

Slide C-72

11. Are there obstacles to performing?

Are there factors that prevent the individual from performing? (Example: Have you given conflicting assignments?)

ASK: What are some examples of obstacles that might be in the way?

12. Now you are ready to schedule the formal counseling session. You have a clear picture of the problem and possible causes. Remember, you don't have **all** the answers yet. You still need to hear your subordinate's views before developing a final plan to correct the problem.

50 min.
Small Group
Activity C.3

Slide C-73
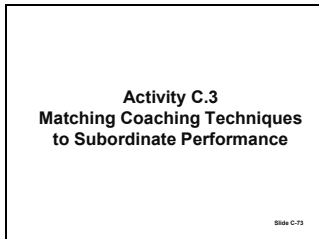
> Activity C.3
> Matching Coaching Techniques
> to Subordinate Performance
>
> Slide C-73

SM
C-17

IG p. C-51

Activity C.3

Matching Coaching Techniques
to Subordinate Performance

Purpose

To match coaching techniques with subordinate performance.

Directions to Students

1.   Read through directions and answer any questions.

2.   Divide class into small groups of six or seven persons and assign breakout rooms. Have students document their report on easel pad paper.

3.   If time is a problem, assign one or two scenarios to each group and reduce small group time to 15 minutes.

Circulate among groups to answer questions if needed.

4.   Allow each group to report on **one** scenario only. As reports are completed, allow other groups to offer additional suggestions, comments, etc.

5.   Suggested responses can be found on the following Student Activity Worksheet (SAW).

Followup discussion.

After all reports have been completed…

ASK: What happens if counseling fails to work?

Suggested response: If you're sure you've provided sufficient opportunity and support during the counseling process, and if you're sure you've allowed enough time for improvement to occur, and if you're sure you've eliminated all the contributing factors, then it's time to begin formal discipline.

Effective discipline is covered in the next module.

STUDENT ACTIVITY WORKSHEET

Activity C.3

Matching Coaching Techniques to Subordinate Performance

Purpose

To match coaching techniques with subordinate performance.

Directions

1.   On the following pages, four firefighters/emergency medical technicians (EMTs) are described. In each case assume that you are the CO. For each case:

   a.   Use the Coaching Analysis Model #1 to decide which coaching technique(s) you would use for this individual (challenge, counsel, train, mentor).

   b.   Explain why you selected the technique(s).

   c.   If you select either **challenge** or **mentor**, list four or five actions you might consider in order to apply the technique effectively.

   d.   If you select **train,** describe the problem and use the Coaching Analysis Model #2 to determine the type of training required.

   e.   If you select **counsel**, describe the problem and use the Coaching Analysis Model #2 to determine possible factors that are contributing to the problem.

2.   Document your report on easel pad paper.

3.   Select a spokesperson to report your decisions to the rest of the class.

4.   You have 30 minutes to complete this activity.

STUDENT ACTIVITY WORKSHEET

Firefighter/EMT #1

- with the department 8 years;
- knows every aspect of the job well;
- admired by other crew members;
- devotes substantial offduty time as coach for a church softball team (winning team);
- acts as officer when you're not there;
- while acting officer, has difficulty presenting company school (does not like speaking in front of the group);
- while acting officer, delegates work effectively;
- is not enthused about inservice inspections but does a good job;
- has begun to study for promotion test twice but each time has stopped several months before the test and has not taken the exam;
- responds well to suggestions for improvement;
- learns new skills easily;
- is always well groomed;
- has an excellent attendance record; and
- understands the department's goals and occasionally takes heat from the more negative crew members on some of the less popular programs.

Suggested responses:
- *above-satisfactory performance;*
- *a good candidate for **mentoring;** and*
- *also needs to be **challenged** in the area of public speaking.*

Firefighter/EMT #2

- with the department 15 years;
- senior person in station;
- driver on pumper for 10 years;
- safe driver (no accidents);
- is content with status as driver;
- average performance in most areas of responsibility; and
- recently made major mistakes in setting up a relay pump operation at a fire in a remote location.

Suggested responses:
- *has displayed unsatisfactory behavior (relay pump operation); and*
- *needs **training** (arrange practice).*

Firefighter/EMT #3

- six months on job, 19 years old;
- still in probationary status;
- unsatisfactory performance in written exams and procedures;
- tries to be "one of the crew" by participating in horseplay, card games, and other station activities such as horseshoes, Ping-Pong, chess, etc.;

STUDENT ACTIVITY WORKSHEET

- gets kidded when studying about being a "goody two shoes" by the other crew members; and
- is often the object of practical jokes.

Suggested responses:
- *has several unsatisfactory performance areas;*
- ***counseling*** *is critical immediately (good performance is being punished, there are obstacles in the way, doesn't seem aware of possible consequence of termination); and*
- ***training*** *will also be necessary.*

Firefighter/EMT #4

- with the department 4 years;
- recently took over as driver after much encouragement from you (didn't want the responsibility);
- most work is satisfactory;
- enjoys orienting new members in station duties and responsibilities;
- seldom does more than what's demanded;
- good appearance;
- seldom uses "sick" time but usually arrives at the station just a minute or two prior to his official reporting time;
- enjoys fiddling around with the station computer; and
- has a degree in computer science.

Suggested responses:
- *satisfactory performance;*
- *has much greater potential to achieve; and*
- *needs to be challenged.*

5 min.
Lecture

Slide C-74

SUMMARY

· **Effective leaders have many of the same characteristics as effective coaches:**
  − **Vision**
  − **Self-confidence**
  − **Humility**
  − **Confidence in others**
  − **Flexibility**

Slide C-74

VIII. SUMMARY

Summarize the module by reviewing the major points covered.

     A.   Effective leaders have many of the same characteristics as effective coaches.

         1.   Vision.

         2.   Self-confidence.

         3.   Humility.

         4.   Confidence in others.

         5.   Flexibility.

Slide C-75

SUMMARY (cont'd)

"Coaching involves praise and recognition (for each individual). But it also requires helping the individual/team withstand tough times and inevitable setbacks, maintaining momentum and building small successes into a solid track record."

(Peters and Austin)

Slide C-75

     B.   "Coaching involves praise and recognition (for each individual). But it also requires helping the individual/team withstand tough times and inevitable setbacks, maintaining momentum and building small successes into a solid track record." (Peters and Austin)

DISCIPLINE AT THE COMPANY LEVEL

OBJECTIVES

The students will:

1.   *Identify the value of positive discipline.*

2.   *Describe how to use discipline to correct improper employee behavior.*

3.   *Describe how to apply discipline consistently, fairly, and impartially.*

4.   *Identify the value of progressive discipline.*

POINTS FOR THE INSTRUCTOR

Discipline is not necessarily synonymous with punishment. In many cases problems with employee behavior can be solved merely by pointing out to the employee that the displayed behavior is not acceptable.

This module is designed to give a Company Officer (CO) the technical and personal skills needed to effectively change improper employee behavior and to further organizational goals by properly using disciplinary procedures.

METHODOLOGY

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

(Total Time: 3 hr.)

10 min.	Lecture	
	Objectives and Overview	IG DP-5
	Introduction	IG DP-6
20 min.	Small Group Activity DP.1	
	Reasons Discipline is Avoided	IG DP-11
55 min.	Lecture/Discussion	
	Positive and Negative Discipline	IG DP-15
	Rules and Regulations	IG DP-16
	The Importance of Discipline	IG DP-17
	Common Violations and Actions	IG DP-19
	Progressive Discipline	IG DP-23
	The Disciplinary Interview	IG DP-26
30 min.	Large Group/Role-Play Activity DP.2	
	Evaluating Disciplinary Processes	IG DP-31
	Video: "Evaluating Disciplinary Processes"	
	(Scenarios 1, 3, and 4)	IG DP-31
15 min.	Lecture/Discussion	
	Bizarre Behaviors	IG DP-37
	Employee Values	IG DP-39
45 min.	Small Group Activity DP.3	
	Determining Proper Discipline	IG DP-41
5 min.	Lecture	
	Final Tips	IG DP-49

AUDIOVISUAL

Slides DP-1 to DP-49
Video: "Evaluating Disciplinary Processes" (Scenarios 1, 3, and 4)

INSTRUCTOR PREPARATION

1.   Review lesson plan and activities.

2.   Assemble necessary supplies.

3.   Preview videos.

4.   Read role-play script and select students to act it out in class.

ICONS USED IN INSTRUCTOR'S GUIDE

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

Slide DP-1

LEADERSHIP III FOR FIRE AND EMS:
STRATEGIES FOR SUPERVISORY
SUCCESS

DISCIPLINE AT THE
COMPANY LEVEL

Slide DP-1

10 min.
Lecture

Slide DP-2

OBJECTIVES

The students will:
• Identify the value of positive discipline.
• Describe how to use discipline to correct
  improper employee behavior.
• Describe how to apply discipline
  consistently, fairly, and impartially.
• Identify the value of progressive discipline.

Slide DP-2
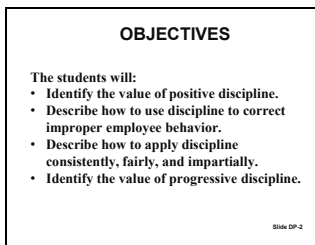
I.   **OBJECTIVES**

The students will:

A.   Identify the value of positive discipline.

B.   Describe how to use discipline to correct improper employee behavior.

C.   Describe how to apply discipline consistently, fairly, and impartially.

D.   Identify the value of progressive discipline.

Slide DP-3

OVERVIEW

• Introduction
• Positive and Negative Discipline
• Rules and Regulations
• The Importance of Discipline
• Common Violations and Actions
• Progressive Discipline
• The Disciplinary Interview
• Bizarre Behaviors
• Employee Values
• Final Tips

Slide DP-3
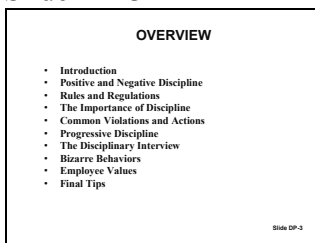
II.   **OVERVIEW**

A.   Introduction.

B.   Positive and Negative Discipline.

C.   Rules and Regulations.

D.   The Importance of Discipline.

E.   Common Violations and Actions.

F.   Progressive Discipline.

G.   The Disciplinary Interview.

H.   Bizarre Behaviors.

      I.   Employee Values.

      J.   Final Tips.

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

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 which covers all module content. This text is intended to be read after the module presentation, so that the students can focus on actual classroom activity.

See if students have any questions regarding the objectives or contents.

Slide DP-4

INTRODUCTION

- **The perfect fire department/emergency medical services (EMS):**
  - **Perfect set of rules.**
  - **Management support.**
  - **Employees know appeal procedures.**
  - **Rules enforced.**
  - **Transferring of problem personnel at the first opportunity never occurs.**
  - **Company Officers (COs) trained in discipline.**

Slide DP-4

III.   INTRODUCTION

In order to put students at ease and to let them know you understand their discipline problems, describe the "perfect" organization as if each student was an officer in that perfect department. Lead with a statement such as, "Let me see if I can describe the department you're from..."

      A.   The perfect fire/emergency medical services (EMS) department.

            1.   You have a perfect set of rules and procedures that are up to date and that everyone knows, understands, and with which everyone agrees.

2.   Management supports 100 percent of all disciplinary actions instituted at the company level.

3.   All employees know appeal procedures.

4.   All Company Officers (COs) in your department enforce the rules and procedures.

5.   Transferring of problem personnel at the first opportunity never occurs.

6.   All COs have received training in and understand how discipline can effectively improve employee performance.

> That perfect department does not exist! Some departments come close, but every department has some difficulties.

Slide DP-5

```
INTRODUCTION (cont'd)

· Difficulties
   − Inappropriate/Obsolete rules
   − Unsupportive administration
   − Reductions in severity when appealed
   − Some officers who do not enforce rules
   − Transferring problem personnel
   − Untrained

                              Slide DP-5
```

B.   Difficulties.

1.   Rules that are inappropriate or obsolete.

a.   What rules do I apply? Which ones do I ignore?

b.   Some outdated policies are now laughable:

- No women in the fire station after 9 p.m.

- Feed the horses twice a day.

- The oldest member of the department shall assume the role of the fire chief.

2.   Administration and/or management that does not support all disciplinary actions.

3.   Reductions in severity or reversals of decisions when appealed.

4.   Some officers who do not enforce rules.

5.   Officers transferring problem personnel rather than dealing with the improper behavior.

6.   Little or no training in handling formal disciplinary actions.

Despite whatever difficulties might exist in **your** organization, discipline is a critical CO activity.

This module is designed to help students properly use disciplinary procedures.

Slide DP-6

```
        INTRODUCTION (cont'd)

• Definition
   − Discipline is behavior and order
     maintained by training and control.
   − A disciplinary system spells out specific
     punishments for specific infractions.


                                    Slide DP-6
```

C.   Definition.

1.   Discipline is behavior and order maintained by training and control.

2.   A disciplinary system spells out specific punishments for specific infractions.

Point out that each organization has its own disciplinary system which may or may not coincide with the principles covered in this module. Emphasize that students **must** follow their own organizational process.

The National Fire Academy (NFA) is not trying to set or alter your department's rules, procedures, or policies. This module is discussed in the context of having a well-disciplined department and having rules, procedures, and policies that your chiefs and governing body have approved.

There is a huge difference between breaking a rule and breaking the law. Some discussion may come up in this module about what to do when a law has been broken. The COs should be advised to immediately contact the supervisor and local law enforcement when this is an issue. Failure to act may be cause to bring criminal charges against the CO.

20 min.
Small Group
Activity DP.1

Slide DP-7
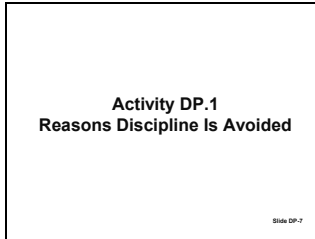
Activity DP.1
Reasons Discipline Is Avoided

Slide DP-7

SM
DP-5

IG p. DP-13

Activity DP.1

Reasons Discipline is Avoided

Purpose

To apply discipline consistently, fairly, and impartially.

Directions to Students

1.   Refer students to the activity in their SMs.

2.   Read through directions and answer any questions.

3.   Divide class into four small groups. Have the groups stay in the classroom to save time.

4.   After allowing groups to work for 10 minutes, solicit responses from each group in round robin fashion. List responses on easel pad. Keep listing responses until all ideas are presented. Suggested responses can be found on the following Student Activity Worksheet (SAW).

Summary

If you are a senior CO and you are using any of these excuses, it's time to begin owning up to your responsibilities. If you are a new CO or about to be promoted, don't begin by shirking your responsibilities.

Discipline is not easy on you or the firefighter/emergency medical technician (EMT) being disciplined.

Every supervisor has a natural reluctance to discipline others-- that's normal; but discipline and rules are critical for any organization to succeed in its mission.

STUDENT ACTIVITY WORKSHEET

Activity DP.1

Reasons Discipline is Avoided

Purpose

To apply discipline consistently, fairly, and impartially.

Directions

1. In your small groups, discuss reasons why supervisors avoid discipline.

2. List reasons why supervisors are **reluctant** to use disciplinary procedures to correct improper employee behavior.

   Suggested responses:

   - *"The fire chief's office doesn't care, so why should I?"*

   - *"I'm not going to be a bad person; these people are my buddies."*

   - *"I do not need to resort to formal discipline to correct behavior."*

   - *"I do not want the crew to turn against me."*

   - *"I'm not trained to do it so I will not take any action."*

   - *"The other officers don't, so why should I be the only one enforcing rules?"*

   - *"No matter what I do, the chief's office will reverse me or reduce what I've recommended, so why bother?"*

3. Select a spokesperson to report your group's responses.

---

55 min.
Lecture/Discussion

Slide DP-8

POSITIVE AND NEGATIVE
DISCIPLINE

· **Negative discipline
involves:**
  − **Punishment, often
  harsh**
  − **Win-lose climates**
  − **Interpersonal
  resentment**

Slide DP-8

IV.   POSITIVE AND NEGATIVE DISCIPLINE

A.   Negative discipline involves

1.   Punishment, often harsh.

2.   Win-lose climates.

3.   Interpersonal resentment.

ASK: Must discipline always be negative or is there a better
way?

Suggested response: There is a potentially more effective
way that should be tried before resorting to negative
discipline.

Slide DP-9

POSITIVE AND NEGATIVE
DISCIPLINE (cont'd)

Positive approach:
· **Encourages self-discipline**
· **Disciplinary actions necessary to
educate**
· **Lets person know through experience
and example what is expected**
· **Aimed at guiding the member**
· **Mildest penalty causing change**
· **Attitude that must be accepted by
supervisor as approach and developed
in subordinate**

Slide DP-9

B.   Positive approach to discipline.

1.   Encourages self-discipline (built on mutual
respect and self-control).

2.   Treats disciplinary actions as a necessary
educational process.

3.   Used to correct undesirable and
unacceptable behavior by letting person
know through concrete experience and
example what is expected.

4.   Disciplinary actions should be aimed at
guiding the member, strengthening self-
discipline, and improving work behavior.

5.   The penalty should be the mildest that will
bring about these changes.

An old metaphor: How big does the stick have to be to get the horse to move?

C. Positive discipline is an attitude that must be accepted by the supervisor as an approach and developed in the subordinate.

Slide DP-10

> **RULES AND REGULATIONS**
>
> • "Hot stove" theory
> − Gives you warning
> − Reacts immediately
> − Consistent
> − Impersonal
> − Doesn't apologize or gloat
> − Doesn't get emotional
>
> Slide DP-10

V. RULES AND REGULATIONS

A. "Hot stove" theory.

Explain what the "hot stove" theory is to the students.

---

1. It gives warning--sizzles, radiates heat.

2. It reacts immediately--burns!

3. It is consistent--always burns.

4. It is impersonal--it always burns whoever touches it. It doesn't play favorites.

5. It does not apologize or gloat--it is silent after it burns.

6. It does not get emotional--does not yell or berate the person.

Slide DP-11

> **RULES AND REGULATIONS (cont'd)**
>
> • Rules are key to effective discipline if:
> − Thoroughly understood and communicated
> − Applied equally
> − Enforced
> − Written
> − Needed
>
> Slide DP-11

B. Rules are the key to effective discipline in an organization if they are

1. Thoroughly understood and communicated.

2. Applied equally to all employees.

3. Enforced.

4. Written.

5. Needed.

Slide DP-12

**RULES AND REGULATIONS
(cont'd)**

· Failure to follow rules can endanger others.
· Rules should be reviewed periodically.
  − Obsolete rules can cause disrespect.
  − Obsolete rules weaken control and morale.
  − COs should work toward changing unfair or obsolete rules.

Slide DP-12

C.   Officers and firefighters/EMTs who do not follow rules because the rules do not reflect their own assessment of the situation can endanger other crew members and themselves.

D.   Rules should be reviewed periodically and modified, dropped, or expanded.

1.   Obsolete rules can cause disrespect for all rules (malicious obedience).

2.   Obsolete rules weaken control and morale.

3.   COs should work toward changing unfair or obsolete rules by:

a.   Pointing out needed revisions to management.

b.   Demonstrating negative results if "bad" rules are enforced.

c.   Seeking employee input when revising rules.

Emphasize that your rule book should be a dynamic document--not a document cast in stone.

Slide DP-13

**THE IMPORTANCE OF
DISCIPLINE**

· To the department
  − Enhances organizational efficiency and effectiveness
  − Reinforces departmental values
  − Reinforces hierarchical relationships
  − Fosters order, not chaos
  − Clarifies management's expectations of subordinates
  − Resolve problems at an early stage
  − Reduces organizational liability

Slide DP-13

VI.   THE IMPORTANCE OF DISCIPLINE

A.   To the department:

1.   Enhances organizational efficiency and effectiveness.

2.   Reinforces departmental values.

3.   Reinforces hierarchical relationships.

4.   Fosters order, not chaos.

5. Clarifies management's expectations of subordinates.

6. Resolves problems at an early stage.

7. Reduces organizational liability.

Slide DP-14

THE IMPORTANCE OF DISCIPLINE (cont'd)

- **To the CO**
  - **Provides tools to deal with improper behavior**
  - **Increases company efficiency**
  - **Provides framework for equitable and fair treatment**
  - **Authority to discipline contributes to CO's powerbase**
  - **Earns respect**
  - **Improves individual subordinate's performance**
  - **Increase self-discipline**

Slide DP-14

B. To the CO:

1. Provides the tools to deal with improper behavior.

2. Increases company efficiency.

3. Provides the framework for equitable and fair treatment.

4. The authority to discipline contributes to the CO's power base (coercive power).

5. Earns respect.

6. Improves individual subordinate's performance.

7. Increases self-discipline.

Slide DP-15

THE IMPORTANCE OF DISCIPLINE (cont'd)

- **To the firefighter/EMT**
  - **Provides a certain level of security**
  - **Set boundaries**
  - **Makes organizational goals clear**
  - **Rewards employees for good behaviors**
  - **Corrects problems before it's too late**

Slide DP-15

C. To the firefighter/EMT:

1. Provides a certain level of security--the firefighter knows what is expected.

2. Sets boundaries.

3. Makes organizational goals clear.

4. Rewards employees for good behaviors.

5. Corrects problems before it's too late.

Slide DP-16

THE IMPORTANCE OF DISCIPLINE (cont'd)

- **Bureaucracy ensures fair treatment for all employees by management.**
  - **Each employee has specified and official areas of responsibility controlled by rules.**
  - **There is a clearly ordered system of supervision and subordination.**
  - **Written rules are maintained as a means of managing.**

Slide DP-16

D. The earliest notion of bureaucracy was a very good idea. It defined a system where there were consistent ways of treating people and problems. A major feature of a bureaucracy is that it ensures fair treatment for all employees by management. (Max Weber, a German sociologist.)

1. Each employee has specified and official areas of responsibility controlled by rules.

2. There is a clearly ordered system of supervision and subordination.

   a. Somewhere along the way the concept of bureaucracy and the title **bureaucrat** became a bad thing. No one wants to deal with the "bureaucracy of city hall" (red tape). Now, being called a government bureaucrat is an insult.

   b. The original concept of fairness and consistency was a very good idea. Through the course of time, inflexibility and cookie-cutter decisions have replaced the once good idea.

3. Written rules are maintained as a means of managing.

VII. COMMON VIOLATIONS AND ACTIONS

A. Common violations COs must deal with.

Slide DP-17

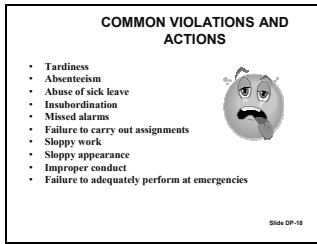| What are the most common disciplinary problems in a career department?

Slide DP-17

List student responses to these questions on easel pad.

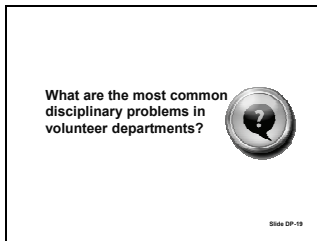ASK: What are the most common disciplinary problems in a career department?

Slide DP-18

COMMON VIOLATIONS AND
ACTIONS

· Tardiness
· Absenteeism
· Abuse of sick leave
· Insubordination
· Missed alarms
· Failure to carry out assignments
· Sloppy work
· Sloppy appearance
· Improper conduct
· Failure to adequately perform at emergencies

Slide DP-18

Suggested responses:
- tardiness;
- absenteeism;
- abuse of sick leave;
- insubordination;
- missed alarms;
- failure to carry out assignments;
- sloppy work;
- sloppy appearance;
- improper conduct; and
- failure to adequately perform at emergencies.

ASK: What are the most common disciplinary problems in volunteer departments?

Slide DP-19

What are the most common disciplinary problems in volunteer departments?

Slide DP-19

Slide DP-20

COMMON VIOLATIONS AND
ACTIONS (cont'd)

· Poor attendance at emergencies
· Poor attendance at training
· Poor participation at other departmental functions
· Poor performance at emergencies
· Driving private vehicles recklessly while responding to alarms

· Responding to alarms while under the influence of alcohol or drugs
· Fighting
· Improper care of equipment
· Failure to use proper personal protective equipment (PPE) at emergency scenes
· Insubordination

Slide DP-20

Suggested responses:
- poor attendance at emergencies;
- poor attendance at training;
- poor participation at other departmental functions;
- poor performance at emergencies;
- driving private vehicles recklessly while responding to alarms;
- responding to alarms while under the influence of alcohol or drugs;
- fighting;
- improper care of equipment;
- failure to use proper personal protective equipment (PPE) at emergency scenes; and
- insubordination.

Slide DP-21

> **What are the similarities and differences between disciplinary problems encountered in career and volunteer departments?**
>
> Slide DP-21
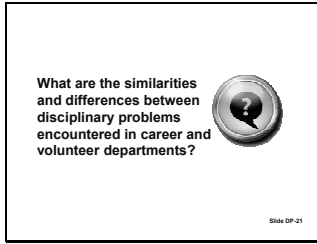
ASK: What are the similarities and differences between disciplinary problems encountered in career and volunteer departments?

Although there are some obvious differences, you should point out that most of the problems are similar and that the ideas presented in this unit apply equally well to both. Most of the actions listed below are also applicable to both. To the statement, "volunteer officers have no club to beat them with," you should respond that pride and self-discipline can exist in volunteer departments and it is a matter of the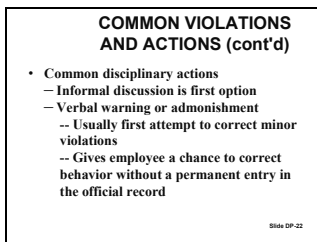 way in which the volunteers have been oriented. The new member should be told that the department and the community appreciate volunteers but that they are now professionals and must abide by the discipline of the organization and then consistently demand this. The volunteer organization must also be sure that the rules governing the organization provide progressive alternatives for dealing with disciplinary problems.

Point out that some of these violations might be symptoms of an emotional problem or a substance abuse problem. In most cases, as a CO, you should seek help from your superior officer. Many departments have an Employee Assistance Plan (EAP) to assist employees with these particular problems, and, at the very least, the administration has more experience in dealing with problems of this nature.

Any bizarre disciplinary problems should be held until the section dealing with bizarre employee behaviors.

Slide DP-22

> **COMMON VIOLATIONS AND ACTIONS (cont'd)**
>
> - **Common disciplinary actions**
>   − **Informal discussion is first option**
>   − **Verbal warning or admonishment**
>   -- **Usually first attempt to correct minor violations**
>   -- **Gives employee a chance to correct behavior without a permanent entry in the official record**
>
> Slide DP-22

B.   Common disciplinary actions.

1.   Informal discussion is first option.

2.   Verbal warning or admonishment.

Emphasize that these are "typical" actions. The CO must follow the department's policy.

a.   Usually a first attempt to correct minor violations.

b.   Gives employee a chance to correct behavior without a permanent entry in the official record.

Slide DP-23

> **COMMON VIOLATIONS
> AND ACTIONS (cont'd)**
>
> • **Written reprimand**
>   – **An official action for failure to correct behavior after one or two verbal warnings**
>   – **Sometimes the initial discipline for more serious violations of rules and procedures**
>   – **Usually part of employee's official record**
>   – **Usually recommended by the CO and acted on by the fire/EMS chief**
>
> Slide DP-23

3.   Written reprimand.

a.   An official action for failure to correct behavior after one or two verbal warnings.

b.   Sometimes the initial discipline for more serious violations of rules and procedures.

c.   Usually part of employee's official record.

d.   Usually recommended by the CO and acted on by the fire/EMS chief.

Slide DP-24

> **COMMON VIOLATIONS AND
> ACTIONS (cont'd)**
>
> • **Fine**
>   – **Forfeiture of pay**
>   – **Forfeiture of time**
>   – **Demotion (if appropriate)**
>   – **Extra work during the regular duty day**
>   – **Small fines sometimes used in volunteer organizations**
>   – **Usually recommended by the CO and acted on by the fire/EMS chief**
>
> Slide DP-24

4.   Fine.

a.   Forfeiture of pay.

b.   Forfeiture of time.

c.   Demotion (if appropriate).

d.   Extra work during the regular duty day.

e.   Small fines sometimes used in volunteer organizations.

f.   Usually recommended by the CO and acted on by the fire/EMS chief.

Slide DP-25

COMMON VIOLATIONS
AND ACTIONS (cont'd)

• **Suspension**
  − **Given for repeated violations**
  − **Given initially for serious violations**
  − **Last step before termination**
  − **Usually from 1 to 30 days in length**
  − **Usually recommended by the CO and acted on by the fire/EMS chief**

Slide DP-25

5.   Suspension.

    a.   Given for repeated violations.

    b.   Given initially for serious violations.

    c.   Last step before termination.

    d.   Usually from 1 to 30 days in length.

    e.   Usually recommended by the CO and acted on by the fire/EMS chief.

Slide DP-26

COMMON VIOLATIONS AND
ACTIONS (cont'd)

• **Demotion**
  − **Temporarily**
  − **Permanently**

Slide DP-26

6.   Demotion.

    a.   Temporarily.

    b.   Permanently.

Slide DP-27

COMMON VIOLATIONS
AND ACTIONS (cont'd)

• **Termination**
  − **After all else fails**
  − **Used only if employee cannot be rehabilitated or made to conform to departmental standards or if public safety or health is endangered**
  − **Usually recommended by the CO and acted on by the fire/EMS chief**

Slide DP-27

7.   Termination.

    a.   After all else fails.

    b.   Used only if employee cannot be rehabilitated or made to conform to departmental standards or if public safety or health is endangered.

    c.   Usually recommended by the CO and acted on by the fire chief.

Slide DP-28

PROGRESSIVE DISCIPLINE

• **A positive corrective plan, rather than a negative approach**
• **Proposed punishment should:**
  − **Be reasonable**
  − **Fit the offense**
  − **Become increasingly severe for repeated infractions of the same rule**
• **Process that has greatest potential to correct improper behavior with minimal punishment**

Slide DP-28

VIII.   PROGRESSIVE DISCIPLINE

A.   Definition.

    1.   A positive corrective plan, rather than a negative approach. The proposed punishment should

        a.   Be reasonable.

        b.   Fit the offense.

c.   Become increasingly severe for repeated infractions of the same rule.

ASK: **Parents, don't you do this at home?**

Allow discussion.

---

2.   Progressive discipline is a process that has the greatest potential to correct improper employee behavior with minimal punishment.

a.   Bottom line: You want the undesirable behavior to become extinct.

b.   Ask the offender, "How much discipline is it going to take to get you to never do that again?"

Slide DP-29

PROGRESSIVE DISCIPLINE
(cont'd)

· **Value:**
  − **Minimum punishment**
  − **Fair**
  − **Required to implement more severe punishment if previous failed**
  − **Vital for successful outcome if action is appealed**
  − **Gives employees a chance to show they can meet job standards**

Slide DP-29

B.   The value of progressive discipline:

1.   Gives employees the minimum amount of punishment needed to produce positive changes in behavior.

2.   Is fair to employee.

3   Is required to implement more severe punishment if previous, less severe punishment failed to correct behavior.

4.   Is vital for successful outcome if action is appealed.

5.   Gives employee a chance to show ability to meet job standards.

ASK: **Can it always be consistently applied?**

Allow discussion.

Slide DP-30

> **PROGRESSIVE DISCIPLINE**
> **(cont'd)**
>
> · **Progressive discipline versus "zapping" approach**
>   **– "Zapping" takes place when you have a**
>   **marginal employee who is barely performing, yet**
>   **you're never able to pinpoint a specific punishable**
>   **offense. Eventually, the employee does something**
>   **which is punishable and you "zap" with a**
>   **punishment much greater than is warranted for**
>   **the specific violation**
>
> Slide DP-30

C.   Progressive discipline versus the "zapping" approach.

1.   "Zapping" takes place when you have a marginal employee who is barely performing, yet you're never able to pinpoint a specific punishable offense.

2.   Eventually, the employee does **something** which is punishable and you "zap" with a punishment much greater than is warranted for the specific violation.

3.   "Zapping" is usually an attempt to "get" the employee for all past, unpunished behaviors.

This is also referred to as "gunny sacking." In other words, storing old infractions and violations that the employee was never made aware of and then one day the supervisor unloads the gunny sack. That is not fair to the employee and shows a lack of supervisory skills by the leader.

4.   "Zapping" is usually overturned upon appeal because the punishment does not fit the infraction.

Slide DP-31

> **PROGRESSIVE DISCIPLINE**
> **(cont'd)**
>
> · **Progressive discipline versus "zapping" approach (cont'd):**
>   **– "Zapping" is usually an attempt to "get" the employee**
>   **for all past, unpunished behavior.**
>   **– Usually overturned upon appeal because punishment**
>   **doesn't fit infraction**
>   **-- Also referred to as "Gunny Sacking"**
> · **COs need to ask themselves two questions in such**
>   **situations:**
>   **– Does proposed discipline fit the present violation**
>   **– Is proposed discipline likely to correct behavior**
>
> Slide DP-31

5.   COs need to ask themselves two questions in such situations:

a.   Does the proposed discipline fit the present violation?

b.   Is the proposed discipline likely to correct behavior?

SM
DP-13

Slide DP-32

TYPICAL ACTIONS CHART

Offense	First Offense Discipline	Second Offense Discipline	Third Offense Discipline
Tardiness	Verbal warning	Reprimand	Suspension (progressive)
Insubordination	Suspension	Termination	
Missed alarm	Warning/ Suspension	Suspension	Termination
Sloppy work	Warning	Reprimand/ Suspension	Suspension/ Termination
Improper conduct	Warning/ Suspension	Reprimand/ Suspension	Termination
Violation of safety regulations	Warning	Reprimand/ Suspension	Suspension/ Termination
Stealing	Suspension/ Termination	Termination	
Fighting	Suspension/ Termination	Termination	

Slide DP-32

Refer students to Typical Actions Chart in their SMs.

Point out that progressive discipline does not mean all actions must begin with a verbal warning

Example: Using drugs on duty or stealing requires a more severe first step--suspension or termination.

ASK: **Are there any examples of any offenses not covered in chart that you would like to discuss?**

Have students decide what actions should be taken for first, second, and third offenses.

Slide DP-33

TYPICAL ACTIONS CHART
(cont'd)

- **Considerations when applying progressive discipline**
  - **Prior violations of similar rules**
  - **Extenuating circumstances--supervisor must always be fair and impartial**
  - **Seriousness of the offense**

Slide DP-33

D.   Considerations when applying progressive discipline.

1.   Prior violations of similar rules.

2.   Extenuating circumstances. The supervisor must always be fair and impartial.

3.   Seriousness of the offense.

Slide DP-34

THE DISCIPLINARY
INTERVIEW

- **Steps in conducting disciplinary interview**
  - **Prepare**
  - **State your case**
  - **Indicate seriousness**
  - **State expectations**
  - **Try to get commitment change from employee**
  - **End session on positive note**
  - **Document your actions**
  - **Inform employee of appeal procedures**

Slide DP-34

IX.   THE DISCIPLINARY INTERVIEW

A.   Steps in conducting a disciplinary interview.

1.   Prepare for the interview.

a.   Thoroughly investigate problem.

b.   Have all your facts ready.

- Who was involved?

- Exactly what happened?

- When and where did it happen?

- What did you say to the employee?

- What did the employee answer?

    c.   Know what you want to accomplish.

2.   State your case clearly and immediately.

3.   Let the employee respond. (Be willing to change if new facts are convincing.)

4.   Indicate the seriousness of the problem.

5.   State your expectations for future behavior.

6.   Try to get the employee to commit to change.

7.   End the session on a positive note. Do not leave the employee feeling hopeless.

     You want the employee leaving the meeting thinking about what they did wrong, not how you treated them.

8.   Document your actions.

    a.   Would be done whenever one or two verbal warnings do not correct behavior or if the offense is serious.

    b.   Should specify exactly what the improper behavior was--not general statements.

    c.   Be sure that you keep only information that has to do with the job and the employee's performance and behavior on the job.

Examples:

- **Wrong**--"Engineer Smith was verbally warned about improper behavior on this date."

- **Right**--"Engineer Smith verbally warned about failure to check batteries and fuel level in Engine #3 on this date."

- **Wrong**--"Firefighter/EMT Smith admonished for tardiness."

- **Right**--"Firefighter/EMT Smith admonished for failure to appear at roll call until 0735 hours this date. Firefighter/EMT Smith was 5 minutes late."

Slide DP-35

THE DISCIPLINARY INTERVIEW (cont'd)

- Checklist for successful disciplinary interview
  - Select proper setting
  - Listen
  - Don't interrupt
  - Don't lose your temper
  - Don't argue
  - Stick to the facts
  - Focus on specific improper behavior

Slide DP-35

9.   Inform employee of appeal procedures.

B.   A checklist for a successful disciplinary interview.

Cardinal Rule #1: Praise in public; criticize in private.

1.   Select the proper setting. Have complete privacy.

2.   Listen!

3.   Do not interrupt.

4.   Do not lose your temper.

5.   Do not argue.

6.   Stick to the facts. Explanations of violations should be very specific, not generalizations.

7.   Focus on specific improper behavior, not the person. (What are the standards?)

Slide DP-36

C.   Common errors.

1.   Not being clear about violations.

     a.   Is not fair to employee.

     b.   Will not succeed in correcting improper behavior.

     c.   Can damage morale.

     d.   Everyone is a loser.

2.   Improper or no documentation.

     a.   Most cases lost on appeal are due to insufficient or improper documentation.

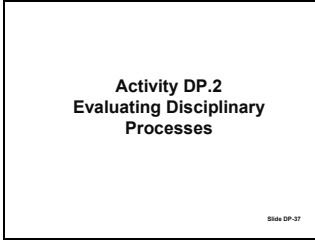   b.   Do not make idle threats.

30 min.
Large Group/Role-Play
Activity DP.2

Slide DP-37

Activity DP.2
Evaluating Disciplinary
Processes

Slide DP-37

Activity DP.2

Evaluating Disciplinary Processes

Purpose

To evaluate disciplinary processes for correct and incorrect practices.

Directions to Students

**SM
DP-17**

1.   Refer students to the activity in their SMs. Read through directions and answer any questions.

Remind students that the videos are dated and may not be operationally accurate or up to industry standards of today. However, the concepts of discipline are still current and applicable to this discussion.

IG p. DP-33

2.   Show video "Evaluating Disciplinary Processes" Scenario 1. Allow students time to complete their list of incorrect and correct behaviors by the CO. Then lead a discussion to ensure that students noted all the incorrect behaviors. (Suggested responses are listed in the SAW.)

3.   Follow same procedure for the video Scenarios 3 and 4.

IG p. DP-35

4.   Select two students from the class to act out the role play in Scenario 2. The script is provided in the SAW. If possible, give the role-play students advance notice so they have time to read the script.

STUDENT ACTIVITY WORKSHEET

Activity DP.2

Evaluating Disciplinary Processes

Purpose

To evaluate disciplinary processes for correct and incorrect practices.

Directions

1.   The instructor will show three video scenarios and lead the class in one role play that depicts a CO disciplining a subordinate.

2.   As each video is shown or the role play is acted out, write down incorrect and/or correct behaviors modeled by the CO.

Video Scenario 1--Behaviors Observed

Suggested responses:

• *CO did not check out the facts first.*

• *CO was abusive, lost his temper.*

• *CO didn't listen to employee.*

• *CO did not advise of appeal procedures.*

• *Wrong setting-- not private.*

• *Did not end on a positive note.*

Role-Play Scenario 2--Behaviors Observed

Suggested responses:

• *CO overreacted.*

• *CO did not use progressive discipline.*

• *Punishment did not fit the infraction.*

• *CO lost his temper.*

• *CO did not advise subordinate of appeal procedures.*

• *Did not end on a positive note.*

STUDENT ACTIVITY WORKSHEET

Video Scenario 3--Behaviors Observed

Suggested responses:

- *CO never really gets to the point.*

- *Firefighter wasn't aware of being disciplined.*

- *No commitment to change received from employee.*

Video Scenario 4--Behaviors Observed

Suggested responses:

- *CO is prepared and has facts ready.*

- *Setting is appropriate.*

- *Case is stated clearly.*

- *CO listens to employee.*

- *CO emphasizes the seriousness of the problem.*

- *Employee makes a commitment to change.*

- *Session ends on a positive note.*

STUDENT ACTIVITY WORKSHEET

Activity DP.2 (cont'd)

Role-Play Scenario 2

Role-Play: *The scenario is inside a firehouse office, where a **lieutenant** is sitting at a desk, working on papers. A **firefighter** will enter. There should be a chair by the desk.*

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

A knock on the door.

The **LIEUTENANT** looks up from paperwork as **FIREFIGHTER/EMT** comes in.

FIREFIGHTER/EMT

> Hi, Lieutenant. You wanted to see me about missing the call last shift?

LIEUTENANT

> (sternly, gesturing to chair)
> Sit down.

FIREFIGHTER/EMT sits.

LIEUTENANT

> Darn right I do. I can't have anyone not getting on that fire apparatus when the alarm rings. You blew it…

(hits desk with hand and stands up, shouting)

> …and I'm going to make an example out of you.

FIREFIGHTER/EMT

(squirming in his chair)

> I'm really sorry about missing the call. I promise it won't happen again.

LIEUTENANT

(still standing, voice raised)

> It's too late. It should never have happened in the first place. I've been on the job for 8 years now, and I've never missed a run.

FIREFIGHTER/EMT

(trying to protest)

> But…

STUDENT ACTIVITY WORKSHEET

LIEUTENANT

(stopping him with a raised hand)
        But nothing. Empty out your locker. I'm relieving you of duty and recommending that you be fired.

FIREFIGHTER/EMT

(pleading)
        Please, Lieutenant. I've never been in any trouble before. Can't I have just one last chance?

LIEUTENANT

(remaining firm)
        I'm going to teach you a lesson. And the other people in this crew will know I mean business when I say
         we can't tolerate rule breakers.
(raising voice, pointing to the door)
        Now get out of here!

FIREFIGHTER/EMT gets up and leaves. **LIEUTENANT** sighs.

END

15 min.
Lecture/Discussion

Slide DP-38

> **BIZARRE BEHAVIORS**
>
> • Behaviors that are unusual in nature and for which there may not be written rules or procedures:
> − Member shows up for work with large dangling earring and refuses to remove it.
> − Member shouts abuses at a citizen walking by station.
> − Member writes obscenities on restroom walls.
> − Member preaches religious beliefs to owners while on code enforcement.
> − Member(s) engage in horseplay or practical jokes.
>
> Slide DP-38

X. BIZARRE BEHAVIORS

A. Behaviors that are unusual in nature and for which there may not be written rules or procedures that cover the behavior.

> ASK: What are some examples?
>
> Prompt with the following examples if necessary.

1. Member shows up for work with large dangling earring and refuses to remove it.

2. Member shouts abuses at a citizen walking by station.

3. Member writes obscenities on restroom walls.

4. Member preaches religious beliefs to owners while on code enforcement.

5. Member(s) engage in horseplay or practical jokes.

> ASK: What are other examples of bizarre behavior and what were the final outcomes?

Slide DP-39

> **BIZARRE BEHAVIORS (cont'd)**
>
> • What is bizarre to one may be normal to another.
> • COs need to guard against overreacting.
> • Bizarre behavior checklist:
> − Damage to equipment or property?
> − Create unsafe situation?
> − Correctable?
> − Violate the law?
> − Department's image damaged?
> − Damage morale?
>
> Slide DP-39

B. Remember that what is bizarre in the eyes of one person may be normal to another.

C. COs need to guard against overreacting to the strangeness of the incident and focus on the seriousness of the behavior.

D. Bizarre behavior checklist.

   1. Was there damage to equipment or property?

   2. Was work interrupted?

   3. Did behavior create an unsafe situation?

   4. Did the employee know better?

   5. Is the behavior correctable?

   6. Did the behavior violate the law?

   7. Was your department's image damaged?

   8. Did the behavior damage morale?

Slide DP-40

> **BIZARRE BEHAVIORS (cont'd)**
>
> • As CO, you must deal with this type of behavior just as you do with routine disciplinary problems.
>   − Avoid inappropriate reactions.
>   − Make sure your normal procedures are followed.
>   − Advise employee of appeal procedures.
>
> Slide DP-40

E. As CO, you must deal with this type of behavior just as you do with routine disciplinary problems.

   1. Avoid inappropriate reactions.

   2. Make sure your normal procedures are followed.

   3. Advise employee of appeal procedures.

Slide DP-41

> **BIZARRE BEHAVIORS (cont'd)**
>
> • If there is no specific rule in place, consult management. Management should:
>   − Determine policy
>   − Transmit policy
>   − Enforce new policy
>   − Continue disciplinary actions even if it is felt the actions will be reversed on appeal
>
> Slide DP-41

F. If there is no specific rule in place, consult management. Management should

   1. Determine policy.

   2. Transmit policy.

   3. Enforce new policy.

   4. Continue disciplinary actions even if it is felt the actions will be reversed on appeal.

Slide DP-42

> **BIZARRE BEHAVIORS**
> **(cont'd)**
> · **In many cases involving inexperienced supervisors or managers, termination is their primary reaction to any type of bizarre behavior. These inappropriate reactions are almost always lost when appealed.**
> · **The CO should seek advice from superiors when dealing with any type of bizarre behavior.**
>
> Slide DP-42

G. In many cases involving inexperienced supervisors or managers, termination is their primary reaction to any type of bizarre behavior. These inappropriate reactions are almost always lost when appealed.

H. The CO should seek advice from superiors when dealing with any type of bizarre behavior.

> Discuss the fact that public employees are usually held to higher standards of behavior than their private sector counterparts.

Slide DP-43

> **EMPLOYEE VALUES**
>
> · **Wouldn't it be wonderful if all employees had:**
>   − **Proper attitude**
>   − **Willingness to work**
>   − **Commitment to departmental goals**
> · **They don't! There will always be some:**
>   − **Undisciplined personnel**
>   − **Incompetent personnel**
>   − **Personnel who won't do the work expected of them**
>
> Slide DP-43

XI. EMPLOYEE VALUES

A. Wouldn't it be wonderful if all employees in our department had the following:

   1. The proper attitude.

   2. The willingness to work.

   3. Commitment to departmental goals.

B. They don't! There will **always** be some:

   1. Undisciplined personnel.

   2. Incompetent personnel that put a drain on your company despite tough selection criteria and excellent training.

   3. Personnel who will not do the work expected of them and/or will not conform to organizational goals and values.

Slide DP-44

EMPLOYEE VALUES (cont'd)
• Three types of subordinates:
− Employee with positive self-imposed discipline
− Employee with goals and values that don't match organization
− Will not adapt to department's goals and values
Slide DP-44

C.   Three types of subordinates:

    1.   The employee with positive self-imposed discipline that matches organizational goals and values who has self and public's best interest at heart.

    2.   The employee with goals and values that don't match the organization, but will adapt to the organization's goals and values.

    3.   The employee that will not adapt to the department's goals and values, and where proper steps are needed to bring the employee in line or remove employee from the organization.

Slide DP-45

| EMPLOYEE VALUES (cont'd) |
| --- |
| • Don't ignore problems. |
| − Don't let improper behavior slide--take action. |
| − Be sure you inform employee that a rule has been violated as soon as it occurs. |
| • Most marginal employees can be coached and motivated into becoming productive employees. |
| Slide DP-45 |

D.   Do not ignore problems.

    1.   Do not let improper behavior slide--take action.

> You are the CO--taking action goes with the territory.

    2.   Be sure you inform an employee that a rule has been violated as soon as it occurs and that disciplinary action may result.

E.   Most marginal employees can be coached and motivated into becoming productive employees.

45 min.
Small Group
Activity DP.3

Slide DP-46
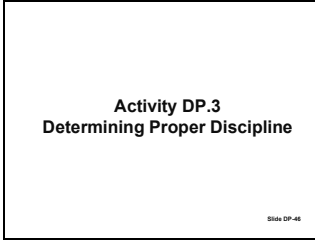
Activity DP.3
Determining Proper Discipline

Slide DP-46

SM
DP-25

Activity DP.3

Determining Proper Discipline

Purpose

To use discipline to correct improper employee behavior.

Directions to Students

1. Divide the students into four groups and assign one of the scenarios to each group. Scenario 1 has a career department emphasis and Scenario 2 has a volunteer department emphasis. You may want to make the assignments of students to each group based on this fact. Allow 25 minutes for the small group work and 20 minutes for group reports and discussion.

2. Limit reports to 2 to 3 minutes and have the first group reporting on each scenario give an overview of the situation described for the benefit of those who were working on the other scenario.

3. Have each group report without interruption. After all groups have reported on each scenario, allow the class to comment briefly on the recommended courses of action.

The following lists are considerations the students should have taken into account when discussing the scenarios in their groups.

Scenario 1

Students should have
- considered Firefighter/EMT Jones's prior tardiness;
- considered that the mistakes of the Acting Officer might be a training problem;

- separated sloppiness out;
- dealt with the drunk firefighter/EMT;
- dealt with tardiness;
- made recommendation for severe discipline; and
- dealt with Lt. Maxwell's own violation of the rules.

Scenario 2

- dealt with failure to acknowledge radio transmissions;
- dealt with sarcastic replies on radio, and with consequent public relations problems resulting from citizens monitoring radio;
- considered the potential for injury to citizens and firefighters/EMTs because of delay in supplying water;
- dealt with the lack of respect shown for officer;
- dealt with public criticisms of other firefighters/EMTs;
- considered the degree to which Firefighter/EMT Franklin's personal opinions, judgments, and dislikes interfere with departmental morale;
- considered the extent to which Captain Alexander has the authority to take action and the advantages and disadvantages of passing the problem to higher authority;
- recommended severe disciplinary action; and
- evaluated Firefighter/EMT Franklin's overall value to the department in view of his performance since the election.

The SAW contains a Sample Determining Proper Discipline Worksheet to assist students in planning positive discipline for subordinates.

**SM
DP-29**

IG p. DP-47

STUDENT ACTIVITY WORKSHEET

Activity DP.3

Determining Proper Discipline

Purpose

To use discipline to correct improper employee behavior.

Directions

1.   Study your assigned scenario carefully and, using an easel pad, determine the immediate course of action as well as the future actions that should be taken by Lt. Maxwell or Captain Alexander.

2.   After 25 minutes a spokesperson selected by your group will be asked to report your groups' actions and the reasons for them to the class.

Scenario 1

You are Lt. Maxwell and are in charge of an engine company and the three firefighters/EMTs assigned to it.

Firefighter/EMT Jones is the senior member of your crew having 16 years in the department and having worked for you for the past 2 years. Jones has been a marginal employee for entire career, but has managed to avoid any serious disciplinary problems. Jones has been late for duty twice over the past year (overslept) and was officially reprimanded the second time.

Jones's appearance is usually pretty sloppy and you've been meaning to discuss this but haven't gotten around to it yet.

Last duty day while you were on personal leave for the day, you assigned Firefighter/EMT Jones as Acting Officer for the first time in hopes that the added responsibility would improve the behavior. While Acting Officer, Jones failed to do the required paperwork on two emergencies that occurred. The first thing today, Jones asked you for permission to leave the station for 2 hours to attend a brunch in honor of a family member who received a promotion at the office.

Although it is against the rules to allow firefighters/EMT to leave the station for personal business, you decided to let Jones attend this special occasion in hopes that something positive would turn Jones around to be a good employee.

Jones reported for duty, after the brunch, apparently drunk, 6 hours later.

1.   What are your immediate actions?

STUDENT ACTIVITY WORKSHEET

2.   What are your future actions?

_____

_____

_____

_____

Scenario 2

You are Captain Alexander and have recently been elected to your position in the Pleasant Valley Volunteer Fire Department.

You have just returned from an alarm in a small apartment building. You responded with your pump operator, Firefighter/EMT Mo Franklin, and three other firefighters/EMTs. Firefighter/EMT Franklin was the person whom you defeated in the election and he is very resentful because he feels that he has much more experience than you do and is a more competent firefighter/EMT. He has been a member for 24 years and served as a captain several years ago, but was not reelected because of his caustic personality. He is, however, one of the informal leaders of the department.

You were first-in officer, and, upon your arrival, there were three rooms heavily involved in fire. You ordered the other three firefighters/EMTs to stretch preconnected lines and ordered Franklin to lay the line to a hydrant 200-feet away. As the line was being laid, you observed the engine passing the hydrant and called on the radio to correct the mistake. You received no response to your radio message, contrary to departmental standard operating procedure (SOP). The dispatch center repeated your message so there is no question that Franklin received it. By the time your engine connected to the hydrant, the second-in engine had supplied water and knocked down the fire.

A short while later you told Franklin to pick up the hydrant line and received the sarcastic reply over the radio, "What do you think we **were** doing?"

In the recent past, Franklin has been critical in group situations of other firefighters/EMTs and officers for their perceived errors on the fireground. In particular, he has commented that their judgment is not as good as his would be in similar circumstances. He tends to criticize the mistakes of others and then turn around and make the same mistake. When others ask him for assistance, he is only marginally helpful.

Franklin is always available to respond to daytime fires and has made many worthwhile contributions to the department in the past.

1.   What are your immediate actions?

_____

_____

_____

_____

STUDENT ACTIVITY WORKSHEET

2.   What are your future actions?

_____

_____

_____

_____

STUDENT ACTIVITY WORKSHEET

Activity DP.3 (cont'd)

Sample Determining Proper Discipline Worksheet

Identify an individual you supervise who has a performance problem that may require you to take disciplinary action now or in the future. Consider the following:

1.   Describe the person's **current** performance.

2.   Describe the **desired** performance.

3.   List any action you have taken so far to correct the problem.

4.   What is the appropriate step in the positive discipline process to take at this point? (Consider action so far.)

5.   List the major points you will cover in your next discussion with this person.

5 min.
Lecture

Slide DP-47

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FINAL TIPS

• Cardinal Rule #1:  Praise in public; criticize in private.
• Treat every case as if it will be appealed.
• When discipline is given, it is over.  Don't keep referring
  to someone's mistakes.
• Apply discipline consistently, fairly, and impartially.
• Deal with behavior, not personality.
• Never discipline when you are angry.
• Reinforce good behavior.
• Set a good example.
• Don't "save up" discipline--act as soon as possible.

                                              Slide DP-47
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XII.   FINAL TIPS

A.   Cardinal Rule #1: Praise in public; criticize in private.

B.   Treat every case as if it will be appealed.

C.   When discipline is given, it is over. Do not keep referring to someone's mistakes.

D.   Apply discipline consistently, fairly, and impartially.

E.   Deal with behavior, not person.

F.   Never discipline when you are angry.

G.   Reinforce good behavior.

H.   Set a good example.

I.   Do not "save up" discipline--act as soon as possible.

Slide DP-48

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FINAL TIPS (cont'd)

• Don't threaten punishment you cannot deliver.
• If you suspect substance abuse, get help from chief's office.
• If in doubt on any disciplinary action, ask the chief's office.
• Don't play games with union by giving too much discipline,
  figuring it will be reduced when appealed.
• Don't transfer your problems; solve them.
• Be familiar with union contract's grievance procedures
  and employee rights.

                                              Slide DP-48
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J.   Do not threaten punishment you cannot deliver.

K.   If you suspect substance abuse, get help from the chief's office.

L.   If in doubt on any disciplinary action, ask the chief's office.

M.   Do not play games with union by giving too much discipline, figuring it will be reduced when appealed.

N.   Do not transfer your problems; solve them.

O.   Be familiar with union contract's grievance procedures and employee rights.

Slide DP-49

FINAL TIPS (cont'd)
• Know your rules and regulations thoroughly • Be willing to treat an honest mistake as an honest mistake.
Slide DP-49

P.   Know your rules and regulations thoroughly.

Q.   Be willing to treat an honest mistake as an honest mistake.