# TABLE OF CONTENTS

SFT MISSION STATEMENT .................................................................................................................... i
ACKNOWLEDGEMENTS ..................................................................................................................... ii
INTRODUCTION TO THE MANUAL .......................................................................................... iv
COURSE OUTLINE ......................................................................................................................... vii
CALENDAR OF EVENTS ................................................................................................................... x

UNIT 1 - INTRODUCTION
  1: Orientation and Administration .......................................................................................................................... 1
  2: Introduction to Management and Supervision ........................................................................................................... IFSTA

UNIT 2 - SUPERVISION
  1: Principles of Organizations and Organizational Structure ................................................................. IFSTA
  2: Motivation ....................................................................................................................................................... IFSTA
  3: Delegation ....................................................................................................................................................... 3
     Activity Sheet 2-3-1 "Delegation Role Playing" .............................................................................................. 9
  4: Problem Solving/Decision Making ..................................................................................................................... IFSTA
  5: Verbal Communication ................................................................................................................................. 11
     Activity Sheet 2-5-1 "Planning a Communication" .......................................................................................... 15
  6: Written Communication ............................................................................................................................... 17
  7: Group Dynamics ........................................................................................................................................... IFSTA
  8: Managing Conflict ........................................................................................................................................ IFSTA
  9: Performance Evaluations ............................................................................................................................. IFSTA
     Activity Sheet 2-9-1 "Role Playing" ............................................................................................................... 19
 10: Coaching, Counseling, and Progressive Discipline .................................................................................. IFSTA
     Activity Sheet 2-10-1 "Progressive Discipline" ............................................................................................ 21
 11: Due Process ................................................................................................................................................ IFSTA
 12: Grievance Handling ................................................................................................................................. IFSTA

UNIT 3 – MANAGEMENT
  1: Internal and External Influences .................................................................................................................. 29
     Activity Sheet 3-1-1 "Identifying Common Influences" .................................................................................. 33
     Activity Sheet 3-1-2 "Influence Analysis" ..................................................................................................... 34
  2: Elements of Management .......................................................................................................................... IFSTA
     Activity Sheet 3-2-1 "Goal Setting" ................................................................................................................. 37
     Activity Sheet 3-2-2 "Applying MBO to Goal Setting" ................................................................................... 38
3: Managing Change ...................................................................................................39
4: Time Management...................................................................................................43

UNIT 4 – LEADERSHIP
1: Basic Views of Leadership .......................................................................................47
2: Situational Leadership .............................................................................................57
3: Leadership Qualities and Traits................................................................................63

UNIT 5 – HUMAN RELATIONS
1: Managing the Workplace Environment.................................................................65
   Activity Sheet 5-1-1 "Sexual Harassment Issues" ..................................................72
2: Affirmative Action, Equal Employment Opportunity, and ADA..........................73

UNIT 6 – SAFETY AND WELLNESS PROGRAMS
1: Safety Management ............................................................................................IFSTA
   Activity Sheet 6-1-1 "Accident Investigation" .......................................................81
2: Stress Management and Wellness ...........................................................................IFSTA
3: NFPA 1500 Standard ..........................................................................................IFSTA

UNIT 7 – LAWS, STANDARDS, AND LIABILITY
1: Liability of the Company Officer .............................................................................IFSTA

APPENDIX A
Instructor Quizzes

APPENDIX B
Student Quizzes
The mission of State Fire Training is to enable the California fire service to safely protect life and property through education, training, and certification.

The California Fire Service Training and Education System (CFSTES) was established to provide a single statewide focus for fire service training in California. CFSTES is a composite of all the elements that contribute to the development, delivery, and administration of training for the California Fire Service. The authority for the central coordination of this effort is vested in the Training Division of the California State Fire Marshal's Office with oversight provided by the State Board of Fire Services.

The role of CFSTES is one of facilitating, coordinating, and assisting in the development and implementation of standards and certification for the California fire service. CFSTES manages the California Fire Academy System by providing standardized curriculum and tests; accredited courses leading to certification; approved standardized training programs for local and regional delivery; administering the certification system; and publishing Career Development Guides, Instructors Guides, Student Manuals, Student Supplements, and other related support materials.

This system is as successful and effective as the people involved in it are. It is a fire service system developed by the fire service, for the fire service... and we believe it is the best one in the country.
ACKNOWLEDGMENTS

The CDF/State Fire Training Curriculum Development Division coordinated the development of the material contained in this guide. Before its publication, the Statewide Training and Education Advisory Committee (STEAC) and the State Board of Fire Services (SBFS) approved this curriculum. This curriculum is appropriate for fire service personnel and for personnel in related occupations that are pursuing State Fire Training certification.

ANDREA TUTTLE
Director

ELWOOD "WOODY" K. ALLSHOUSE
Chief Deputy Director

JERRY GEISSLER
Training and Education Chief

KEITH A. LARKIN
Division Chief
Curriculum Development Division

ART COTA
Division Chief
Course Delivery and Certification Division

Special acknowledgement and thanks are extended to the following members of CDF/State Fire Training Curriculum Development Division for their diligent efforts and contributions that made the final publication of this document possible.

ALICIA HAMILTON
Fire Service Training Specialist

DEBBIE BOHALL
Office Technician
The material contained in this document was compiled and organized through the cooperative effort of numerous professionals within, and associated with, the California fire service. This 2000 edition of Fire Management 1 represents a collaborative effort and we gratefully acknowledge the following individuals who served as the principal developers for this document.

**CHRIS DONOVAN, Team Leader**  
Monterey Park Fire Department

**RICHARD BECKMAN**  
La Habra Heights Fire Department

**CHUCK FLACK**  
La Habra Fire Department

**DAVID LUGO**  
Rialto Fire Department

**CHUCK SEWARD**  
San Onofre Fire Department

**BILL VANDEVORT**  
Monterey Fire Department (retired)

This manual not only represents a collaboration of the above individuals and support of their departments, it also represents a partnership with the CDF/Office of State Fire Marshal.

Although many eyes have proofread this document, errors may still be present. If one is found, please forward it in writing to the CDF/State Fire Training Curriculum Development Division so those future editions can be upgraded to encompass the most accurate information possible.

Finally, the primary purpose of this instructor guide is to provide a source of information on the most effective principles and techniques of fire management education while standardizing the curriculum.

*Chris Donovan*  
*March 2000*
INTRODUCTION TO THE MANUAL

The revision and suggested standardization of the Fire Management 1 2000 curriculum was a massive undertaking, geographically as well as organizationally. It required the commitment of numerous individuals and their departments throughout California as well as the input of fire service professionals and practitioners.

In an effort to remain pro-active, the Fire Management 1 2000 curriculum was updated to maintain consistency with the most current student text. The previous update, which took place less than two years ago, used the most current theory, practices, and IFSTA's Fire Department Company Officer, Second Edition. In January 1999, IFSTA released the third edition of this text to conform to the requirements of NFPA 1021, Standards for Fire Officer Professional Qualifications, 1997 Edition. Hence, the need for the Fire Management 1 update. It is the goal of State Fire Training and the cadre of Fire Management developers to offer the students the most current and practical information as it pertains to management and supervision for the company officer. The Fire Management 1 2000 curriculum meets that goal. This new curriculum will undoubtedly benefit not only fire officers, but also those that aspire to be fire officers.

The new curriculum has been broken into seven units with the emphasis placed on supervision, management, and leadership. This update also offers the most current principles and issues facing today's fire officer and with the new corresponding student text, Fire Department Company Officer, IFSTA, Third Edition as well as numerous activities. The student should feel confident that he or she is receiving very comprehensive training. In fact, the Fire Management 1 2000 curriculum meets or exceeds all Level I and Level II NFPA 1021 standards that apply to management.

In addition to the IFSTA text, a student supplement published by State Fire Training is required for this course. All quiz and certification exam questions are sourced to one of these student documents. In essence, if a student reads and retains all the information in both of these manuals, he or she can pass the written quizzes and certification exam.

It is understood, however, that a good instructor makes a class interesting and meaningful for their students’ long and short-term goals. Your goal as an instructor is to make the connection between the academic material (lesson plans and text) and real-life experience. This will challenge your students as you prepare them to perform as a company officer.

This publication is intended to serve as an instructor guide and includes lesson plans, overhead transparency masters, student activities, and quizzes. Suggested application methods have been identified throughout the lessons for you to use during your presentation.

The success of your students depends greatly on your conformance to the student behavioral objective prescribed at the start of each lesson. The remaining portion of the lesson plan is only a guide; and as such, should not preclude you from adapting the lesson plans to best meet the
needs of your students. Group activities and direct application of the skills addressed in this curriculum is essential to the overall success of the course.

INSTRUCTOR GUIDE

Material on these pages is intended to serve as an outline of instruction in lesson plan form. For each topic identified in the course outline, a lesson plan has been developed that contains: a time frame, level of instruction, behavioral objective, materials needed, references, preparation statement, and lesson content.

- TIME FRAME: The minimum, estimated duration required for "in class" presentation based on a 40-hour, five-day course.

- LEVEL OF INSTRUCTION: Identifies the instructional level that the material was designed to fulfill. Obviously, you have the latitude to increase the level based on available time, local conditions, and the students' apperceptive base.

- BEHAVIORAL OBJECTIVE: The behavioral objective is a statement of the student's performance desired at the end of instruction. You must ensure that enough information is given in the presentation and/or activities to enable the student to perform according to the goal.

- MATERIALS NEEDED: This should be a complete list of everything you will need to present the lesson, including handout materials, visual aids, quizzes, and so on.

- REFERENCES: These are the specific references the curriculum development team utilized when developing the lesson plan. In addition, references may be listed as additional study aids for instructors to enhance the lesson – books, manuals, bulletins, scripts, visual aid utilization plans and the like.

- PREPARATION: The motivational statements in this section connect the student with the lesson plan topic through examples or illustrations relating to their occupation, injury, and even mortality. You may modify this section to better fit your students' environment.

- LESSON CONTENT: Includes information utilized in the four-step method of instruction.

TECHNICAL LESSON PLAN

<table>
<thead>
<tr>
<th>Presentation</th>
<th>Application</th>
</tr>
</thead>
<tbody>
<tr>
<td>Everything you say or display</td>
<td>Everything the student participates in questions</td>
</tr>
<tr>
<td>Content</td>
<td>Classroom exercises</td>
</tr>
<tr>
<td>Instructor Notes</td>
<td>Audiovisual cues</td>
</tr>
</tbody>
</table>
APPENDIX A – Slide Index
❖ Each of these slides is included (printed three to a page) in the student manual or student supplement. These slides are also available as a PowerPoint presentation on CD-ROM from State Fire Training

❖ The information within the course is designed for presentation with minimal use of commercially or locally developed films, slides, and videos. This does not mean you are prohibited from using audio/visual aids during the course. You are encouraged to use any audio/visual that will assist in the presentation of material and attainment of performance goals.

APPENDIX B – Instructor Quizzes
❖ Course quizzes with answer keys.

APPENDIX C – Student Quizzes
❖ Course quiz masters to copy for your students. Keep in good condition to use for future classes. Collect these quizzes after they have been graded and discussed in class. Do not let the students keep them since you will be using the same quizzes for your next class.

Additional appendices may be added as necessary to meet minimum course requirements.

State Fire Training gladly accepts your comments and suggestions for future enhancements or revisions to this document. Please forward to:

CDF/State Fire Training
Curriculum Development Division
4501 State Highway 104
Ione, California 95640-9705
COURSE TITLE: FIRE MANAGEMENT 1
Management and Supervision for Company Officers

COURSE OBJECTIVES: To…

a) Provide information for the transition from fire fighter to fire officer by presenting the skills and responsibilities required of first level supervisors.

b) Provide a summary of how internal and external influences affect the fire officer and how to effectively deal with these influences.

c) Provide an overview of supervision, management, and leadership concepts, practices, and theories.

d) Provide a summary of the advantages, disadvantages, and effects of various recognized styles of leadership and leadership profiles.

e) Provide a summary of common emotional and behavioral characteristics of an individual or working group as it applies to the responsibility of subordinates and supervisors.

f) Provide an overview of basic supervisory, managerial, and leadership skills required in decision making, delegating, personnel motivation, communicating, time management, resource management, record keeping, team building, disciplinary functions, and dealing with change and stress.

g) Provide examples of the following techniques used by supervisors in managing personnel: conducting interviews, counseling, controlling work activities, goal setting, evaluating, promoting affirmative action, and managing the work place environment.

h) Provide a summary of the effects, interpretation, implementation, and development of policies and procedures and the necessity for accuracy, clarity, and impartiality.

COURSE CONTENT: ........................................................................................................40 HOURS

UNIT 1 - INTRODUCTION
1: Orientation and Administration ................................................................. 1:00
2: Introduction to Management and Supervision ........................................ 1:30

UNIT 2 - SUPERVISION
1: Principles of Organizations and Organizational Structure ..................... 1:00
2: Motivation ..................................................................................................... 2:00
3: Delegation .................................................................................................... 1:00
4: Problem Solving/Decision Making ............................................................. 1:30
5: Verbal Communication ........................................................................... 2:00
6: Written Communication ........................................................................ 1:00
7: Group Dynamics .................................................................................... 2:00
8: Managing Conflict .................................................................................. 1:00
9: Performance Evaluations ..................................................................... 1:30
10: Coaching, Counseling, and Progressive Discipline .............................. 1:30
11: Due Process ......................................................................................... 1:00
12: Grievance Handling ............................................................................. 1:00

UNIT 3 – MANAGEMENT
1: Internal and External Influences ......................................................... 2:00
2: Elements of Management .................................................................... 2:00
3: Managing Change ................................................................................ 1:00
4: Time Management ............................................................................... 1:30

UNIT 4 – LEADERSHIP
1: Basic Views of Leadership .................................................................. 1:00
2: Situational Leadership ......................................................................... 1:00
3: Leadership Qualities and Traits ........................................................... 1:00

UNIT 5 – HUMAN RELATIONS
1: Managing the Workplace Environment ............................................... 2:00
2: Affirmative Action, Equal Employment Opportunity, and ADA .......... 1:30

UNIT 6 – SAFETY AND WELLNESS PROGRAMS
1: Safety Management ............................................................................ 1:30
2: Stress Management and Wellness ........................................................ 1:00
3: NFPA 1500 Standard .......................................................................... 1:00

UNIT 7 – LAWS, STANDARDS, AND LIABILITY
1: Liability of the Company Officer ......................................................... 1:00

Quizzes ...................................................................................................... 2:00
Review and Certification Exam ................................................................. 1:30

TEXTS & REFERENCES:
♦ Discipline: It’s Your Right, E.C. Caprielian, 1984
♦ Effective Supervisory Practices, ICMA, Second Edition
♦ Final Guidelines on Sexual Harassment, EEOC, 1980
♦ Fire Department Company Officer, IFSTA, Third Edition
Fire Department Management: Scope and Method, Glencoe Press, 1972
Fire Service Orientation and Indoctrination, IFSTA Second Edition
First Things First, Simon and Schuster, 1994
Leadership and the One Minute Manager, William Morrow and Company, 1985
Leadership Secrets of Attila the Hun, Warner Books, 1985
Management in the Fire Service, NFPA, Second Edition
Management Minded Supervision, Boyd
Managing Fire Services, Washington, DC, ICMA, 1979
Managing the Organizational Behavior, Putnam Publishing
On Becoming a Leader, Addison-Wesley Publishing Company, 1989
Please Understand Me, Prometheus Nemesis Book Company, 1978
Public Employees’ Right to Due Process, University of California, 1986
Secrets of Effective Leadership, Leadership Education and Development, 1987
Seven Habits of Highly Effective People, Simon and Schuster, 1989
Sexual Harassment Awareness Training, California Department of Justice Training Unit, 1984
Sexual Harassment on the Job, Nolo Press, 1992
Standards for Fire Officer Professional Qualification, NFPA, 1987
State Fire Training Policies and Procedures, SFT, 1997
The Fire Journal, NFPA, June 1992
The Management of Affirmative Action, Goodyear, 1979
The Weingarten Decision and the Right to Representation on the Job, University of California, 1986
Unlawful Discrimination, California Attorney General’s Office, 1990
What the ADA Is and Is Not, Fire Chief magazine, December 1992
SESSION ONE

UNIT 1: INTRODUCTION
TOPICS: 1-1 Orientation and Administration
1-2 Introduction to Management & Supervision

UNIT 2: SUPERVISION
TOPICS: 2-1 Principles of Organization & Organizational Structures
2-2 Motivation
2-3 Delegation
2-4 Problem Solving and the Decision-Making Process

ACTIVITIES: Activity Sheet 2-3-1

SESSION TWO

QUIZ 1: Review

UNIT 2: SUPERVISION
TOPICS: 2-5 Verbal Communication
2-6 Written Communication
2-7 Group Dynamics
2-8 Managing Conflict
2-9 Performance Evaluations

ACTIVITIES: Activity Sheets 2-6-1 and 2-9-1

SESSION THREE

QUIZ 2: Review

UNIT 2: SUPERVISION
TOPICS: 2-10 Coaching, Counseling, and Progressive Discipline
2-11 Due Process
2-12 Grievance Handling

UNIT 3: MANAGEMENT
3-1 Internal and External Influences
3-2 Elements of Management

ACTIVITIES: Activity Sheets 2-10-1, 3-1-1, 3-1-2, 3-2-1, and 3-2-2
SESSION FOUR

QUIZ 3  Review

UNIT 3: MANAGEMENT
TOPICS:  3-3 Managing Change
        3-4 Time Management

UNIT 4: LEADERSHIP
        4-1 Basic Views of Leadership
        4-2 Situational Leadership
        4-3 Leadership Qualities and Traits

UNIT 5: HUMAN RELATIONS
        5-1 Managing the Workplace Environment

ACTIVITIES:  Activity Sheet 4-1-1

SESSION FIVE

QUIZ 4:  Review

UNIT 5: HUMAN RELATIONS

UNIT 6: SAFETY AND WELLNESS PROGRAMS
TOPICS:  6-1 Safety Management
        6-2 Stress Management and Wellness
        6-3 NFPA 1500 Standard

UNIT 7: LAWS AND LIABILITY
        7-1 Liability of the Company Officer

EXAM:  Course Critique and Review
        Certification Exam
TOPIC: ORIENTATION AND ADMINISTRATION

TIME FRAME: 1:00

LEVEL of INSTRUCTION: Level I

BEHAVIORAL OBJECTIVE:

- **Condition:** Given an oral evaluation
- **Behavior:** The student will demonstrate a knowledge of the course requirements and the CFSTES certification tracks
- **Standard:** To the instructor's satisfaction according to the information contained in the Fire Management 1 Student Supplement, SFT, 2000, Chapter 1-1, page 1

MATERIALS NEEDED:
- Writing board with markers/erasers
- Appropriate video equipment and screen
- Slides/overhead transparencies for this lesson plan

REFERENCES:

PREPARATION:
As with any course of instruction, there are certain expectations anticipated. The expectations are not always the same for all participants. Oftentimes, simply identifying the expectations will provide mutual benefit to all the students and the instructor. This brief lesson will attempt to address expectations from three different perspectives.
I. INTRODUCTIONS

A. Introduce self and other staff

B. Cite background
   1. Fire department experience
   2. Education
   3. Training
   4. Teaching history
   5. Phone number(s) where the instructor can be reached

C. Student introductions

NOTE: Use transparency to remind the students what information to include in the self introduction.

   1. Name
   2. Department
   3. Rank
   4. Years of experience
   5. Current assignment
   6. Reason(s) for taking Fire Management 1

CLASS ACTIVITY: Have the students introduce themselves

SLIDE: 1-1-1
D. Reasons for student introductions

1. Introduce self to class

NOTE: In a diverse class, it helps to know what departments are represented so student responses to questions and simulation exercises are better understood.

2. Become accustomed to speaking in front of a group

3. Get more at ease and relaxed with new and unfamiliar atmosphere

II. COURSE DESCRIPTION

A. 40-hour class

1. Considerable work

2. Numerous activities

3. Homework
   a) All homework must be completed to pass

B. Facilities orientation

1. Classroom location(s)

2. Restrooms

3. Food locations

4. Smoking

Why do we have you introduce yourselves in this manner at the beginning of a class?
5. Breaks
6. Telephones
7. Parking

**NOTE:** Refer to page v of the student supplement. Have students fill in specific information on their calendar of events.

C. Calendar of events

1. Indicates a good deal of work ahead
2. Class sessions are intensive
3. Meeting dates
4. Meeting times
5. Throughout entire course there will be group discussions and group interactions
6. Questions are welcome at any time
7. Each student is required to complete all student activities

### III. COURSE REQUIREMENTS

**SLIDE: 1-1-3**

A. Student manual is *Fire Department Company Officer*, IFSTA

B. Student supplement published by State Fire Training
C. Activities
   1. Individual and group activities
   2. Quizzes

D. Attendance
   1. Excused considerations and additional homework for absences more than 4 hours

E. Classroom and group participation are required

IV. STUDENT EVALUATION

A. There will be four written quizzes
   1. Each will be followed by a group discussion and review
      a) Quizzes must be returned to the instructor after the review
   2. Quiz scores will count toward your final grade
   3. Must take all quizzes

B. Grades issued on point system
   1. Minimum 80% required on quizzes and student activities
   2. Minimum 80% required to take certification exam
C. Progress chart
   1. Uses student identification numbers instead of names
   2. Federal law prohibits publication of identifiable student grades
   3. Student's last four digits of social security number is often used

D. State certification exam
   1. Is not related to the final course grade
   2. Must first pass the course before taking this exam
   3. 50 question multiple choice test
   4. Minimum 70% required to pass certification exam

V. CFSTES CERTIFICATE TRAINING TRACKS

A. Course completion certificate issued as partial fulfillment of certified Fire Officer

Are there any questions regarding the course requirements of the requirements for successful completion?
**SUMMARY:**

If these course requirements seem involved and the material that has to be covered appears like a lot in a short period, you are right. Careful attention is necessary. In addition, you should participate in the classroom exercises and group activities to the fullest extent so you will obtain a greater understanding of the underlying principles being taught, and to be better prepared for the assignments.

**EVALUATION:**

The student will be evaluated by their responses to oral questions.

**ASSIGNMENT:**

Review your notes and study for our next session.
TOPIC: INTRODUCTION TO MANAGEMENT AND SUPERVISION

TIME FRAME: 1:30

LEVEL of INSTRUCTION: Level I

BEHAVIORAL OBJECTIVE:

Condition: Given a written quiz

Behavior: The student will confirm a knowledge of the skills and abilities necessary to provide the link between management and labor by completing the written quiz

Standard: With a minimum 80% accuracy according to the information contained in the Fire Department Company Officer, IFSTA, Third Edition, Chapter 1, pages 8 and 9

MATERIALS NEEDED:
- Writing board with markers/erasers
- Appropriate video equipment and screen
- Slides/overhead transparencies for this lesson plan

REFERENCES:
- Fire Department Company Officer, IFSTA, Third Edition
- Fire Service Orientation and Indoctrination, IFSTA, Third Edition
- Standard for Fire Officer Professional Qualifications, NFPA 1021, 1997

PREPARATION:
Today's company officer is considered the vital connecting link towards reaching organizational goals and objectives. The company officer's role and responsibilities are continually expanding. He/she must be a management team member and a representative of the workers. The increasing workload requires the ability to be an efficient planner and organizer. The material presented in this session will highlight the important skills and abilities necessary for the company officer to successfully execute his/her responsibilities to today's complex world for the first line supervisor.
### I. GOALS

A. Improve effectiveness as a manager  
B. Show how supervision and managerial skills can help the student in his or her personal growth  
C. How to apply these skills to your present assignment as well as your personal life  
D. Expose student to a wealth of information and show how to use it

### II. DEFINITION OF "SUPERVISOR"

**NOTE:** Discuss each segment of the definition as it applies to the role of the company officer.

A. A member of the management team in charge of persons directly carrying out work  
B. A person in a management job forming a direct link between management and workers  
C. A person responsible for getting work done through others  
D. A person who plans, organizes, directs, and evaluates work  
E. A person who applies problem solving and communication skills to jobs, task, activities, and management and employee relations  
F. A representative of management who introduces and facilitates change in the working environment
G. A representative of management and workers responsible for getting results through teamwork

NOTE: Emphasize the importance of the fact that regardless of a specific organization's preference in theory, the first-line supervisor is part of management and an individual who wants to be a successful supervisor must accept this fact.

III. REQUIRED SKILLS AND ABILITIES OF TODAY'S FIRE OFFICER

A. The skills and abilities of today's company officers align more appropriately with those of first-line supervisors in other organizations

B. Fighting fire involves only 6 to 8 percent of an officer's time

C. Dealing with people and supervising programs make up the majority of an officer's responsibilities

D. Analyze and solve problems
   1. Integrate, categorize information, and recall relevant data, preserve similarities and differences, separate important from superfluous information, and distill essence of idea or problem
   2. Identify problem and recognize causes, consequences, and remedies regarding issues
   3. Break complex problems into components that are amenable to analysis
### FIRE MANAGEMENT 1
Management And Supervision For Company Officers

---

#### INTRODUCTION TO MANAGEMENT

<table>
<thead>
<tr>
<th>PRESENTATION</th>
<th>APPLICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Recognize when more information is necessary, shows independent thinking and is innovative in problem solving skills</td>
<td></td>
</tr>
</tbody>
</table>

#### E. Completion

1. Complete a task or set of tasks within given time constraints and in sufficient detail as to fulfill content requirements
2. Tie all ends together and include key issues

#### F. Decision making

1. Identify and choose appropriate solutions from a variety of alternate choices
2. Make judgments on all possible decisions
   a) Realize ramifications or possible impact of each decision
3. Exhibit readiness to make decisions

What is delegating?

#### G. Delegating

1. The observable ability to provide the maximum amount of responsibility to subordinates consistent with their abilities

#### H. Flexibility

1. Adapt to changing circumstances
2. Change behavior or attitudinal responses to fit situation in order to obtain desired goal
3. Open minded and able to separate personal feelings from issues at hand
<table>
<thead>
<tr>
<th>PRESENTATION</th>
<th>APPLICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Willingness to see other points of view and compromise own objectives for</td>
<td>Why are interpersonal skills important as a</td>
</tr>
<tr>
<td>ones more superior or beneficial to the organization</td>
<td>company officer?</td>
</tr>
<tr>
<td>5. Listen to suggestions and takes criticism</td>
<td></td>
</tr>
<tr>
<td>I. Follow through</td>
<td></td>
</tr>
<tr>
<td>1. Verify the effectiveness of programs, procedures, policies for the</td>
<td></td>
</tr>
<tr>
<td>purpose of assessing compliance with their original intent</td>
<td></td>
</tr>
<tr>
<td>J. Human relation</td>
<td></td>
</tr>
<tr>
<td>1. Interact with individuals without eliciting negative or hurt feelings</td>
<td></td>
</tr>
<tr>
<td>2. Awareness as to the needs and feelings of other individuals</td>
<td></td>
</tr>
<tr>
<td>3. Make appropriate statements or actions in order to pacify hostile</td>
<td></td>
</tr>
<tr>
<td>persons or situations</td>
<td></td>
</tr>
<tr>
<td>4. Answer questions diplomatically and avoid excessive argumentation</td>
<td></td>
</tr>
<tr>
<td>5. Maintain open and approachable manner</td>
<td></td>
</tr>
<tr>
<td>K. Leadership</td>
<td></td>
</tr>
<tr>
<td>1. Guide and motivate individuals to achieve tasks</td>
<td></td>
</tr>
<tr>
<td>2. Control and influence individuals so as to focus on a particular issue</td>
<td></td>
</tr>
<tr>
<td>or arrive at a solution to the problem</td>
<td></td>
</tr>
<tr>
<td>3. Assertive</td>
<td></td>
</tr>
<tr>
<td>PRESENTATION</td>
<td>APPLICATION</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>4. Does not shy away from such action because feared risk of outcome</td>
<td></td>
</tr>
<tr>
<td>5. Show initiative and extend beyond what is normally called for</td>
<td></td>
</tr>
<tr>
<td>L. Oral communication</td>
<td></td>
</tr>
<tr>
<td>1. Speak in a clear and understandable manner so listener grasps message</td>
<td></td>
</tr>
<tr>
<td>2. Verbally persuade, summarize, and justify effectively</td>
<td></td>
</tr>
<tr>
<td>3. Elicit feedback and draw others into conversation</td>
<td></td>
</tr>
<tr>
<td>a) Includes listening, understanding and responding</td>
<td></td>
</tr>
<tr>
<td>M. Planning and organizing</td>
<td></td>
</tr>
<tr>
<td>1. Set priorities and schedule tasks or events in a logical manner to maximize staff and material resources, increase efficiency, and anticipate problems</td>
<td></td>
</tr>
<tr>
<td>2. Meet a predefined goal with prescribed timetable</td>
<td></td>
</tr>
<tr>
<td>3. Anticipate problems and is proactive rather than reactive to problems</td>
<td></td>
</tr>
<tr>
<td>4. Take steps to alleviate problems</td>
<td></td>
</tr>
</tbody>
</table>
N. Problem analysis
   1. Identify and consider pertinent information necessary to describe logical courses of action
      a) Includes the recognition of causes, consequences, and remedies regarding issues

O. Work perspective
   1. Comprehend the total environment within which the department operates, its relationship to other agencies, and how community thinking and conditions affect public service
      a) See "the big picture"
      b) Includes being aware of and negotiating conflicting points of view

P. Written communication
   1. Convey an idea or directive accurately, briefly, and clearly in written form

Q. Small versus large
   1. Small departments tend to place more responsibility and authority on the company officer in most cases
      a) Less support staff

Does the priority of skills and abilities change with respect to the size of the department?

Why does this occur?
### IV. SIX BASIC RULES OF PERSONAL SUCCESS AS A FIRE OFFICER

<table>
<thead>
<tr>
<th>PRESENTATION</th>
<th>APPLICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Learn and be sincerely interested in and dedicated to your job.</td>
<td>SLIDE: 1-2-4</td>
</tr>
<tr>
<td>B. Be loyal to the department and your coworkers</td>
<td></td>
</tr>
<tr>
<td>C. Be aggressive in the pursuit of all education and training opportunities</td>
<td></td>
</tr>
<tr>
<td>D. Be cautious</td>
<td></td>
</tr>
<tr>
<td>1. Guard your speech both on and off duty</td>
<td></td>
</tr>
<tr>
<td>E. Accept criticism graciously</td>
<td></td>
</tr>
<tr>
<td>F. Accept praise, honors, and advancement modestly</td>
<td></td>
</tr>
</tbody>
</table>
**SUMMARY:**

In this session we have outlined the required steps to become an effective supervisor and manager. The basic requirement of a supervisor is to get the organizations work done through the people. This requires the ability to plan, organize, direct, and evaluate the work of members assigned to your crew. All the while understanding that you simultaneously, are a representative of management and a representative of the workers. As was mentioned at the beginning of the session, the roles and responsibilities of today's Fire Officers are continually expanding.

**EVALUATION:**

The student will complete a written quiz at a time determined by the instructor.

**ASSIGNMENT:**

Review your notes and read Chapter 1 in your Fire Department Company Officer, IFSTA, Third Edition in order to prepare yourself for the upcoming quiz. Study for our next session.
TOPIC: PRINCIPLES OF ORGANIZATION AND ORGANIZATIONAL STRUCTURES

TIME FRAME: 1:00

LEVEL OF INSTRUCTION: Level II

BEHAVIORAL OBJECTIVE:

Condition: Given a written quiz

Behavior: The student will confirm a knowledge of the principles of organization and organizational structures by completing the written quiz

Standard: With a minimum 80% accuracy according to the information contained in the Fire Department Company Officer, IFSTA, Third Edition, Chapter 2, pages 21-30

MATERIALS NEEDED: • Writing board with markers/erasers
• Appropriate video equipment and screen
• Slides/overhead transparencies for this lesson plan

REFERENCES:
• Fire Department Company Officer, IFSTA, Third Edition
• Fire Department Management: Scope and Method, Glencoe Press, 1972

PREPARATION: An organization is a group of people working towards common goals and objectives. The organizational structure grows out of the tasks to be performed, and are seen in the form of departments, divisions, and work systems. The principles of organization are general guidelines for supervisors in handling problems encountered in the work environment. It is difficult to generalize about organizations, and to isolate any principles that are applicable to all organizations at all times. However, these principles have passed the test of time and are considered valid guidelines for sound management.
I. PRINCIPLES OF ORGANIZATION

A. General considerations

1. Working relationships in all organizations should be guided by sound management criteria

2. There are four basic organizational principles used by well-run fire departments
   a) Unity of command
   b) Span of control
   c) Division of labor
   d) Discipline

B. Unity of command

1. A person can only report to one supervisor

2. Employee plays supervisor against each other

3. Role conflict
<table>
<thead>
<tr>
<th>PRESENTATION</th>
<th>APPLICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. It goes against accepted management practice of handling a situation at the lowest level possible</td>
<td>What is &quot;span of control?&quot;</td>
</tr>
<tr>
<td>5. Diminishes authority of individual circumvented</td>
<td><strong>SLIDE: 2-1-3</strong></td>
</tr>
</tbody>
</table>

C. Span of control

1. The limit a single person can manage effectively

2. Ability and experience of the officer

3. Ability and experience of the fire fighters

4. Nature of the task
   a) Urgency
   b) Situation
   c) Complexity
   d) Degree of uniformity
   e) Occurrence rate

5. The proximity of the subordinates to the supervisor and to each other

What factors determine the appropriate number of individuals for a specific supervisor?

**SLIDE: 2-1-4**
<table>
<thead>
<tr>
<th>PRESENTATION</th>
<th>APPLICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. The consequences of a mistake</td>
<td>What does the phrase &quot;delegation of authority mean?&quot;</td>
</tr>
<tr>
<td>7. The ability to delegate</td>
<td><strong>SLIDE: 2-1-5</strong></td>
</tr>
<tr>
<td>a) The decentralization of organizational power to subgroups for the handling of problems at the lowest level possible in the organization</td>
<td>What is division of labor?</td>
</tr>
<tr>
<td>b) The concept of &quot;delegation of authority&quot; is the foundation upon which organizational structure is built</td>
<td><strong>SLIDE: 2-1-6</strong></td>
</tr>
<tr>
<td>D. Division of labor</td>
<td>Why is division of labor necessary in the fire service?</td>
</tr>
<tr>
<td>1. An effective managerial concept that breaks large jobs in smaller tasks</td>
<td><strong>SLIDE: 2-1-7</strong></td>
</tr>
<tr>
<td>2. Formal form of organizational delegation</td>
<td></td>
</tr>
<tr>
<td>3. Assigns responsibility</td>
<td></td>
</tr>
<tr>
<td>4. Prevents duplication</td>
<td></td>
</tr>
<tr>
<td>5. Makes specific, clear-cut assignments</td>
<td></td>
</tr>
</tbody>
</table>
What is needed to make division of labor effective?

SLIDE: 2-1-8

6. Job descriptions must be clearly identified

7. Specialization must be maximized, few people are capable of doing all things well

8. Cross training allows different divisions to work well together

What is meant by the term "discipline?"

SLIDE: 2-1-9

E. Discipline

1. An organization's responsibility to provide the direction needed to satisfy the goals and objectives it has identified

2. Discipline means setting the limits or boundaries for expected performance and enforcing them

SLIDE: 2-1-10

3. This direction may come in the form of
   a) Rules
   b) Regulations
   c) Policies
   d) Procedures
   e) Standing operating procedures (SOPs)
4. These rules define how the department plans to operate
   a) Must be clearly written
   b) Must be distributed to all personnel
   c) Must be included in department training

   How can company officers show their commitment to the goals of the department?

5. Company officers can show their commitment to the department by their fair and honest application of the rules
   a) Must lead by example in abiding by the rules themselves

II. ORGANIZATIONAL STRUCTURE

A. The characteristics of an organization and its specific performance requirements dictate the type or organizational structure best suited for that specific organization

B. Scalar organization structure
   1. The term used to define the common organizational structure in the fire service is "scalar"
What are the key factors of a scalar organizational structure? Where did it originate and why?

2. Key factors
   a) Uninterrupted series of steps or chain of authority
   b) Pyramidal
   c) Originated with the military because of the need for centralization of authority

What are the positive aspects of a scalar organizational structure?

SLIDE: 2-1-12

3. Positive aspects
   a) Well suited for dealing with emergency situations
   b) Span of control is kept manageable
   c) Information is centralized for decision making
   d) A functional chain of command is maintained
4. Negative aspects
   a) Decisions are directed down from the top of the structure
   b) Information is transmitted from the bottom up
   c) Does not allow for the delegation of authority needed to operate on a daily, routine basis
      1) The distance factor of station location requires the concept of delegation of authority span of control
      2) The company officer must have the flexibility to make the daily decisions necessary to be effective as a first-line supervisor

III. FIRE DEPARTMENT ORGANIZATION STRUCTURE

A. Line and staff
   1. It refers to the separation of fire department personnel into two distinct groups
a) Line personnel
   1) Those who deliver emergency services
b) Staff personnel
   1) Those who support the efforts of line personnel

**SLIDE: 2-1-15**

B. "Functional supervision"

1. Over the years, fire department roles and organizational structure have changed
   a) This has resulted in a shift in the traditional definition of line and staff
   b) Company officers may now report to both a line officer and a staff officer simultaneously

**SLIDE: 2-1-16**

2. This form of supervision is not a violation of the unity of command principle if these guidelines are followed
   a) The organization agrees to and supports the work
   b) The line officer and the staff officer coordinate their efforts
   c) The subordinate reports to the line officer except when performing the staff assignment
C. Authority to implement

1. The legal ability of an individual to make and implement decisions for which the individual is held accountable

2. There are two types of authority
   a) Centralized
      1) Decisions are made by one person at the top of the organizational structure
   b) Decentralized
      1) Decisions are made at a lower level with the effects reported through the organizational structure

3. Ideally, decision-making authority should be delegated to the lowest organizational level possible

4. Decentralized authority is basically delegation of authority
   a) Delegated authority has limits
      1) To accomplish specific tasks
      2) Only in specific areas
b) Allows for expeditious handling of most matters

5. Regardless of the level at which decision-making authority is placed, accountability for the decisions almost always rests with the individual at the top of the structure

D. Company organizational structures

1. Social
   a) Individual's attitudes, opinions, and background
   b) Individual's behavior versus group behavior

2. Flat centralized organizational
   a) One person with all the authority supervising the group on a one-to-one basis

3. Scalar organizational
   a) Rigid format good for fireground but tends to bog down routine work

4. Circular organized structure
   a) Central authority figure interacting with the individuals of a group, and members interacting amongst themselves
SUMMARY:

In this session, we have learned that working relationships in all organizations should be guided by sound management. A component of sound management consists of the four basic organizational principles 1) unity of command, 2) span of control, 3) division of labor, and 4) proper application of discipline.

The most common type of organizational structure used in the fire service is the "scalar" type of structure. This type of structure is best suited in military organizations or to mitigate emergency incidents. The scalar type organization is limited when delegation is required on a routine basis. Additionally, the scalar organization does not allow for a flatter organizational structure when decision empowerment is allowed at the lower levels.

EVALUATION:

The student will complete a written quiz at a time determined by the instructor.

ASSIGNMENT:

Review your notes and read Chapter 2 in your Fire Department Company Officer, IFSTA, Third Edition in order to prepare yourself for the upcoming quiz. Study for our next session.
TOPIC: MOTIVATION

TIME FRAME: 2:00

LEVEL of INSTRUCTION: Level II

BEHAVIORAL OBJECTIVE:

Condition: Given a written quiz

Behavior: The student will confirm a knowledge of motivation and the factors that influence an individual’s behavior by completing the written quiz

Standard: With a minimum 80% accuracy according to the information contained in the Fire Department Company Officer, IFSTA, Third Edition, Chapter 4, pages 52-55 and Chapter 6, pages 77-78

MATERIALS NEEDED:
• Writing board with markers/erasers
• Appropriate video equipment and screen
• Slides/overhead transparencies for this lesson plan

REFERENCES:
• Fire Department Company Officer, IFSTA, Third Edition

PREPARATION: Developing and demonstrating an attitude of dedication to the department's goals and objectives is a major responsibility for a company officer. When fire fighters first enter the fire service, their attitudes are chiefly influenced by the company officer to whom they are assigned. With this in mind, the company officer should always try to install an attitude of pride and responsibility. A fire fighter who is motivated to maximum performance will be an asset not only to the company, but also to the entire department.
## MOTIVATION DEFINED

<table>
<thead>
<tr>
<th>PRESENTATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. The amount of physical and mental energy that a person is willing to invest in a particular activity or project</td>
</tr>
<tr>
<td>B. Understanding human motivation is a key to being a successful supervisor</td>
</tr>
<tr>
<td>C. Motivation is directed toward some pay-off</td>
</tr>
<tr>
<td>D. The behavior is the outcome of motivation</td>
</tr>
<tr>
<td>E. We are always motivated to do what we are doing, at the time we are doing it</td>
</tr>
<tr>
<td>F. We may not be consciously know why</td>
</tr>
<tr>
<td>G. There is some inner motivation driving us to behave that way</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>APPLICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is motivation?</td>
</tr>
<tr>
<td>Is motivation a key supervisor's role?</td>
</tr>
<tr>
<td>Can leaders really expect to directly affect the motivation of others?</td>
</tr>
</tbody>
</table>

**SLIDE: 2-2-1**

H. Motivation suggests three emotions that impact behavior

1. Fear
   a) Behavior based on “have to”
### PRESENTATION

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>b)</td>
<td>Motivation is short lived</td>
</tr>
</tbody>
</table>

### APPLICATION

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Duty
   a) Behavior based on “should” and “ought”
   b) Motivation is short lived for most

3. Love
   a) Behavior based on “want to”
   b) Behavior is long lasting

What conclusions can we draw from these facts?

I. Motivation is not always based on conscious, observable needs

J. We are sometimes motivated by forces we are not even aware of

K. Motivation is not the same as job satisfaction

What is meant by “motivation is not the same as job satisfaction?”

Do you believe that people are motivated to fail, in fact, prefer to fail?

1. Instead of saying, “prefer to fail,” let’s say, “need to fail”
II. MOTIVATIONAL NEEDS

A. All motivation is based on needs

B. These needs can be divided into three categories
   1. Achievement
      a) Gain satisfaction from the accomplishment itself
   2. Affiliation
      a) Gain satisfaction from acceptance by the group
   3. Power
      a) Gain satisfaction from being in control
   4. All individuals have all three needs
   5. The degree of each vary
   6. It is the responsibility of the company officer to strive to recognize these secondary needs

C. Indicators of high achievement needs
   1. Sticks with a task until completion
   2. Continually tries to get feedback on achievements
   3. Enjoys challenges
   4. Strives to accept responsibility
D. Indicators of high affiliation needs
   1. Does not like to work alone
   2. Tries hard to be friendly and to make friends
   3. Enjoys group projects
   4. Is sensitive to what others think

E. Indicators of high power needs
   1. Likes to discuss controversial subjects
   2. Likes to be in charge
   3. Is status oriented
   4. Tries to find out who is in charge of each job assignment

III. MOTIVATION AND DELEGATION

A. When delegating task, understanding individual needs will enable the supervisor to motivate through effective delegation

B. Organizational tasks, when given to the right individual, become motivators
### C. Tasks given to “achievement-oriented” individuals should

1. Allow as much freedom as possible to let the individual set his or her own pace and methods
2. Allow the individual the choice seeking direction from someone else
3. Be meaningful and contribute to company efficiency
4. Challenge the individual’s skills and abilities
5. Provide clear, unambiguous feedback about the quality of performance

### D. Tasks given to “affiliation-oriented” individuals should

1. Allow interaction with as many people as possible on an ongoing basis
2. Not require the individual to work alone for extended periods of time
3. Base success of the project on the cooperation of others
4. Allow time for nontask interaction while working
5. Allow for maintenance of stable working relationships
E. Tasks given to “power-oriented” individuals should
1. Allow individuals to direct other co-workers
2. Allow for interaction while working
3. Give the individual an opportunity to deal directly with fire department officials
4. Allow the individual independent control over procedures and policy
5. Allow the individual freedom from close supervision

F. Understanding these factors will allow the company officer to evaluate his or her employees and delegate tasks that are motivating and rewarding

IV. MASLOW’S THEORY

A. Abraham Maslow, Ph.D. theorized that every individual’s needs fall into five levels
1. These levels arrange themselves in a hierarchical order
2. The lowest level of needs must be obtained before one can progress to fulfillment of the next level’s needs
3. Base premise is that all human behavior is motivated by a drive to attain specific needs
### Maslow's Theory Centers Five Levels of Need

<table>
<thead>
<tr>
<th>SLIDE: 2-2-11</th>
<th>What are the five levels of Maslow's theory?</th>
</tr>
</thead>
</table>

#### B. Physiological (Survival) Needs

1. Most basic of all human needs
   - a) Food, water, shelter, air
2. Must be sure that you will survive before any other need can be considered
3. Will give up anything not required for survival
4. Generally obtained through employment and earning a salary

#### C. Security Needs

1. Personal activities toward this level may be in the form of savings accounts or property holdings
2. Second to survival, involve safety and security
   - a) Protection from unforeseen events that might impact physiological needs
3. Freedom from fear of physical danger, self preservation, and concern for the future
   a) Fringe benefits, such as insurance and workers compensation, are forms of this level

D. Social (belonging) needs
   1. The need to belong can be very strong
   2. Third in the hierarchical order relate to the need to be accepted
   3. Most closely resemble the affiliation need

4. Informal organizations begin at this level and are the source of peer pressure
   a) Peer, or belonging pressures, must be monitored by company officers for negative impact on individuals and the organization

E. Self-esteem (prestige) needs
   1. The need to be recognized by others is next in the order of needs
      a) Ego fulfillment
   2. Most closely resemble the achievement need
   3. Social status and achievement are desired

What kind of group begins at this level?
What kind of problem should you be watching at this level?
F. Self-actualization (self-fulfillment) needs
   1. The need to maximize one’s potential
   2. The highest level of the pyramid
   3. Most closely resembles the power need
      a) This level is attained when a person feels they have reached the limit of their current ability and are self satisfied
      b) Once achieved, this level may be difficult to maintain

G. We all live at different levels and are motivated by our strongest unfulfilled need

H. Once an individual has fulfilled the physiological (survival) and security needs, they settle into the three basic need categories

I. Individuals tend to utilize all aspects of their life to satisfy their needs

J. Some look towards work simply to fulfill their affiliation needs, looking elsewhere to satisfaction of achievement and power

K. Others need the workplace to prove their power motive, while still others require achievement opportunities from their work

L. Whatever the motivation, the responsibility of the Company Officer is to analyze their employee’s needs and, to the best of their ability, provide an environment where those needs can be fulfilled

What is Vroom's V.I.E. theory?
V. **VROOM'S V.I.E. THEORY (ALSO CALLED EXPECTANCY THEORY)**

A. Victor Vroom developed a theory of motivation that attempts to explain why some people are motivational and others are not, especially in culturally diverse societies.

B. There are three equally important elements that combine to motivate people

1. **Valence**
   a) The strength of the individual's desire to achieve some goal

2. **Instrumentality**
   a) The availability of a means to achieve the goal
   1) Represented by the job

3. **Expectancy**
   a) The strength of the individual's belief that he/she can achieve that goal

C. Two elements in Vroom's motivation theory which are the operative ones.

1. Instrumentality is represented by the job or promotion so the existence and strength of the remaining two elements are important for motivation
### MOTIVATION

<table>
<thead>
<tr>
<th>PRESENTATION</th>
<th>APPLICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Value - having high desire to perform well or promote</td>
<td></td>
</tr>
<tr>
<td>b) Expectancy - expectations that rewards are achievable</td>
<td></td>
</tr>
</tbody>
</table>

### VI. INABILITY TO FULFILL NEEDS WITHIN AN ORGANIZATION

What happens when an individual's ability to fulfill his or her needs within an organization are blocked?

**SLIDE: 2-2-12**

A. Several different things can occur

1. Coping
   a) Struggle through the problem until they achieve some degree of satisfaction

2. Goal substitution
   a) Look elsewhere
   b) May become active in outside interests when goal satisfaction is not apparent in the workplace

3. Resignation, repression, or retaliation
   a) Give up
   b) Get even
### PRESENTATION

<table>
<thead>
<tr>
<th>4. Fixation or obsession</th>
<th>5. Rationalization</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Focusing on the goal even though fulfillment is impossible</td>
<td>a) “Sour grapes” approach</td>
</tr>
<tr>
<td>b) Beating one’s head against a block wall</td>
<td>6. Frustration</td>
</tr>
<tr>
<td>c) Extremely unhealthy</td>
<td>a) Programmed limitations within one’s own mind</td>
</tr>
<tr>
<td></td>
<td>b) Perceived blockages where an individual blocks goal achievement within his or her own mind</td>
</tr>
</tbody>
</table>

### APPLICATION

B. Company officer influence

1. Have realistic expectations
2. Communicate wants, needs, and goals
3. Understand the difference between motivators and maintenance factors
   a) Motivators

---

How can company officer influence motivation?

**SLIDE: 2-2-13**

**SLIDE: 2-2-14**
1) Relate to higher level needs, affiliation, achievement, and power

b) Maintenance factors

1) Relate to lower level needs, physiological (survival) and security

2) Are assumed, if present do not motivate

3) If missing will demotivate

4. Create a motivational climate through open communication
SUMMARY:

It is important for the company officer to understand the concepts of motivation and more importantly understand how different people are motivated. After all, a fire fighter who is motivated to maximum performance will be an asset not only to the company, but also to the entire department.

EVALUATION:

The student will complete a written quiz at a time determined by the instructor.

ASSIGNMENT:

Review your notes and read Chapters 4 and 6 in your Fire Department Company Officer, IFSTA, Third Edition in order to prepare yourself for the upcoming quiz. Study for our next session.
TOPIC: DELEGATION

TIME FRAME: 1:00

LEVEL of INSTRUCTION: Level II

BEHAVIORAL OBJECTIVE:

Condition: Given a written quiz and student activity

Behavior: The student will confirm a knowledge of delegation and the company officer's role in the process by completing the written quiz and student activity

Standard: With a minimum 80% accuracy according to the information contained in the Fire Department Company Officer, IFSTA, Third Edition, Chapter 2, pages 24 and 29, Chapter 6, pages 75 and 78, and the Fire Management 1 Student Supplement, SFT, 2000, Chapter 2-3, pages 3-10

MATERIALS NEEDED:
- Writing board with markers/erasers
- Appropriate video equipment and screen
- Slides/overhead transparencies for this lesson plan
- Activity Sheet 2-3-1

REFERENCES:
- Fire Department Company Officer, IFSTA, Third Edition
- Fire Department Company Officer, IFSTA, Second Edition
- Principle-Centered Leadership, Stephen Covey, Simon and Schuster, 1991

PREPARATION: Delegation is one, if not the most important management skills a company officer has to master. Basic rules need to be followed and planning has to take place if we are to see improvements in our abilities to delegate. A company officer who can delegate effectively can master any problem or goal. Delegation takes emotional courage as we allow someone else to make mistakes which can cost money, time, and tarnish your name. Effective delegation must be two-way: authority and responsibility given, authority/responsibility received.
I. WHAT SHOULD BE DELEGATED

A. Projects/activities that someone else can do
B. Projects/activities that require technical mechanical skills
C. When the company officer work load increases to the point of losing control
D. When company officer is going to be on vacation/leave
E. To train and develop fire fighters skills
F. To motivate
G. Demonstrate faith in the fire fighter competence

II. ORGANIZATIONAL PURPOSE FOR DELEGATION

A. The mechanism by which the organization decentralizes, without losing control
   1. Delegation is designed to decentralize by spreading our responsibility and authorization to get a task done
   2. If you work in a very formal, centralized, or Theory X type of organization, delegation will be very limited
<table>
<thead>
<tr>
<th>PRESENTATION</th>
<th>APPLICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. If you have grown up in this type of organization as a subordinate, you have missed something in learning about delegation and may have to work harder to achieve effective results.</td>
<td>What is decentralization? <strong>SLIDE: 2-3-2</strong></td>
</tr>
</tbody>
</table>

**B. Decentralization**

1. Expansion downward and outward in the organizational structure
2. The concept is to reach a level where
   a) The necessary skills and competence can be found
   b) Information is close to the source or activity to be performed
   c) Resources, people, money and time are available

**III. EFFECTIVE DELEGATION**

**A. Effective delegation has three phases**

1. Initial agreement, authority/responsibility
2. Support
   a) Remove obstacles and provide coaching and feedback

3. Accountability/project completion evaluation

B. Initial agreement
   1. Clear understanding of what is expected
      a) Quality
      b) Quantity
   2. What resources
      a) Time
      b) Money
      c) Personnel
   3. Parameters - deviation
      a) Deviation is permitted provided the project is completed in the agreed quantity, quality, and time if not, we must be advised
   4. Strategies
      a) Discuss ways or possible alternatives to help avoid a major error or problem during the project

SLIDE: 2-3-4

How much latitude or deviation is allowable?
5. Reports
   a) Establish a mechanism for allowing for dialogue and feedback
   b) The fire fighter need to know that he/she is on track and living up to the expectations of their company officer

6. Authority versus responsibility
   a) Authority refers to the legal ability of an individual to make and implement decisions
   b) Responsibility refers to being accountable for one's actions and activities
      1) Having a moral and perhaps legal obligation to carry out certain activities

C. Support from the company officer
   1. A source of help
   2. An advocate, not the feared adversary
3. Provides resources
4. Removes obstacles
5. Sustains actions and decisions
6. Shares feedback
   a) A delegatee must be given freedom
   b) Constant checking or required reports indicate a lack of trust
      1) All too often the fire fighter becomes frustrated by this interruption as lack of trust

D. Accountability/project completion evaluation
   1. Recognize and reward successful or outstanding performance
   2. Hold employees responsible for poor or good work
   3. Recognize that there may be more than one method to reach the desired results
      a) Don’t expect perfection (or the way you would have done it)

What are some key questions a company officer should ask when there is a need to delegate?
### IV. STRUGGLES WITH DELEGATION

**A. Key questions company officers struggle to answer**

1. What should I delegate?
2. To whom should I delegate?
3. When, how, and why would I delegate?
4. Technical or mechanical skills
5. Motivation
6. Training - development

**B. What am I doing that someone else can do?**

1. May delegate any project/activity or work assignment not specifically given to him/her to perform
2. Control devices should not be delegated
   - a) Station Captains have responsibility and authority to take care of the station
   - b) The station inspection, a control, should not be delegated to a fire fighter
3. Problems that require technical, mechanical skills
4. Is my workload increasing to the point of losing control?

5. Company officer is going to be on vacation/leaves

6. To train and develop fire fighters skills

7. For motivation

8. Demonstrate faith in the fire fighter's competence

To whom should I delegate?

C. Identify the skills and abilities

1. Necessary physical, mental and emotional capabilities

2. Technical knowledge

3. Sufficient confidence

4. Confident and respectful of those he/she must work with

5. Importance here is the true fact a delegatee must be able to withstand stress

V. HOW TO DELEGATE

A. Clearly describe what is being delegated

1. Quality

2. Quantity
3. Time frame

4. If you cannot establish quality, quantity, and time, perhaps you should clarify or rethink again about delegation

B. Clearly describe the desired product/outcome
   1. Have the end in mind
      a) What is it that we want?
   2. Preferably a written statement

C. Delegate before the project is lost or the end cannot be achieved within the time frame given

VI. ROAD BLOCKS TO DELEGATION
   A. Fear of having mistakes reflect on the company officer's reputation
   B. Fear of a good job in which the fire fighter would get all the credit
   C. Fear of conflict because of differing ideas or opinions
   D. No delegation because the job is enjoyable
   E. Delegation of mental task
VII. WHY, WHEN AND HOW DO WE UNDER DELEGATE

A. No progress
B. Overwhelming conflicts arise
C. Loss of resources

D. Carefully!

1. Best approach is to take the responsibility for the failure yourself
   a) Shift the burden away from the fire fighter unless he/she is at fault
   b) Fault would be defined in this case as outright failure to perform

NOTE: Have the students review the delegation quiz. The following role-playing exercise is suggested as an integral part of the lesson. The student should be afforded the time and practice to apply their delegation skills in a controlled classroom/learning environment.
SUMMARY:

Responsibility and authority must be delegated by company officers; accountability can never safely be delegated. In delegating, prime consideration should be given to the need for providing effective controls.

Important as delegation is, it often fails because of organizational and psychological barriers. A critical barrier is failure of the company officer to understand what work he/she should get other people to do. This can best be overcome by recognizing what company officer roles are. Other work that is primarily operational in nature should be delegated as far down the organizational structure as possible.

EVALUATION:

The student will complete a written quiz and Activity Sheet 2-3-1 at a time determined by the instructor.

ASSIGNMENT:

Review your notes and read Chapters 2 and 6 in your Fire Department Company Officer, IFSTA, Third Edition and Chapter 2-3 in your Fire Management 1 Student Supplement, SFT, 2000 in order to prepare yourself for the upcoming quiz. Study for our next session.
ACTIVITY SHEET 2-3-1

DELEGATION ROLE PLAYING

TIME FRAME: 0:30

MATERIALS NEEDED:

- None

INTRODUCTION:

This activity provides the student the opportunity to practice the delegation skills learned in this unit.

DIRECTIONS:

1) One student assumes the role of a company officer who will delegate an assignment to a fire fighter.

2) A second student assumes the role of the fire fighter who receives the assignment.

3) Both students move to the front of the room for the role-playing exercise.

4) The “company officer” delegates to the “fire fighter” the assignment of writing a department position paper on the need for __________. (Instructor to provide the topic)

5) The remaining students observe the “company officer’s” use of the basic rules of delegation.

6) As a group, review how the process went, the use of the basic steps to delegation, and the common pitfalls that occurred in the delegation process.

7) Continue the role-playing exercise with a new delegation topic and two different students.
TOPIC: PROBLEM SOLVING AND THE DECISION-MAKING PROCESS

TIME FRAME: 1:30

LEVEL OF INSTRUCTION: Level II

BEHAVIORAL OBJECTIVE:

Condition: Given a written quiz

Behavior: The student will confirm a knowledge of problem solving and the decision-making process by completing the written quiz

Standard: With a minimum 80% accuracy according to the information contained in the Fire Department Company Officer, IFSTA, Third Edition, Chapter 6, pages 78-79

MATERIALS NEEDED:

• Writing board with markers/erasers
• Appropriate video equipment and screen
• Slides/overhead transparencies for this lesson plan

REFERENCES:

• Fire Department Company Officer, IFSTA, Third Edition
• Fire Department Company Officer, IFSTA, Second Edition

PREPARATION: Problem solving and decision-making are two of the most important skills required by any company officer, whether on the scene of an emergency or dealing with an employee or concerned citizen. How well or how poorly you implement your problem solving and decision-making skills greatly influences your success or failure as a company officer.
I. DECISION-MAKING PROCESS

A. Determine if it is the company officer's decision to make
   1. May need to consult with a senior officer before making a decision

B. A process of arriving at a judgment or reaching a conclusion

C. Problem analysis and decision making are two of the most important skills required by any management position

D. Company officers must be willing to make decisions

E. Decisions must be based on sound problem analysis

F. Must result in the development of several alternate solutions

G. The decision-making process does not happen by chance

What is the company officer's first step in the decision making process?

SLIDE: 2-4-1

How many of you have had some formal training in decision-making?

SLIDE: 2-4-2
H. The law of cause and effect holds true
   1. The cause may or may not be visible or simple in nature
   2. May be complex and intermingle with other causes
I. The problem-solving process is applicable regardless of the complexity of the problem
J. If the decision steps are followed, quality results will occur

II. DECISION MODEL

<table>
<thead>
<tr>
<th>PRESENTATION</th>
<th>APPLICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Define the problem</td>
<td></td>
</tr>
<tr>
<td>1. Collect applicable data</td>
<td></td>
</tr>
<tr>
<td>2. Analyze the data</td>
<td></td>
</tr>
<tr>
<td>B. Identify alternative solutions</td>
<td></td>
</tr>
<tr>
<td>C. Evaluate the alternatives</td>
<td></td>
</tr>
<tr>
<td>D. Choose and implement the most promising alternative</td>
<td></td>
</tr>
<tr>
<td>E. Monitor the results</td>
<td></td>
</tr>
<tr>
<td>F. Initiate corrective action if needed</td>
<td></td>
</tr>
</tbody>
</table>

What are some of the steps or characteristics of the decision process?

SLIDE: 2-4-3
NOTE: Review problem solving flowchart.

III. PROBLEM SOLVING

A. Define the problem

1. What brought the problem to the company officer’s attention?

2. What are the symptoms?
   a) The more complex the problem, the more likely it is to be defined by the symptoms
   b) We usually define the problem in terms of its symptoms

3. Who is involved?

4. What is the standard?

5. Write down the problem statement
   a) Be specific and factual

How do we go about collecting appropriate data and determining how much data to collect?
6. Collect applicable data
   a) The amount of data depends on the nature of the problem
   b) Tendency is to stop once sufficient data is collected
   c) Don’t stop until all applicable data is collected
   d) Never make assumptions

7. Analyze the data
   a) Discard irrelevant data
   b) Determine completeness of relevant data
      1) Form a basis for predicting the outcome of possible solution
      2) Helps to determine the priority with which to handle the problem
      3) Helps to determine if additional information is needed
   c) Clarify incomplete relevant data

Once the data is collected, what should be done with it?

SLIDE: 2-4-7
### PRESENTATION

**B. Identify alternative solutions**

1. Even though the solution appears to be obvious, generation of alternatives must be completed
   a) As the number of alternatives decreases, so does the quality of the solution
   b) Always strive to develop at least five alternatives from which to choose
   c) Both extremes and three in-between
   d) The best decisions usually evolve from a choice of several alternatives
   e) No alternative is without risk

### APPLICATION

**Why develop alternatives?**

**SLIDE: 2-4-8**

**What are some elements used to evaluate the alternatives?**

**SLIDE: 2-4-9**

### PRESENTATION

**C. Evaluate the alternatives**

1. Assess the alternatives with respect to risk involved
   a) Safety
   b) Cost involved
   c) Time available
d) Resources available

e) Need for acceptance

f) Needs of the group or individual

What do we do now?

SLIDE: 2-4-10

D. Choose and implement the most promising alternative

1. The best solution is worthless if incorrectly implemented

2. Implemented solution must solve more problems than it creates

3. Take time to successfully implement the solution

What are some of the reasons that an implemented solution may fail?

SLIDE: 2-4-11

E. Monitor the results and adjust if necessary

1. Check to make sure that implementation plan is on track

2. Does the plan create more problems than it corrected?

3. Time

4. Budget

5. Impatience
<table>
<thead>
<tr>
<th>PRESENTATION</th>
<th>APPLICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Faulty reasoning</td>
<td>What if the solution does not work?</td>
</tr>
<tr>
<td>7. Initiate corrective actions</td>
<td></td>
</tr>
<tr>
<td>a) Redefine the problem</td>
<td></td>
</tr>
<tr>
<td>1) Collect additional data and analyze</td>
<td></td>
</tr>
<tr>
<td>b) Identify alternative solutions</td>
<td></td>
</tr>
<tr>
<td>c) Evaluate the alternatives</td>
<td></td>
</tr>
<tr>
<td>d) Choose and implement the most promising alternative</td>
<td></td>
</tr>
<tr>
<td>e) Monitor the results again</td>
<td></td>
</tr>
</tbody>
</table>
**SUMMARY:**

Problem solving and decision making is an everyday event for the company officer. Routine decisions and mundane problems are usually handled with ease. From time to time however, the company officer will be faced with problems and/or decisions that require a bit of thinking. When this occurs, following the decision making process and problem solving flow chart will enhance the company officer’s ability to make sound decisions and effectively solve problems.

**EVALUATION:**

The student will complete a written quiz at a time determined by the instructor.

**ASSIGNMENT:**

Review your notes and read Chapter 6 in your *Fire Department Company Officer*, IFSTA, Third Edition in order to prepare yourself for the upcoming quiz. Study for our next session.
TOPIC: VERBAL COMMUNICATION

TIME FRAME: 2:00

LEVEL of INSTRUCTION: Level II

BEHAVIORAL OBJECTIVE:

Condition: Given a written quiz and a student activity

Behavior: The student will confirm a knowledge of verbal communication skills to effectively communicate under emergency and nonemergency conditions so that the communications are complete, clear, and concise by completing the written quiz

Standard: With a minimum 80% accuracy according to the information contained in the Fire Department Company Officer, IFSTA, Third Edition, Chapter 6, pages 79-80 and Chapter 14, pages 177-184 and the Fire Management 1 Student Supplement, SFT, 2000, Chapter 2-5, pages 11-14

MATERIALS NEEDED:
- Writing board with markers/erasers
- Appropriate video equipment and screen
- Slides/overhead transparencies for this lesson plan
- Activity Sheet 2-5-1

REFERENCES:
- Fire Department Company Officer, IFSTA, Third Edition
- Management Minded Supervision, Boyd
- Effective Supervisory Practices, ICMA, Third Edition
- Standards for Fire Officer Professional Qualification, NFPA 1021, 1997

PREPARATION: The concept of communication is vague to most people, although it is a lifetime activity starting at birth. When asked to define communication, a typical response might be, "talking between two people" or "words," or some other simplistic answer. These answers are only partially correct. They fail to identify communication as a process that exchanges ideas and information between two parties. The very word "communicate" means, "share."
# I. INTRODUCTION

A. Failure to communicate is the root of most conflict

B. Harmony and cooperation are totally dependent on good communication

C. Webster’s *New World Dictionary* definition

1. To give or exchange information, signals, or messages in any way, as by talk, gestures, or writing

D. Communication

1. Begins at birth
2. Continues through life
3. Is the creation of understanding
4. Depends on the sender’s attitude as much as on the methods and procedures the sender uses
5. Demands a great deal of effort

E. Types of verbal communication

1. Face to face
2. Formal
3. Informal

---

**VERBAL COMMUNICATION**

<table>
<thead>
<tr>
<th>PRESENTATION</th>
<th>APPLICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. INTRODUCTION</td>
<td>How do you define communication?</td>
</tr>
<tr>
<td>A. Failure to communicate is the root of most conflict</td>
<td></td>
</tr>
<tr>
<td>B. Harmony and cooperation are totally dependent on good communication</td>
<td></td>
</tr>
<tr>
<td>C. Webster’s <em>New World Dictionary</em> definition</td>
<td>SLIDE: 2-5-1</td>
</tr>
<tr>
<td>1. To give or exchange information, signals, or messages in any way, as by talk, gestures, or writing</td>
<td></td>
</tr>
<tr>
<td>D. Communication</td>
<td>SLIDE: 2-5-2</td>
</tr>
<tr>
<td>1. Begins at birth</td>
<td></td>
</tr>
<tr>
<td>2. Continues through life</td>
<td></td>
</tr>
<tr>
<td>3. Is the creation of understanding</td>
<td></td>
</tr>
<tr>
<td>4. Depends on the sender’s attitude as much as on the methods and procedures the sender uses</td>
<td></td>
</tr>
<tr>
<td>5. Demands a great deal of effort</td>
<td></td>
</tr>
<tr>
<td>E. Types of verbal communication</td>
<td></td>
</tr>
<tr>
<td>1. Face to face</td>
<td></td>
</tr>
<tr>
<td>2. Formal</td>
<td></td>
</tr>
<tr>
<td>3. Informal</td>
<td></td>
</tr>
</tbody>
</table>
II. PROCESS

A. Communication is a process because it involves activity

B. We must do something in order to exchange

1. Ideas
2. Feelings
3. Facts
4. Information
5. Meaning

III. COMMUNICATION PROCESS

A. Five essential elements

1. The sender
   a) A person to send the information
2. The message
3. The medium
   a) A method for the information to be transmitted
4. The receiver
   a) A person to receive the information
5. Feedback from the receiver that the information was received and understood
<table>
<thead>
<tr>
<th>PRESENTATION</th>
<th>APPLICATION</th>
</tr>
</thead>
</table>

**B. The sender**

1. Communication begins with the sender
2. First the need to communicate is perceived
3. The message is formulated
4. The method of transmission is decided

**C. The message**

1. The sender must send as clear and simple a message as possible
2. Perception problems must be considered by the sender; message may be misinterpreted
   a) Relationship between sender and receiver
   b) Level of activity and ambient noise
   c) Past experiences and personal background
   d) Education levels
      1) Apperceptive base
   e) Feelings, situations, and personalities
   f) Other messages being sent
   g) Gender, age, cultural differences
   h) Time of day or night
### VERBAL COMMUNICATION

<table>
<thead>
<tr>
<th>PRESENTATION</th>
<th>APPLICATION</th>
</tr>
</thead>
</table>
| i) Language or terminology  
  1) Including body language | SLIDE: 2-5-6 |

D. The medium

1. The channel or method by which the message is delivered

2. Selection is determined by many factors
   a) Available time
   b) Purpose of communication
   c) Language
   d) Information being delivered

3. There are two basic forms of communication medium
   a) Verbal
      1) Spoken communications
      2) Written communications
   b) Nonverbal
      1) Physical gestures
         - Vocal cues
         - Facial expressions
         - Body language
### PRESENTATION

| 2) Photos |  |
| 3) Graphics |  |
| 4) Symbols |  |

#### 4) Symbols

c) Nonverbal communication is a universal way of exchanging information, however it is often

| 1) Culture specific |  |
| 2) Localized |  |
| 3) Situation specific |  |

---

### APPLICATION

SLIDE: 2-5-8

SLIDE: 2-5-9

E. The receiver

1. In order to receive the message being sent you must possess listening skills

2. Listening is an active process which requires a person to be alert and interested

3. Receiver must not only hear, but must understand

4. We hear with our ears, but listen with the mind

---

F. Characteristics of a good listener

1. Shares the responsibility for communication

2. Commits to one conversation at a time

3. Reserves/defers judgment
### Verbal Communication

<table>
<thead>
<tr>
<th>Presentation</th>
<th>Application</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Focuses on message, not the messenger</td>
<td></td>
</tr>
<tr>
<td>5. Listens completely</td>
<td></td>
</tr>
<tr>
<td>a) Stops talking</td>
<td></td>
</tr>
<tr>
<td>6. Keeps attentive</td>
<td></td>
</tr>
<tr>
<td>a) Empathizes with the speaker</td>
<td></td>
</tr>
<tr>
<td>b) Shows interest</td>
<td></td>
</tr>
<tr>
<td>7. Maintains eye contact</td>
<td></td>
</tr>
<tr>
<td>a) Listens for what is not said</td>
<td></td>
</tr>
<tr>
<td>8. Jots down notes</td>
<td></td>
</tr>
<tr>
<td>a) Asks questions</td>
<td></td>
</tr>
<tr>
<td>9. Controls emotions/facial expressions</td>
<td></td>
</tr>
<tr>
<td>10. Separates facts from opinions</td>
<td></td>
</tr>
<tr>
<td>11. Does not personalize the issue</td>
<td></td>
</tr>
<tr>
<td>12. Is honest</td>
<td></td>
</tr>
</tbody>
</table>

### G. The listener must work to understand the speaker's intent

1. Try to anticipate what points the sender is trying to make
2. Mentally summarize what has been said or what points have been made so far
3. Mentally question points made or sources, seek clarification when appropriate
<table>
<thead>
<tr>
<th>PRESENTATION</th>
<th>APPLICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Listen between the lines to the tone of voice, facial expressions, and body movements</td>
<td>Who has responsibility for listening?</td>
</tr>
<tr>
<td>H. Both the sender and receiver have responsibility to see that understanding results from the communication</td>
<td></td>
</tr>
<tr>
<td>I. Feedback</td>
<td>SLIDE: 2-5-12</td>
</tr>
<tr>
<td>1. In any face to face communication the receiver is constantly feeding back reactions, either knowingly or subconsciously, to what is being said</td>
<td></td>
</tr>
<tr>
<td>2. The signals being sent by the receiver can be</td>
<td></td>
</tr>
<tr>
<td>a) Posture</td>
<td></td>
</tr>
<tr>
<td>b) A level of attention or inattention</td>
<td></td>
</tr>
<tr>
<td>c) The nature of the questions or responses</td>
<td></td>
</tr>
<tr>
<td>3. Sender should build in more feedback by</td>
<td></td>
</tr>
<tr>
<td>a) Asking questions</td>
<td></td>
</tr>
<tr>
<td>b) Ask receiver to repeat key points in an instruction</td>
<td></td>
</tr>
<tr>
<td>c) Explain what might be the logic for following a certain procedure</td>
<td></td>
</tr>
<tr>
<td>d) Ask for an evaluation of an idea presented</td>
<td></td>
</tr>
</tbody>
</table>
IV. BARRIERS AND BRIDGES TO EFFECTIVE COMMUNICATION

A. Barriers include
   1. Officer/fire fighter relationships
   2. Selective hearing (listening)
   3. Semantics
   4. Emotional context
   5. Physical barriers
   6. Failure to see the need

B. Company officer/fire fighter relationship
   1. The barriers
      
      a) Unclear expectations
      b) Varied/unclear standards
      c) Failure to see the "big picture"

What are some examples of communication barriers between company officers and fire fighters?
### 2. The bridges

a) The company officer should open a clear line of communication with all subordinates

   1) To ensure proper and complete transfer of information and expectations

b) The company officer should encourage employees to share their expectations of the job

### C. Selective hearing (listening)

1. The barriers

a) A person hears only what they want to hear

b) There may be too much to hear so the listener only hears what they can understand

c) The listener does not like what they are hearing so listens only to the parts of the message they agree with

d) Our personal desires can color or exaggerate the meaning of what we hear or read

How can we overcome these barriers?

**SLIDE: 2-5-15**

2. The bridges

a) Analyze our communication from the standpoint of the other party
**VERBAL COMMUNICATION**

<table>
<thead>
<tr>
<th>PRESENTATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>b) Take responsibility for effective communication</td>
</tr>
<tr>
<td>c) Seek first to understand, then to be understood</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>APPLICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>D. Semantics - words have different meanings</td>
</tr>
<tr>
<td>1. The barriers</td>
</tr>
<tr>
<td>a) Almost all words in our vocabulary have multiple meanings</td>
</tr>
<tr>
<td>b) The words we chose to communicate with convey a picture in our mind</td>
</tr>
<tr>
<td>c) The interpretation of these words will be different with people of differing backgrounds and experiences, they see a different picture</td>
</tr>
<tr>
<td>d) Our past training, our needs, and our interests give meaning to the words we use</td>
</tr>
<tr>
<td>e) Every business has jargon that is peculiar to that business</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SLIDE: 2-5-16</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. The bridges</td>
</tr>
<tr>
<td>a) Gear communications to the vocabulary of the receiver</td>
</tr>
<tr>
<td>b) Try to recognize facial expressions which convey confusion</td>
</tr>
</tbody>
</table>
c) As the receiver we need to admit when we're not sure of the meaning of words spoken or written to us
   1) This shows the sender our interest
   2) Alerts the sender to the need to clarify their language

E. Emotional context

1. The barriers
   a) When angry communication is usually not well thought out
   b) As emotions cloud the mental processes, listening with true understanding becomes almost impossible

2. The bridges
   a) Empathy
      1) The ability to put yourself in another persons shoes and see things from their point of view
   b) To develop empathy
      1) Develop a sensitivity to others
      2) Phrase negative responses in a manner that shows consideration of the other person
F. Physical barriers

1. The barriers
   a) Physical distance
   b) High noise volume
   c) Hearing impaired

2. The bridges
   a) Be adaptive to the audience
      1) Children, elderly, professionals
   b) Have a specific purpose
      1) To inform; to persuade
   c) Be brief
      1) Get to the point
   d) Be focused
      1) Stick to the point
   e) Be clear
      1) Specify meanings

G. Failure to see the need

1. Often communication problems are the result of sins of omission rather than sins of commission
   a) Communication isn't poor, it is nonexistent

SLIDE: 2-5-18
**VERBAL COMMUNICATION**

<table>
<thead>
<tr>
<th>PRESENTATION</th>
<th>APPLICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) &quot;I didn't think it was necessary to tell him&quot;</td>
<td></td>
</tr>
<tr>
<td>2) &quot;I assumed she would know that&quot;</td>
<td></td>
</tr>
<tr>
<td>3) &quot;Can't they draw their own conclusions?&quot;</td>
<td>b) In the absence of accurate information, rumors start and spread like wildfire</td>
</tr>
</tbody>
</table>

2. The bridges
   a) NEVER ASSUME
   b) Strive for understanding
   c) Work at listening to others
   d) Build in feedback
   e) Put communication in a positive basis

V. DEVELOPING COMMUNICATION AWARENESS

What types of things might you try to communicate as a fire officer?

A. Develop a communication plan
B. Mentally answer the following six questions

1. What am I trying to communicate?
   a) Praise for good work
   b) Action on a grievance
### VERBAL COMMUNICATION

<table>
<thead>
<tr>
<th>PRESENTATION</th>
<th>APPLICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>c) Suggestion for improvement</td>
<td></td>
</tr>
<tr>
<td>d) Report of progress on a project</td>
<td></td>
</tr>
<tr>
<td>e) Acceptance of an idea</td>
<td></td>
</tr>
</tbody>
</table>

#### 2. Whom am I communicating with?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a) A stubborn employee</td>
<td></td>
</tr>
<tr>
<td>b) A worried person</td>
<td></td>
</tr>
<tr>
<td>c) A hurried boss</td>
<td></td>
</tr>
<tr>
<td>d) An aggressive labor representative</td>
<td></td>
</tr>
<tr>
<td>e) A loudmouth or shy person</td>
<td></td>
</tr>
<tr>
<td>f) An impatient or unconcerned person</td>
<td></td>
</tr>
</tbody>
</table>

#### 3. When is the best time to communicate?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a) After a cool off period</td>
<td></td>
</tr>
<tr>
<td>b) At the end of shift</td>
<td></td>
</tr>
<tr>
<td>c) During lunch</td>
<td></td>
</tr>
<tr>
<td>d) When the project is completed</td>
<td></td>
</tr>
<tr>
<td>e) The next time &quot;it&quot; happens</td>
<td></td>
</tr>
</tbody>
</table>

#### 4. Where is the best place to communicate?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Your office</td>
<td></td>
</tr>
<tr>
<td>b) The lunch room</td>
<td></td>
</tr>
<tr>
<td>c) In the conference room</td>
<td></td>
</tr>
<tr>
<td>d) At work</td>
<td></td>
</tr>
<tr>
<td>e) Away from work</td>
<td></td>
</tr>
</tbody>
</table>
5. How should I communicate?
   a) Face to face
   b) In a meeting
   c) With a memo or letter
   d) Over the phone
   e) By telegram
   f) Over the PA system

6. Why am I communicating?
   a) To inform or persuade
   b) To sell or publicize
   c) To listen
   d) To solve a problem
   e) To discuss or instruct
   f) To give an order or to report

C. Strive continually for understanding
   1. Check written memos for the possibility of misunderstanding
   2. The supervisor has the responsibility to be sure subordinates have all the information they need to perform their jobs
   3. The boss needs to understand certain information to make the decision faced daily
   4. Work at listening to others
5. Build in feedback to make sure understanding is happening

D. Put communication on a positive basis
   1. Look for ways to correct miscommunications rather than putting the blame on someone else
   2. Have a positive attitude towards communication

E. Accept the personal challenge of communication
   1. The company officer should recognize that their world is the people around them, with whom they have day to day contact
   2. Improvements will be made by people who sense that they alone can do something about better communications in their world
   3. Improvement doesn't begin somewhere up or down the chain of command
      a) It starts with our own awareness and our willingness to take a look at our own communication attitudes

VI. FACE-TO-FACE COMMUNICATIONS

A. Face-to-face or verbal communications are generally the most effective means of conveying information because the sender and receiver are speaking directly with each other

B. Feedback is immediate

C. Body language and other nonverbal messages can be received
D. Misunderstandings occur with face-to-face communications due to people interpreting messages differently

VII. FIREGROUND ORDERS

A. Different than regular orders

B. The danger on the fireground alters the perspective of orders and directions

C. On the fireground, the officer issues many instructions, directions and requests
   1. Due to the seriousness of the situation, all of these communications are regarded as orders

D. Quality of information is more important than quantity

E. To avoid confusion, some departments choose to differentiate between regular orders and fireground orders

F. It is important that the officer control anxiety, uneasiness, or excitement while giving fireground orders

G. Fireground orders must be issued calmly and must be clear, concise, and complete

H. Each fireground message is vital
   1. Keep it short and simple
VIII. INFORMAL COMMUNICATIONS - THE GRAPEVINE

A. Official system of communications usually follows the Chain of Command

B. The unofficial system of communications is most often called the grapevine system
   1. Is a social communications network most often used in the informal groups
   2. Transmits the organization's social news
   3. Often transmits the organization's official information in an informal manner

C. This is not a dependable communication system

D. Company officers who depend on this system will contend with the following problems
   1. No method to ensure the accuracy of the information
   2. No method to ensure that complete information is transmitted
   3. No way to ensure information is not slanted due to personal bias
   4. No method to allow for clarification
   5. No method to prevent confidential disclosures

E. Controlling the grapevine
   1. Recognize its existence
2. Do not ever rely on the grapevine for the transfer of information!

3. Provide an adequate flow of official information

F. Preventing grapevine distortion

1. Provide an avenue for facts to flow through in a regular fashion

2. Pay special attention to subject matter which is easily distorted, such as
   a) Promotions
   b) Hiring and firings
   c) Lay-offs, transfers, or shift changes
   d) Disciplinary actions
   e) Equipment expenditures
   f) Accidents or injuries
SUMMARY:

To communicate is to share understanding. Harmony and cooperation are very dependent on good communication. The attitude of active participation is mandatory for effective communication to happen. The company officer will communicate with subordinates, peers, supervisors, the public, and public officials. Knowing how to communicate verbally, with formal communications, on the fireground, and face-to-face will be of paramount importance in the successful growth of the company officer's career.

EVALUATION:

The student will complete a written quiz at a time determined by the instructor.

ASSIGNMENT:

Review your notes and read Chapters 6 and 14 in your Fire Department Company Officer, IFSTA, Third Edition and Chapter 2-5 in your Fire Management 1 Student Supplement, SFT, 2000 in order to prepare yourself for the upcoming quiz. Study for our next session.
ACTIVITY SHEET 2-5-1

VERBAL COMMUNICATION

TIME FRAME: 0:30

MATERIALS NEEDED:

- Pencil/pen
- Paper

INTRODUCTION:

Planning more important communications does not have to be very complicated or time consuming. This activity provides the student the opportunity to plan a communication that is likely to lead to understanding. It is not a major job, but rather common sense applied to the company officer’s number one problem.

DIRECTIONS:

1) Work individually, in pairs, or small groups.

2) Pick a situation you are currently facing at work and answer the following six questions on a separate piece of paper.

   a) What am I trying to get across?

   b) Understanding a transfer, action on a grievance, praise for good work, a suggestion for improvement, a report of progress on a project, or acceptance of an idea?

   c) To whom am I communicating?

   d) A stubborn fire fighter, a worried person, a supervisor in a hurry, a loud mouth, a shy individual, someone who is impatient, someone who is delinquent, someone unconcerned?

   e) When is the best time to communicate?

   f) Now, after I’ve cooled off, at the end of the shift, during the lunch break, when the project is completed, or the next time there is a similar problem?

   g) Where is the best place to communicate?
h) In my office, at the station, in the lunchroom, or away from the work site?

i) How should I communicate?

j) Face to face, in a meeting, with a memo, over the telephone, in a letter, by telegram, over the radio?

k) Why am I communicating?

l) To inform, to persuade, to sell, to publicize, to listen, to solve a problem, to discuss, to instruct, to give an order, or to report?

3) Be prepared to present your answers to the class.
TOPIC: WRITTEN COMMUNICATION

TIME FRAME: 1:00

LEVEL of INSTRUCTION: Level II

BEHAVIORAL OBJECTIVE:

Condition: Given a written quiz

Behavior: The student will confirm a knowledge of written communication skills to effectively communicate through reports, letters, memorandums, policies, procedures, and orders in a complete, clear, and concise manner by completing the written quiz

Standard: With a minimum 80% accuracy according to the information contained in the Fire Department Company Officer, IFSTA, Third Edition, Chapter 13, pages 159-171 and Chapter 14, pages 180-186, and the Fire Management 1 Student Supplement, SFT, 2000, Chapter 2-6, pages 17-18

MATERIALS NEEDED:

• Writing board with markers/erasers
• Appropriate video equipment and screen
• Slides/overhead transparencies for this lesson plan

REFERENCES:

• Fire Department Company Officer, IFSTA, Third Edition
• Fire Management 1 Student Supplement, SFT, 2000
• Management Minded Supervision, Boyd
• Effective Supervisory Practices, ICMA, Third Edition
• Standards for Fire Officer Professional Qualification, NFPA 1021, 1997

PREPARATION:

One of the basic knowledge, skill, and ability requirements for any Fire Service position is the ability to communicate effectively in writing. However, how well do any of us write?

Humans have been communicating in writing for 4000 years. What do we need to know about written communication as the fire officers of this new millennium?
I. WRITTEN COMMUNICATION

A. A large part of most company officer’s time
   1. Written reports
   2. Record keeping

B. Written communications produced by company officers can be read by people outside the department
   1. Vehicle accident reports
   2. Fire investigation reports
   3. Hazardous materials incident reports
   4. Can be used as evidence in court

C. Reports
   1. Reports typically document something
      a) Company operations
      b) Fire prevention activities
      c) Fire investigations
      d) Injuries to civilians and/or fire personnel
      e) Emergency responses
      f) Training activities

SLIDE: 2-6-1

SLIDE: 2-6-2
2. Reports are designed to provide vital and useful information
   a) Keep the administration informed
   b) Provide data for decision-making

SLIDE: 2-6-3

3. Reports should be
   a) Neat in appearance
   b) Legible
   c) Well organized
   d) Easily understood
   e) Not misleading

4. Reports can be legal documents whose contents need to be accurate and thorough

5. A well written report requires
   a) Complete sentences
   b) Proper grammar
   c) Appropriate use of words

6. Methods used to create accurate and understandable reports
   a) Practice writing skills
   b) Have another person proofread the report
c) Common problems
   1) Misspelled words (computer spell check programs)
   2) Run-on or partial sentence structure
   3) Poor punctuation
   4) Inappropriate words
   5) Words with duplicate meanings
   6) Acronyms and abbreviations not commonly used

7. Incident reports

**NOTE:** Ask students to bring in a sample of their department's incident report.

a) Most fire departments report their fire related activities on the National Fire Incident Reporting System (NFIRS) or the California Fire Incident Reporting System (CFIRS)

b) Common incident report format
   1) Location/address
   2) Date/time
   3) Number of personnel responding
   4) Number and type of apparatus responding
   5) Responsible party

**SLIDE: 2-6-4**
6) Incident type  
7) Type of property involved  
8) Area of origin  
9) Cause  
10) Damages and loss  
11) Built in fire protection equipment

8. Company reports
   a) Common company report format
      1) Unit number
      2) Personnel who responded
      3) Apparatus and equipment used
      4) Amount of water used
      5) Any equipment lost or damaged
      6) Narrative
         • Chronological sequence of events
         • Avoid jargon, acronyms
         • Be thorough
         • Include facts

SLIDE: 2-6-5
9. Personnel reports
   a) Company officers are required to prepare and submit reports to personnel
   b) Common types of personnel reports
      1) Performance evaluations
      2) Work improvement plans
   c) Performance evaluations
      1) Evaluate and quantify work performance in accordance with department standards
      2) Purpose
         • Let employee know now well he or she is doing
         • Let administration know how well the employee is doing
         • Basis for work improvement plan
         • Document job performance
   d) Work improvement plan
      1) Improve employee performance
      2) Content
         • Specific performance
         • Time
D. The memorandum

1. Is usually short and to the point, covering only the highlights of one specific subject

2. The format usually includes the headings
   a) To
   b) From
   c) Date
   d) Subject

3. Memorandums or memos have several uses
   a) Transmit exactly the same information to several locations or individuals
   b) Provide written record of decisions, requests, or policies
   c) Provide specific information concerning questions or requests in a somewhat informal manner
   d) Formalizes a face-to-face conversation or telephone call

4. Memos are more commonly handed down the chain of command than up, however the company officer should utilize the memo whenever it serves a useful purpose
5. Memos can be transmitted via hard copy or electronic mail

---

E. Forms

1. Specific forms are applicable in specific situations
2. The basic purpose is known by the reader even before the form is read

F. The letter

1. Appearance is as important as style
2. The letter is a reflection of the company officer and the department

### SLIDE: 2-6-9

3. Letters should be
   a) Grammatically correct
   b) Neatly typed
   c) Reflect a positive professional attitude
   d) On department letterhead when appropriate

4. Letters should not be
   a) Misleading
   b) Rude
   c) Poorly written
   d) Excessively wordy or too brief
e) Overly formal or pompous

5. Format of letters and their accepted structure
   a) Heading
   b) Date line
   c) Inside address
   d) Subject line
   e) Salutation
   f) Body
   g) Closure
   h) Signature

II. FORMAL COMMUNICATIONS

A. Policies and procedures are examples of "standing" or "repeat-use" plans
   1. Deal with the recurring issues of an organization

B. Written and unwritten policies
   1. A policy is a guide to decision making within an organization
   2. Policy defines boundaries within which administration expects the company officer to act
   3. Policies disseminate the decisions fire officers or other management personnel make
### Policies usually arise from an appeal to management for guidance in making decisions about exceptional cases

| a) Fire officer does not know how to handle a certain case, refers matter to a superior |
| b) Appeal is made upward until someone in the hierarchy is reached who has proper authority to make the decision |
| c) The decision maker may write a policy for handling similar cases, or may simply use the decision as a precedent to act as department policy |

#### Policy is often imposed by federal, state, or local government

#### Written policies

| a) Make management's intent clear |
| b) Give department members a reference point for decision making |
| c) Form department policy manual |
| d) Make for more uniform, consistent practices throughout organization |

#### Unwritten policies

| a) Perceived policy of an organization |
| b) Implied in the routine activities |
8. Company officer's duties
   a) Understand policies
   b) Apply them on the job
   c) Teach to subordinates
   d) Correct interpretation may require consultation with upper management

What are some examples of good and bad policies?

III. PROCEDURES

A. Closely related to policy
   1. While a policy is a guide for thinking or decision making a procedure is a detailed guide for action
   2. A procedure details, in writing, the steps to be followed in carrying out organizational policy for some specific, recurring issue or situation

SLIDE: 2-6-13

B. Standard operating procedures (SOPs)
   1. Basis of skills training
   2. Emergency response and operations at incidents require clear, decisive action
3. Reduce misunderstandings on
   a) Techniques
   b) Responsibilities
   c) Procedures
   d) Methods for specific actions

4. Members of the organization perform to a measurable standard

5. Allows an organization to make the best use of human resources

IV. ORDERS AND DIRECTIVES

A. Orders are directives based upon the authority delegated to the officer to direct the administration of a policy, procedure, or method

B. Directives are not orders, and are not based upon administrative policy, procedure, or method

C. Formal communication of an order in writing is often used to follow up a verbal order
   1. This repetition of an order assures understanding
   2. Failure to comply with an order would result in disciplinary action for breach of departmental policy
D. Directives are essential to implementing formal guidelines

1. A directive from a company officer would instruct a firefighter to complete a task
   a) The tasks would usually result in the compliance of an administrative policy

2. Failure to comply with a directive would result in disciplinary action because of insubordination

E. The fire officer must learn to recognize when to issue orders and when to issue directives

1. Directives require more tact and skill

2. Orders do not grant the officer much freedom to tactfully motivate

V. COMPUTERS

A. Types

1. PC - Windows
2. Apple/McIntosh
3. Laptops
4. Local Area Networks (LAN)
5. Web servers
6. Palmtops
7. Other

What types of computers does your department use?
What do we need to know to gain a basic understanding of computers in the Fire Service?

**SLIDE: 2-6-16**

**B. Hardware**

1. **LAN - Local Area Network**
   a) May use a "dumb terminal" which is simply a monitor, keyboard, and cables
   b) May use a standalone computer which is connected to other computers

2. May use several standalone computers not connected

3. Hardware includes monitor, keyboard, mouse, CPU, drives, CD ROM, speakers, etc.

4. Hardware is useless without software

**SLIDE: 2-6-17**

**C. Software**

1. Spread sheets
2. Data bases
3. Presentation programs
4. Word processing
5. Design and graphics

Is there another form of network?
6. Web navigators

7. Windows and MAC both have the ability to move and use data from one type of program to another

---

D. Internet

1. Set up in 1969

2. A network of communication between computers
   a) It is not a destination, just a way to get there

---

3. Email and mail lists

4. Research for facts and information

5. Newsgroups about special interests

6. Download software, documents, graphics, forms, etc.

---

E. Computer Security

1. Keep all confidential documents on a personal floppy
   a) Encryption gives added security

2. Keep LAN access codes confidential
   a) Do not allow subordinates to attempt to "hack" into departmental files
<table>
<thead>
<tr>
<th>PRESENTATION</th>
<th>APPLICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Do not access or allow subordinates to access sensitive sites on the web</td>
<td></td>
</tr>
<tr>
<td>a) The computer keeps a record of all sites accessed</td>
<td></td>
</tr>
<tr>
<td>4. Keep email and ICQ (internet communications protocol), &quot;chat&quot;, and MDT (mobile digital terminal) conversations formal</td>
<td></td>
</tr>
<tr>
<td>a) A record of each of these is available</td>
<td></td>
</tr>
<tr>
<td>5. Do not download sensitive files from newsgroups</td>
<td></td>
</tr>
<tr>
<td>6. Files sent to the &quot;recycle bin&quot; or &quot;trash&quot; are not necessarily deleted</td>
<td></td>
</tr>
<tr>
<td>7. Make sure that department computers have a virus check program before inserting any floppy disk</td>
<td></td>
</tr>
</tbody>
</table>
SUMMARY:

To communicate is to share understanding. Harmony and cooperation are very dependent on good communication. The attitude of active participation is mandatory for effective communication to happen. The company officer will communicate with subordinates, peers, supervisors, the public, and public officials. Knowing how to communicate verbally, nonverbal, with formal communications, on the fireground, and face-to-face will be of paramount importance in the successful growth of the company officer's career.

EVALUATION:

The student will complete a written quiz at a time determined by the instructor.

ASSIGNMENT:

Review your notes and read Chapters 6 and 14 in your Fire Department Company Officer, IFSTA, Third Edition and Chapter 2-6 in your Fire Management 1 Student Supplement, SFT, 2000 in order to prepare yourself for the upcoming quiz. Study for our next session.
TOPIC: GROUP DYNAMICS

TIME FRAME: 2:00

LEVEL of INSTRUCTION: Level II

BEHAVIORAL OBJECTIVE:

Condition: Given a written quiz

Behavior: The student will confirm a knowledge of group dynamics by completing the written quiz

Standard: With a minimum 80% accuracy according to the information contained in the Fire Department Company Officer, IFSTA, Third Edition, Chapter 4, pages 46-56

MATERIALS NEEDED:

- Writing board with markers/erasers
- Appropriate video equipment and screen
- Slides/overhead transparencies for this lesson plan

REFERENCES:

- Fire Department Company Officer, IFSTA, Third Edition

PREPARATION: Group dynamics are a part of every day life and in one way or another influence every interaction we have. Supervisors and managers, if they are to be successful, must understand group dynamics and learn to utilize these processes in order to achieve the goals of the organization. Without an insight into group dynamics, and the impact they have on the organization, supervisory personnel may find life can be very difficult.
I. UNDERSTANDING GROUPS

A. Groups processes are an everyday part of life and include
   1. Family
   2. Social clubs
   3. Churches
   4. Work organization

B. A group is defined as two or more persons who interact with regard to a common goal

C. Two basic types of groups
   1. Formal and informal
   2. Formal groups usually define goals in a written form

What are some of the groups you belong to in your daily life?

SLIDE: 2-7-1

What is the definition of a group?

SLIDE: 2-7-2

What are the two basic types of groups?

SLIDE: 2-7-3

What defines a formal group?
What are some types of formal groups?

a) Examples of formal groups include
   1) Fire departments
   2) Labor organizations
   3) Industry organizations (NFPA)

What is the definition of an informal group?

3. Informal groups are loosely organized, do not define goals in a formal written manner, and are limited only by the common interest of the membership

What are examples of informal groups?

a) Examples of informal groups include people who have common interest such as
   1) Hobbies
   2) Sports
   3) Social interest

What are some characteristics of informal groups?
4. Characteristics of informal groups
   a) Occur within all formal groups
   b) Effect can be positive or negative
   c) Influence often stronger than formal group

5. Group leadership is defined by the type of group
   a) Formal - established by organizational structure, i.e., rank, position
   b) Informal - established by group dynamics

6. Role of company officer is to mesh the goals of the two groups

II. GROUP DYNAMICS
   A. Two basic types of social forces/influences effect group dynamics - static and dynamic

1. Static forces can include
   a) Name or identity
   b) Number of members (may be a variable)
2. Dynamic or fluid forces can include
   a) Membership changes
   b) Time factor
   c) Redefining goals or purpose
   d) Changing social or political climates

C. Each element can be influenced by internal and external factors
### D. Common binding interest

1. Interest must be strong enough to meet individual members need for membership

2. Interest of individuals and group may change with time

3. Common interest may be influenced by organizational factors such as budget, staff support, etc.

4. Critical role of company officer is to maintain the interest of assigned personnel in accomplishing given assignments

### E. Vital group image

1. Individual members must recognize existence of group and be proud of it

2. Lack of recognition leads to nominal success

### What factors may influence common interest?

**SLIDE: 2-7-10**

### What impact does self-image have on performance?

**SLIDE: 2-7-11**

3. Self-image can impact a group's performance
   - a) Positive self-image = high achievement
   - b) Low self-image = low production
### PRESENTATION

#### F. Sense of continuity

1. The perception of continued existence of a group will influence dynamics.
2. Questionable future existence leads to low production.
3. Lack of continuity, or the perception of, can result in fragmentation and individual territorial behavior.

#### 4. Causes of a sense of disruption in continuity include:

   a) Change of leadership
   b) Policy/procedural changes
   c) Traumatic incidents
   d) Personnel transfers

### APPLICATION

SLIDE: 2-7-12

What are some causes of disruption in continuity?

SLIDE: 2-7-13

G. Moral values

1. Moral values are a part of every group.

2. Group values are influenced by:

   a) Personal values of individual members.
3. Individual values are based on several key factors
   a) Age of the member
   b) Educational background
   c) Religious beliefs
   d) Socioeconomic status
   e) Geographical location

4. Dr. Morris Massey's teachings on value programming
   a) 90% of individual values are established at approximately age 10
   b) Age 10 values are used as decision filters for the rest of life

   c) Value programming only changes with a "significant emotional event" such as
      1) Brush with death
      2) Divorce
### 3) Death or serious injury of coworker

5. Recognition of value systems within individuals and a group is a critical task of the company officer

### H. Different roles within the group

1. Within groups every person has a role
2. Roles may be formally assigned by way of organizational structure, i.e., company officer, or assigned by the informal group
3. While desirable, the company officer may not be the informal group leader
4. Company officers must recognize and learn to work with the differing roles which may be assigned within formal and informal groups

---

**SLIDE: 2-7-16**

---

5. Combination of roles for company officers

   a) Multiple roles within the organization
      1) Superior to the company
      2) Subordinate to higher management
      3) Organizational roles, i.e., company supervisor or labor unit member
      4) Personal roles, i.e., spouse, parent, etc.
5) Most people play multiple roles at one time

What factors influence roles within a group?

SLIDE: 2-7-18

6. Role expectations

a) Expected or desired roles are influenced by

1) Organizational expectations

2) Personal perceptions of job duties

3) Perceptions and expectations of the informal organization

SLIDE: 2-7-19

b) Company officers must be cognizant of role expectations

1) Respect role within informal organization

2) Do not separate from the informal but rather learn to work within its confines

3) Respect the role of others within the group and learn to work with their positions

How are group rules developed?

SLIDE: 2-7-20
### I. Group rules and guidelines

1. Each group develops its own rules and guidelines
   a) Defined by organizational policies within the formal group
   b) Defined by tradition and interpersonal dynamics within the informal group
   c) Rules within the informal group may be stronger than those of the formal
   d) Not all informal rules may be acceptable to the formal group
      1) Informal group hazing of a new member

### III. THE GROUP AS INDIVIDUALS

Who makes up a group?

**SLIDE: 2-7-21**

<table>
<thead>
<tr>
<th>A.</th>
<th>A group is the sum of all its members with production capability dependent upon individual interaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.</td>
<td>Analysis of group effectiveness begins with a study of individual motivation and relationships within the group</td>
</tr>
<tr>
<td>C.</td>
<td>Individual motivation is based upon various factors which will be different for each person</td>
</tr>
<tr>
<td>D.</td>
<td>Basic motivational theory concludes a hierarchy of needs serves as a primary influence on individual activities</td>
</tr>
</tbody>
</table>
E. Applying Maslow's model

1. Company officers must be aware of Maslow's theory but recognize that no simple test exist to determine an individual's needs in relationship to fulfillment.

2. The hierarchy of needs should be considered as a guideline when interacting with subordinates or other members of the organization.

3. Basic level needs are usually met through employment and ability to purchase or maintain these needs as individuals.

4. Social need fulfillment
   a) Based upon desire to be accepted and a sense of belonging.
   b) The company officer's role in the formal group is to assist others in attaining this level.

   c) Methods to assist others reach this level include
      1) Keep work challenging
      2) Mesh personal desires of the individual with the needs of the organization or company.

   What methods can you use to help others reach social fulfillment?

   **SLIDE: 2-7-22**
### PRESENTATION

3) Provide clear direction and attainable objectives

4) Provide individuals with a feeling that their input is important

5) Recognize and praise individual and group successes

6) Strive to keep assigned task relevant to the overall goals of the company and organization

d) Develop and maintain a positive group image through signs of recognition and belongings

### APPLICATION

What are some methods to help in developing a positive group image?

1) T-shirts or hats with identifying logos

2) Action or group photos

3) Company mottos

5. Esteem and status application

a) Usually considered ego fulfillment

b) Defined as "An individual's attempts to influence events so that external feedback matches the individual's self-image"

SLIDE: 2-7-23

What is the definition of ego fulfillment?
c) Individual behavioral examples include
   1) The "know-it-all"
   2) The quiet and reserved expert

d) Group and individual conflict can arise when self-perception and genuine feedback conflict

e) Company officers must monitor behaviors and feedback for keys to how the group is interacting

f) Responses to behaviors reinforce both the good and bad

IV. TRANSACTIONAL ANALYSIS

A. Theory used to analyze human interaction including communications and behaviors

B. Theory based on each individual having three ego states
   1. Parent
   2. Child
   3. Adult

What is transactional analysis?

What are the three ego states described in transactional analysis?

SLIDE: 2-7-24
C. Each ego state will be varying degrees of strength at all times

D. Parent ego state
   1. Evaluative part of person based upon learned things from parents, teachers, authority figures
   2. This is the ego state that usually has answers to everything and says "follow the rules and work hard"

   3. Two types of parent ego states
      a) Nurturing parent
         1) Caring and understanding traits
      b) Critical parent
         1) Makes others feel unacceptable

E. Child ego state
   1. The emotional side of a person

   2. Traits include being
      a) Emotional
      b) Creative
### PRESENTATION

c) Rebellious  
d) Carefree

### APPLICATION

What are the two types of child ego states?

What are the basic traits of the adult ego state?

**SLIDE: 2-7-27**

### F. Adult ego state

1. The logical, rational and responsive person

2. Adult ego decisions are based upon feedback from the parent and child states, and the world in general

### G. Transactional processes

1. Every communication between people is a transaction

2. Each transaction originates in one of the three ego states, depending on which one is most dominant at the time of transaction
3. Transactions occur in one of three sets
   a) Complementary
   b) Crossed
   c) Hidden

4. Complementary transactions
   a) Transactions which reinforce the roles each person has assumed
   b) May seem hostile or friendly
   c) Three basic types
      1) Adult-to-adult
      2) Parent-to-child
      3) Child-to-child

What are the three sets of transactional processes?

SLIDE: 2-7-28

What is the definition of complimentary transactions?

SLIDE: 2-7-29

What is the definition of crossed transactions?

SLIDE: 2-7-30
5. Crossed transactions
   a) Ego states do not compliment (reinforce) each other, i.e., parent-to-adult, child-to adult
   b) Egos can become damaged or unfulfilled causing friction between communicators
   c) Will cause communication breakdowns

6. Hidden transactions
   a) Occurs when an unspoken meaning is attached to a message
   b) Saying one thing - meaning another

7. Effective company officers will recognize transactional states and strive to keep the adult ego in control

H. Strokes and stamp collecting

1. Strokes describe the feeling that one receives from a transaction
2. Strokes can be positive or negative

   a) Positive strokes
      1) Friendly greeting

SLIDE: 2-7-31

SLIDE: 2-7-32

What is a stroke?

What are some examples of positive and negative strokes?
2) Verbal or written praise  
3) Awards  

b) Negative strokes  
1) Unfair criticism  
2) Verbal abuse  
3) Unfriendly attitude  

3. Strokes are converted to stamps  

4. Stamp collecting is the process of gathering up or saving strokes  

5. Stamp collections are eventually turned into either positive or negative responses based upon the type collected  

a) Individuals who collect positive strokes from one person or another will eventually do something favorable for that person  

b) The opposite is true for the person who is collecting negative strokes - they will eventually seek retribution  

6. People will tend to migrate toward areas of positive strokes and avoid areas of negative interaction  

What is meant by stamp collecting?  

What happens to an individual's stamp collection?  

SLIDE: 2-7-33
7. If no strokes are offered, people will try to at least receive negative strokes
   a) "Negative feedback is better than no feedback at all"

8. Company officers should concentrate on providing strokes which reinforce the efforts of the group

9. Positive strokes must be sincere or the company officer will lose credibility

V. SOCIOECONOMIC/CULTURED DIVERSITY FACTORS IN GROUP DEVELOPMENT

A. Acceptance within a group may be based on factors of bias or prejudices

B. Prejudice is defined as a feeling, favorable or unfavorable, toward a person or group without regard to actual experience or knowledge of the individual or group

What is the definition of prejudices?

SLIDE: 2-7-34

What are some factors that may influence the development of biases?

SLIDE: 2-7-35
C. Every person develops biases based upon a number of factors which can include
   1. Education
   2. Financial status
   3. Religion
   4. Race or ethnic origin
   5. Gender
   6. Sexual orientation

D. Acceptance of a leader, especially one selected by the formal group, will be subject to scrutiny by the membership based on the above factors

E. Polarization among groups, or members within a group, will be based on prejudicial factors

F. Group polarization leads to development of in-groups/members and out-groups/members

G. Development of in's and out's may lead to discriminatory practices

H. Discriminatory behavior by a group or individual usually surfaces in one of three methods
   1. Verbal rejection - particularly when the "out" member is not present
   2. Physical avoidance

What are three types of discriminatory behavior?

SLIDE: 2-7-36
3. Prejudgment of out-group members

I. Company officers have responsibility to observe group or individual behavior for signs of discriminatory practices

J. Company officers must keep personal biases in-check and be cautious not to be guilty of discriminatory practices
SUMMARY:

Groups are a part of everyday life. Two or more persons interacting define a group and are organized as either a formal or an informal group. Participation and acceptance within a group will be governed by assigned roles and the rules established by the type of group. Interaction within a group will often be influenced by an individual’s needs as compared with Maslow’s hierarchy of needs. Communications within a group is governed by ego states referred to as transactions that are categorized in three main areas - parent, child, and adult. Transactions influence the effectiveness of a group and the overall ability of the group to accomplish its task.

EVALUATION:

The student will complete a written quiz at a time determined by the instructor.

ASSIGNMENT:

Review your notes and read Chapter 4 in your Fire Department Company Officer, IFSTA, Third Edition in order to prepare yourself for the upcoming quiz. Study for our next session.
TOPIC: MANAGING CONFLICT

TIME FRAME: 1:00

LEVEL of INSTRUCTION: Level II

BEHAVIORAL OBJECTIVE:

Condition: Given a written quiz

Behavior: The student will confirm a knowledge of basic types of conflict and the proper approach to managing each type by completing the written quiz

Standard: With a minimum 80% accuracy according to the information contained in the Fire Department Company Officer, IFSTA, Third Edition, Chapter 11, pages 145-149

MATERIALS NEEDED:
• Writing board with markers/erasers
• Appropriate video equipment and screen
• Slides/overhead transparencies for this lesson plan

REFERENCES:
• Fire Department Company Officer, IFSTA, Third Edition
• Discipline: It’s Your Right, E. C. Caprielian, 1984
• Managing the Organizational Behavior, Putnam Publishing Inc., Longman Inc., Company

PREPARATION: Conflicts occur in many places and at many times during our careers. It is not the conflict itself, but rather how it is interpreted, understood, and resolved that will determine the outcome. One of the greatest challenges as a company officer will be in your ability to maintain your group as a team and resolve conflicts between individuals. Many company officers are judged by their ability to deal with these conflicts.
## TYPES OF CONFLICT

A. Defined as a disagreement, the presence of tension, or the existence of difficulty between two or more parties

1. Individuals can be in conflict with themselves

B. Three different types of conflict

1. Simple conflict
   a) When two people or groups of people know each other’s goals but neither can attain its personal desires without blocking the goal of the other person or group

2. Pseudo conflict
   a) Results from ineffective communication
   b) Individuals agree on an issue, but because of a lack of communication, they assume they disagree

3. Ego conflict
   a) Individuals are emotionally involved to the point that their self worth is threatened

---

**TABLE 2-8-1**

<table>
<thead>
<tr>
<th>PRESENTATION</th>
<th>APPLICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is conflict?</td>
<td></td>
</tr>
<tr>
<td>Does conflict have to involve another party?</td>
<td></td>
</tr>
<tr>
<td><strong>SLIDE: 2-8-1</strong></td>
<td></td>
</tr>
<tr>
<td>PRESENTATION</td>
<td></td>
</tr>
<tr>
<td>--------------</td>
<td></td>
</tr>
<tr>
<td>b) They perceive that, by giving in, they lose their dignity</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>APPLICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Can company officers handle all three types of conflict with the same approach?</td>
</tr>
</tbody>
</table>

C. Each type has its own specific causative factor

1. Each must be handled based on what has caused it

D. The management approach to each type of conflict

1. Simple conflict
   a) Open communication keeps the conflict simple
   b) Stops it from becoming pseudo or ego based
   c) Some common ground can be found and a solution obtained
   d) Example
      1) “This is my perception, what is yours?”

2. Pseudo conflict
   a) Eliminate distortion in communication by creating dialogue that solicits individual views

SLIDE: 2-8-2

SLIDE: 2-8-3
### PRESENTATION

**b) Example**

1) Have the individual sit down and discuss their view on the issue

### APPLICATION

**SLIDE: 2-8-4**

**3. Ego conflict**

a) Focus on relevant and factual matters

b) Encourage the other person to focus on relevant and factual matters

c) Quit talking and let the other person describe the conflict and the reasons for its occurrence

d) “To understand before being understood”

**What is the role of the company officer in the management of conflict?**

**SLIDE: 2-8-5**

**E. Understand that conflict**

1. Is inevitable

2. Is not a dirty word

3. Arises for many reasons and takes many forms
II. CONFLICT OUTCOMES

A. Five possible outcomes
   1. Discontinuing a relationship
   2. Suffering through a relationship
   3. Suppressing the conflict
      a) Or your true feelings
   4. Resolving the conflict
   5. Managing the conflict

B. There is no best outcome

C. There are times when each of the outcomes is appropriate

---

**PRESENTATION**

What happens as a result of conflict?

**SLIDE: 2-8-6**

**APPLICATION**

Which is the best outcome to strive for in any given conflict situation?

When would “discontinuing a relationship” be the best outcome?

**SLIDE: 2-8-7**
### 1. Discontinuing a relationship is best when you

<table>
<thead>
<tr>
<th>a) Reach a point where solutions are not acceptable to either party</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Separation, divorce, transfer</td>
</tr>
</tbody>
</table>

When would “suffering through a relationship” be the best outcome?

**SLIDE: 2-8-8**

### 2. Suffering through a relationship is best when

<table>
<thead>
<tr>
<th>a) It is a benefit to both parties</th>
</tr>
</thead>
<tbody>
<tr>
<td>b) It is seen as necessary for both parties</td>
</tr>
</tbody>
</table>

When would “suppressing the conflict” be the best outcome?

**SLIDE: 2-8-9**

### 3. Suppressing the conflict is best when

<table>
<thead>
<tr>
<th>a) Conflict is not department/job related</th>
</tr>
</thead>
<tbody>
<tr>
<td>b) Conflict is unwarranted and based upon personal value system</td>
</tr>
<tr>
<td>1) Religion, sexual preference, ethnicity</td>
</tr>
</tbody>
</table>

When would “resolving the conflict” be the best outcome?

**SLIDE: 2-8-10**
4. Resolving the conflict is best when
   a) The conflict first starts
   b) You know the priorities
      1) Generate alternatives
   c) It is a third party conflict
      1) Captain between one A-Shift fire fighter and one B-Shift fire fighter in conflict
      2) Can handle in one of the following
         • Ignore; do not deal with their conflict
         • Diffuse; refer to higher level
         • Negotiate; from personal power or from position power

      Are there unresolved conflicts?

SLIDE: 2-8-11

5. Unresolved conflicts
   a) Matters of interpretation
      1) Policies
      2) Procedures
   b) Ego conflict
      1) Person views as “win or lose”
6. Managing the conflict requires the supervisor to first identify the type of conflict involved

   a) Simple conflict
      1) Keep the conflict simple
      2) Wait a while, if possible
      3) Face the problem together
   b) Pseudo conflict
      1) Verify that the pseudo conflict exists
      2) Ask for clarification
   c) Ego conflict
      1) Never miss an opportunity to keep your mouth shut
      2) Do not explain the conflict
         • Describe it
      3) Determine the sources of the conflict

   What is one of the most difficult situations the company officer is faced?

   SLIDE: 2-8-13
### PRESENTATION

<table>
<thead>
<tr>
<th>MANAGING CONFLICT</th>
</tr>
</thead>
<tbody>
<tr>
<td>d) Agree to disagree</td>
</tr>
<tr>
<td>1) ‘When all else fails</td>
</tr>
</tbody>
</table>

### III. GRIEVANCES AND/OR DISCIPLINARY ACTION SITUATIONS

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A.</strong> For the supervisor, it is a simple conflict</td>
<td></td>
</tr>
<tr>
<td>1. The employee is striving towards goals that are incompatible with the organization</td>
<td></td>
</tr>
<tr>
<td><strong>B.</strong> For the employee, it is ego conflict</td>
<td></td>
</tr>
<tr>
<td>1. He or she is emotionally involved and see the conflict as win or lose</td>
<td></td>
</tr>
<tr>
<td><strong>C.</strong> The communication management style</td>
<td></td>
</tr>
<tr>
<td>1. You need to handle your conflict by keeping it simple</td>
<td></td>
</tr>
<tr>
<td>2. Resisting the tendency to respond to the ego conflict attitude of the employee</td>
<td></td>
</tr>
</tbody>
</table>

Which types of conflicts apply to the disciplinary process from the supervisor’s viewpoint?

**SLIDE: 2-8-14**

What is the best approach in managing this type of conflict, the communication management style or ego conflict managing style?

**SLIDE: 2-8-15**
3. Then you will be able to help the employee work through their ego conflict without him or her feeling like it is a win or lose situation.

4. The proper approach is to manage your conflict first, then manage the employee’s.
**SUMMARY:**

Dealing with conflicts, whether on a personal or professional basis, is a difficult skill to master. It is hoped that by understanding conflicts and utilizing these simple methods of resolution, conflicts will be easier to deal with.

**EVALUATION:**

The student will complete a written quiz at a time determined by the instructor.

**ASSIGNMENT:**

Review your notes and read Chapter 11 in your *Fire Department Company Officer*, IFSTA, Third Edition in order to prepare yourself for the upcoming quiz. Study for the next session.
TOPIC: PERFORMANCE EVALUATIONS

TIME FRAME: 1:30

LEVEL of INSTRUCTION: Level II

BEHAVIORAL OBJECTIVE:

Condition: Given a written quiz and student activity

Behavior: The student will confirm a knowledge of performance evaluations by completing the written quiz and student activity

Standard: With a minimum 80% accuracy according to the information contained in the Fire Department Company Officer, IFSTA, Third Edition, Chapter 13, page 164

MATERIALS NEEDED:

• Writing board with markers/erasers
• Appropriate video equipment and screen
• Slides/overhead transparencies for this lesson plan
• Activity Sheet 2-9-1

REFERENCES:

• Fire Department Company Officer, IFSTA, Third Edition

PREPARATION: If a manager could eliminate one work function, what would it be? Chances are he or she would choose performance evaluations, an unpopular requirement of most managers' jobs. It is unrealistic to ask whether or not performance evaluations should be conducted; they must be! The questions are this, "What constitutes an effective evaluation?" How and when should one be conducted?
## I. WHO NEEDS PERFORMANCE EVALUATIONS?

### A. Reasons why we do not like to do performance evaluations

1. A waste of time
2. Who wants to play God
3. Takes too much time with too little results
4. Too subjective
5. Unfair
6. You can’t rate anyone “outstanding” or “needs improvement” without having to justify your ratings
7. Difficult to criticize a subordinate and then carry on day-to-day operations

### B. The company officer fails to

1. Face up to and resolve problems
2. Tap employee motivation for higher performance
3. Reward good behavior and lay the foundation for disciplining poor behavior

---

**Performance evaluations -- what thoughts just came to your mind?**

---

**If this is your attitude, what impact does this have on your organization?**
<table>
<thead>
<tr>
<th>PRESENTATION</th>
<th>APPLICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Capitalize on an opportunity to enhance your credibility and success as a supervisor</td>
<td>With what should the supervisor be concerned?</td>
</tr>
<tr>
<td>C. In reality, the performance evaluation process is a two-way street</td>
<td><strong>SLIDE: 2-9-1</strong></td>
</tr>
<tr>
<td>1. The responsibility for a successful evaluation lies on the shoulders of both the supervisor and the employee</td>
<td></td>
</tr>
<tr>
<td>D. Supervisor should be concerned with</td>
<td></td>
</tr>
<tr>
<td>1. Establishing and clarifying the employee’s present and future responsibilities and objectives</td>
<td></td>
</tr>
<tr>
<td>2. Identifying productivity improvement areas</td>
<td></td>
</tr>
<tr>
<td>3. Identifying the need for transfer, training, and employee development needs</td>
<td></td>
</tr>
<tr>
<td>E. The supervisor can set the foundation for successful appraisal process by thorough preparation</td>
<td></td>
</tr>
</tbody>
</table>

**II. PREPARATION FOR PERFORMANCE EVALUATIONS**

| A. Preparation applies to the employee as well as the supervisor | |
| B. The supervisor can facilitate the preparation process for the employee by having him or her fill out the appraisal form | |
1. **Job description**
   a) Review your present job description and state to what extent it accurately reflects your current duties and responsibilities.

2. **Performance evaluation**
   a) What do you view as your major accomplishments during the prior year?
   b) To what extent did you accomplish the performance objectives established in your previous performance evaluation?
   c) In what area, if any, do you feel you might have performed better and would like to establish performance objectives in the coming year?

3. **Major responsibilities**
   a) Describe what you feel your major responsibilities should be for the next year that would minimize your potential and increase the efficiency of your work group.

4. **Major objectives**
   a) Given what you see as your major responsibilities, list what major objectives you would like to accomplish for the coming year.

---

**SLIDE: 2-9-2**
5. Professional development
   a) List all professional education and training program you have attended during the past year
   b) List any professional development opportunities you would like to participate in the coming year

6. General comments
   a) Please provide any other comments, thoughts, concerns, issues, or recommendations you would like to note or discuss with your supervisor
   b) In particular, please identify any areas or methods by which your supervisor or manager could be more helpful to you

As a supervisor, what do you think of utilizing a form like this to prepare your employees for their appraisal?

Does this make you feel threatened?

Would you feel comfortable giving this questionnaire to your employees?
C. The employee has just as much responsibility for the success of the evaluation process as does the supervisor

1. If an employee disagrees with the rating of the supervisor, he or she should be able to give specific information to support the claim

2. If the employee utilizes this type of form, he or she will be better prepared for the appraisal conference
   a) Reduction in anxiety on the part of the employee

D. If the employee is better prepared, then the supervisor must also be prepared

1. Obviously, their preparation is more detailed

2. Employee’s file
   a) Review your file of the employee’s performance
   b) Note any specific incidents, accomplishments, or problems that you want to discuss with the employee and which may have a bearing on the performance appraisal
3. Review job description
   
a) Does the employee’s job description accurately reflect the general responsibilities of the position?

b) Are your expectations of the desired job performance consistent with the job description?

   1) Note any revisions you want to discuss with the employee and what you feel should be their major responsibilities for the coming year

4. Review previous evaluations
   
a) Note the extent to which performance objectives were met

5. Review major accomplishments
   
a) Describe what you view as the employee’s major accomplishments during the prior year

6. Information from other supervisors
   
a) Review the employee’s performance with other supervisors with whom the employee interfaces

b) Note their comments as to the employee’s strengths, weaknesses, major contributions, and performance improvement objectives
7. Performance improvement objectives
   a) Analyze the problems
      1) Is the employee aware of what is expected?
      2) Is the employee aware of his/her own performance and the results?
      3) Are there factors beyond the employee’s control?
      4) Does the employee lack the ability or knowledge?
      5) Is there a lack of motivation?
         • If so, why?
      6) Has performance always been below standard?
         • If not, when did it start to decline?
   b) Establish performance standards
      1) List what steps the employee could take to reach the performance improvement objective

8. Professional development
   a) List any professional development opportunities you want to discuss with the employee to ensure the competencies to meet what is expected
   b) Prepare to discuss potential career advancement opportunities
After all this preparation, are you ready to call the employee in for the appraisal conference?

Do you need to prepare for the session itself?

E. Give some thought to what other steps you could take to make the performance appraisal conference more productive

1. Is any documentation required?
2. What can I do to make the employee feel relaxed?
3. What kind of reactions can I anticipate from the employee?
4. How will I handle any disagreements between us?
5. When should I establish progress reviews?

F. Determine your approach to the conference

III. YOUR APPROACH

A. Approach #1 - Confrontation

1. Based on unilateral and subjective judgments
2. Focuses on criticizing performance
### Approach #2 - Negotiation

1. Interactive climate between supervisor and employee
2. Mutual process of evaluation, problem solving, and establishing performance enhancement objectives
3. A give-and-take process between supervisor and employee to clarify what each other can give

### Negotiable approach generally works best for most situations

1. When there are good relations between the supervisor and the employee

### Confrontational approach generally used when there are strained relations between the supervisor and the employee

Of the two approaches, which one is best for most situations?

When do supervisors tend to use the negotiable approach?

When do supervisors tend to use the confrontational approach?

How do you become more comfortable when there is a potential for conflict?
E. Proper preparation for the performance evaluation and knowing how to handle conflict situations will make you more comfortable

IV. GAINING ACCEPTANCE AND MOTIVATING FOR IMPROVED PERFORMANCE

SLIDE: 2-9-5

A. Establish the “gap”
   1. Check the facts on STANDARDS
   2. Check the facts on PERFORMANCE
   3. Agree on the AREA OF THE GAP
      a) The difference between department standard and individual performance

B. Explore reasons for the gap
   1. Critical incident analysis
   2. Ask open-ended questions
   3. Listen to the answer
   4. Check to be sure this a discipline problem

C. Eliminate the gap
   1. Focus on the facts
   2. Agree on a target
   3. Fix a review date
V. GUIDELINES FOR GIVING FEEDBACK

A. Focus on performance
   1. Not personality

B. Focus on observations
   1. Not inferences

C. Focus on situations
   1. Not generalities

D. Focus on generating alternatives
   1. Not providing solutions

E. Focus on achievability
   1. Not unrealistic ideals

F. Describe behaviors and situations

G. Express feelings calmly and honestly

H. Specify concrete actions and behaviors desired

I. Explicit consequences
   1. Both positive and negative
VI. **HANDLING MANIPULATION AND CRITICISM**

<table>
<thead>
<tr>
<th>PRESENTATION</th>
<th>APPLICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>How do you keep the negotiable approach from being taken advantage?</td>
<td></td>
</tr>
</tbody>
</table>

**SLIDE: 2-9-7**

A. **Broken record**
   1. Repetition teaches persistence without having to rehearse arguments
   2. Acknowledge the argument, but remain steadfast in your position
   3. Example
      a) “Yes, I do want the best education for our personnel, but the department cannot buy your books”

B. **Fogging**
   1. Teaches acceptance of negative criticism
   2. There may be some truth
   3. Example
      a) “We all have our faults, however, we are here to discuss your use of sick leave”

C. **Negative assertion**
   1. Teaches acceptance of your errors and faults
      a) “I may not be the best manager, however, that has nothing to do with your use of sick leave”
D. Workable compromise

1. Self respect is not in question
2. Get all the issues on the table
3. Get something in return for everything given
   a) Always something of equal or higher value
4. Example
   a) “I’ll be more than happy to show you proper driving techniques”

VII. GENERAL GUIDELINES

SLIDE: 2-9-8

A. Always remember that negotiation is a game of control
B. The problem employee can be a master at the game of control
C. Once you have responded to one of their control efforts, they are in control
D. Stay calm and level headed
E. If you are right, you will ultimately prevail
SUMMARY:

While doing performance evaluations, company officers must keep in mind that even the most constructive systems will not be problem free. As long as people (managers and employees) with delicate egos are involved in the performance evaluation process, there will always be inconsistencies and inequities. Performance evaluation may rely on qualitative and quantitative indicators of performance, but the data will always be incomplete and subject to individual perceptions.

EVALUATION:

The student will complete a written quiz and student activity at a time determined by the instructor.

ASSIGNMENT:

Review your notes and read Chapter 13 in your Fire Department Company Officer, IFSTA, Third Edition in order to prepare yourself for the upcoming quiz. Study for our next session.
ACTIVITY SHEET 2-9-1

ROLE PLAYING

TIME FRAME: 0:30

MATERIALS NEEDED:

- None

INTRODUCTION:

This activity provides the student the opportunity to analyze a situation and apply several concepts covered in Unit 2. Due to the complexity of the situation, a number of issues and how they relate to one another must be addressed.

DIRECTIONS:

1) Review the scenario below.

2) Using one of the two accepted management styles appropriate for performance evaluations, administer the performance evaluation to the engineer.

3) The chief wants it in 30 minutes.

You are a young twenty-nine year old captain with four years in rank. You have continued your education and experience after your promotion and have recently become acting battalion chief when needed. You are extensively involved with the training on your shift and are always busy in station with projects. You have been sent into a single engine company station as part of the yearly rotation of captains in the department. This station is somewhat slow but is centrally located in the city. The engineer at the station is a 30-year employee with two years before reaching full retirement. He is not known for his professional abilities, has not been to school or been involved with the fire department for several years, and his performance evaluation is long over due.

The engineer has been assigned to the same captain for 18 months. This captain happens to be his neighbor and is ready to retire in six months. The captain has extensive documentation on numerous problems with the engineer, but has never taken action. The engineer has been known to sell real estate out of the station and at
times, the telephone calls and pages have occupied much of the day. He has made it clear to other employees that he doesn't want to be bothered during his shift with "departmental stuff" because he feels he has enough seniority and experience to allow this freedom. He often parks his new Mercedes Benz in the empty apparatus bay and leaves it there over night. He again has stated to other employees that the department owes him this luxury after all he has gone through over the years. Finally, the engineer no longer participates in apparatus or station maintenance, stating the rookie fire fighter needs the practice.
TOPIC: COACHING, COUNSELING, AND PROGRESSIVE DISCIPLINE

TIME FRAME: 1:30

LEVEL OF INSTRUCTION: Level II

BEHAVIORAL OBJECTIVE:

Condition: Given a written quiz and student activity

Behavior: The student will confirm a knowledge of the need for coaching and the coaching process, the need for counseling and the counseling process, and progressive discipline by completing the written quiz and student activity

Standard: With a minimum 80% accuracy according to the information contained in the Fire Department Company Officer, IFSTA Third Edition, Chapter 6, pages 82-85

MATERIALS NEEDED:
- Writing board with markers/erasers
- Appropriate video equipment and screen
- Slides/overhead transparencies for this lesson plan
- Activity sheet 2-10-1

REFERENCES:
- Fire Department Company Officer, IFSTA, Third Edition
- Management in the Fire Service, NFPA, Second Edition

PREPARATION: It is important that fire fighters know what the company officer and the organization expect of them. To assure that understanding and competency exists, cooperation must be developed and maintained. By using coaching and counseling techniques, the company officer can change ineffective behaviors and improve those that are marginal. In addition, essential in maintaining morale is the ability to effectively handle disciplinary situations. Many times these counseling sessions will deal with establishing areas of discipline in order to properly set goals or objectives relating to departmental standards. The company officer will make a difference not only in the team but also in the individual's performance and career moves.
NOTE: The information in this lesson is not intended to be presented as legal basis, but as general guidelines only. This information may or may not be applicable to a specific situation, organizational policy, procedure, or legal standard. Check with your agency’s Human Resource Development Department or Personnel Manager for specific information regarding specific situations or questions.

I. FAILURE TO PERFORM

A. Company officers need to coach or counsel when
   1. A fire fighter fails to do what is appropriate in a situation that requires some type of action
   2. A conflict goes unresolved

B. Three reasons for failing to perform
   1. Unawareness/ignorance
      a) Not being aware of a certain behavior that is required at a certain time

Why would a company officer need to coach or counsel a fire fighter?

SLIDE: 2-10-1

For what reasons would a fire fighter fail to perform?

SLIDE: 2-10-2
2. Inability  
   a) Not having the knowledge and/or skill to perform the task at the expected level of competence

3. Unwillingness  
   a) Personal feelings about performing the task at a given moment or not wanting to do it

II. COACHING VERSUS COUNSELING

A. Coaching  
   1. Is indicated when the fire fighter fails due to a lack of  
      a) Understanding or knowledge of that which is required  
      b) Competency to perform the task expected or required

B. Counseling  
   1. Is indicated when the fire fighter has the necessary skill to perform, but has behaviors or personal feelings which detract from the execution of that skill

How would you describe the difference between coaching and counseling?

SLIDE: 2-10-3

SLIDE: 2-10-4
What are the primary purposes of coaching?

**SLIDE: 2-10-5**

C. Primary purposes of coaching

1. Help team members identify what learning or practice experiences will best help them to achieve the desired level of competency or proficiency

2. Help develop and implement a plan to achieve these identified levels

3. To help learn

What are the primary purposes of counseling?

**SLIDE: 2-10-6**

D. Counseling involves

1. Helping the employee to change a behavior that detracts from effective job performance

2. Helping the employee to solve performance problems or personal problems that affect their work

3. Career guidance

4. A coworker helping another handle a personal challenge

5. Non-related work problems that are not a supervisory responsibility

   a) These should be left to the department’s EAP or other outside professional
NOTE: Discuss the coaching and counseling flow chart.

III. OBJECTIVE COUNSELING

A. To change behavior
   1. Encourage the willingness of the fire fighter to face a situation and do something constructive or positive
   2. Help guide others toward accepting and becoming proactive in changing their behavior
   3. Listen to a subordinate
   4. Provide support or explanation to clarify views
   5. Use authority and insist that something be done a specific way

B. When counseling fails
   1. Utilize progressive disciplinary procedures
2. The company officer should proceed gradually from counseling to the various disciplinary steps

3. The aim should be to avoid having to utilize disciplinary procedures by changing behavior

### IV. PERFORMANCE COUNSELING PROCEDURE

A. There are four parts to performance counseling

1. Before the counseling interview
2. During the counseling interview
3. Preparing a performance improvement plan (PIP)
4. Following up after the counseling interview
B. Before the counseling interview

1. The officer must be as prepared as possible
2. Selecting an appropriate place and time
3. Review information, performance problems, or issues that are available
4. Review options and possible outcomes to assure several possibilities and the impact on all concerned

C. During the counseling interview

1. There are six parts to a successful counseling interview
   a) Explain the purpose of the session
   b) Explain the challenge or problem
   c) Outline the objectives
   d) Discuss potential disciplinary steps
   e) Allow the subordinate to explain
f) Document in accordance with accepted departmental procedures
   1) May vary from department to department

D. Preparing the performance improvement plan (PIP)
   1. Goals and/or action steps are prepared and seek agreement
   2. Consists of specific action steps
      a) With completion dates
   3. Include supportive steps you will provide

E. After the counseling interview
   1. Written follow-up is not necessary if situation is simple
      a) Minor changes and no conflicts
   2. A follow-up memo or written plan might be desirable or necessary in some cases
      a) A step in the disciplinary procedure
         1) Documentation is necessary

How should the officer prepare the action plan?

SLIDE: 2-10-13

How should the officer plan for after the counseling interview?

SLIDE: 2-10-14
b) Issues are complex with many considerations
   1) Memo as a reminder

c) If action steps extend over a long period of time
   1) Written documentation will help to maintain an accurate picture

F. If memo is not a part of the disciplinary procedure, it should be very carefully worded to ensure its perception is not such
   1. Worded as confirmation of mutual agreement
   2. Includes expression of confidence that the agreed steps will be taken
   3. Should be highly positive
      a) Refrain from negatives

G. Consequences of a failure on the employee’s part to complete the action steps should be defined in the memo
   1. The possibility of disciplinary action due to this failure needs to be defined so there is no misunderstanding at a later time
V. MONITORING

What about monitoring and follow-up?

SLIDE: 2-10-16

A. The company officer should

1. Monitor the situation
2. Commend any improvement
3. Pursue disciplinary actions as needed
4. And/or repeat the counseling if necessary

VI. DISCIPLINE

What is discipline?

A. Defined

1. “The process or result of conditioning, directing, or improving individual or group attitudes and behavior in the organization through leadership, motivation, guidance, training and/or the maintenance and application of formal authority, sanctions, rules, and regulations”
2. A condition of voluntary conformity to organizational policies and procedures

3. If it has the word “discipline” in it
   a) “To follow or learn from …
   b) To teach more than to punish
c) “Discipline should be positive in nature and not carry a negative connotation as does punishment”

SLIDE: 2-10-17

d) Red-hot stove rule

1) There was a warning
   • Stove was glowing

2) The burn is immediate
   • Cause and effect

3) The result is consistent
   • Everyone who touches it gets burned

4) It is impersonal
   • Whoever touches it gets burned

What are the different types of discipline?

SLIDE: 2-10-18

B. Types of discipline

1. Positive
   
a) When the employee practices self discipline and willingly follows the rules of the organization
   
   b) When the employee understands the rules and the standards of performance and follows them without being reminded
2. **Negative**
   
a) Employees who do not or reluctantly obey regulations and standards of acceptable behavior
   
b) Viewed as punishment by the employee
   
3. **Constructive**
   
a) Is brought about by the management
   
b) Sets sensible and adequate standards for employees to follow
   
c) Supervisors must show employees in writing the need for standards, regulations, and policies in relation to organizational goals

What other factors should the company officer consider when in the process of determining disciplinary action?

**SLIDE: 2-10-19**

C. Using the process of progressive discipline

1. The following steps will assist in the use of progressive discipline and safeguard any rights the employee may have
   
a) Oral warning or reprimand
   
b) Written warning or reprimand
c) Transfer

d) Suspension

e) Demotion

f) Termination

What should the company officer establish when determining progressive discipline?

D. Establish just cause

1. Did the department inform the employee of possible retribution for the behavior?

2. Was the department’s policy related to orderly, efficient, and safe operations?

3. Did the department follow due process and was there evidence to substantiate the charge?

4. Is the policy applied without discrimination by the supervisor?

5. Are the consequences fair considering the seriousness of the offense and the employee's record?
SUMMARY:

The company officer must recognize the importance of coaching and counseling to improve competency and proficiency of subordinates. It is equally important to recognize that discipline is necessary in order to clarify standards, change behaviors, indicate authority, and remedy problems. Positive, progressive discipline should be implemented as soon as possible. Never use discipline as an approach to an ego conflict between you and a subordinate. The company officer will always win the battle, but lose the war.

EVALUATION:

The student will complete a written quiz and student activity at a time determined by the instructor.

ASSIGNMENT:

Review your notes and read Chapter 6 in your Fire Department Company Officer, IFSTA Third Edition in order to prepare yourself for the upcoming quiz. Study for the next session.
ACTIVITY SHEET 2-10-1

PROGRESSIVE DISCIPLINE

TIME FRAME: 1:00

MATERIALS NEEDED:

- Paramedic malaise scenario
- Personnel time off scenario
- Structure fire scenario

INTRODUCTION:

Discipline is often a misunderstood and complex matter. This activity provides the student the opportunity to analyze a situation and apply the principles of progressive discipline while sharing different perspectives.

DIRECTIONS:

1) In your group, review your assigned scenario. You will be given 10 minutes for this step.

2) Come to a consensus and answer each question related to your scenario. You will be given 15 minutes for this step.

3) Be prepared to present your findings to the class.
PARAMEDIC MALAISE

Fire fighter/paramedic Wannabe is a six-year veteran who has had, in the past, intermittent lapses of basic fire fighting not related to his medic skills. His work behavior around the station is adequate to strong, although he sometimes zones in his cubicle with his head set on playing his bass guitar. (He plays for a rock band on his days off.) His paramedic skills are in the average range for most daily calls. During multi-casualty and large-scale incidents, however, he tends to go on overload with lapses of protocol as well as scene management skills. For example, when he arrives on-scene, he will often retriage, renumber patients without telling anyone, and will freelance when given the opportunity. You have had two incidents recently, one involving a patient destination of a child and the base hospital nurse, and one during a structure fire when FF/PM Wannabe was unable to get the smoke ejector started during initial attack ventilation. Both of these incidents were handled at the informal level between the two of you and no paper was written or log kept.

You have just had a third incident regarding FF/PM Wannabe. During a three-acre brush fire with structures threatened, you were assigned as Division “B” and deployed your resources with FF/PM Wannabe on the nozzle. The fire is in a large open field, with mowed stubble grass and a five-mile an hour wind. While he was extending a 600-foot lay, he was unable to provide adequate stream reach and volume (bale half closed and nozzle in low flow configuration) during line extension. Several times the fire flared up behind and in front of him. He also extended noncharged hose through active flame in a semi-panicked manner and was unable to keep control of the fire line.

You have just recently been stationed with this individual and your station is active with Type 1 assessment engine, a Type 3 unit, as well as a BLS transport unit staffed with rotating EMT reserve fire fighters. They all have witnessed what has just occurred on this fire and are looking to you to do something about this individual.

PERSONNEL SITUATION REPORT

From the information given regarding the personnel situation, how would you handle the following questions given your current resources and situation as this individual’s supervisor?

1) What are your concerns regarding the following:

   a) Team unity/trust issues

   b) Individual needs
c) Legal considerations

d) Department protocols

e) Your responsibility on the fire (Division Supervisor) and company officer

2) How would you help/fix FF/PM Wannabe?

3) How would you prepare for a meeting with FF/PM Wannabe?

4) What type of situation would you classify this? (Formal, informal – Coach, counsel or apply progressive discipline)

5) Whom would you notify?

6) Whom would you consult with? Primary? Secondary?

7) How would you proceed if he denies he has any problems?

8) How would you proceed if he claims you are being unreasonable and singling him out?

9) How would you want to end the session with this individual?
PERSONNEL TIME OFF

To: Captain Do Right

From: Battalion Chief Been There

Re: Use of Sick Leave by FF/PM DoAll

Date: January 27, 1998

On January 22, 1998, FF/PM DoAll (a two-year veteran) requested Sunday, January 24, 1998 off as an annual leave day. He would be attending the Super Bowl game at Qualcomm Stadium. FF/PM DoAll has been a steady employee with no previous personnel problems except for a month when he was separated from his wife one year ago. They have since reconciled.

On, Sunday, January 24, 1998, at 0700 hours, FF/PM DoAll’s wife calls Dispatch and says that he needs to take family sick leave and would not be able to come to work.

While at the Super Bowl game, the fire chief from a neighboring city department recognizes FF/PM DoAll. This fire chief mentions to our fire chief during a meeting on January 27, 1998, that he saw FF/PM DoAll at the game and was surprised to see him there.

I have been directed by the chief to do a preliminary investigation into this matter. I am directing you to research this matter with FF/PM DoAll and have a verbal report ready for me by 1300 hours on Friday, January 30, 1998. I will make my determination regarding this matter at this time.

Battalion Chief Been There

PERSONNEL SITUATION REPORT

From the information given regarding the personnel situation, how would you handle the following questions given your current resources and situation as this individual’s supervisor?

1) Is this matter a legitimate situation warranting your inquiry as this person’s supervisor? And why?

2) What would you tell this employee regarding the need for your meeting with him?
3) How would you go about investigating this situation regarding this employee?

4) What rights does this employee have that you need to be aware?

5) What type of discovery questions would you ask him?

6) If the information regarding the situation is correct and he admits to it, what would you do at that point?

7) Would this situation require your coaching or counseling the employee?

8) How would you format your verbal response to the battalion chief and would you make a recommendation to the battalion chief?

9) Other appropriate actions
STRUCTURE FIRE

You arrive at a structure fire, 0200 hours, with smoke and fire showing from the second floor of a two-story single-family structure. You order FF KnowsAll (senior fire fighter) and probationary fire fighter NoNothing to take a 1½” line in to the front door and wait for your instructions. After your walk around the structure, you instruct FF KnowsAll to advance the line to the second floor, initiate an attack search with FF NoNothing, and then wait for you. Because of radio failure, you go to the engine and use the unit radio to make your report. After you make your second report on conditions, you proceed to the interior of the structure to see the progress of the initial attack search of the second floor.

As you enter the house, you notice smoke has completely covered the second floor area, visibility is less than two feet from the floor, and smoke is coming down the stairway. The hose line goes into the fire area and you hear the sound of water being applied in one long, continuous application. Upon making your way up the stairway and onto the second floor, you follow the hose line to the nozzle. The heat and smoke is now going to the floor due to the application of water to the free burning fire in a single bedroom. When you make contact with your crew, you find out that they have not performed an initial attack search, but instead are attempting to extinguish the fire.

After shutting down the line and backing out of the fire room, you initiate a primary search and find the body of an individual laying in bed in an adjacent bedroom who is not moving. The individual is taken out and given to the BLS personnel. FF DoAll stays with the victim and you and the other fire fighter re-enter the structure and continue your initial attack search finding no other victims.

You are, to say the least, not happy with the operation of your fire fighters and especially senior fire fighter DoAll failing to follow your orders.

During past training sessions, rescue operations have been given a priority before extinguishment of the fire except in life safety situations. In this case, FF DoAll tells you that he felt there was no need to perform an initial attack search as he had been taught. He felt that putting out the fire was more important and that someone else could perform the search later.

PERSONNEL SITUATION REPORT

From the information given regarding the personnel situation, how would you handle the following questions given your current resources and situation as this individual's supervisor?
1) Is this matter a legitimate situation warranting your inquiry as this person’s supervisor? And why?

2) What would you tell this employee regarding the need for your meeting with him?

3) How would you go about investigating this situation?

4) What rights do these employee have that you need to be aware of?

5) What type of discovery questions would you ask each person?

6) If either firefighter refuses to answer your questions, what options do you have in this matter?

7) Would this situation require your coaching or counseling the employee?

8) Would you make a report to your supervisor regarding this situation?

9) Other appropriate actions.
TOPIC: DUE PROCESS

TIME FRAME: 1:00

LEVEL of INSTRUCTION: Level II

BEHAVIORAL OBJECTIVE:

Condition: Given a written quiz

Behavior: The student will confirm a knowledge of due process and the need for Skelly safeguards by completing the written quiz

Standard: With a minimum 80% accuracy according to the information contained in the Fire Department Company Officer, IFSTA, Third Edition, Chapter 6, page 83

MATERIALS NEEDED:
- Writing board with markers/erasers
- Appropriate video equipment and screen
- Slides/overhead transparencies for this lesson plan

REFERENCES:
- Fire Department Company Officer, IFSTA, Third Edition
- Management in the Fire Service, NFPA, Second Edition
- The Weingarten Decision and the Right to Representation on the Job, Institute of Industrial Relations, University of California, 1986
- Public Employees' Right to Due Process, Institute of Industrial Relations, University of California, 1986

PREPARATION: There are situations, regardless of the time spent in coaching and/or counseling, which can lead to formal disciplinary action. Even though these times are rare, the company officer must understand due process, not only in accordance with his or her particular department's rules and regulations, but also in accordance with federal and state law.
NOTE: The information in this lesson is not intended to be presented as legal basis, but as general guidelines only. This information may or may not be applicable to a specific situation, organizational policy, procedure, or legal standard. Check with your agency’s Human Resource Development Department or Personnel Manager for specific information regarding specific situations or questions.

Considering a possible disciplinary procedure, what should the company officer be aware?

I. EMPLOYEE’S RIGHTS TO DUE PROCESS

A. A nonprobationary employee is entitled to predisiplinary safeguards
   1. Commonly referred to as "Skelly Rights"
   2. The courts have held that a nonprobationary employee (one who is off probation) must be given his or her "Skelly Rights" before significant discipline is administered

What legal requirements of disciplinary procedures must be followed with a fire fighter?

SLIDE: 2-11-1

Does being a probationary or tenured employee in California make a difference?
3. In some cases, a probationary employee might be entitled to like protection

   a) When in doubt, "Skelly the employee"

**NOTE:** Recent case law lends itself to allow probationary personnel predisciplinary "Skelly Rights."

**II. SAFEGUARDS**

A. In 1975, the California Supreme Court determined that "as a minimum, these preremoval safeguards must include:" *Skelly v. State Personnel Board, et.al.*

   1. A written "Notice of the proposed action,"
   2. "The reason therefore"
   3. "A copy of the charges and the material upon which the action is based,"
   4. "The right to respond, either orally or in writing, to the authority initially imposing discipline."

B. Once the safeguards have been met

   1. An employee may be disciplined without a full trial-type evidentiary hearing being held

   According to "Skelly," what are the minimum safeguards that must be included before discipline is imposed?

   **SLIDE: 2-11-2**

   What can take place after these safeguards have been provided?

   **SLIDE: 2-11-3**
2. To ensure employee's interest is protected, a full trial-type evidentiary hearing must be held in accordance with the established procedures if requested by the employee

C. California cases also have held that probationary employees
   1. May have a property or liberty interest in their employment under certain circumstances
   2. Even though they do not have a expectation of permanent employment
   3. There is also case law that may be applicable for employees that the company officer should know

III. CASE LAW

A. Referred to as "Weingarten"

2. This ruling states that an employee may be represented by the union at an investigatory interview with his or her employer when the employee reasonably believes that the interview may lead to disciplinary action

What is case law?

What does this ruling mean?
3. There are four guidelines the courts have given:

   a) The employee must request that a union representative be called into the meeting with management (Weingarten, at page 257)

   b) There must be a reasonable belief that discipline will result from the investigatory meeting (Weingarten, at pages 957-958)

   c) The court's decision does not force the employer to interview the employee

      1) Employer may decide not to interview the employee if the employee requests the presence of a union steward, but may continue the investigation (Weingarten, at pages 258-259)

   d) The employer has no duty to bargain with the union representative at an investigatory interview

NOTE: "The representative is present to assist the employee and may attempt to clarify the facts or suggest other employees who may have knowledge of them. The employer, however, is free to insist that he/she is only interested, at that time, in hearing the employee’s own account of the matter under investigation." Brief for Petitioner 22. (Weingarten, at page 260, emphasis added.)
### PRESENTATION

- What if a department follows somewhat different procedures?

### APPLICATION

- B. This information is included for general knowledge and may or may not be applicable to any specific case or situation
  
  1. As always, check with the personnel department when in doubt regarding specific guidelines, policies, and/or procedures relating to employee-employer relations
SUMMARY:

One of the most difficult situations a company officer finds is having to coach or counsel a subordinate regarding performance. This sometimes leads to disciplinary procedures and even punishment. By understanding and utilizing the principles of due process, the company officer will not only have a greater success in counseling, but also reduce the number of disciplinary procedures.

EVALUATION:

The student will complete a written quiz at a time determined by the instructor.

ASSIGNMENT:

Review your notes and read Chapter 6 in your Fire Department Company Officer, IFSTA, Third Edition in order to prepare yourself for the upcoming quiz. Study for the next session.
TOPIC: GRIEVANCE HANDLING

TIME FRAME: 1:00

LEVEL of INSTRUCTION: Level II

BEHAVIORAL OBJECTIVE:

Condition: Given a written quiz

Behavior: The student will confirm a knowledge of the company officer’s role in the grievance process by completing the written quiz

Standard: With a minimum 80% accuracy according to the information contained in the Fire Department Company Officer, IFSTA, Third Edition, Chapter 11, page 142

MATERIALS NEEDED:
- Writing board with markers/erasers
- Appropriate video equipment and screen
- Slides/overhead transparencies for this lesson plan

REFERENCES:
- Fire Department Company Officer, IFSTA, Third Edition
- Managing Fire Services, ICMA, 1979
- Management in the Fire Service, NFPA, Second Edition

PREPARATION: In any organization, there are times when an individual or group has an occasion to be dissatisfied. The company officer may find that what starts out as a minor complaint can lead to a formal grievance if steps are not taken to try to alleviate the situation. As first-line officers, it is important to give fair and consistent considerations to all complaints and potential problems.

The manner and atmosphere in which the company officer handles seemingly simple complaints and/or situations will depend upon his/her understanding of the grievance process. The ability to handle conflicts will all come to bear in the resolutions of grievances and the ability of that crew to function on a daily basis.
### NOTE:
The information in this lesson is not intended to be presented as legal basis, but as general guidelines only. This information may or may not be applicable to a specific situation, organizational policy, procedure, or legal standard. Check with your agency's Human Resource Development Department or Personnel Manager for specific information regarding specific situations or questions.

### I. GRIEVABLE SITUATIONS

A. During the course of daily operations, situations occur between individuals that can cause problems

B. Sometimes during the course of a contract or MOU, employees may, at times, feel they are being treated in violation of some clause in the agreement

C. Grievances usually involve

1. Wages
2. Fringe benefits
3. Working conditions
4. Hours
5. Disciplinary action

What is considered a grievance or a grievable situation?

**SLIDE: 2-12-1**
II. GRIEVANCE RESOLUTION

A. Listen to the grievance
   1. The company officer gets a better “feel” for the situation
   2. Take a position of helping to resolve the situation if possible

B. Try and find out the reason for the grievance
   1. Talk through the situation by dealing with the facts of the violation or circumstances
   2. Many times, by discussing the situation, a solution can be found at this level

Why should the company officer be the first to deal with any type of grievance?

SLIDE: 2-12-3
C. Most grievance procedures require that the grieved employee take their complaint to their first-line supervisor

1. In the fire service, that is usually the company officer

### III. FORMAL GRIEVANCES

<table>
<thead>
<tr>
<th>PRESENTATION</th>
<th>APPLICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Formal grievances are handled in the same manner as an informal grievance</td>
<td></td>
</tr>
<tr>
<td>1. Listen to the situation first, if possible, before reading the written, formal grievance</td>
<td></td>
</tr>
<tr>
<td>2. Try to resolve the conflict/violation at this level</td>
<td></td>
</tr>
<tr>
<td>B. If the employee is not satisfied at this level, he/she should go to the next level higher in the chain of command</td>
<td></td>
</tr>
<tr>
<td>1. Next level is usually specified by department policy or in the labor agreement</td>
<td></td>
</tr>
</tbody>
</table>

How would the company officer handle a formal grievance?

What is done if the employee is not satisfied at this level?

**SLIDE: 2-12-4**

Has the company officer failed if this grievance advances past his or her level?
2. There are times in management as well as the fireground that the company officer is not able to deal with all situations
   a) It is not a reflection on the company officer’s ability if the grievance is sent to the next level
   b) The company officer may have no control over the violation or the remedy that is requested
      1) Warranted or not

   C. The grievance follows the chain of command as established in the department’s organization, the city’s personnel department, civil service, and sometimes to an outside arbitrator

   D. If no resolution can be agreed to, usually an outside arbitrator is called in to render a decision
      1. The arbitrator’s (or panel’s) decision is final
      2. A judge, however, can overturn the rulings of arbitrators
         a) But only when an arbitrator clearly goes beyond the authority granted by the contract

   Where does a grievance go after it leaves the company officer level?

   SLIDE: 2-12-5

   Who ultimately decides the outcome?
<table>
<thead>
<tr>
<th>PRESENTATION</th>
<th>APPLICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3. Mediation</strong></td>
<td><strong>SLIDE: 2-12-6</strong></td>
</tr>
<tr>
<td>a) Neutral third party hears both sides</td>
<td></td>
</tr>
<tr>
<td>b) Clarifies any misconceptions between parties</td>
<td></td>
</tr>
<tr>
<td>c) Has access to high ranking officials to help settle dispute</td>
<td></td>
</tr>
</tbody>
</table>
SUMMARY:

Knowing how to handle a potential or formal grievance will assist you in maintaining a positive rapport with your fire fighters and establish a level of trust regarding problem solving. This is one of the most difficult areas for the company officer to deal with effectively, but when done correctly, has the most positive impact on the company and its operations.

EVALUATION:

The student will complete a written quiz at a time determined by the instructor.

ASSIGNMENT:

Review your notes and read Chapter 11 in your Fire Department Company Officer, IFSTA, Third Edition in order to prepare yourself for the upcoming quiz. Study for the next session.
TOPIC: INTERNAL AND EXTERNAL INFLUENCES

TIME FRAME: 2:00

LEVEL of INSTRUCTION: Level II

BEHAVIORAL OBJECTIVE:

Condition: Given a written quiz and student activity

Behavior: The student will confirm a knowledge of internal and external influences by completing the written quiz and student activity

Standard: With a minimum 80% accuracy according to the information contained in the Fire Management 1 Student Supplement, SFT, 2000, Chapter 3-1, pages 29-32

MATERIALS NEEDED: • Writing board with markers/erasers
• Appropriate video equipment and screen
• Slides/overhead transparencies for this lesson plan
• Activity Sheets 3-1-1 and 3-1-2

REFERENCES: • Fire Management 1 Student Supplement, SFT, 2000

PREPARATION: We have all had influences in our lives that have affected us directly or indirectly. Therefore, it is with the fire service, and our professional lives, both internal and external influences exist. Our job, as supervisors and managers, is to recognize these influences in order to control their impact. The better we are able to accomplish this, the easier our jobs will become and the less impact, in a negative way, there will be on all members of the department and your company.
I. INTRODUCTION

A. Influence is those things in our lives which impact us
   1. Directly or indirectly
   2. Both positively and negatively
   3. In a significant and sometime profound way
   4. With the ability to change or control our attitudes and behaviors

B. Examples
   1. The "drug culture" in our society
   2. The trend towards cultural diversity in the community and in the work place
   3. Increasing demands with decreasing revenue

II. INTERNAL INFLUENCES

A. Someone of something existing or occurring within your own sphere of influence

B. May be an invisible or intangible force or action
### INTERNAL & EXTERNAL INFLUENCES

<table>
<thead>
<tr>
<th>PRESENTATION</th>
<th>APPLICATION</th>
</tr>
</thead>
</table>

What are some examples of internal influences?

**SLIDE: 3-1-3**

C. Examples
   1. Personnel on your crew
   2. Personnel knowledge and abilities
   3. Available resources

D. Internal influences will not remain stagnant

III. EXTERNAL INFLUENCES

**SLIDE: 3-1-4**

What are some examples of external influences?

**SLIDE: 3-1-5**

1. Unions/Associations
2. Governing bodies
3. Law and regulations
4. Budgets
5. Gangs
6. AIDS
7. ADA
### IV. INDIVIDUALS AS WELL AS ORGANIZATIONS

A. Function simultaneously in at least two environments

1. External to the individual or organizational unit
2. External to the organization as a whole

<table>
<thead>
<tr>
<th>PRESENTATION</th>
<th>APPLICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete Activity Sheets 3-1-1 and 3-1-2.</td>
<td>SLIDE: 3-1-6</td>
</tr>
<tr>
<td>SLIDE: 3-1-7</td>
<td>SLIDE: 3-1-8</td>
</tr>
</tbody>
</table>
SUMMARY:

The company officer's success within his/her personal, professional life is strongly dependent on these internal/external influences.

Analyzing both your internal and external influences will provide you with a game plan to rise above the typical reaction syndrome to the proactive, controlled and well planned management of those influences we are exposed.

EVALUATION:

The student will complete a written quiz and student activity at a time determined by the instructor.

ASSIGNMENT:

Review your notes and read Chapter 3-1 in your Fire Management 1 Student Supplement, SFT, 2000 in order to prepare yourself for the upcoming quiz. Study for our next session.
ACTIVITY SHEET 3-1-1

IDENTIFYING COMMON INFLUENCES

TIME FRAME: 0:30

MATERIALS NEEDED:
- Easel paper and stand
- Markers

INTRODUCTION:

We all have influences in our lives that directly or indirectly affect us. As a company officer, you need to be able to recognize these influences in order to control or lessen their impact on yourself and your company. This activity provides the student the opportunity to identify common internal and external influences.

DIRECTIONS:

1) Divide the class into four groups, have each group identify common internal and external influences, both positive and negative, which affect their departments, divisions/units, shifts, or stations. Assign one area to each group.

2) On an easel pad, have each group list everything they can think of that has direct impact on their work.

3) Have them cross out any item that they believe they will have no chance of counter-influencing.

4) Be as specific as possible, listing individual names rather than "coworkers," since each person affects them differently.

5) Have each group present their findings to the rest of the class.
ACTIVITY SHEET 3-1-2

INFLUENCE ANALYSIS

MATERIALS NEEDED:

- Example Influences Worksheet
- Easel paper and stand
- Markers

INTRODUCTION:

This activity provides the student an opportunity to take the next step in dealing with internal and external influences -- influence analysis. The result of the influence analysis is a precise statement of conditions to be changed, problems to be solved, needs to be met, and resources required.

DIRECTIONS:

1) Keep the students in their assigned groups and have them read the attached example of an Influences Worksheet.

2) As a group, have them develop an action or goal for each influence they listed in Activity 2-3-1 following the column descriptions listed below.

3) Have each group present their findings to the rest of the class.
Column 1 – **Exact Nature of the Influence**: It is important to think through exactly how the influence affects you. The conditions/problems/resources you describe will later lead to goals.

Column 2 – **Positive or Negative Influence**: Some influences will be both positive and negative, depending upon circumstances.

Column 3 – **Percent of Control You Have to Mitigate the Effects**: If you are honest and thoughtful, you will discover that you often have more "control" over the situation than you had assumed.

Column 4 – **Prioritize the Importance to You and/or Organization**: You must judge the relative importance this influence has for you. You may discover that you have been misspending your energies on "low" priority issues.

Column 5 – **What’s Being Done Now**: Describe methods you are currently using, not methods you think you should or will use.

Column 6 – **What Can Be Done in the Future**: Describe methods you will use to deal with this influence in the future.

### ANALYSIS OF INFLUENCES WORKSHEET

<table>
<thead>
<tr>
<th>Exact Nature of the Influence</th>
<th>Positive and/or Negative</th>
<th>Percent of Control You Have</th>
<th>Priority Low = 1 High = 10</th>
<th>What is being done about it now?</th>
<th>What can be done in the future?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fire fighter A - Really supports me; takes responsibility. I can delegate without concern.</td>
<td>+</td>
<td>70%</td>
<td>7</td>
<td></td>
<td>Give challenges, &quot;strokes,&quot; and authority to act</td>
</tr>
<tr>
<td>Fire fighter B - Negative attitude, will not do share. Uses lots of sick leave; forces me to reschedule the shift.</td>
<td>-</td>
<td>25%</td>
<td>9</td>
<td>Had two informal talks.</td>
<td>Has a drug problem; will recommend treatment</td>
</tr>
<tr>
<td>Fire fighter C - Newest, least experienced fire fighter. Requires more training and physical conditioning. Very motivated. A RN. Needs to use those skills. Caused some remodeling of station.</td>
<td>+ Asset to company</td>
<td>70%</td>
<td>9</td>
<td>Structured a fitness program. Cautioned others about harassment. Have clearly reviewed performance standards.</td>
<td>Use RN training to enhance the other fire fighters’ EMS skills. Request cultural diversity training for all.</td>
</tr>
<tr>
<td>Exact Nature of the Influence</td>
<td>Positive and/or Negative</td>
<td>Percent of Control You Have</td>
<td>Priority Low = 1 High = 10</td>
<td>What is being done about it now?</td>
<td>What can be done in the future?</td>
</tr>
<tr>
<td>------------------------------</td>
<td>--------------------------</td>
<td>-----------------------------</td>
<td>-----------------------------</td>
<td>---------------------------------</td>
<td>---------------------------------</td>
</tr>
<tr>
<td>Captain B - Does not follow schedule for station responsibilities (preplans, hydrant checks, etc.). Does not maintain &quot;housekeeping&quot; at the station.</td>
<td>-</td>
<td>10%</td>
<td>10</td>
<td>Talked to him with negative results. He claims his shift answers more calls and they should do less housekeeping. Written memo with copy to BC.</td>
<td>Follow up with Battalion Chief.</td>
</tr>
<tr>
<td>Change in radio language to &quot;clear text.&quot; Requires retraining of all staff. Fire fighters resisting this &quot;new&quot; system.</td>
<td>+ Clear &amp; common terms</td>
<td>0%</td>
<td>9</td>
<td>Training firefighters. Made large poster for dayroom wall.</td>
<td>Reinforce through practice at station and drills.</td>
</tr>
<tr>
<td></td>
<td>- Staff resisting change</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Desire to earn Fire Officer certification. Pressures to complete course and pass final. Need to spend time studying.</td>
<td>+ For career</td>
<td>90%</td>
<td>8</td>
<td>Tried to use &quot;off&quot; time at station to study.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- My choice</td>
<td>0%</td>
<td>9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lack of privacy at station. Makes me tense, hard to relax, hate the overcrowded conditions.</td>
<td>-</td>
<td>10%</td>
<td>9</td>
<td>Adjusted my schedule so I have more privacy to study outside when possible.</td>
<td>Enforce &quot;quiet time.&quot;</td>
</tr>
<tr>
<td>Apathy of public towards fire department. Frustrates me and hurts department. Latest tax initiative for department funds failed.</td>
<td>-</td>
<td>5%</td>
<td>10</td>
<td>Do good &quot;PR&quot; whenever I can. Proposed new public education program to Battalion Chief.</td>
<td></td>
</tr>
<tr>
<td>Fire service organization (hold Office). Adds stress to already overloaded schedule. Responsible for planning a major conference scheduled in 3 months.</td>
<td>+ Career</td>
<td>95%</td>
<td>5</td>
<td>Have put it &quot;on back burner.&quot; Delegated some of the tasks.</td>
<td>Focus energy on project next month.</td>
</tr>
<tr>
<td></td>
<td>- Time</td>
<td>0%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
TOPIC: ELEMENTS OF MANAGEMENT

TIME FRAME: 2:00

LEVEL of INSTRUCTION: Level II

BEHAVIORAL OBJECTIVE:

Condition: Given a written quiz and student activity

Behavior: The student will confirm a knowledge of the elements of management and the management cycle by completing the written quiz and student activity

Standard: With a minimum 80% accuracy according to the information contained in the Fire Department Company Officer, IFSTA, Third Edition, Chapter 6, pages 71-72, and Chapter 12, pages 151-157

MATERIALS NEEDED:

- Writing board with markers/erasers
- Appropriate video equipment and screen
- Slides/overhead transparencies for this lesson plan
- Activity Sheets 3-2-1 and 3-2-2

REFERENCES:

- Fire Department Company Officer, IFSTA, Third Edition
- Fire Department Management: Scope and Method, Glencoe Press, 1972

PREPARATION: Management has been defined in numerous ways by experts on human resources. Managers have been compared to orchestra leaders, football coaches, traffic officers, fathers, mothers, and priests/pastors. They have even been compared to jugglers since they have to manage training and drills, company inspections, equipment and station maintenance, emergencies, and fires all at the same time. Management has been defined as the art of accomplishing organizational objectives/goals through and with people. The company officer job is a difficult, complex, challenging, sometimes frustrating, but very often a rewarding job.
I. ELEMENTS OF MANAGEMENT

A. Fire fighter's expectations

1. Tell me what you want
2. Train me to do what they want
3. Give me the tools to do my job

What do fire fighters want from their company officer?

How would you define management?

SLIDE: 3-2-1

B. Management

1. Defined as the art of accomplishing organizational objectives/goals through and with people

What is the management cycle?

SLIDE: 3-2-2

C. This closely parallels the management cycle

1. Planning
2. Organizing
3. Implementing
4. Evaluating
II. MISSION STATEMENT

A. Philosophy
   1. Creed
   2. Principles
   3. Values of the organization
   4. Criterion by which everything is evaluated and directed against

B. Some examples of mission statements
   1. City mission statement
      a) The City of ______, in partnership with the community we serve, will foster a tradition dedicated to: Maintaining a safe, healthy atmosphere in which to live work and play; guiding development to ensure responsible growth while preserving and enhancing our village character, unique environment, and natural amenities; providing for the City's long-term stability through vitiate and diversity resulting in a balanced community committed to protecting what is valued today while meeting tomorrow's needs

Does your fire department/city have a mission statement?

What is the mission statement?

SLIDE: 3-2-3
2. Fire department mission statement  
   a) To protect lives and property by maintaining a maximum state of readiness through an aggressive prevention, suppression, and training program

C. Mission statements translate into  
   1. Goals  
      a) Battalion Chiefs  
   2. Objectives  
      a) Captains  
   3. Tasks  
      a) Fire fighters

III. PLANNING IS FACILITATED BY GOAL SETTING

A. A broad, general, abstract statement of what we wish to accomplish or the direction of focus of the organization.

What are some elements of your department's mission statement?

SLIDE: 3-2-4

MLIDE: 3-2-5

What is a goal?

SLIDE: 3-2-6
Why do we set goals?

SLIDE: 3-2-7

B. To address the basic elements of management
   1. Proactive
   2. Give direction
   3. Meets community needs
   4. Challenge employee

What are some types of goals utilized by your organization and which, if any, is the company officer involved in?

SLIDE: 3-2-8

C. Long-range goals, medium-range goals, short-range goals evolve into immediate plans and objectives.

D. Types of goals
   1. Long range - 20 years
      a) City’s fire master plan
         1) Reduce the Insurance Service Office (ISO) rating
         2) Add new fire stations, new fire trucks, and medical equipment
      b) Company officer has very little he/she can do about setting long range goals
2. Medium range  
   a) 1 to 5 years  

3. Short range  
   a) Less than 1 year  
   b) Last year's medium-range goals become this year's short-range goals, creating immediate plans and objectives.

<table>
<thead>
<tr>
<th>PRESENTATION</th>
<th>APPLICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Medium range</td>
<td></td>
</tr>
<tr>
<td>a) 1 to 5 years</td>
<td></td>
</tr>
<tr>
<td>3. Short range</td>
<td></td>
</tr>
<tr>
<td>a) Less than 1 year</td>
<td></td>
</tr>
<tr>
<td>b) Last year's medium-range goals become this year's short-range goals, creating immediate plans and objectives.</td>
<td></td>
</tr>
</tbody>
</table>

What is needed by the company officer for the successful achievement of short-term goals?

E. Achieving short-range goals implies the company officer knows  
   1. Knowledge of medium/long-range goals  
   2. Capacity of crew members  
   3. Immediate plans and objectives

How would you establish a long-range goal to "Implement Company Officer Certification" as a requirement for eligibility for a company officer within your department?
IV. BUDGETING

A. Preliminary budget
   1. May provide input in the form of new ideas and projects
   2. May provide justification for specific budget items and programs

B. Final budget
   1. Be aware of the limitations imposed within the final budget
   2. Keep assigned projects within budget parameters

V. ORGANIZING

A. Organizing is defined as pulling or putting together a number of persons or groups and resources having specific responsibilities and united for some purpose of work

How does the budgetary process influence the planning stage, and the responsibility of the company officer?

SLIDE: 3-2-9

What is organizing?

SLIDE: 3-2-10
<table>
<thead>
<tr>
<th>PRESENTATION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Human resources</strong></td>
</tr>
<tr>
<td>a) Skills and abilities of crew members for proper delegation and motivational factors</td>
</tr>
<tr>
<td><strong>2. Physical facilities</strong></td>
</tr>
<tr>
<td>a) Buildings, equipment, and supplies needed for plan achievement</td>
</tr>
<tr>
<td><strong>3. Training</strong></td>
</tr>
<tr>
<td>a) Evaluation of human resources should identify training needs for plan achievement</td>
</tr>
<tr>
<td><strong>4. Time</strong></td>
</tr>
<tr>
<td>a) Often overlooked as a resource</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>APPLICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>What resources are available to company officers?</td>
</tr>
</tbody>
</table>

**SLIDE: 3-2-11**

| NOTE: Refer to Module 3 - Lesson 4, "Time Management." |

**SLIDE: 3-2-12**

| B. Increase effect of the company officer efforts on and off the fireground |
### ELEMENTS OF MANAGEMENT

<table>
<thead>
<tr>
<th>PRESENTATION</th>
<th>APPLICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>How do company officers increase the level of each of these resources?</td>
<td></td>
</tr>
</tbody>
</table>

1. Recognizing and developing the skills and capabilities of company members
2. Matching specific resources with the demands
   a) Is the equipment available?
   b) Have safety problems been identified?
   c) Are personnel involved trained?
   d) Is there enough time available?

### VI. IMPLEMENTATION

What are some of the things we need to communicate when implementing a plan?

SLIDE: 3-2-13

A. Implementation of a plan begins with telling the personnel about the plan
   1. Objective
   2. Actions
   3. Personnel involved
   4. Job to be done
   5. Equipment
   6. Time Available
B. Monitor results

1. If the plan is thorough, well organized, and communicated to the fire fighter, directing the work becomes fairly simple

2. Allow the fire fighter to begin work

3. Look for shortcomings of the plan

4. Know when to direct, lead, control, or just sit back and watch

C. Evaluation

1. Program evaluation is the last phrase of the management cycle and entails
   a) Reviewing the performance
   b) Assessing adherence to the plan
   c) Evaluating results
   d) Planning for improvement
D. Management by objectives (MBOs)

1. Management by objectives is a management/leadership tool that a company officer can use to ensure that the overall department mission statement is met or exceeded

   a) Open communication
      1) Lines of communication must be open, upward and downward

   b) Must be realistic

   c) Must be measurable

   d) Must be written

   e) Authority/responsibility
      1) Must be spelled out for each person involved

   f) Evaluation chart or form must be developed to answer the question, "How are we doing?"

What is MBO?

Complete Activity Sheets 3-2-1 and 3-2-2.
SUMMARY:

The company officer should understand the elements of management cycles. Planning, organizing, implementation, and evaluation. Planning is based on goals and mission statements. Organizing is pulling all the resources together to work toward a united purpose or work. Implementation begins once the plan is established; resources are organized and the plan is put into action. Evaluation is what can be changed to improve the work. Not to lay blame or shoot the messenger. Management by objectives (MBOs) enables fire departments to measure results based on organization goals/objectives.

EVALUATION:

The student will complete a written quiz and student activity at a time determined by the instructor.

ASSIGNMENT:

Review your notes and read Chapters 6 and 12 in your Fire Department Company Officer, IFSTA, Third Edition in order to prepare yourself for the upcoming quiz. Study for our next session.
ACTIVITY SHEET 3-2-1

GOAL SETTING

TIME FRAME: 0:30

MATERIALS NEEDED:
- Easel and easel pad
- Markers
- Mission statement

INTRODUCTION:
Company officers may not be involved in setting agency goals, however, they are involved in the end products -- medium and short-range goals. This activity provides you the opportunity to understand how the agency's mission statement will eventually end up as tasks through goal setting.

DIRECTIONS:
1) Break the class into groups.
2) Using one of the student's mission statements or the example mission statement in the student supplement, develop two long-range goals for the agency.
3) From the long-range goals, create three medium-range goals to accomplish the long-range goals.
4) From these medium-range goals, create four short-range goals to accomplish the medium range goals.
5) Be prepared to discuss your goals with the class.
ACTIVITY SHEET 3-2-2

APPLYING MBO TO GOAL SETTING

TIME FRAME: 0:30

MATERIALS NEEDED:

- Easel and paper
- Markers
- Results of Activity Sheet 3-2-1

INTRODUCTION:

Company officers help an agency reach its long-range goals by action today. This activity will provide you the opportunity to apply one method that may be used to transform short-term goals into action through "management by objectives."

DIRECTIONS:

1) Remain in your group from Activity 3-2-1.

2) Apply the management by objective steps (objective, tasks, time) to each of the four short-range goals established in Activity 3-2-1.

3) Address questions of budget and budget justification, time line, and evaluation criteria.

4) Be prepared to discuss your findings with the class.
TOPIC: MANAGING CHANGE

TIME FRAME: 1:00

LEVEL of INSTRUCTION: Level II

BEHAVIORAL OBJECTIVE:

Condition: Given a written quiz

Behavior: The student will confirm a knowledge of the natural resistance to change and some methods for individual, group, and organizational change by completing the written quiz.

Standard: With a minimum 80% accuracy according to the information contained in the Fire Management 1 Student Supplement, SFT, 2000, Chapter 3-3, pages 39-42.

MATERIALS NEEDED:
- Writing board with markers/erasers
- Appropriate video equipment and screen
- Slides/overhead transparencies for this lesson plan

REFERENCES:
- Fire Management 1 Student Supplement, SFT, 2000

PREPARATION: The success of the fire service is affected by its ability to change when it is required. Successful change requires having the necessary motivation to change, using an effective change method, and reinforcing the change after it occurs so that it stabilizes and endures.
## RESISTANCE TO CHANGE

Why do we resist change?

**SLIDE: 3-3-1**

- A. Fear of the unknown
- B. Risk
- C. Uncertainty
- D. Comfort in the old way
- E. Not worth the trouble

## BARRIERS TO CHANGE

**SLIDE: 3-3-2**

- A. Organizational culture
  1. Culture attempts to maintain a stable organizational behavior pattern
  2. Culture is self-reinforcing
- B. Power structure
  1. May threaten existing authority
  2. May threaten compensation or reward structure
III. PRESSURES FOR CHANGE IN ORGANIZATIONS

A. External pressures
   1. Environmental changes
   2. Organizational size changes
   3. Ownership changes

B. Internal pressures
   1. Dissatisfaction with present system
   2. Changes in members' characteristics

IV. TARGETS OF CHANGE

A. Individual
   1. Improve performance
   2. Change attitude

B. Group or company
   1. Increase performance
   2. Increase innovation

C. Organization
   1. Budget system
   2. Goals and strategy
V. KEY STAGES OF SUCCESSFUL CHANGE

A. Motivation to change
   1. Two basic questions
      a) Is it worthwhile to change?
      b) Can the change be successfully carried out?
   2. Identify the positive and negative outcomes
   3. Build self-efficiency (the degree to which an individual believes it is possible to achieve a particular performance level of behavior standard)

B. Use of effective change method
   1. Individual
      a) Training of individuals
      b) Individual counseling
   2. Group or company
      a) Group training
      b) Team building
   3. Organization
      a) Change task forces
      b) System audits

C. Reinforcement of change
   1. Use of effective rewards
VI. INDIVIDUAL AND GROUP CHANGE METHODS

A. Individual change
   1. Creating motivation for change
      a) Performance appraisals

   2. Methods of individual change
      a) Training
      b) Coaching and mentoring
      c) Counseling

B. Group change
   1. Proper utilization of group pressure and group reinforcement
   2. Group training
      a) Establish perception that the present system is inadequate
         1) Utilize models and role playing
      b) Learn more effective strategies
         1) Utilize lecture, discussion, and models on film

SLIDE: 3-3-6
How are individuals motivated to change?

SLIDE: 3-3-7
Can group pressure be used to motivate individuals to change?
c) Provide for transfer or learning of new system
   1) Force individuals to use on job and report back degree of success

d) Reinforce use of learned methods
   1) Provide for superior's reinforcement of new system
   2) Utilize group reinforcement of new system

3. Team building
   a) Establish group goals

C. Organization change

   1. The organizational development approach
      a) The organization perceives it has problems with an existing system and calls in an external consultant
      b) Consultant forms a top management system task force (those with influence and motivation)
      c) A group of internal advisors is formed (those with prestige and competence)

How long does it take to change an organization?

What are the steps?

SLIDE: 3-3-8
d) An organizational audit is conducted to determine current problems with the management system (e.g., communication, performance levels)

SLIDE: 3-3-9

e) Top management group and internal advisors are trained

1) Training for top management group focuses on broader aspects of program

2) Training for internal advisors focuses on implementation issues

f) Results of organizational audit are provided to both top management group and internal advisor group

g) Group of internal advisors is aided in developing a program tailored to organizational needs

h) Internal advisors develop the program and communicate to top management group

i) Top management task force forwards suggestions for change to internal advisor group

SLIDE: 3-3-10

j) Internal adviser group finalizes program with aid of external consultant and obtains approval of top management group

k) Pilot testing, revision, orientation and training program are conducted
1) Program is put into effect
   1) External consultant monitors top management program sessions and activities
   2) Internal advisers monitor middle- and lower-management program sessions and activities

m) External consultant conducts organizational audit no longer than one year later and feeds results back to top management group and internal advisers

n) Modifications in program are made by internal advisors and approved by top management

o) Above steps are repeated at a later time

2. Reinforcement of organizational change
   a) Reward through feedback showing that revenues, costs, quality, and quantities are better than before
   b) Make modifications as necessary

3. Evaluating change
   a) Make every attempt to evaluate whether or not the change program was effective
**SUMMARY:**

Change is easier if the organization has a climate or culture that is generally supportive of change. Successful changes require effective communication, in which concerns and expectations flow easily up and down the organization. There should be a climate of trust in the organization, especially between workers and management that will help cope with the risk, uncertainty, and fear that often accompanies organizational change. Your best defense is a strong offense. Do your homework and be a coach for top performance.

**EVALUATION:**

The student will complete a written quiz at a time determined by the instructor.

**ASSIGNMENT:**

Review your notes and read Chapter 3-3 in your *Fire Management 1 Student Supplement*, SFT, 2000 in order to prepare yourself for the upcoming quiz. Study for our next session.
TOPIC: TIME MANAGEMENT

TIME FRAME: 1:30

LEVEL of INSTRUCTION: Level II

BEHAVIORAL OBJECTIVE:

Condition: Given a written quiz

Behavior: The student will confirm a knowledge of effective time management including the four quadrants of the time management matrix, the ten key points to effective time management, and the minimum components of an effective organizer by completing the written quiz

Standard: With a minimum 80% accuracy according to the information contained in the Fire Department Company Officer, IFSTA, Third Edition, Chapter 6, pages 81-82 and the Fire Management 1 Student Supplement, SFT, 2000, Chapter 3-4, pages 43-46

MATERIALS NEEDED:
- Writing board with markers/erasers
- Appropriate video equipment and screen
- Slides/overhead transparencies for this lesson plan

REFERENCES:
- Fire Department Company Officer, IFSTA, Third Edition
- Seven Habits of Highly Effective People, Simon and Schuster, 1989
- The Time Trap, American Management Association, First Edition (paperback), 1991
- First Things First, Simon and Schuster, 1994

PREPARATION:
All of us have exactly the same amount of time each day. However, highly effective people tend to accomplish more, as they are able to "organize and execute around priorities." Learning to do that one task is the key to effective time management.
I. EFFECTIVE TIME MANAGEMENT

A. Effective management is putting first things first

1. The 18th century poet, J.W. Von Goethe, once said, "Things which matter most must never be at the mercy of things which matter least"

2. In the book, The Common Denominator, E.M. Gray said, "The successful person has the habit of doing the things failures don't like to do"

3. The effective person is one who can
   a) Separate the important from the unimportant
   b) Exercise the discipline necessary to concentrate efforts on the important over the unimportant
   c) Yes! Examples of "time wasters" include
      1) Taking some phone calls while you're conducting an interview in your station office
      2) Visiting with a "drop-in" retiree when you're late for a training exercise
### PRESENTATION

3) Reading "junk mail"

4) Gossiping around the coffee table

4. The term "time management" is a misnomer
   a) The challenge is not to manage time, but to manage ourselves

B. Steven Covey, in his book *Seven Habits of Highly Effective People*, has expanded on Gray's and Goethe's comments by describing the essence of effective time management as "Organizing and executing around priorities."

### APPLICATION

Do most people organize their time this way?

1. Most people do not organize their time this way

2. Most could, however, with a little knowledge and effort

### TIME MANAGEMENT MATRIX

A. Most people spend their time in four ways

B. The four "ways" can be diagramed by the time management matrix which defines activities using two terms

1. Urgent

2. Important

How are the two terms differentiated?

**SLIDE: 3-4-3**
C. They can be differentiated by the following descriptions

1. Urgent activities
   a) Require immediate attention
   b) Are reacted to
   c) Includes such things as a phone call

2. Important activities
   a) Have to do with results
   b) Contribute to your mission, your values, and your high priority goals
   c) Are proacted to, requiring action to seize the opportunity
   d) Includes such things as relationship building

D. The four quadrants of the time management matrix and their activities consist of

1. Quadrant I
   a) Urgent and important
      1) Crises
      2) Pressing problems
      3) Deadline drive projects
      4) Emergency responses

SLIDE: 3-4-4
### Quadrant II

- **Important, but not urgent**
  - 1. Prevention work
  - 2. Adequate rest/relaxation
  - 3. Relationship building
  - 4. Planning
  - 5. Recognizing new opportunities

### Quadrant III

- **Urgent, but not important**
  - 1. Trivial interruptions
  - 2. Some phone calls
  - 3. Some mail/reports
  - 4. Some meetings
  - 5. Popular activities

- An unscheduled golf invitation when you're not in need of recreation
4. Quadrant IV
   a) Not urgent and not important
      1) Trivia, busy work
      2) Some mail
      3) Some phone calls
      4) Time wasters
      5) Pleasant activities

E. Consequences of operating in the different quadrants

1. Quadrant I
   a) Stress
   b) Burn out
   c) Crises atmosphere
   d) Always putting fires out
   e) Lack of sufficient time to do the planning found in Quadrant II

2. Quadrant II
   a) Vision, perspective
   b) Balance
   c) Positive discipline
<table>
<thead>
<tr>
<th>PRESENTATION</th>
<th>APPLICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>d) Real control</td>
<td></td>
</tr>
<tr>
<td>e) Few crises</td>
<td></td>
</tr>
<tr>
<td>f) Improved relationships</td>
<td></td>
</tr>
<tr>
<td>g) Self-motivated individuals and work teams</td>
<td></td>
</tr>
<tr>
<td>3. Quadrant III</td>
<td></td>
</tr>
<tr>
<td>a) Short-term focus</td>
<td></td>
</tr>
<tr>
<td>b) Crises management</td>
<td></td>
</tr>
<tr>
<td>c) Seeing goals and plans as worthless</td>
<td></td>
</tr>
<tr>
<td>d) Victimized, out of control</td>
<td></td>
</tr>
<tr>
<td>4. Quadrant IV</td>
<td></td>
</tr>
<tr>
<td>a) Total irresponsibility</td>
<td></td>
</tr>
<tr>
<td>b) Loss of job or promotion</td>
<td></td>
</tr>
<tr>
<td>c) Dependent constantly on others</td>
<td></td>
</tr>
</tbody>
</table>

Within what quadrant do highly effective people and organizations mostly operate?

**F. Where "high performance" organizations mostly operate**

1. Quadrant II
2. Highly effective organizations and people spend nearly all their time in Quadrant II, and most of the rest in Quadrant I

3. Highly effective organizations and people spend almost no time in Quadrants III of IV

4. Quadrant I becomes smaller and smaller when the focus is placed on Quadrant II activities

G. How to determine what your Quadrant II activities are

1. Refer to, or encourage the development of, an organizational "mission statement"

   a) Developed by examining the values and principles of the organization and committing them to writing in narrative form

**NOTE:** The reference sources for this lesson plan provide guidance in developing mission statements.

2. Develop a "personal mission statement"

3. Write weekly goals that represent specific tasks or activities that bring to life the mission statements
III. TEN KEY POINTS OF EFFECTIVE TIME MANAGEMENT

A. 80% of your most productive results come from 20% of your efforts
   1. Find that critical 20% and place the highest priority on it

B. After referring to your organizational and/or personal mission statement(s)
   1. Write weekly goals
   2. Prioritize them
   3. Put your time where your priorities are
      a) Remember, "organize and execute around priorities"

C. Keep a log for one week and analyze your usage of time
   1. Identify your Quadrant III and IV activities

D. Identify and eliminate your Quadrant III and IV "time wasters"

E. Be friendly on the telephone, but once business is done, get off the line as soon as possible!
**PRESENTATION**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>F.</td>
<td>Require those who &quot;drop-in&quot; to see you to schedule an appointment for lengthy visits</td>
</tr>
<tr>
<td>G.</td>
<td>Subordinates who constantly &quot;drop-in&quot; for more advice and direction are in need of</td>
</tr>
<tr>
<td></td>
<td>1. Clearer directions</td>
</tr>
<tr>
<td></td>
<td>2. Better guidelines</td>
</tr>
<tr>
<td></td>
<td>3. Specific parameters</td>
</tr>
<tr>
<td></td>
<td>4. More training</td>
</tr>
</tbody>
</table>

**NOTE:** If you delegate effectively the first time, the likelihood of this happening is reduced.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>H.</td>
<td>Handle your paperwork only once</td>
</tr>
<tr>
<td></td>
<td>1. Learn how much time certain paperwork functions take</td>
</tr>
<tr>
<td></td>
<td>2. Do not begin a particular task until you have budgeted enough time to complete it</td>
</tr>
<tr>
<td>I.</td>
<td>Remember to plan into your schedule some float time</td>
</tr>
<tr>
<td></td>
<td>1. For unanticipated or unscheduled interruptions</td>
</tr>
<tr>
<td>J.</td>
<td>Develop and use an effective personal organizer</td>
</tr>
<tr>
<td></td>
<td>1. Organize and execute around your goals</td>
</tr>
<tr>
<td></td>
<td>a) That came from your mission statement</td>
</tr>
</tbody>
</table>

**APPLICATION**

**SLIDE: 3-4-14**
IV. PERSONAL ORGANIZATION

A. Three areas of need
   1. Life commitments
   2. Personal welfare
   3. Work

B. Life commitments
   1. The company officer has more commitments than just work
   2. Both work and life commitments compete for time
   3. Applying the concepts of time management to your life is as important as applying those concepts to work

C. Personal welfare
   1. The most important resource to an agency is its personnel

What areas do we need to use personal organization?

SLIDE: 3-4-15

Why is it so important that company officers apply organizational skills to their personal welfare?

SLIDE: 3-4-17
2. The company officer is an important resource

3. The company officer needs to apply time management practices to his or her personal health and development

D. Personal organization at work

1. Makes the company officer more efficient
2. Facilitates tracking and documentation
3. Prevents overload of assignments by allowing the company officer to identify overload prior to its occurrence

V. TOOLS FOR PERSONAL ORGANIZATION

A. Mechanical forms and lists
B. Daily planners
C. PC-based planners
D. Portable (palmtop) planners

E. Six important criteria of an effective organizer

1. Coherence - The organizer should facilitate adherence to
   a) Your organizational and personal mission statements
<table>
<thead>
<tr>
<th>PRESENTATION</th>
<th>APPLICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>b) Your goals that come from the mission statement</td>
<td></td>
</tr>
<tr>
<td>c) Your priorities based upon your goals</td>
<td></td>
</tr>
</tbody>
</table>

2. **Balance** - The organizer should facilitate maintaining overall balance in your life placing adequate emphasis on

a) Physical and mental health
b) Family
c) Professional development
d) Social/emotional/spiritual needs

3. **Quadrant II focus** - The organizer should encourage and facilitate you to

a) Focus on Quadrant II activities
b) Organize on a monthly and weekly basis
   1) Remember, the goal is to schedule priorities, not to just prioritize your schedule
   2) Adapt on a daily basis

4. **A "People" dimension** - The organizer needs to deal with people, not just schedules

a) You can be "efficient" with schedules
b) You can't be efficient with people, you must strive to be "effective" instead
c) There must be provisions for tracking and meeting the needs of individuals
5. **Flexibility** - Your organizer should be tailored to your individual style and needs

6. **Portability** - Your organizer must be portable
   
   a) It should *always* be with you
SUMMARY:

Effective time management is actually effective personal management. To accomplish this requires organizing and executing around priorities that come from goals that are an extension of mission statements.

EVALUATION:

The student will complete a written quiz at a time determined by the instructor.

ASSIGNMENT:

Review your notes and read Chapter 6 in your Fire Department Company Officer, IFSTA, Third Edition and Chapter 3-4 in your Fire Management 1 Student Supplement, SFT, 2000 in order to prepare yourself for the upcoming quiz. Study for our next session.
TOPIC: BASIC VIEWS OF LEADERSHIP

TIME FRAME: 1:00

LEVEL of INSTRUCTION: Level II

BEHAVIORAL OBJECTIVE:

Condition: Given a written quiz and student activity

Behavior: The student will confirm a knowledge of the difference between leaders and managers, common leadership styles and traits, and the power within organizations by completing the written quiz and student activity

Standard: With a minimum 80% accuracy according to the information contained in the Fire Department Company Officer, IFSTA, Third Edition, Chapter 5, pages 62-63 and Chapter 6, pages 69-74, and the Fire Management 1 Student Supplement, SFT, 2000, Chapter 4-1, pages 47-56

MATERIALS NEEDED:
- Writing board with markers/erasers
- Appropriate video equipment and screen
- Slides/overhead transparencies for this lesson plan
- Activity Sheet 4-1-1

REFERENCES:
- Fire Department Company Officer, IFSTA, Third Edition

PREPARATION: There is a growing respect for leadership, wisdom, and experience in the fire service. While management techniques, systems, and programs were revered a few years ago, a premium is now placed on leadership - obtaining excellence from people. Excellence in the fire service does not occur spontaneously. It is inspired, nurtured, and sustained by competent leaders. It has become ever so important in insure the company officers of tomorrow are those competent leaders.
I. BASIC VIEWS OF LEADERSHIP

A. Leadership is interpersonal influence that occurs when one person is able to gain compliance from another in the direction of organizationally desired goals

II. LEADERS VERSUS MANAGERS

A. Leaders tend to

1. Stress relationships with others
   a) Honor values and commitment
   b) Believe in the emotional and spiritual aspects of the organization

2. Create and articulate a vision of what the organization could achieve in the long run
   a) Be forward thinking

3. Move the organization in new directions
   a) Unsatisfied with the status quo

4. Communicate the purpose of doing things

5. Favor taking risks and making changes

6. Generate a feeling of meaning in work
   a) Its value and importance
B. Managers tend to

1. Stress organization, coordination, and control of resources
   a) Fire station, equipment, people

2. Focus on the achievement of short-term objectives and goals
   a) Be backward thinking

3. Concentrate on maximizing results from existing functions and system

4. Communicate directives, policies and procedures

5. Fear uncertainty and act cautiously

6. Enforce fulfillment of agreements and contracts for work

III. LEADERSHIP STYLES

A. Theory X and Theory Y - Douglas McGregor (1960)

1. Describes the attitude supervisors hold about people, their needs, and their motivations

2. Theory X leaders believe
   a) Most workers dislike work

What is Theory X and Theory Y leadership?
b) Most workers lack ambition  
c) Most workers resist change  
d) Most workers shun responsibility  
e) Most workers require close supervision and management to ensure high performance  
f) Most workers prefer to be led rather than to lead

3. Theory Y leader believes
   a) Most workers like to work  
      1) Work is as natural as play  
   b) Most workers are self-motivated  
   c) Most workers subscribe to organizational goals when the rewards are apparent  
   d) Most workers seek responsibility  
   e) Most workers will excel when allowed to use their own intelligence, ingenuity, and imagination

What is Theory Z?

SLIDE: 4-1-6

B. Theory Z - (1981)

1. Theory Z explains the enormous success of the Japanese in world markets through concepts such as  
   a) Participation
### BASIC VIEWS OF LEADERSHIP

#### PRESENTATION

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>b)</td>
<td>Quality circles</td>
</tr>
<tr>
<td>c)</td>
<td>Learner management approaches</td>
</tr>
<tr>
<td>d)</td>
<td>A more &quot;humanistic&quot; approach to leadership</td>
</tr>
</tbody>
</table>

#### APPLICATION

2. Theory Z philosophy includes

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td>Management style should focus on the people</td>
</tr>
<tr>
<td>b)</td>
<td>Employees remain with the company for life</td>
</tr>
<tr>
<td>c)</td>
<td>Close relationships between work and social life</td>
</tr>
<tr>
<td>d)</td>
<td>Worker's goal to produce economic success nurtures togetherness</td>
</tr>
<tr>
<td>e)</td>
<td>Participative approach to decision making</td>
</tr>
</tbody>
</table>

C. Managerial grid

1. Blake and Mouton

2. Examines leader's concern for people and/or production

3. Types

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td>Bureaucratic</td>
</tr>
<tr>
<td>1)</td>
<td>Low concern for people and production</td>
</tr>
</tbody>
</table>

---

SLIDE: 4-1-7
SLIDE: 4-1-8
SLIDE: 4-1-9
### PRESENTATION

<table>
<thead>
<tr>
<th>b) Single issue</th>
<th></th>
<th>APPLICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) High concern for people or production</td>
<td></td>
<td>SLIDE: 4-1-10</td>
</tr>
</tbody>
</table>

| c) Middle of the road |   | | SLIDE: 4-1-11 |
| 1) Moderate concern for production and people |   | |

| d) Dual issue |  | |
| 1) High concern for people and production |  | |

### D. Classifications of leader behavior style - Lewin, Lippitt, and White (1939)

1. Identified three primary leader behavior styles

| a) Autocratic |   | |
| 1) All decisions made by the leader, no influence by subordinates |   | |

| b) Participative |   | |
| 1) Supervisors consult subordinates on appropriate matters |   | |

| c) Laissez-faire |   | |
| 1) Supervisors allow their group to have complete authority |   | |
2. In the past twenty years, a fourth style has emerged
   a) Consultative
      1) Somewhat between autocratic and participative, this classification maintains a high level of decisiveness
      2) Allows more participation in the decisions than autocratic

NOTE: Refer students to page 72 of the Fire Department Company Officer, IFSTA, Third Edition.

IV. LEADERSHIP CONTINUUM
   A. Influenced by three variables
      1. Leader
      2. Subordinate
      3. Situation

What are the advantages to each style?

Have you ever participated in a committee and believed it to be a participative style only to find out it was consultative

SLIDE: 4-1-13
SUMMARY:

One final question needs to be addressed: Is the profession of leadership, with all its inherent problems, toil, and tribulation, worth the effort? The answer, of course, depends on your perspective. If you take a broad view, in terms of what the leader can do to make people feel good about themselves and help them succeed, there is no question about the value of the profession. A leader in management has the opportunity to influence his or her subordinates and associates for more than half of their waking hours. What an opportunity to serve others and help shape the future of the fire service!

EVALUATION:

The student will complete a written quiz and student activity at a time determined by the instructor.

ASSIGNMENT:

Review your notes and read Chapters 5 and 6 in your Fire Department Company Officer, IFSTA, Third Edition and Chapter 4-1 in your Fire Management 1 Student Supplement, SFT, 2000 in order to prepare yourself for the upcoming quiz. Study for our next session.
ACTIVITY SHEET 4-1-1

LEAST PREFERRED COWORKER

TIME FRAME: 0:30

MATERIALS NEEDED:

- Fire Management 1 Student Supplement, SFT, 2000
- LPC worksheet
- Pen or pencil

INTRODUCTION:

Your performance as a leader depends primarily on the proper match between your leadership style and the control you have over your work situation. This activity provides you with the opportunity to identify your leadership style and the conditions in which you will be most effective.

DIRECTIONS: (Individual Activity)

1) Carefully follow the instructions for the least preferred coworker exercise on pages 47-55 in your student supplement.

2) Keep your score confidential.

3) Apply your score to the class discussion following this activity.
TOPIC: SITUATIONAL LEADERSHIP

TIME FRAME: 1:00

LEVEL of INSTRUCTION: Level II

BEHAVIORAL OBJECTIVE:

Condition: Given a written quiz

Behavior: The student will confirm a knowledge of situational leadership and power within the organization by completing the written quiz

Standard: With a minimum 80% accuracy according to the information contained in the Fire Department Company Officer, IFSTA, Third Edition, Chapter 5, pages 59-60 and the Fire Management 1 Student Supplement, SFT, 2000, Chapter 4-2, pages 57-62

MATERIALS NEEDED:
- Writing board with markers/erasers
- Appropriate video equipment and screen
- Slides/overhead transparencies for this lesson plan

REFERENCES:
- Fire Department Company Officer, IFSTA, Third Edition

PREPARATION: Along with a growing respect for leadership in the fire service, there exists an even stronger respect and need for appropriate leader behavior with the wide array of work environments. Knowing the appropriate behavior given the appropriate situation will strengthen a leader's support and power within the organization.
I. SITUATIONAL LEADERSHIP

What is situational leadership?

SLIDE: 4-2-1

A. Refers to the leader's behavior specific to situations involving workers

B. Leadership and the One Minute Manager - Kenneth Blanchard

1. Leader's behavior

   a) Directing

      1) High directive/low supportive

      2) The leader provides specific instructions and closely supervises task accomplishment

   b) Coaching

      1) High directive/high supportive

      2) The leader continues to direct and closely supervise task accomplishment

      3) Explains decisions

      4) Solicits suggestions

      5) Supports progress

   c) Supporting

      1) High supportive/low directive

SLIDE: 4-2-2
### SITUATIONAL LEADERSHIP

<table>
<thead>
<tr>
<th>PRESENTATION</th>
<th>APPLICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>2) The leader facilitates and supports subordinates' efforts towards task accomplishments</td>
<td></td>
</tr>
<tr>
<td>3) Shares responsibility for decision making with subordinates</td>
<td></td>
</tr>
<tr>
<td>d) Delegating</td>
<td></td>
</tr>
<tr>
<td>1) Low supportive/low directive</td>
<td></td>
</tr>
<tr>
<td>2) The leader turns over responsibility for decision making and problem solving to subordinates</td>
<td></td>
</tr>
</tbody>
</table>

2. The amount of direction or support that a leader should provide depends on the development level that the follower(s) exhibit on a specific task, function, or objective

3. Comparing leadership behavior to leadership styles
   a) Directing
      1) Autocratic
      2) Low competence/high commitment
   b) Coaching
      1) Consultative
      2) Some competence/low commitment
   c) Supporting
      1) Participative

SLIDE: 4-2-3

SLIDE: 4-2-4
### SITUATIONAL LEADERSHIP

<table>
<thead>
<tr>
<th>PRESENTATION</th>
<th>APPLICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>2) High competence/variable commitment</td>
<td></td>
</tr>
<tr>
<td>d) Delegating</td>
<td>When is directing appropriate?</td>
</tr>
<tr>
<td>1) Laissez-faire</td>
<td>When is coaching appropriate?</td>
</tr>
<tr>
<td>2) High competence/high commitment</td>
<td>When is supporting appropriate?</td>
</tr>
<tr>
<td></td>
<td>When is delegating appropriate?</td>
</tr>
</tbody>
</table>

**SLIDE: 4-2-5**

### II. MODERN MANAGEMENT

**A. TQM, TQI, etc.**
1. Focus is on quality
2. Tracking performance
3. Continuously improve
4. Employee participation

**B. Closely associated with Theory Z**
III. POWER WITHIN THE ORGANIZATION

A. Respect, trust, confidence and power are gained by giving it away

B. Legitimate authority
   1. Legitimate authority is the right of decision and command that a person has over others
   2. Legitimate authority is sanctioned, or approved by those in the organization
   3. Legitimate authority generally comes with rank

C. Leadership power
   1. A force that can be used to extract compliance
   2. Not necessarily sanctioned by rank

D. Organizational politics
   1. The use of power within an organization
E. Different types of power - French and Raven (1959)

1. Power can be divided into five types
   a) Reward power
      1) When one person has control over rewards desired by another
   b) Coercive power
      1) Based on the use or potential use of power
      2) If a person doesn't comply with an influence attempt, then the one who holds coercive power can apply punishment
   c) Identification or charismatic
      1) When individuals are susceptible to influence because they identify with another person
   d) Expert power
      1) Based on the belief that an individual has the knowledge and the expertise to make better decisions in their specific area of expertise
   e) Legitimate power
      1) Based on shared values, acceptance of a social structure, or the sanction of a legitimizing agent
<table>
<thead>
<tr>
<th>PRESENTATION</th>
<th>APPLICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Reward power and coercive power are organizationally based</td>
<td>Which of these powers are organizationally based?</td>
</tr>
<tr>
<td>3. Expert power and coercive power are personal based</td>
<td>Which of these powers are personal based?</td>
</tr>
</tbody>
</table>
SUMMARY:

To be effective, the company officer must understand the strength and weaknesses of the various styles of leadership and recognize the appropriate behaviors to exhibit given each dynamic situation in the fire service today. The ability of the company officer to adapt and adjust his or her leadership style to each new work environment will only strengthen that leader’s credibility, support, and ultimately his or her power within the organization.

EVALUATION:

The student will complete a written quiz at a time determined by the instructor.

ASSIGNMENT:

Review your notes and read Chapter 5 in your Fire Department Company Officer, IFSTA, Third Edition and Chapter 4-2 in your Fire Management 1 Student Supplement, SFT, 2000 in order to prepare yourself for the upcoming quiz. Study for our next session.
TOPIC: LEADERSHIP QUALITIES AND TRAITS

TIME FRAME: 1:00

LEVEL of INSTRUCTION: Level II

BEHAVIORAL OBJECTIVE:

Condition: Given a written quiz

Behavior: The student will confirm a knowledge of leadership qualities, traits, and the future of leadership by completing the written quiz

Standard: With a minimum 80% accuracy according to the information contained in the Fire Department Company Officer, IFSTA, Third Edition, Chapter 5, pages 65-67, and the Fire Management 1 Student Supplement, SFT, 2000, Chapter 4-3, pages 63-64

MATERIALS NEEDED:

• Writing board with markers/erasers
• Appropriate video equipment and screen
• Slides/overhead transparencies for this lesson plan

REFERENCES:

• Fire Department Company Officer, IFSTA, Third Edition
• Leadership Secrets of Attila the Hun, Wess Roberts Ph.D., Warner Brooks, 1985
• Secrets of Effective Leadership, F.A. Manske Jr., Leadership Education and Development, 1987
• Please Understand Me, David Keirsey and Marilyn Bates, Proetheus Nemesis Book Company, 1978

PREPARATION: How many times have you heard that leaders are not born, they are made? This statement is partially true in that there are learned behavior and traits that every effective leader has obtained through education and experience. There are, however, some qualities which people are born with that
enhance their ability to be an effective leader. The goal is to understand one's own strengths and weaknesses and improve those qualities and traits in one's quest to be an improved leader and company officer.

As has been stated, leaders are not born, they are made, and to be an effective leader it is important to possess many qualities and traits. This is ever more important for the leaders of tomorrow where staying with the status quo is considered unacceptable. Understanding the qualities and traits to be an effective leader and applying this knowledge to stimulate subordinates to produce is the key for the fire officers of today and tomorrow.
I. LEADERSHIP QUALITIES AND TRAITS

A. Leaders are not born

B. Qualities and traits important for leaders to possess

<table>
<thead>
<tr>
<th>PRESENTATION</th>
<th>APPLICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vision</td>
<td></td>
</tr>
<tr>
<td>a) A clear idea of what they want to do and where they want to go</td>
<td></td>
</tr>
<tr>
<td>1) Both professionally and personally</td>
<td></td>
</tr>
<tr>
<td>Passion</td>
<td></td>
</tr>
<tr>
<td>a) Love what they do as well as love doing it</td>
<td></td>
</tr>
<tr>
<td>b) Communicate their passion to inspire others</td>
<td></td>
</tr>
<tr>
<td>Integrity</td>
<td></td>
</tr>
<tr>
<td>a) Self knowledge</td>
<td></td>
</tr>
<tr>
<td>b) Candor</td>
<td></td>
</tr>
<tr>
<td>c) Maturity</td>
<td></td>
</tr>
<tr>
<td>Trust</td>
<td></td>
</tr>
<tr>
<td>a) Cannot be acquired</td>
<td></td>
</tr>
<tr>
<td>b) Must be earned in one of four ways</td>
<td></td>
</tr>
<tr>
<td>1) Constancy</td>
<td></td>
</tr>
<tr>
<td>• Staying on course</td>
<td></td>
</tr>
<tr>
<td>• Not creating &quot;surprises&quot;</td>
<td></td>
</tr>
</tbody>
</table>
### LEADERSHIP QUALITIES & TRAITS

<table>
<thead>
<tr>
<th>PRESENTATION</th>
<th>APPLICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>2) Congruity</td>
<td>• &quot;Walk the talk&quot;</td>
</tr>
<tr>
<td>3) Reliability</td>
<td>• Being there when it counts</td>
</tr>
<tr>
<td>4) Integrity</td>
<td>• Honor commitments</td>
</tr>
<tr>
<td>5. Loyalty</td>
<td>a) Actively participate in or encourage actions that are not counter to the organization</td>
</tr>
<tr>
<td>6. Courage</td>
<td>a) Fearless</td>
</tr>
<tr>
<td></td>
<td>b) Fortitude to carry out assignments</td>
</tr>
<tr>
<td></td>
<td>c) Gallantry to accept the risk of leadership</td>
</tr>
<tr>
<td>7. Desire</td>
<td>a) Inherent commitment to influence people, processes, and outcomes</td>
</tr>
<tr>
<td>8. Emotional stamina</td>
<td>a) Each succeeding level of leadership places increasing demands on the emotions of the leader</td>
</tr>
<tr>
<td></td>
<td>b) Recover rapidly from disappointment</td>
</tr>
<tr>
<td></td>
<td>c) Bounce back from discouragement</td>
</tr>
<tr>
<td>PRESENTATION</td>
<td>APPLICATION</td>
</tr>
<tr>
<td>--------------</td>
<td>-------------</td>
</tr>
<tr>
<td>9. Empathy</td>
<td></td>
</tr>
<tr>
<td>a) An appreciation for, and understanding of, the values of others</td>
<td></td>
</tr>
<tr>
<td>b) Sensitivity for other cultures' beliefs and traditions</td>
<td></td>
</tr>
<tr>
<td>10. Decisiveness</td>
<td></td>
</tr>
<tr>
<td>a) Know when to act and when not to act</td>
<td></td>
</tr>
<tr>
<td>b) Take into account all facts bearing on the situation and then carry out their leadership role</td>
<td></td>
</tr>
<tr>
<td>11. Anticipation</td>
<td></td>
</tr>
<tr>
<td>a) Learning by observation and through instincts sharpened by tested experience</td>
<td></td>
</tr>
<tr>
<td>12. Timing</td>
<td></td>
</tr>
<tr>
<td>a) Essential to all aspects of leadership is the timing of recommendations and actions</td>
<td></td>
</tr>
<tr>
<td>13. Competitiveness</td>
<td></td>
</tr>
<tr>
<td>a) An intrinsic desire to win</td>
<td></td>
</tr>
<tr>
<td>14. Self confidence</td>
<td></td>
</tr>
<tr>
<td>a) Proper training and experience develops a personal feeling of assurance with which leaders use to meet the inherent challenges of leadership</td>
<td></td>
</tr>
</tbody>
</table>

SLIDE: 4-3-2
### LEADERSHIP QUALITIES & TRAITS

<table>
<thead>
<tr>
<th>PRESENTATION</th>
<th>APPLICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>15. Accountability</td>
<td></td>
</tr>
<tr>
<td>a) Learning to account for personal actions and those of subordinates is fundamental to leadership</td>
<td></td>
</tr>
<tr>
<td>16. Responsibility</td>
<td></td>
</tr>
<tr>
<td>a) Necessity to see that actions are carried out and followed</td>
<td></td>
</tr>
<tr>
<td>17. Credibility</td>
<td></td>
</tr>
<tr>
<td>a) Word and actions must be believable to both friend and foe</td>
<td></td>
</tr>
<tr>
<td>18. Tenacity</td>
<td></td>
</tr>
<tr>
<td>a) Unyielding drive to accomplish assignments</td>
<td></td>
</tr>
<tr>
<td>19. Dependability</td>
<td></td>
</tr>
<tr>
<td>a) Must be depended upon in all situations to carry out his or her roles and responsibilities</td>
<td></td>
</tr>
<tr>
<td>20. Stewardship</td>
<td></td>
</tr>
<tr>
<td>a) A caretaker quality</td>
<td></td>
</tr>
<tr>
<td>b) Serve in a manner that encourages confidence, trust, and loyalty</td>
<td></td>
</tr>
</tbody>
</table>


1. Ten commandments of leadership

a) Treat everyone with respect and dignity
II. LEADERSHIP IN THE FUTURE


A. Ten factors for the future leader

1. Manage the dream
   a) Have the capacity to create a compelling vision
   b) Translate that vision into reality

2. Embrace error
   a) Don't be afraid to make mistakes
   b) Learn from them
<table>
<thead>
<tr>
<th>PRESENTATION</th>
<th>APPLICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Encourage reflective back talk</td>
<td>What is &quot;reflective back talk?&quot;</td>
</tr>
<tr>
<td>a) You never know what you said until you hear the response</td>
<td></td>
</tr>
<tr>
<td>4. Encourage dissent</td>
<td>Why should you allow dissent?</td>
</tr>
<tr>
<td>a) Don't be afraid of contrary views</td>
<td></td>
</tr>
<tr>
<td>b) Choose the people who give you their views carefully</td>
<td></td>
</tr>
<tr>
<td>5. Possess the &quot;Nobel Factor&quot;</td>
<td>What is the &quot;Nobel Factor?&quot;</td>
</tr>
<tr>
<td>a) Have the sense that you can do anything</td>
<td></td>
</tr>
<tr>
<td>b) Communicate that optimism to the people around you</td>
<td></td>
</tr>
<tr>
<td>6. Expect the best of people around you</td>
<td>SLIDE: 4-3-6</td>
</tr>
<tr>
<td>a) Create high performance expectations that subordinates can fulfill</td>
<td></td>
</tr>
</tbody>
</table>
LEADERSHIP QUALITIES & TRAITS

7. Have the "Gretzky Factor"

   a) Have a certain "touch" or sense of where the culture is going and where the organization must be if it is to grow

8. See the long view

   a) Have patience

      1) An example is the Japanese company that has a "250-Year Plan"

9. Understand stakeholder symmetry

   a) Balance the competing claims of all the groups with a stake in the corporation

10. Create strategic alliances and partnerships

    a) Choose organizations whose fates are correlated with your organization's fates

B. Qualities and traits of tomorrow's leaders

1. Broad education

2. Boundless curiosity

3. Boundless enthusiasm

4. Belief in people and teamwork

5. Willingness to take risks

What is the "Gretzky Factor?"

What is stakeholder symmetry?

SLIDE: 4-3-7
### LEADERSHIP QUALITIES & TRAITS

**PRESENTATION**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6.</td>
<td>Devotion to long-term growth rather than short-term profit</td>
</tr>
<tr>
<td>7.</td>
<td>Commitment to excellence</td>
</tr>
<tr>
<td>8.</td>
<td>Readiness</td>
</tr>
<tr>
<td>9.</td>
<td>Virtue</td>
</tr>
<tr>
<td>10.</td>
<td>Vision</td>
</tr>
</tbody>
</table>

**C. Final thoughts**

1. Staying with the status quo is unacceptable
2. Must create an environment that is capable of generating "intellectual capital"
   - a) Ideas
   - b) Know-how
   - c) Innovation
   - d) Brain knowledge
   - e) Expertise

**APPLICATION**

**SLIDE: 4-3-8**

### 3. Subordinates need, at a minimum, three basic qualities for their leaders

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td>Direction</td>
</tr>
<tr>
<td>b)</td>
<td>Trust</td>
</tr>
<tr>
<td>c)</td>
<td>Hope</td>
</tr>
</tbody>
</table>

**SLIDE: 4-3-9**

What do subordinates need from leaders?
SUMMARY:

Most of today's fire service personnel have had thousands of hours of training on the technical aspects of the job (fire fighting, EMS, hazardous materials, etc.), but how many have had training on human behavior and relating as humans? The reality is most of us would work better together if we could better understand how others react in various situations. That is the goal of leadership. Determining your strengths and weaknesses, knowing what qualities and traits are required to be an effective leader, and applying this knowledge to get others to perform.

EVALUATION:

The student will complete a written quiz at a time determined by the instructor.

ASSIGNMENT:

Review your notes and read Chapter 5 in your Fire Department Company Officer, IFSTA, Third Edition and Chapter 4-3 in your Fire Management 1 Student Supplement, SFT, 2000 in order to prepare yourself for the upcoming quiz. Study for our next session.
TOPIC: MANAGING THE WORKPLACE ENVIRONMENT

TIME FRAME: 2:00

LEVEL of INSTRUCTION: II

BEHAVIORAL OBJECTIVE:

Condition: Given a written quiz and student activity

Behavior: The student will confirm a knowledge of sexual harassment, cultural diversity, and managing the workplace environment by completing the written quiz and student activity

Standard: With a minimum 80% accuracy according to the information contained in the Fire Department Company Officer, IFSTA, Third Edition, Chapter 3, page 39, and Chapter 4, page 56, and the Fire Management 1 Student Supplement, SFT, 2000, Chapter 5-1, pages 65-72

MATERIALS NEEDED:
- Writing board with markers/erasers
- Appropriate video equipment and screen
- Slides/overhead transparencies for this lesson plan
- Written quiz
- Activity Sheet 5-1-1

REFERENCES:
- Fire Department Company Officer, IFSTA, Third Edition
- Cultural Diversity for Fire and Emergency Service Instructors, FEMA, USFA, NFA, 1994
- Sexual Harassment On The Job, Nolo Press, 1992
- Sexual Harassment Awareness Training, California State Department of Justice Training Unit, 1984

PREPARATION: Growing media accounts of sexual harassment lawsuits in the fire service clearly demonstrate the need for all fire officers to be familiar with the issues of sexual harassment. The purpose of this lesson plan is not to merely comply with laws that govern harassment, but awaken you to the fact that a diverse work force is not a burden. Fire stations most likely include
individuals from a variety of cultural and sexual-oriented backgrounds who hold differing attitudes, values, and beliefs. This diversity requires the company office to recognize and prevent workplace harassment before it becomes a problem for the organization, the officer, or other personnel, and to communicate effectively in a variety of situations.
I. SEXUAL HARASSMENT - THE BASIS IN LAW

A. Defined

1. The final guidelines on Sexual Harassment of the United States Equal Employment Opportunity Commission (EEOC) define sexual harassment as

SLIDE: 5-1-1

a) Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when

1) Submission to such conduct is made either explicitly or implicitly a term or condition of an individual’s employment

2) Submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual, or

3) Such conduct has the purpose or effect of unreasonably interfering with an individual’s work performance or creating an intimidating, hostile, or offensive working environment

What are the three forms of sexual harassment?
B. Forms of sexual harassment

1. Verbal harassment
   a) Name calling
   b) Belittling
   c) Sexually explicit jokes
   d) Degrading words to describe individuals
   e) Comments about anatomy and/or attire
   f) Patronizing term or remark
   g) Verbal abuse
      1) Vulgar language
      2) Sexual terms

2. Physical harassment
   a) Touching, pinching, patting, or grabbing
   b) Brushing against
   c) Impeding or blocking movement
   d) Hazing or an initiation that involves a sexual component
   e) Kissing
   f) Other personal attention
3. Visual harassment
   a) Displaying derogatory posters, cartoons, or drawings
   b) Obscene letters or emails
   c) Staring at an employee's anatomy
   d) Mooning
   e) Sexually explicit videos
   f) Sexually explicit magazines

What was the basis of the first successful legal action involving sexual harassment?

C. The 1964 Civil Rights Act
   1. The first court case to establish a precedent concerning sexual harassment was Williams vs. Saxbe in 1976
   2. This was the first time that a federal court linked the following language from Title VII of the Civil Rights Act to sexual harassment
      a) It shall be an unlawful employment practice for an employer to fail or refuse to hire or discharge any individual or otherwise discriminate against any individual with respect to his/her compensation, terms, conditions, or privileges of employment because of such individual's race, color, religion, sex
or national origin, or to limit, segregate, classify his/her employees or applicants for employment in any way that would deprive or tend to deprive any individual of employment opportunities or otherwise adversely affect his status as an employee because of such individual's race, color, sex, or national origin

<table>
<thead>
<tr>
<th>PRESENTATION</th>
<th>APPLICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>or national origin, or to limit, segregate, classify his/her employees or applicants for employment in any way that would deprive or tend to deprive any individual of employment opportunities or otherwise adversely affect his status as an employee because of such individual's race, color, sex, or national origin</td>
<td>Which portions of that language have led the courts over the years to consistently find that sexual harassment violates Title VII?</td>
</tr>
</tbody>
</table>

3. The courts have cited three aspects of the above language as making Title VII applicable to cases of sexual harassment

a) If an employer made an employee’s life so miserable they had to quit that was the equivalent of being fired

b) Sexual harassment represented discrimination with respect to conditions of employment

c) Harassment would adversely affect an employee’s status... because of such individual's... sex

D. Case law review

1. Williams vs. Saxbe (1976)

a) Sexual harassment is a form of sex discrimination and a violation of Title VII of the Civil Rights Act of 1964
2. **Barnes vs. Costle (1977)**
   
   a) Upon becoming aware, employers must take prompt and appropriate remedial action or be held liable

3. **Tompkins vs. Public Service (1977)**
   
   a) A policy statement is not enough
   b) To avoid liability, an employer must take immediate and appropriate action when notified

   
   a) Employer liability established because of the absence of an internal complaint procedure and failure to investigate thoroughly once a complaint was filed

5. **Kyriazi vs. Western Electric (1978-79)**
   
   a) Individuals may be held personally liable for damages in addition to those paid by the employer

6. **Miller vs. Bank of America (1979)**
   
   a) The employer is always liable for harassment by its supervisors

   
   a) Sex discrimination in employment includes harassment by co-workers
   b) The employer is liable if it knows or should have known and fails to take action
   a) Homosexual harassment is forbidden under Title VII for the same reasons that the harassment of females by males is forbidden

   a) First U.S. Supreme Court ruling confirming that sexual harassment is, in fact, a violation of title VII of the Civil Rights Act of 1964

   b) Until this decision, the connection between sexual harassment and the Civil Rights Act was based only on lower court findings and subject to being overturned by the Supreme Court

   c) This decision finalized the earlier findings as the law of the land

   d) Raised the standards of prevention and remedial action of employers in order to reduce their liability by saying that they might not always be liable for actions of supervisors if it can be demonstrated that they were proactive in doing everything reasonably possible to prevent

   Why is that finding so critical?

   What else did the decision do?

   SLIDE: 5-1-6

   SLIDE: 5-1-7
harassment, and then acted promptly and appropriately after becoming aware

E. The 1991 Civil Rights Act

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The 1991 Act increased the amounts of compensatory damages an employee in a public agency could receive for harassment</td>
</tr>
<tr>
<td>a)</td>
<td>For employers with 14-100 employees: $50,000</td>
</tr>
<tr>
<td>b)</td>
<td>For employers with 101-200 employees: $100,000</td>
</tr>
<tr>
<td>c)</td>
<td>For employers with 201-500 employees: $200,000</td>
</tr>
<tr>
<td>d)</td>
<td>These limits do not apply to other compensatory damages such as actual out-of-pocket expenses and back pay caused by the discriminatory act</td>
</tr>
</tbody>
</table>

II. EEOC FINAL GUIDELINES

A. In addition to defining what sexual harassment is, the sexual harassment guidelines established a number of other important standards on the issue

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The employer is responsible for the actions of its supervisors regardless of whether or not the actions were authorized or even forbidden</td>
</tr>
</tbody>
</table>
2. The employer is also responsible for acts of harassment by co-workers in the workplace
   a) Where the employer knows or should have known of the conduct
   b) Unless it can show it took immediate and appropriate corrective action

3. The employer is responsible for the actions of nonemployees in the workplace
   a) Where the employer knows or should have known of the conduct and
   b) Fails to take immediate and appropriate corrective action

4. Prevention is the best tool for the elimination of sexual harassment
   a) Affirmatively raising the subject
   b) Expressing strong disapproval
   c) Developing appropriate sanctions
   d) Informing employees of their right to raise and how to raise the issue of harassment under Title VII
   e) Developing methods to sensitize all concerned

5. Some cost of sexual harassment
   a) Time lost
   b) Negative effect on morale
   c) Low motivation
### III. RESPONSE TO INSTANCES OF SEXUAL HARASSMENT

#### A. The victim should respond by

1. **First time**
   - a) Tell the harasser you find his/her behavior to be offensive
      - 1) Be specific and brief in describing exactly the offending behavior
   - b) Share how the behavior made you feel
   - c) Tell them how you want the behavior to change
   - d) Tell them of the positive consequences if they comply
   - e) Keep a log or diary of your actions as well as that of the harasser

---

**PRESENTATION** | **APPLICATION**
--- | ---

| d) Legal action | How many of your agencies are currently doing as the EEOC suggests they should? |
| e) Public comments | |

**SLIDE: 5-1-9**

What should an employee do who is a victim of harassment?
2. Second time
   
a) Write a memo or letter to the harasser
   
   1) Be specific and brief in describing exactly what has occurred

b) Share the same information you gave verbally

c) Tell the harasser you will talk to the supervisor next

d) Keep a copy of the document for your records

3. Third time

a) Contact your supervisor

   1) Be specific and brief in describing exactly what has occurred

b) Request assistance in stopping the harassment

c) Be specific about what actions you need to see to feel satisfied

d) Make clear that you will file a formal complaint with the department’s Human Resource or Personnel office or go to an outside agency (i.e., EEOC) if the harassment continues

B. An officer should respond by

1. Thanking the employee for coming forward

SLIDE: 5-1-10
2. Reassuring the employee of your interest in the problem
3. Restating the department’s commitment to a harassment-free workplace
4. Listening actively to the employee’s complaint
5. Reviewing the department’s policy for dealing with such matters

6. Following the department procedure in an expeditious manner, or, in the absence of such a procedure, immediately seeking further guidance through the chain of command

IV. OTHER ISSUES

A. Intent

1. The courts have consistently found that it does not matter whether or not the harasser intended to offend
2. It’s the feelings of the harassed that the courts look most closely at
   a) It is the effect the act has upon the victim’s employment or work environment and not whether or not the act was intended to offend

What should you do if your department has no such procedure?

What about an employee who claims he/she didn’t intend to harass?

SLIDE: 5-1-11
B. Station romances and flirting

1. Throughout the ages, flirting has been a normal and predictable behavior between two persons who are attracted to each other and desire to expand their relationship.

2. However, flirting ends and harassment begins when there is no response indicating a shared desire for continuance of that behavior.

3. Guidelines for station romancing
   a) Be honest
      1) Don’t ask someone out under the guise of business if you’re interested in a social relationship.
   b) If your overtures are rebuffed once, back off.
   c) If you start seeing someone socially, meet outside the workplace.
   d) Pay attention to the way the person responds to you.
      1) If in doubt, go slow.
   e) Speak up if you feel put upon.

Does all this mean that flirting or station romances must end?

SLIDE: 5-1-12
C. Pornography and other explicit sexual material

1. Displaying highly sexually suggestive posters, magazines, or videos that some employees find offensive is almost always harassment.

2. In Robinson vs. Jackson in 1991, a court in Florida found that:
   a) Sexually suggestive cartoons, magazines, calendars, graffiti, poster, plagues, and drawings which were offensive to some of the employees, represented sexual harassment.
      1) They represented verbal or physical conduct which has the effect of creating a hostile or offensive working environment as defined in the EEOC guidelines.

3. More recent court cases in Los Angeles have suggested:
   a) Sexually explicit reading material (Playboy, Playgirl, etc.) if kept in a locker and read privately do not constitute harassment.
      1) Other employees who would find the material offensive are not exposed to material.

What about sexually explicit videos, magazines, or pin-ups?
2) The forced removal of such material may violate the privacy and first amendment rights of the denied employee.

Does all this mean that we need to be paranoid at the workplace?

**SLIDE: 5-1-13**

D. Guidelines for behavior

1. If you follow the few simple guidelines below, you'll never have to worry about whether or not your behavior is harassing.

   a) Would you say or do it in front of your spouse or parents?

   b) Would you say or do it in front of a colleague of the same sex?

   c) How would you feel if your mother, wife/husband, sister/brother, or daughter/son were subjected to the same words or behavior?

   d) How would you feel if another person of the same sex said or did the same things to you?

   e) Does it need to be said or done at all?
V. CULTURAL DIVERSITY

A. Fire department profiles

1. Due to civil rights movements, and legal and social changes, most fire department personnel profiles are reflecting more of the community they serve

   a) These changes have made the fire service much more inclusive and diverse

B. Today's fire service recruits

1. Significantly different from recruits 20-30 years ago

   a) More formal education
   b) More computer literate
   c) More aware of social issues
   d) Broader cross section of society
   e) More diverse backgrounds
   f) Less work experience

   1) Have not developed appropriate work ethics
<table>
<thead>
<tr>
<th>PRESENTATION</th>
<th>APPLICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>g) Less likely to have military experience</td>
<td>What is the company officer's responsibility when dealing with a culturally diverse workforce?</td>
</tr>
<tr>
<td>1) Do not know the importance of punctuality, reliability, and conscientiousness</td>
<td><strong>SLIDE: 5-1-16</strong></td>
</tr>
</tbody>
</table>

C. Company officer's responsibility

1. Effectively utilize the talents of the culturally diverse workforce
   a) Fire fighter's ability to speak the same language as some segments of the community
   b) Fire fighters from various ethnic groups helping other members of the company better understand the values and customs of their group
   c) Public education demonstrations

2. Maintain objectivity with concern for the employee's job performance, not the age, race, gender, religion, or sexual preference of the employee
SUMMARY:

A solid understanding of what constitutes sexual harassment and how to prevent and deal with it will not only limit organizational and personal liability, but also contribute to a more productive and healthy work environment.

EVALUATION:

The student will complete a written quiz and student activity at a time determined by the instructor.

ASSIGNMENT:

Review your notes and read Chapters 3 and 4 in your Fire Department Company Officer, IFSTA, Third Edition and Chapter 5-1 in your Fire Management 1 Student Supplement, SFT, 2000 in order to prepare yourself for the upcoming quiz. Study for the next session.
ACTIVITY SHEET 5-1-1

SEXUAL HARASSMENT ISSUES

TIME FRAME: 0:30

MATERIALS NEEDED:
- Easel paper and stand
- Markers

INTRODUCTION:
Growing media accounts of harassment cases in the fire service clearly demonstrate the need for all fire officers to be familiar with the issue of sexual harassment and cultural diversity. This activity provides the students an opportunity to discuss harassment issues familiar to them and introduce them to issues that may be new.

DIRECTIONS: GROUP EXERCISE

1) Without looking at or copying from any student manuals, develop a list of ten sexual harassment or cultural diversity issues found in the workplace.

2) For each issue listed, identify preventative measures the company officer can take.

3) You have 20 minutes to complete this list.

4) Be prepared to discuss your list and preventative measures with the class.
TOPIC: AFFIRMATIVE ACTION, EQUAL EMPLOYMENT OPPORTUNITY, AND ADA

TIME FRAME: 1:30

LEVEL of INSTRUCTION: Level II

BEHAVIORAL OBJECTIVE:

Condition: Given a written quiz

Behavior: The student will confirm a knowledge of affirmative action, equal employment opportunity, and the Americans with Disabilities Act (ADA) by completing the written quiz

Standard: With a minimum 80% accuracy according to the information contained in the Fire Department Company Officer, IFSTA, Third Edition, Chapter 3, pages 33, 39-41, Chapter 14, page 180, Chapter 19, page 267, and the Fire Management 1 Student Supplement, SFT, 2000, Chapter 5-2, pages 73-80

MATERIALS NEEDED:
- Writing board with markers/erasers
- Appropriate video equipment and screen
- Slides/overhead transparencies for this lesson plan

REFERENCES:
- Fire Department Company Officer, IFSTA, Third Edition
- The Management of Affirmative Action, Goodyear, 1979
- Unlawful Discrimination, California Attorney General's Office, 1990
- What ADA Is and Is Not, Fire Chief Magazine, December 1992

PREPARATION:
An understanding of the difference between affirmative action and equal employment opportunity will help the fire officer answer personnel questions for these sometimes controversial issues. Furthermore, an understanding of equal employment opportunity concepts will help the officer understand the proper course of action in dealing with complaints of harassment or discrimination.
I. AFFIRMATIVE ACTION VERSUS EQUAL EMPLOYMENT OPPORTUNITY

A. Affirmative action (AA) is defined as
   1. Action taken by a hiring agency to provide equal opportunity in hiring or promotions
   2. For members of previously underutilized groups
      a) Women
      b) Minorities
   3. Often involving specific goals and timetables

B. Proactive in nature
   1. Designed to address the problem of unintentional discrimination as a result of hiring and promotional practices
      a) Disparate impact

C. Equal employment opportunity (EEO) is essentially reactive in nature
   1. Designed primarily to prevent and address instances of intentional discrimination
      a) Disparate treatment

Can anyone explain the difference between the two?
Can anyone cite an example of disparate treatment that EEO is designed to react to?

SLIDE: 5-2-3

1) Harassment of any kind
2) Making hiring and or promotional choices based on race, religion, sex, etc.
3) Refusal to accept employment applications based on race, religion, sex, etc.

II. AFFIRMATIVE ACTION

Does affirmative action still exist? Didn't state and federal legislation eliminate affirmative action?

SLIDE: 5-2-4

A. Affirmative action has been greatly altered as a result of state and federal statutes

1. The total impact of these statutes on affirmative action will be determined by future court decisions

B. Some agencies may still have portions of affirmative action programs in existence
C. Civil Rights Act of 1991

1. Outlawed the concept of using quotas in affirmative action by making it illegal to adjust the scores of, or alter the results of employment-related tests on the basis of race, color, religion, sex or national origin

III. EQUAL EMPLOYMENT OPPORTUNITY (EEO)

A. EEO is designed to prevent intentional cases of discrimination and/or harassment

B. EEO is enforced in order of preference

1. At the supervisory level
   a) Through sensitivity training of all personnel and training officers to understand their responsibility to act in the face of discrimination

2. At the department/city level
   a) Using the department's Human Resources Division (personnel office) or city's EEO office

3. At the state level
   a) Using the Department of Fair Employment and Housing

In the practical sense, how is EEO enforced in a typical organization?

SLIDE: 5-2-5
4. At the federal level
   a) Using the Equal Employment Opportunity Commission

5. Private court action (lawsuit)
   a) Private attorney
   b) American Civil Liberties Union, National Organization of Women, etc.

What other options remain if these actions are unsuccessful?

How should an officer respond to an allegation of discrimination?

C. Responding to an allegation of discrimination
   1. Thank the employee for coming forward
   2. Reassure the employee of your interest in the problem
   3. Restate the department’s commitment to a discrimination-free workplace
   4. Listen actively to the employee’s complaint
   5. Review the department's policy for dealing with such matters

SLIDE: 5-2-6
6. Follow the department procedure in an expeditious manner
   a) In the absence of such a procedure, immediately seek further guidance through the chain of command

IV. THE AMERICANS WITH DISABILITIES ACT OF 1990 (ADA)

A. The ADA is a comprehensive federal statute aimed at eliminating discrimination against disabled persons in
   1. Employment
   2. Public services (including transportation)
   3. Public accommodations
   4. Telecommunications

B. In the public sector, the ADA's personnel section applies to all state and local governments

C. As in all organizations, it prohibits fire departments from discriminating against a qualified individual with a disability because of that disability
   1. The key word here is "qualified"
### What does it mean according to the ADA?

**SLIDE: 5-2-8**

**D.** The ADA defines a "qualified" individual as

1. One with a disability who with or without reasonable accommodation can perform the essential functions of the job

**SLIDE: 5-2-9**

**E.** A severe hardship would not represent a reasonable accommodation

1. In determining what constitutes a reasonable accommodation, the courts consider
   
   a) The size of the organization and its financial resources
   
   b) The nature of the accommodation and its cost
   
   c) The overall impact of the accommodation on the business operation of the organization

---

**Can you think of an example in the fire service of an accommodation that would be reasonable versus unreasonable?**
F. An example of an unreasonable accommodation might be

1. Requiring a very expensive installation of an elevator system to provide wheelchair access to a dispatch center located on a second story on a small, one station fire department

How does this information actually influence the actions of the station captain?

G. All inquiries as to job opportunities at the local station level should be referred to the department's administration or personnel office

H. Disabled persons, which on the surface may seem to be unqualified due to the disability, may in fact, be able to do the job with a reasonable accommodation

I. That decision should be made by persons who specialize in human resource management
SUMMARY:
A basic understanding of the difference between Affirmative Action and Equal Employment Opportunity will help provide the fire officer with a foundation of understanding to answer employees' questions regarding these sometimes controversial issues. An understanding of how to handle an allegation of discrimination is essential for fire officers. The Americans with Disabilities Act establishes areas of change in the future of the fire service.

EVALUATION:
The student will complete a written quiz at a time determined by the instructor.

ASSIGNMENT:
Review your notes and read Chapters 3, 14, and 19 in your Fire Department Company Officer, IFSTA, Third Edition and Chapter 5-2 in your Fire Management 1 Student Supplement, SFT, 2000 in order to prepare yourself for the upcoming quiz. Study for our next session.
TOPIC: SAFETY MANAGEMENT

TIME FRAME: 1:30

LEVEL of INSTRUCTION: Level II

BEHAVIORAL OBJECTIVE:

Condition: A written quiz and student activity

Behavior: The student will confirm a knowledge of the goals of a safety program, and safety standards that apply to the fireground and fire station by completing the written quiz and student activity

Standard: With a minimum 80% accuracy according to the information contained in the Fire Department Company Officer, IFSTA, Third Edition, Chapter 22, pages 297-313

MATERIALS NEEDED:
- Writing board with markers/erasers
- Appropriate video equipment and screen
- Slides/overhead transparencies for this lesson plan
- Activity Sheet 6-1-1

REFERENCES:
- Fire Department Company Officer, IFSTA, Third Edition

PREPARATION:
The well being and safety of the fire fighter is the responsibility of the company officer. There are many safety policies and mandated standards that the company officer must be knowledgeable in, to not only prevent fire fighter death and injury but to limit civil liability to their department and themselves.
I. SAFETY PROGRAM

SLIDE: 6-1-1

What do we mean when we say we have a safety program in our department?

A. Set safety standards, policies, procedures, and precautions
B. Develop safety standards to purchase safe equipment
C. Develop safety standards for equipment operation and maintenance
D. Educate to protect from personal injury

SLIDE: 6-1-2

What are the main goals of a safety program?

E. Main goals of a safety program
   1. Prevent human suffering, death, injury, illness, and exposure to hazardous atmospheres and contagious diseases
   2. Prevent damage and loss to equipment
   3. Reduce the number and severity of accidents and exposures
II. NFPA STANDARDS

A. 1500 Standard

1. Provides the objectives to follow in order to achieve the goals just mentioned

2. Safety chapters
   a) Chapter 3 – Training and Education
   b) Chapter 5 – Protective Clothing and Protective Equipment
   c) Chapter 6 – Emergency Operations
   d) Chapter 7 – Facility Safety

B. Safety officer or designee
1. Information on safety programming and implementation can be found in

   a) Fire Department Occupational Safety, IFSTA

   b) Fire Department Safety Officer, NFPA 1501 Standard

2. Duties

   a) Records and data management
   b) Safety rules and regulations development
   c) Accident prevention procedures development
   d) Apparatus equipment specification development
   e) Hazardous exposure program development
   f) Training and safety education program development
   g) Incident scene safety officer

What types of duties would you expect of a department safety officer?

SLIDE: 6-1-4

In dealing with emergency scene operations, what standard is available to use?
C. NFPA 1561 Standard
   1. Fire department incident management system
   2. Establishes provisions for managing the scene
      a) Includes safety procedures

D. NFPA 1500 Section 6-6 & NFPA 1561 Section 4-4
   1. Establishes provisions for the rest and rehabilitation of fire fighters at the scene of an incident
   2. NFPA 1561 specifically requires the Incident Commander to include
      a) Medical evaluation and treatment
      b) Food and fluid replacement
      c) Relief from extreme climatic conditions according to the circumstances on the incident

What is an example of a safety system used on the fireground that deals with the health and fitness of the fire fighters?

How would this type of program be implemented in a structure fire scenario?
E. The safety officer or designees would make the appropriate decision

1. Implement the Rehabilitation Unit

2. Assign the task to the most appropriate company

3. Rehabilitation Unit could be handled by
   a) The appropriate ALS or BLS ambulance or rescue unit available
   b) An engine company equipped to handle this type of tasks

4. Whenever a fire fighter needs to replace a spent breathing apparatus bottle
   a) Must first report to the Rehabilitation Unit
   b) Be examined by the appropriate personnel
   c) After the appropriate level of treatment
      1) May then obtain a fresh bottle and return to the emergency scene

Who could be assigned to this unit?

What simple system could you use to rotate fire fighters through rehabilitation at a structure fire incident?
F. Medical protocol for field rehabilitation of fire fighters

1. The examination would be a basic ABC and LOC
   a) Level of consciousness (x4)
   b) Blood pressure (normal range)
   c) Pulse rate (normal range)
   d) Respiration rate (normal range)
   e) Rehydrate with fluids
      1) At least eight ounces
   f) Rest for approximately five minutes minimum

G. Incident management


What type of medical guidelines could be utilized for field examination?

What is the company officer’s responsibility in regards to respiratory protection?

What is the 2-in/2-out rule?
a) Immediately dangerous to life and health (IDLH)
   1) Oxygen deficient atmospheres (structure fires)
   2) Contaminated atmospheres (Haz-Mats)
   3) Confined spaces (rescues)
b) Must wear respiratory protection
c) Entrants must work in groups
   1) Remaining in visual or voice contact with each other
d) Must be another two person entry crew
   1) (AKA) Rapid Intervention Crew
   2) Immediately available to assist or rescue the first entry crew
   3) “Properly equipped” means the rescue/assistance crew must wear the same level of personal protective clothing and equipment that the first team did

What are the company officer's options if there are a limited number of personnel on scene?
### NFPA 1500 Chapter 7 – Facility Safety

#### a) 7-1.1: Shall comply with all health, safety, building, and fire code requirements

#### b) 7-1.2: Facilities for disinfecting, cleaning, and storage in accordance with NFPA 1581 (Infection Control Program)

#### c) 7-1.3: All fire stations to have smoke detectors

#### d) 7-1.4: In compliance with NFPA 101 (Line Safety Code)

### H. Fire station

- **e)** Exception: If there is not enough personnel on scene to provide for a back-up entry crew (RIC) and there is a confirmed victim, entry can be made for rescue and removal.

- **f)** Back-up entry crew members can be assigned to other on-scene assignments as long as they are properly dressed, equipped and available for “immediate” deployment.

### What chapter in NFPA 1500 deals with station safety?

**SLIDE: 6-1-8**

What are the major categories?

**SLIDE: 6-1-9**
e) 7-1.5: Provisions to ventilate exhaust emissions from fire apparatus

f) 7-1.6: Designated smoke-free areas

g) 7-2.1: All facilities shall be inspected at least annually, documented, and recorded

h) 7-3.1: Established system to maintain all facilities and provide prompt correction of any safety or health hazard or code violation

Can anyone recall the California legislation that requires employers to have an Injury Illness Prevention Program in place?

III. SENATE BILL 198

A. Passed in California in 1991

B. Part of Title 8, California Code of Regulations (CCR), General Industry Safety Order 5193

Is this legislation voluntary or mandatory for fire departments in California?
### PRESENTATION

C. It is mandatory as passed
   1. Required by July 1991

D. Concern that your organization is in compliance and that the six major areas are being met

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Designation of responsible person</td>
</tr>
<tr>
<td>2.</td>
<td>Identification of workplace hazards and investigation of injuries and illnesses</td>
</tr>
<tr>
<td>3.</td>
<td>Periodic inspections</td>
</tr>
<tr>
<td>4.</td>
<td>Corrections of safety-related deficiencies</td>
</tr>
<tr>
<td>5.</td>
<td>Training program for employees</td>
</tr>
<tr>
<td>6.</td>
<td>System for communication with employees on safety matters</td>
</tr>
</tbody>
</table>

### APPLICATION

As a company officer, what should you be concerned about regarding this legislation?

What are these six major areas as outlined in the legislation?

Activity Sheet 6-1-1 can be used to improve student written communication skills and provide some practical application of accident investigation.
**SUMMARY:**

Safety is the number one concern of fire fighters. It is usually about the safety of others that we are always thinking. These safety programs, policies, and procedures have been developed for our use to keep us safe. We need to reprioritize our safety, and the safety of those who we supervise as the number one priority. If we are not able to respond, then who will?

**EVALUATION:**

The student will complete a written quiz at a time determined by the instructor.

**ASSIGNMENT:**

Review your notes and read Chapter 22 in your Fire Department Company Officer, IFSTA, Third Edition in order to prepare yourself for the upcoming quiz. Study for the next session.
ACTIVITY SHEET 6-1-1

ACCIDENT INVESTIGATION

TIME FRAME: 0:30

MATERIALS NEEDED:

- Easel pad and stand
- Marker

INTRODUCTION:

Safety management is a dynamic area requiring diligent oversight and creative solutions. Conducting accident reports is a vital task for the company officer. This activity will provide you with the opportunity to conduct an accident investigation regarding one of your personnel and to present recommendations for discipline, procedure, and improvement.

DIRECTIONS:

1) Read the following scenario.

Fire fighter Lack O'Knowledge is a marginal employee at best. He is a ten-year veteran who takes both the engineer and captains exams but never scores high enough to be considered for promotion. He has not taken any classes or training to improve him professionally. He feels that because of his time on the department, he is owed advancement and special consideration.

While Mr. O'Knowledge was working for you last shift, he backed the reserve engine into a protection post behind the station, severely damaging the tailboard. He did not have another fire fighter backing him up as required by department policy (SOP-OP-027). He did not report this accident to you.

The battalion chief has asked you to investigate this accident. The damage was reported to administration by the oncoming shift after you had gone home. During your investigation, you discover Lack O'Knowledge attempted to get other personnel to lie for him and assist in his "cover up."

2) In your group, prepare a report to the battalion chief and include what other department policies and regulations need to be considered and your recommendations for discipline.

3) Be prepared to discuss your report with the class.
TOPIC: STRESS MANAGEMENT AND WELLNESS PROGRAMS

TIME FRAME: 1:00

LEVEL of INSTRUCTION: Level II

BEHAVIORAL OBJECTIVE:

Condition: Given a written quiz

Behavior: The student will confirm a knowledge of stress management and wellness programs by completing the written quiz

Standard: With a minimum 80% accuracy according to the information contained in the Fire Department Company Officer, IFSTA, Third Edition, Chapter 22, pages 296-313

MATERIALS NEEDED:
- Writing board with markers/erasers
- Appropriate video equipment and screen
- Slides/overhead transparencies for this lesson plan

REFERENCES:
- Fire Department Company Officer, IFSTA, Third Edition
- Fire Department Management: Scope and Method, David B. Gratz, Glencoe Press

PREPARATION: Fire fighters continue to injure or kill themselves during operations of all types. Stress accounts for at least fifty percent of all heart-related fireground fatalities. Stress comes in many forms. It is a part of our daily (and especially our professional) lives. The manner in which we deal with stress may have a dramatic effect not only on our personal health and longevity, but also in our ability to perform our duties. As a company officer, you need to become aware of these stressors and how to deal with them on a personal and professional basis. A safety management plan and wellness program should be implemented. The following will assist you in gaining an insight and understanding of a safety program and its resources at the company officer level.
I. STRESS

A. The way the body responds to changes in its environment by reacting
   1. Emotionally
   2. Behaviorally
   3. Physically

B. Has been described as a “spice”
   1. Too much of a spice might make you sick
   2. Too little and the food would be bland
   3. So is the affect of stress

C. Positive stress
   1. It is called eustress
   2. Often accompanies growth and positive changes in a person’s life

II. FIGHT OR FLIGHT

A. A manner of describing how the body responds to stress
How does the body respond?

**SLIDE: 6-2-2**

B. Dr. Hans Selye described stress manifestation in three phases

1. Alarm reaction
   a) Increase in blood pressure, sugar, adrenaline, heart rate, etc.
   b) Body gearing to fight
   c) Stress removed
      1) Body returns to normal
   d) Stress not removed
      1) Takes toll on the body functions

2. Resistance
   a) If the stress is not removed, the body prepares to defend itself and fight

3. Exhaustion
   a) The body’s way of saying enough

**III. TYPES OF STRESS**

A. Technostress

1. Relatively new term

What are some types of stress that affect people at work?

**SLIDE: 6-2-3**
2. Refers to a “computer generated” form of physical and emotional burnout

B. Burnout
   1. Physical exhaustion that results from long term, unrelieved exhaustion

C. Mid-life crisis
   1. Series of physical and psychological changes in middle-aged people

D. Reducing work related stress
   1. Appraisal systems
      a) Keep employees informed of organizational activities
   2. Counseling programs
      a) Personal problems in a confidential manner
         1) Employee assistance program
         2) Critical incident stress debriefing
   3. Physical fitness program
      a) Both individual and departmental

How can managers help reduce the impact of work related stress on their employees?

**SLIDE: 6-2-4**
4. Seminars
   a) Increase employee awareness of the problems

5. Preretirement program
   a) Teach employees how to cope with the traumatic effects of retirement

6. Company officer
   a) Understand the impact stressors have on the employees in your work group

IV. TYPES OF STRESSORS

How many of the following stressors are present in your work place and what can you do to lessen their impact on your employees?

SLIDE: 6-2-5

A. Ineffective communication
B. Information overload
C. Work overload
D. Job change
E. Personal problems
F. Stress carriers

1. Individuals who tend to create stress in others by the way they interact with them

2. Stress carriers may not be aware of how they effect the people around them

3. Company policies, procedures, salaries, working conditions, promotions, etc.

4. Powerlessness associated with role changes

V. DEALING WITH STRESS

What are some of the techniques available for dealing with excessive stress?

A. Escape for awhile

B. Talk it out

C. Work off your anger

D. Give in occasionally

E. Do something for others

F. Take one thing at a time

G. Shun the “super-person” urge
H. Go easy on criticism  
I. Make yourself available  
J. Take time for recreation  
K. Organize your life  
L. Establish a nutritious diet  
M. Discover your personality  

VI. PERSONALITY TYPES  
A. Jobs in and of themselves are not necessarily the cause of stress  
B. Twelve personality types  

What do we mean by the phrase “discover your personality?”  

1. Introverts  
a) “I want to be left alone”  
b) Not very sociable  
c) Works well alone  
d) Often hampered by team setting  
2. Extroverts  
a) “Look at me. I’m here and I want to join you”
3. Rigid
   a) “You'll do it this way or else”
   b) Interested in security
   c) Are afraid to take risks

4. Flexible
   a) “Sure, I’m willing to try”

5. Stress prone
   a) “Where there isn't any stress, I'll create it”
   b) Hard driving
   c) Work or goal oriented
   d) Performance conscious

6. Stress reducer
   a) “If there is no reason to be concerned, I won’t worry about it”
   b) Confident in their capabilities
   c) More patient
   d) Less concerned with what others think of their work

7. Risk avoider
   a) “If I take a chance, I might fail”
   b) Overly cautious
c) Afraid to make a decision

8. Risk taker
   a) “Hey, that sounds great! Let’s risk it”
   b) Create action
   c) Provide fuel for organizational growth

9. Outer directed
   a) “They set me up to fail”
   b) Blame others for their problems

10. Inner directed
    a) “I’m responsible”
    b) Attribute success and failures to their own actions, attitudes, and inner resources

11. Low self esteem
    a) “Tell me I’m okay”
    b) Tend to become overwhelmed and show a sharp decrease in performance when under stress

12. High self esteem
    a) “That’s all right, I’m okay”
    b) Can usually deal with frustration
    c) Often perform better under pressure

Which of these twelve types are you?
### MANAGEMENT APPROACHES TO COPING WITH STRESS

<table>
<thead>
<tr>
<th>PRESENTATION</th>
<th>APPLICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>C. Knowing coworkers limitations and abilities will help project how they will respond to certain situations</td>
<td>Can you identify the personalities of others in your workplace?</td>
</tr>
<tr>
<td>VII. MANAGEMENT APPROACHES TO COPING WITH STRESS</td>
<td>Does knowing your fire fighters’ personality characteristics help you to reduce their stress in the workplace?</td>
</tr>
<tr>
<td>A. Team meetings</td>
<td>How can the organization’s management approach coping with stress?</td>
</tr>
<tr>
<td>B. Proper management practices</td>
<td><strong>SLIDE: 6-2-10</strong></td>
</tr>
<tr>
<td>C. Productive communication</td>
<td></td>
</tr>
<tr>
<td>D. Educational programs</td>
<td></td>
</tr>
<tr>
<td>E. Utilizing employee assistance programs</td>
<td></td>
</tr>
</tbody>
</table>
VIII. HEALTH AND WELLNESS PROGRAMS

What is the difference between a health program and a wellness program?

SLIDE: 6-2-11

A. A health program usually deals with different aspects of an individual’s well being

B. A wellness program usually encompasses a health program as it relates to an organization’s occupational needs

SLIDE: 6-2-12

C. There are three subprograms in a wellness program
   1. Medical
   2. Physical fitness
   3. Employee assistance

D. Newly required program mandated by law
   1. Injury and illness prevention program
   2. Senate Bill 198
### IX. ASSISTANCE PROGRAMS

After having taken care of the fire fighters' physical needs, what type of program deals with their emotional and behavioral needs?

<table>
<thead>
<tr>
<th>PRESENTATION</th>
<th>APPLICATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Employee's assistance program (EAP)</td>
<td>After having taken care of the fire fighters' physical needs, what type of program deals with their emotional and behavioral needs?</td>
</tr>
<tr>
<td>B. Member's assistance program</td>
<td>What types of programs are available to the fire fighter in an EAP?</td>
</tr>
<tr>
<td>1. Educational</td>
<td>If a fire fighter experiences a severe emotional experience while performing his/her duties, what type of program can be utilized to support the fire fighter?</td>
</tr>
<tr>
<td>2. Stress reduction</td>
<td></td>
</tr>
<tr>
<td>3. Substance abuse</td>
<td></td>
</tr>
<tr>
<td>4. Individual and family counseling</td>
<td></td>
</tr>
<tr>
<td>5. Peer support</td>
<td></td>
</tr>
</tbody>
</table>
C. Critical incident stress debriefing program (CISD)

1. Helps personnel after a traumatic incident
   a) Vent their feelings/concerns
   b) Not allow the stress to become a psychological or behavioral problem in the future
   c) Provides information and access to resources if further assistance is necessary

What is the purpose of a CISD?
SUMMARY:

Company officers must recognize the many stress factors that can have an impact on the physical and emotional well being of themselves and their personnel. Recognizing these factors and knowing what resources are available to assist in coping and resolving these issues will assist the company officer in maintaining a healthy work environment.

EVALUATION:

The student will complete a written quiz at a time determined by the instructor.

ASSIGNMENT:

Review your notes and read Chapter 22 in your Fire Department Company Officer, IFSTA, Third Edition in order to prepare yourself for the upcoming quiz. Study for the next session.
TOPIC: THE NFPA 1500 STANDARD

TIME FRAME: 1:00

LEVEL of INSTRUCTION: Level II

BEHAVIORAL OBJECTIVE:

Condition: Given a written quiz

 Behavior: The student will confirm a knowledge of the NFPA 1500 standard by completing the written quiz

 Standard: With a minimum 80% accuracy according to the information contained in the Fire Department Company Officer, IFSTA, Third Edition, Chapter 1, page 10, Chapter 3, page 37, and Chapter 22, pages 297-299

MATERIALS NEEDED: • Writing board with markers/erasers • Appropriate video equipment and screen • Slides/overhead transparencies for this lesson plan

REFERENCES: • Fire Department Company Officer, IFSTA, Third Edition • National Fire Data Center, United States Fire Administration Web Page, December 1999

PREPARATION: During the past decades, the art and science of fire fighting has changed and evolved in many ways. The responsibility of modern medical services, hazardous materials incidents, complex rescue situations, which include high rise rescues, cliff rescues, and swift water rescues, have affected the daily life of the fire fighter as never before. Modern electronics, computer programs, faster and more powerful fire apparatus, sophisticated equipment and hand tools, with an emphasis on education have aided the fire fighter in coping with these added responsibilities. Even with today’s modern advances, fire fighters are themselves becoming sick, injured, and even forfeiting their lives in the fulfillment of this duty. In response to this, the NFPA has researched, developed, and compiled standards based on past statistics of fire fighter injuries and deaths on the fireground.
I. ON-DUTY FIRE FIGHTER DEATHS

A. There has been much progress in reducing on-duty fire fighter deaths and injuries over the past ten years

1. Since 1978, fire fighter deaths have dropped from 171 to 91
2. Deaths in 1992 and 1993 reached all-times lows of 75 and 77, respectively
3. 37 wildland fire fighter deaths in 1994
4. These deaths and injuries include casualties from fires, training, and all other on-duty activities.

How do the death rates compare for the past ten years?

SLIDE: 6-3-1

What are the differences between the deaths due to trauma and deaths due to heart attacks when compared to age?

SLIDE: 6-3-2

B. By age and cause of death

1. Younger fire fighters die more from trauma than heart attacks
2. Younger fire fighters are
   a) Apt to take more risks
b) Generally less experienced

c) Older fire fighters tend to promote

What type of duty caused the most deaths for fire fighters?

**SLIDE: 6-3-3**

C. By type of duty

1. Fireground activities

What was the leading cause of injury?

**SLIDE: 6-3-4**

D. By cause of injury

1. Stress was the leading cause of injury

What was the leading nature of injury leading to death?

**SLIDE: 6-3-5**

E. By nature of injury

1. Leading nature of injury was heart attack

Which group had the highest number of deaths: career, volunteer, or non-municipal fire fighters?
F. By status

1. Volunteer fire fighters had the highest number of deaths

II. NEED FOR HEALTH AND SAFETY PROGRAMMING

A. Adhere to NFPA 1500 Standard as much as possible

1. National Fire Protection Association
   a) A private agency

B. Provides nationally recognized standards covering most aspects of fire related programs

What conclusions can you draw from these statistics?

What can be done to help alleviate these statistics?

What is the NFPA?

Is the NFPA a private or public agency?

What does the NFPA do for the fire service?

How are these standards formulated?
1. These standards are written by committees
   a) Fire service professionals
   b) Private representatives who are experts in the field being studied

C. The 1500 Standard deals with fire fighter health and safety issues
   1. Emergency conditions and situations
   2. Nonemergency conditions and situations
   3. Originally approved in 1987

4. The standard is voluntarily adopted by those agencies wishing to do so
   a) NFPA has no authority to police or enforce compliance

**NOTE:** Fire Department Company Officer, IFSTA, Third Edition implies that the NFPA 1500 Standard is a "minimum requirement" when in fact it is more of a voluntary guideline.
5. Intended to be an umbrella document
   a) Provide a framework for a fire service health and safety program and its implementation
   b) May be adopted in whole or in part or by reference
      1) This is the option of the agency having jurisdiction

III. NFPA 1500 TABLE OF CONTENTS

What are the areas of concerns presented in the 1500 Standard?

A. Chapter 1 – Administration
B. Chapter 2 – Organization
C. Chapter 3 – Training and Education
D. Chapter 4 – Vehicles and Equipment
E. Chapter 5 – Protective Clothing and Protective Equipment
F. Chapter 6 – Emergency Operations
G. Chapter 7 – Facility Safety
H. Chapter 8 – Medical and Physical Issues
I. Chapter 9 – Member Assistance Program
J. Chapter 10 – Referenced Publications
K. Chapters on health issues include
   1. Chapter 8 – Medical and Physical Issues
   2. Chapter 9 – Member Assistance Programs

IV. RELATED STANDARDS

A. FED OSHA
   1. Federal Occupational Safety and Health Administration

B. CAL OSHA
   1. State level

C. NFPA 1581
   1. Fire department infection control program

D. NFPA 1582
   1. Medical requirements for fire fighters
SUMMARY:

With all the problems facing first responders, fire fighters especially, it is imperative that supervisors have a working knowledge of the available resources found in these types of programs. The more we understand about the voluntary and mandatory programs dealing with emergency situations, the healthier and longer fire fighters will live and live to enjoy a natural retirement.

EVALUATION:

The student will complete a written quiz at a time determined by the instructor.

ASSIGNMENT:

Review your notes and read Chapters 1, 3, and 22 in your Fire Department Company Officer, IFSTA, Third Edition in order to prepare yourself for the upcoming quiz. Study for the next session.
INSTRUCTIONS: This is a short answer test. For each of the following questions or statements, enter the correct answer in the corresponding numbered space provided. Each answer is worth 5 points. Maximum points for this quiz section is 100.

EXAMPLE: The Incident Command System was created by the _____. Fire service

1. A successful officer should be loyal to the department and their __________.
   
   *IFSTA manual, page 8*

2. A successful officer should guard his or her ________ both on and off duty.

   *IFSTA manual, page 8*

3. A company officer must know how to __________ effectively in both routine and emergency situations.

   *IFSTA manual, page 9*

4. A company officer must have the knowledge of how to protect the _________ and health of those assigned to their company.

   *IFSTA manual, page 9*

5. Unity of command dictates that each member reports to only _________.

   *IFSTA manual, page 22*

6. The ________ is the number of subordinates one person can effectively supervise.

   *IFSTA manual, page 23*

1. *coworkers*

2. *speech*

3. *communicate*

4. *safety*

5. *one supervisor*

6. *span of control*
7. ________ means setting the limits or boundaries for expected performance and enforcing them.

*IFSTA manual, page 26*

8. ________ refers to the legal ability of an individual to make and implement decisions for which the individual is held accountable.

*IFSTA manual, page 29*

9. ________ is the amount of physical energy that a person is willing to devote to a particular activity or project.

*Student supplement, slide 2-2-1*

10. According to Maslow, the basic need of humans is ________.

*IFSTA manual, page 52*

11. It is generally accepted that true motivation comes from ________.

*IFSTA manual, page 77*

12. One of the biggest challenges that company officers face is how to convince their subordinates that routine activities are ________ as emergency incidents.

*IFSTA manual, page 77*

13. Delegation of an assignment must be accompanied with appropriate ________ and trust that the individual will achieve the desired results using proper methods.

*IFSTA manual, page 24*

14. Ideally decision-making authority should be delegated to ________.

*IFSTA manual, page 29*

15. ________ can be delegated, responsibility cannot.

*IFSTA manual, page 75*
16. One of the ways that company officers can greatly increase their effectiveness is through ________.

   IFSTA manual, page 78

17. As with any skill, ________ can help company officers improve their decision-making abilities.

   IFSTA manual, page 78

18. Company officers should not pass a decision up the chain of command just because it is ________.

   IFSTA manual, page 78

19. Under emergency conditions, decisions may have to be made with less than complete information and without time to ________.

   IFSTA manual, page 78

20. If the risk is high, and time and circumstances allow, company officers should ________ before making these decisions.

   IFSTA manual, page 79
INSTRUCTIONS: This is a short answer test. For each of the following questions or statements, enter the correct answer in the corresponding numbered space provided. Each answer is worth 5 points. Maximum points for this quiz section is 100.

EXAMPLE: The Incident Command System was created by the _____ Fire service

21. Communication is aimed at creating _________ between the sender and receiver
   IFSTA manual, pages 177-178

22. Because an order is based upon a policy or procedure, compliance is _________.
   IFSTA manual, page 181

23. Because a directive is not based upon a policy or procedure, it is more in the nature of a _________.
   IFSTA manual, page 181

24. _______-____-, oral communication is generally the most effective means of conveying information.
   IFSTA manual, page 181

25. A person hearing what they want to hear is said to have _________ hearing.
   IFSTA manual, page 182

26. Effective communication includes _________ as well as speaking.
   IFSTA manual, page 178

27. In behavioral psychology, a/an _________ is anything that acknowledges a person's existence.
   IFSTA manual, page 55
28. A person cashing in memories of the past acknowledgement by doing something for someone is an example of ________.

_IFSTA manual, page 55_

8. *stamp collecting*

29. According to Vroom, the strength of an individual desire to achieve some goal is __________.

_IFSTA manual, page 54_

9. *valence (or value)*

30. Regardless of who the intended readers are, the majority of the company officer's written communications are either ________ or letters.

_IFSTA manual, page 159_

10. *reports*

31. A detailed ________ should be part of every incident report.

_IFSTA manual, page 164_

11. *narrative*

32. It is important for company officers to realize that the ability to positively influence a group is not dependent upon being __________.

_IFSTA manual, page 51_

12. *their informal leader*

33. __________ involves hiring a neutral third party to meet separately with both sides in a conflict to identify the real issues and concerns that have caused impasse.

_IFSTA manual, page 145_

13. *Mediation*

34. __________ is sometimes required by local or state law and is usually binding on both sides.

_IFSTA manual, page 145_

14. *Arbitration*

35. __________ is a process where arbitrators look at the facts and develop a list of suggested solutions, but the their suggestions are not binding.

_IFSTA manual, page 146_

15. *Fact finding*
36. Careful and conscientious negotiators can reduce communications difficulties by using Precise communication, ________ of the audience and two-way dialogue.

*IFSTA manual, page 145*

37. ________ serve three purposes, 1) to inform the member and the administration how well the member is performing his assigned duties, 2) to form the basis for a work improvement plan, and 3) to document the member’s work history.

*IFSTA manual, page 164*

38. A performance review is intended to identify both the member’s ________, accomplishments, and any performance that needs to be improved.

*IFSTA manual, page 164*

39. If the members work performance is substandard, a ________ may be in order.

*IFSTA manual, page 164*

40. Most evaluation systems require a formal review of each member's work performance on a/an ________ basis.

*IFSTA manual, page 164*
INSTRUCTIONS: This is a short answer test. For each of the following questions or statements, enter the correct answer in the corresponding numbered space provided. Each answer line is worth 5 points. Maximum points for this quiz section is 100.

EXAMPLE: The Incident Command System was created by the _____. Fire service

41. Maintaining ________ and discipline is one of a company officers most important and sometimes most difficult duties.

   IFSTA manual, page 82

1. order

42. ________ results from management establishing reasonable rules of conduct that are applied fairly and consistently.

   IFSTA manual, page 82

2. Positive (constructive) discipline

43. ________ involves corrective actions when a fire fighter disobeys or only reluctantly obeys the established rules.

   IFSTA manual, page 82

3. Negative discipline

44. When an established rule, regulation, or standard has been violated, the company officer is obligated to ________ the behavior.

   IFSTA manual, page 82

4. correct

45. The ________ step in progressive discipline involves the company officer attempting to correct the inappropriate behavior as soon as it is discovered.

   IFSTA manual, page 83

5. first

46. Progressive discipline usually involves three levels, preventive action, corrective action, and ________.

   IFSTA manual, page 83

6. punitive action
47. In the "Skelly Decision," The California Supreme Court rules that permanent employees have a property interest in their employment and that they are entitled to _________ to protect that interest.

*IFSTA manual, page 83*

7. *due process*

48. In the "Skelly Decision," The California Supreme Court held that before disciplinary action being imposed, a permanent employee is entitled to preremoval _________.

*IFSTA manual, page 83*

8. *safeguards*

49. The "Weingarten" decision found that an employee might be represented by _________ at an investigatory interview if the employer believes that disciplinary action will follow.

*Student Supplement, Appendix A, Slide 2-10-5*

9. *the union*

50. _________ is a clause placed into a contract to describe how employee grievances may be filed and include a statement of nonreprisal for filing a grievance.

*IFSTA manual, page 142*

10. *Grievance procedure*

51. Something or someone existing, occurring, or found within the company officers sphere of influence is called a/an _________.

*Student Supplement, page 29*

11. *internal influence*

52. Something or someone existing, occurring, or found _________ the company officers sphere of influence is called an external influence.

*Student Supplement, page 32*

12. *outside*

53. An influence may be an invisible force or _________ exerted by one thing or person upon another.

*Student Supplement, page 29*

13. *action*
54. Our job, as company officers, is to recognize these influences in order to control their __________.

   Student Supplement, page 29

55. The end product of a complete analysis of external influences is precise statements of conditions to be changed, problems to be solved, needs to be met, and __________ to be developed.

   Student Supplement, pages 31 and 32

56. __________ is the art of accomplishing organizational objectives/goals through and with people.

   Student Supplement, Appendix A, Slide 3-2-1

57. The management cycle consists of four stages called __________, organizing, implementing, and evaluating.

   Student Supplement, Appendix A, Slide 3-2-2

58. The once wide accepted management theory based on the proposition that if workers could see the "big picture" they could more readily understand how their individual roles fit into the overall plan is called __________.

   IFSTA manual, page 71

59. Company officers may be tasked with identifying the need for fire related capital items and for developing the __________ to support these budget requests.

   IFSTA manual, page 151

60. The budget of any public entity is __________.

   IFSTA manual, page 151

14. impact

15. resources

16. Management

17. planning

18. management by objectives

19. justifications

20. a legal document
INSTRUCTIONS: This is a short answer test. For each of the following questions or statements, enter the correct answer in the corresponding numbered space provided. Each answer line is worth 5 points. Maximum points for this quiz section is 100.

EXAMPLE: The Incident Command System was created by the _____. ____Fire service

61. Change that can be accomplished by simply participating in fire service training, community college programs, reading text, or on-the-job experience best describes changing one's _________.
   
   IFSTA manual, page 26

62. Change that occurs through reward or punishment best describes changing one's _________.
   
   IFSTA manual, page 26

63. In his book Seven Habits of Highly Effective People, Steven Covey describes the essence of time management as organizing and executing around _________.
   
   IFSTA manual, page 29

64. Issues that are important and urgent are said to be in Quadrant _________ of the time management matrix.
   
   IFSTA manual, page 30

65. Issues that are unimportant and nonurgent are said to be in Quadrant _________ of the time management matrix.
   
   IFSTA manual, page 30

66. "Time management" is a misnomer; the challenge is not to manage time, but to manage _________.
   
   IFSTA manual, page 29
67. The style of leadership that believes workers dislike work, lack ambition, resist change, shun responsibility, require close supervision, and would rather be led than to lead best describes __________.

*IFSTA manual, page 61*

68. The style of leadership that believes workers like to work, are self-motivated, subscribe to organizational goals, seek responsibility, and excel when allowed to use their own intelligence, ingenuity, and imagination best describes __________.

*IFSTA manual, page 61*

69. In their book *The Managerial Grids*, Blake and Mouton examined leaders’ concern for people and production. They found that the __________ leader had a low concern for people and production.

*IFSTA manual, page 62*

70. According to Lewin, Lippit, and White (1939) the __________ leader allows the group to have complete authority.

*IFSTA manual, page 64*

71. Power that is based on the subordinate’s perception of the supervisor’s authority to punish is called __________ power.

*IFSTA manual, page 60*

72. When individuals are susceptible to influence because they identify with another person, it is considered __________ power.

*IFSTA manual, page 60*

73. When one person has control over rewards desired by another, it is considered __________ power.

*IFSTA manual, page 60*
74. According to Blanchard, the leadership style that works best for people who have both competence and commitment is _________.

**IFSTA manual, page 50**

75. Company officers who consistently demonstrate their personal and professional integrity, that is to say honors their commitments are developing ________ in their subordinates.

**IFSTA manual, page 65**

76. The debate over the differences between a leader and a manager shows us that a ________ administers and a ________ innovates.

**IFSTA manual, page 52**

77. Company officers must be objective and understand that the fire fighter's job is about ________ not about age, race, gender, religion, or sexual preference.

**IFSTA manual, page 56**

78. The 1991 Civil Rights Act increased the amounts of compensatory damage an employee in a public sector agency with 101-200 employees can receive for harassment to ________.

**IFSTA manual, page 57**

79. The victim of sexual harassment should contact his or her supervisor after the ________ episode of harassing activity.

**IFSTA manual, page 59**
NAME: ________________________________  
DATE: ________________________________

INSTRUCTIONS: This is a short answer test. For each of the following questions or statements, enter the correct answer in the corresponding numbered space provided. Each answer is worth 5 points. Maximum points for this quiz section is 100.

EXAMPLE: The Incident Command System was created by the _____. __ Fire service

1. A successful officer should be loyal to the department and their _________.

2. A successful officer should guard his or her _________ both on and off duty.

3. A company officer must know how to _________ effectively in both routine and emergency situations.

4. A company officer must have the knowledge of how to protect the _________ and health of those assigned to their company.

5. Unity of command dictates that each member reports to only _________.

6. The _________ is the number of subordinates one person can effectively supervise.
7. __________ means setting the limits or boundaries for expected performance and enforcing them.

8. __________ refers to the legal ability of an individual to make and implement decisions for which the individual is held accountable.

9. __________ is the amount of physical energy that a person is willing to devote to a particular activity or project.

10. According to Maslow, the basic need of humans is __________.

11. It is generally accepted that true motivation comes from __________.

12. One of the biggest challenges that company officers face is how to convince their subordinates that routine activities are __________ as emergency incidents.

13. Delegation of an assignment must be accompanied with appropriate __________ and trust that the individual will achieve the desired results using proper methods.

14. Ideally decision-making authority should be delegated to __________.

15. __________ can be delegated, responsibility cannot.
16. One of the ways that company officers can greatly increase their effectiveness is through ________.

17. As with any skill, ________ can help company officers improve their decision-making abilities.

18. Company officers should not pass a decision up the chain of command just because it is ________.

19. Under emergency conditions, decisions may have to be made with less than complete information and without time to ________.

20. If the risk is high, and time and circumstances allow, company officers should ________ before making these decisions.
NAME: ________________________________
DATE: ________________________________

INSTRUCTIONS: This is a short answer test. For each of the following questions or statements, enter the correct answer in the corresponding numbered space provided. Each answer is worth 5 points. Maximum points for this quiz section is 100.

EXAMPLE: The Incident Command System was created by the ______. _____Fire service

21. Communication is aimed at creating ________ between the sender and receiver

22. Because an order is based upon a policy or procedure, compliance is ________.

23. Because a directive is not based upon a policy or procedure, it is more in the nature of a ________.

24. _______-____-, oral communication is generally the most effective means of conveying information.

25. A person hearing what they want to hear is said to have ________ hearing.

26. Effective communication includes ________ as well as speaking.

27. In behavioral psychology, a/an ________ is anything that acknowledges a person’s existence.
28. A person cashing in memories of the past acknowledgement by doing something for someone is an example of ________.

8. ___________________

29. According to Vroom, the strength of an individual desire to achieve some goal is ________.

9. ___________________

30. Regardless of who the intended readers are, the majority of the company officer's written communications are either ________ or letters.

10. ___________________

31. A detailed ________ should be part of every incident report.

11. ___________________

32. It is important for company officers to realize that the ability to positively influence a group is not dependent upon being ________.

12. ___________________

33. ________ involves hiring a neutral third party to meet separately with both sides in a conflict to identify the real issues and concerns that have caused impasse.

13. ___________________

34. ________ is sometimes required by local or state law and is usually binding on both sides.

14. ___________________

35. ________ is a process where arbitrators look at the facts and develop a list of suggested solutions, but the their suggestions are not binding.

15. ___________________
36. Careful and conscientious negotiators can reduce communications difficulties by using Precise communication, _________ of the audience and two-way dialogue.

37. _________ serve three purposes, 1) to inform the member and the administration how well the member is performing his assigned duties, 2) to form the basis for a work improvement plan, and 3) to document the member’s work history.

38. A performance review is intended to identify both the member’s _________, accomplishments, and any performance that needs to be improved.

39. If the members work performance is substandard, a _________may be in order.

40. Most evaluation systems require a formal review of each member’s work performance on a/an _________ basis.
NAME: ________________________________
DATE: ________________________________

INSTRUCTIONS: This is a short answer test. For each of the following questions or statements, enter the correct answer in the corresponding numbered space provided. Each answer line is worth 5 points. Maximum points for this quiz section is 100.

EXAMPLE: The Incident Command System was created by the _____.  ____Fire service

41. Maintaining __________ and discipline is one of a company officers most important and sometimes most difficult duties.

42. __________ results from management establishing reasonable rules of conduct that are applied fairly and consistently.

43. __________ involves corrective actions when a fire fighter disobey's or only reluctantly obeys the established rules.

44. When an established rule, regulation, or standard has been violated, the company officer is obligated to __________ the behavior.

45. The __________ step in progressive discipline involves the company officer attempting to correct the inappropriate behavior as soon as it is discovered.

46. Progressive discipline usually involves three levels, preventive action, corrective action, and __________.
47. In the "Skelly Decision," The California Supreme Court rules that permanent employees have a property interest in their employment and that they are entitled to __________ to protect that interest.

7. _________________

48. In the "Skelly Decision," The California Supreme Court held that before disciplinary action being imposed, a permanent employee is entitled to preremoval __________.

8. _________________

49. The "Weingarten" decision found that an employee might be represented by __________ at an investigatory interview if the employer believes that disciplinary action will follow.

9. _________________

50. __________ is a clause placed into a contract to describe how employee grievances may be filed and include a statement of nonreprisal for filing a grievance.

10. _________________

51. Something or someone existing, occurring, or found within the company officers sphere of influence is called a/an __________.

11. _________________

52. Something or someone existing, occurring, or found __________ the company officers sphere of influence is called an external influence.

12. _________________

53. An influence may be an invisible force or __________ exerted by one thing or person upon another.

13. _________________
54. Our job, as company officers, is to recognize these influences in order to control their _________.

55. The end product of a complete analysis of external influences is precise statements of conditions to be changed, problems to be solved, needs to be met, and ________ to be developed.

56. ________ is the art of accomplishing organizational objectives/goals through and with people.

57. The management cycle consists of four stages called ________, organizing, implementing, and evaluating.

58. The once wide accepted management theory based on the proposition that if workers could see the "big picture" they could more readily understand how their individual roles fit into the overall plan is called ________.

59. Company officers may be tasked with identifying the need for fire related capital items and for developing the ________ to support these budget requests.

60. The budget of any public entity is ________.
INSTRUCTIONS: This is a short answer test. For each of the following questions or statements, enter the correct answer in the corresponding numbered space provided. Each answer line is worth 5 points. Maximum points for this quiz section is 100.

EXAMPLE: The Incident Command System was created by the _____. Fire service

61. Change that can be accomplished by simply participating in fire service training, community college programs, reading text, or on-the-job experience best describes changing one's ________.

62. Change that occurs through reward or punishment best describes changing one's ________.

63. In his book Seven Habits of Highly Effective People, Steven Covey describes the essence of time management as organizing and executing around ________.

64. Issues that are important and urgent are said to be in Quadrant ________ of the time management matrix.

65. Issues that are unimportant and nonurgent are said to be in Quadrant ________ of the time management matrix.

66. "Time management" is a misnomer; the challenge is not to manage time, but to manage ________.
67. The style of leadership that believes workers dislike work, lack ambition, resist change, shun responsibility, require close supervision, and would rather be led than to lead best describes __________.

68. The style of leadership that believes workers like to work, are self-motivated, subscribe to organizational goals, seek responsibility, and excel when allowed to use their own intelligence, ingenuity, and imagination best describes __________.

69. In their book The Managerial Grids, Blake and Mouton examined leaders’ concern for people and production. They found that the __________ leader had a low concern for people and production.

70. According to Lewin, Lippit, and White (1939) the __________ leader allows the group to have complete authority.

71. Power that is based on the subordinate’s perception of the supervisor’s authority to punish is called __________ power.

72. When individuals are susceptible to influence because they identify with another person, it is considered __________ power.

73. When one person has control over rewards desired by another, it is considered __________ power.
74. According to Blanchard, the leadership style that works best for people who have both competence and commitment is _________.

75. Company officers who consistently demonstrate their personal and professional integrity, that is to say honors their commitments are developing ________ in their subordinates.

76. The debate over the differences between a leader and a manager shows us that a ________ administers and a ________ innovates.

77. Company officers must be objective and understand that the fire fighter's job is about ________ not about age, race, gender, religion, or sexual preference.

78. The 1991 Civil Rights Act increased the amounts of compensatory damage an employee in a public sector agency with 101-200 employees can receive for harassment to ________.

79. The victim of sexual harassment should contact his or her supervisor after the ________ episode of harassing activity.