

# FIRE MANAGEMENT 1

Approved by the Statewide Training and  
Education Advisory Committee



Adopted by the State Board of Fire Services



## STUDENT SUPPLEMENT

2000 Edition (Second Printing)



# **FIRE MANAGEMENT 1**

**MANAGEMENT AND SUPERVISION FOR COMPANY OFFICERS**

## **STUDENT MANUAL**



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**RETIRED CURRICULUM**

RETIRED CURRICULUM

## Table of Contents

Table of Contents.....	1
State Fire Training.....	5
Mission Statement.....	5
California Fire Service Training and Education System.....	5
Acknowledgments.....	5
Introduction to the Manual.....	7
Course Outline.....	9
Texts and References.....	10
Calendar of Events.....	12
Topic 1-1: Orientation and Administration.....	15
Introduction.....	17
Topic 1-2: Introduction to Management and Supervision.....	19
Topic 2-1: Principles of Organizations & Organizational Structure.....	21
Topic 2-2: Motivation.....	29
Topic 2-3: Delegation.....	35
The Need for Delegation.....	40
Basic Steps for the Company Officer in Delegating Work, Activities, and Special Projects.....	42
Human Factors.....	45
Activity 2-3-1.....	46
Topic 2-4: Problem Solving/Decision Making.....	47
Topic 2-5: Verbal Communication.....	51
The Process.....	59
Face-To-Face Communication.....	60
Informal Communication.....	61
Activity Sheet 2-5-1.....	62
Topic 2-6: Written Communication.....	63
Formal Communication.....	70
Written Communication.....	70
Activity 2-6-1.....	72
Topic 2-7: Group Dynamics.....	73
Topic 2-8: Managing Conflict.....	85
Topic 2-9: Performance Evaluations.....	91
Topic 2-10: Coaching, Counseling, and Progressive Discipline.....	95
Topic 2-11: Due Process.....	103
Topic 2-12: Grievance Handling.....	105
Topic 3-1: Internal and External Influences.....	107
Internal Influences.....	110
External Influences.....	110
The Dimension of the Impact/Relationship.....	110
Influence Analysis.....	112

Activity 3-1-1 .....	114
Activity 3-1-2 .....	115
Topic 3-2: Elements of Management .....	119
Activity 3-2-1 .....	125
Activity 3-2-2 .....	126
Topic 3-3: Managing Change .....	127
Change Model .....	131
Change Model Situations .....	131
Topic 3-4: Time Management .....	133
The Essence of Effective Time Management .....	140
Time Management Matrix .....	140
10 Key Points of Effective Time Management .....	142
Personal Organizers .....	142
Topic 4-1: Basic Views of Leadership .....	145
Leader Match .....	150
Identifying Your Leadership Style .....	150
Relationship-Motivated Leaders .....	154
Task Motivated Leaders .....	155
Similarities of Two Leadership Styles .....	157
Activity 4-1-1 .....	158
Topic 4-2: Situational Leadership .....	159
Four Basic Leadership Styles .....	162
Directive Behavior .....	162
Supportive Behavior .....	162
Four Development Levels .....	163
Leadership Styles Appropriate for the Various Development Levels .....	164
Five Steps to Building Competence and Commitment .....	166
Leaders versus Managers .....	166
The Leader/Manager Sum .....	167
Topic 4-3: Leadership Qualities and Traits .....	169
Leadership Traits .....	172
Topic 5-1: Managing the Workplace Environment .....	173
Sexual Harassment .....	179
Cultural Diversity .....	183
Activity 5-1-1 .....	185
Topic 5-2: Affirmative Action, EEO, and ADA .....	187
Introduction .....	190
Affirmative Action .....	190
Equal Employment Opportunity (EEO) .....	191
Concepts of Civil Rights .....	192
The Age Discrimination in Employment Act .....	194
The Fair Employment and Housing Act (FEHA) .....	195



# FIRE MANAGEMENT 1

## Management and Supervision for Company Officers



### Table of Contents

Topic 6-1: Safety Management .....	197
Activity 6-1-1 .....	201
Topic 6-2: Stress Management and Wellness.....	203
Topic 6-3: NFPA 1500 Standard .....	207
Topic 7-1: Liability of the Company Officer .....	211

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## State Fire Training

### Mission Statement

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

### California Fire Service Training and Education System

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 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 guide. This guide is appropriate for fire service personnel and for personnel in related occupations that are pursuing State Fire Training certification.

<b>Andrea Tuttle</b> Director of CDF	<b>John J. Tennant</b> State Fire Marshal
<b>Ray Snodgrass</b> Chief Deputy Director	<b>David B. Ebert</b> Training And Education Chief
<b>Steve Hutchison</b> Assistant Chief Curriculum Development	<b>Art Cota</b> Division Chief State Fire Training

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.

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. We gratefully acknowledge these individuals who served as principal developers for this document.

<p><b>Richard Beckman</b> La Habra Heights Fire Department</p>
<p><b>Chris Donovan, Team Leader</b> Monterey Park Fire Department</p>
<p><b>Chuck Flack</b> La Habra Fire Department</p>
<p><b>David Lugo</b> Rialto Fire Department</p>
<p><b>Chuck Seward</b> San Onofre Fire Department</p>
<p><b>Bill Vandevort</b> Monterey Fire Department (Retired)</p>

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.

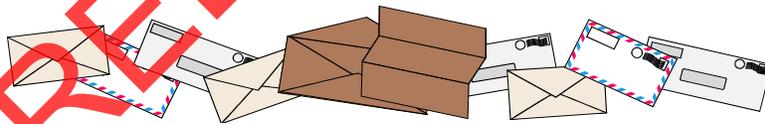
Chris Donovan  
March 2000

## 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.

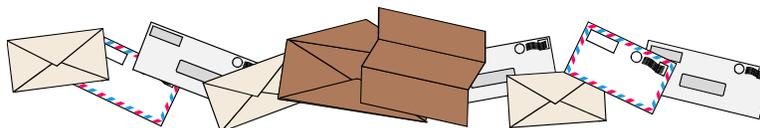
In an effort to remain pro-active, the Fire Management 1 2000 curriculum was updated to maintain consistency with the most current student text. The previous update, which took place less than two years ago, used the most current theory, practices, and IFSTA's Fire Department Company Officer, Second 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 updates. 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.



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

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Ione, California 95640-9705  
or email  
[alicia.hamilton@fire.ca.gov](mailto:alicia.hamilton@fire.ca.gov)



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## Course Outline

**Course Objectives:** To provide the student with...

- 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** ..... 40:00

### Unit 1: Introduction

1-1 Orientation and Administration ..... 1:00

1-2 Introduction to Management and Supervision ..... 1:30

### Unit 2: Supervision

2-1 Principles of Organizations and Organizational Structure ..... 1:00

2-2 Motivation ..... 2:00

2-3 Delegation ..... 1:00

2-4 Problem Solving/Decision Making ..... 1:30

2-5 Verbal Communication ..... 2:00

2-6 Written Communication ..... 1:00

2-7 Group Dynamics ..... 2:00

2-8 Managing Conflict ..... 1:00

2-9 Performance Evaluations.....	1:30
2-10 Coaching, Counseling, and Progressive Discipline .....	1:30
2-11 Due Process.....	1:00
2-12 Grievance Handling.....	1:00
<b>Unit 3: Management</b>	
3-1 Internal and External Influences .....	2:00
3-2 Elements of Management.....	2:00
3-3 Managing Change .....	1:00
3-4 Time Management.....	1:30
<b>Unit 4: Leadership</b>	
4-1 Basic Views of Leadership.....	1:00
4-2 Situational Leadership.....	1:00
4-3 Leadership Qualities and Traits.....	1:00
<b>Unit 5: Human Relations</b>	
5-1 Managing the Workplace Environment .....	2:00
5-2 Affirmative Action, Equal Employment Opportunity, and ADA .....	1:30
<b>Unit 6: Safety and Wellness Programs</b>	
6-1 Safety Management .....	1:30
6-2 Stress Management and Wellness.....	1:00
6-3 NFPA 1500 Standard .....	1:00
<b>Unit 7: Laws, Standards, and Liability</b>	
7-1 Liability of the Company Officer.....	1:00
<b>Quizzes</b> .....	2:00
<b>Review and Certification Exam</b> .....	1:30

**Texts and References**

- Cultural Diversity for Fire and Emergency Service Instructors, FEMA, USFA, NFA, 1994
- Discipline: It's Your Right, E.C. Caprielian, 1984
- Effective Supervisory Practices, ICMA, Second Edition
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- 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 1021, 1997
- State Fire Training Policies and Procedures, SFT, 1997
- The Management of Affirmative Action, Goodyear, 1979
- The Time Trap, American Management Association, First Edition, 1991
- 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
- Your Rights at Work, John Wiley and Sons, Second Edition, 1993

## Calendar of Events

DAY	TOPIC	TITLE	TIME	ACTIVITY	EVALUATION
Day 1	1-1	Orientation and Administration	1:00		
	1-2	Introduction to Management and Supervision	1:30		
	2-1	Principles of Organization and Organizational Structures	1:00		
	2-2	Motivation	2:00		
	2-3	Delegation	1:00	2-3-1	
	2-4	Problem Solving and the Decision-Making Process	1:30		
	<b>Day 1 Total</b>			<b>8:00</b>	
Day 2			0:30		<b>Test 1</b>
	2-5	Verbal Communication	2:00	2-5-1	
	2-6	Written Communication	1:00		
	2-7	Group Dynamics	2:00		
	2-8	Managing Conflict	1:00		
	2-9	Performance Evaluations	1:30	2-9-1	
	<b>Day 2 Total</b>			<b>8:00</b>	
Day 3			0:30		
	2-10	Coaching, Counseling, and Progressive Discipline	1:30	2-10-1	
	2-11	Due Process	1:00		
	2-12	Grievance Handling	1:00		
	3-1	Internal and External Influences	2:00	3-1-1 3-1-2	
	3-2	Elements of Management	2:00	3-2-1 3-2-2	
	<b>Day 3 Total</b>			<b>8:00</b>	
Day 4			0:30		
	3-3	Managing Change	1:00		
	3-4	Time Management	1:30		
	4-1	Basic Views of Leadership	1:00	4-1-1	
	4-2	Situational Leadership	1:00		
	4-3	Leadership Traits and Qualities	1:00		
	5-1	Managing the Workplace Environment	2:00	5-1-1	
<b>Day 4 Total</b>			<b>8:00</b>		

# FIRE MANAGEMENT 1

Management and Supervision for Company Officers

Calendar of Events

DAY	TOPIC	TITLE	TIME	ACTIVITY	EVALUATION	
Day 5			0:30		Test 4	
	5-2	AA, EEO, and ADA	1:30			
	6-1	Safety Management	1:30	6-1-1		
	6-2	Stress Management and Wellness	1:00			
	6-3	NFPA 1500 Standard	1:00			
	7-1	Liability of the Company Officer	1:00			
		<b>Day 5 Total</b>		<b>6:30</b>		
				1:30	Review and Certification Exam	
	<b>Course Total</b>		<b>40:00</b>			

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## Topic 1-1: Orientation and Administration

Slide 1

STUDENT INTRODUCTIONS

- Name
- Department
- Rank
- Years of experience
- Current assignment
- Reason for taking Management 1

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Slide 2

FACILITIES ORIENTATION

■ Classroom location(s)	■ Breaks
■ Restrooms	■ Telephones
■ Food locations	■ Parking
■ Smoking	

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Slide 3

COURSE REQUIREMENTS

- Fire Dept Company Officer, IFSTA
- Student Supplement, SFT
- Activities
  - > Individual and group activities
  - > Quizzes
- Attendance
  - > Excused absence of 4 hours only

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Slide 4

**STUDENT EVALUATION**

- Five written quizzes
- Scores will count toward final grade
- Must take all quizzes
- Point system
  - > Minimum 80% on quizzes
  - > Attendance

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Slide 5

**POINT SYSTEM**

ACTIVITY AVAILABLE

QUIZ #1	100 Points	<b>450 - 500 = A (90%)</b>
QUIZ #2	100 Points	
QUIZ #3	100 Points	
QUIZ #4	100 Points	
Attendance	100 Points	<b>400 - 449 = B (80%)</b>
<b>TOTAL</b>	<b>500 Points</b>	<b>&lt; 400 = Not Eligible</b>

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Slide 6

**FIRE OFFICER CERTIFICATION**

① FIRE FIGHTER I	④ FIRE OFFICER
② FIRE FIGHTER II	⑤ CHIEF OFFICER
③ COURSE WORK	⑥ FIRE CHIEF
-> Fire Command 1A	
-> Fire Command 1B	
-> Fire Instructor 1A	
-> Fire Instructor 1B	
-> Fire Investigation 1A	
-> FIRE MANAGEMENT 1	
-> Fire Prevention 1A	
-> Fire Prevention 1B	

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## Introduction

As with any course of instruction, there are certain expectations to be anticipated. There are three major components to this course and those are the curriculum, the instructor, and you, the student.

The curriculum will consist of seven units. In each of these units, you will be introduced to managerial techniques necessary to lead and manage an engine company and/or staff assignments. Finally, you will be given the opportunity to employ those techniques in group exercises and activities.

The instructor is the next component of this course. The instructor will guide you through the curriculum. It will be, in most cases, a learning experience for all involved. No instructor has seen everything or done it all. There is always room for growth. Your experience will be a valuable component of this course and can benefit all involved. We learn from experience. Both good and bad experiences teach us lessons. There are exercises and chances for sharing our experience built into this class just for the purpose of that growth.

The student is the next component. You will be expected to attend all sessions from start to finish. The material is designed to build upon itself as the course progresses and missing part of the information would jeopardize your ability to acquire the information necessary to pass the certification exam, as well as function as a fire service manager.

You will also be expected to put some out-of-class time into this course. Read the material provided and prepare for the quizzes, group exercises, and the certification exam. As with most classes, you will only get out as much as you put in. In this course, what you get out of it will help you become a competent leader.

There will be opportunities to work in group exercises as well as on individual activities. You will be asked to contribute in all of these activities. Learning from the curriculum, instructor, and each other is our goal in this course.

To be eligible to take the state certification exam, you must pass the course with an 80% minimum on quizzes and meet attendance requirements. The certification exam requires a minimum 70% passing rate.

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## Topic 1-2: Introduction to Management and Supervision

Student information for this topic can be found in Fire Department Company Officer, IFSTA, Third Edition, pages 8-9.

Slide 1

**GOALS**

- Improve effectiveness as a manager
- Help your personal growth
- Apply to your personal life
- Expose you to a wealth of information and show you how to use it

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Slide 2

**"SUPERVISOR"**

- In charge of persons directly carrying out work
- A direct link between management & workers
- Gets work done through others
- Plans, organizes, directs, and evaluates work
- Applies problem solving & communication skills
- Introduces and facilitates change
- Responsible for getting results

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Slide 3

**TODAY'S FIRE OFFICER**

■ Analyze and solve problems	■ Leadership
■ Completion	■ Oral communication
■ Decision making	■ Planning and organization
■ Delegating	■ Problem analysis
■ Flexibility	■ Work perspective
■ Follow through	■ Written communication
■ Human relation	

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Slide 4

**RULES FOR SUCCESS**

- ❶ Interest and dedication
- ❷ Loyalty
- ❸ Aggressiveness
- ❹ Cautiousness
- ❺ Acceptance of criticism
- ❻ Modesty

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## Topic 2-1: Principles of Organizations & Organizational Structure

Student information for this topic can be found in Fire Department Company Officer, IFSTA, Third Edition, pages 21-30.

Slide 1

PRINCIPLES of ORGANIZATION

- Unity of command
- Span of control
- Division of labor
- Discipline

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Slide 2

UNITY of COMMAND

A person  
can only report to  
one supervisor

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Slide 3

SPAN of CONTROL

The limit a  
single person  
can manage effectively

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Slide 4

DETERMINING the SPAN

- Ability and experience of the officer
- Ability and experience of the fire fighters
- Nature of the task
- Proximity of the subordinates
- Consequences of a mistake

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Slide 5

DELEGATION of AUTHORITY

- Decentralizing organizational power
- Handling problems at lowest level
- Foundation an organizational structure is built

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Slide 6

DIVISION of LABOR

An effective managerial concept that breaks large jobs into smaller tasks

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Slide 7

IS IT NECESSARY?

- Assigns responsibility
- Prevents duplication
- Makes specific, clear-cut assignments

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Slide 8

EFFECTIVE DIVISION of LABOR

- Clearly identify job descriptions
- Maximize specialization
  - > Few are capable of doing all things well
- Provide cross training
  - > Allows different divisions to work well together

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Slide 9

DISCIPLINE

An organization's responsibility to provide the direction needed to satisfy the goals and objectives it has identified	Setting the limits or boundaries for expected performance and enforcing them
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Slide 10

FORMS of DIRECTION

RULES  
REGULATIONS  
POLICIES  
PROCEDURES  
SOPs

- Clearly written
- Distributed to all personnel
- Included in department training

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Slide 11

SCALAR ORGANIZATION

- The common organizational structure in the fire service
- Key factors
  - > Uninterrupted series of steps or chain of authority
  - > Pyramidal
  - > Centralization of authority

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Slide 12

POSITIVE ASPECTS

- Dealing with emergency situations
- Span of control kept manageable
- Information is centralized for decision making
- Functional chain of command maintained

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Slide 13

**NEGATIVE ASPECTS**

- Decisions are directed *DOWN*
- Information is transmitted *UP*
- Does not allow for the delegation of authority
  - > Distance factor of station location
  - > Company officer must be able to make the daily decisions

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Slide 14

**LINE AND STAFF**

- Separation of personnel into two distinct groups
- Line personnel
  - > Those who deliver emergency services
- Staff personnel
  - > Those who support the efforts of line personnel

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Slide 15

**FUNCTIONAL SUPERVISION**

- Roles and structure have changed
- Shift in traditional definition of line & staff
- COs may report to both a line officer and staff officer simultaneously

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Slide 16

**FUNCTIONAL SUPERVISION**

**NOT A VIOLATION IF...**

- The organization agrees to and supports the work
- Line and staff officers coordinate their efforts
- Subordinate reports to line officer except when performing the staff assignment

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Slide 17

**AUTHORITY TO IMPLEMENT**

Legal ability  
of an individual to  
make and implement  
decisions  
for which the individual  
is held accountable

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Slide 18

**TYPES of AUTHORITY**

- **Centralized**
  - Decisions made by one person at the top
- **Decentralized**
  - Decisions made at a lower level
  - Effects reported through the organizational structure
  - Authority should be delegated to the lowest organizational level possible

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Slide 19

#### DECENTRALIZED AUTHORITY

- Delegated authority
- Limited to accomplish specific tasks in specific areas
- Allows for expeditious handling

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Slide 20

#### ORGANIZATIONAL STRUCTURES

- Social
- Flat centralized organization
- Scalar organization
- Circular organization

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## Topic 2-2: Motivation

Student information for this topic can be found in Fire Department Company Officer, IFSTA, Third Edition, pages 52-55 and 77-78.

Slide 1

MOTIVATION DEFINED

The amount of *physical and mental* energy that a person is willing to invest in a particular activity or project

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Slide 2

EMOTIONS

- Fear
  - > Based in "have to"
  - > Short lived
- Duty
  - > Based on "should" and "ought"
  - > Short lived for most
- Love
  - > Based on "want to"
  - > Long lasting

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Slide 3

MOTIVATIONAL NEEDS

THREE CATEGORIES

- ① Achievement - gain satisfaction from the **accomplishment** itself
- ② Affiliation - gain satisfaction from **acceptance** by the group
- ③ Power - gain satisfaction from being in **control**

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Slide 4

**HIGH ACHIEVEMENT NEEDS**

- Sticks with a task until completion
- Continually tries to get feedback on achievements
- Enjoys challenges
- Strives to accept responsibility

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Slide 5

**HIGH AFFILIATION NEEDS**

- Does not like to work alone
- Tries hard to be friendly and to make friends
- Enjoys group projects
- Is sensitive to what others think

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Slide 6

**HIGH POWER NEEDS**

- Likes to discuss controversial subjects
- Likes to be in charge
- Is status oriented
- Tries to find out who is in charge of each job assignment

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REMOVED

CURRICULUM

Slide 7

"ACHIEVEMENT-ORIENTED"

**SHOULD BE GIVEN TASKS THAT...**

- Provide as much freedom as possible
- Allow them to set their own pace
- Allow them to seek direction from someone else
- Are meaningful
- Provide challenges
- Provide clear, unambiguous feedback

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Slide 8

"AFFILIATION-ORIENTED"

**SHOULD BE GIVEN TASKS THAT...**

- Allow interaction with many people
- Base success of the project on the cooperation of others
- Allow time for nontask interaction
- Allow for maintaining stable working relationships

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Slide 9

"POWER-ORIENTED"

**SHOULD BE GIVEN TASKS THAT...**

- Allow them to direct coworkers
- Allow interaction while working
- Give them an opportunity to deal directly with department officials
- Allow freedom from close supervision

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RETIRED

CURRICULUM

Slide 10

MASLOW'S THEORY

**NEEDS FALL INTO FIVE LEVELS...**

- ① Physiological (survival)
- ② Security
- ③ Social (belonging)
- ④ Self-esteem (prestige)
- ⑤ Self-actualization (self-fulfillment)

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Slide 11

MASLOW'S THEORY

- Self actualization
- Self esteem
- Socialization
- Security
- Physiological



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Slide 12

INABILITY TO FULFILL NEEDS

- Coping
- Goal substitution
- Resignation, repression, retaliation
- Fixation or obsession
- Rationalization
- Frustration

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REPEATED

CURRICULUM

Slide 13

COMPANY OFFICER INFLUENCE

- Have realistic expectations
- Communicate
  - > Wants
  - > Needs
  - > Goals

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Slide 14

Motivators vs. Maintenance Factors

- Motivators factors
  - > Relate to higher level needs
    - Affiliation, achievement, and power
- Maintenance factors
  - > Relate to lower level needs
    - Physiological and security
  - > Are assumed
    - If present, do not motivate
    - If missing, will demotivate

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## Topic 2-3: Delegation

Student information for this topic can also be found in Fire Department Company Officer, IFSMA, Third Edition, pages 24, 29, 75, and 78.

Slide 1

**DELEGATION**

- The mechanism by which the organization decentralizes, without losing control
- Designed to decentralize by spreading our responsibility and authorization to get a task done

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Slide 2

**DECENTRALIZATION**

- Expansion downward and outward in the organizational structure
- Concept is to reach a level where
  - > The necessary skills and competence can be found
  - > Information is closest to the source or activity to be performed
  - > Resources: people, money, and time are available

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Slide 3

**3 PHASES OF DELEGATION**

- Initial agreement, authority / responsibility
- Support
- Accountability / project completion evaluation

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Slide 4

**INITIAL AGREEMENT**

- Clear understanding of what is expected
- Available resources
- Parameters - deviation
- Strategies
- Reports
- Authority/responsibility

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Slide 5

**AUTHORITY vs. RESPONSIBILITY**

- Authority refers to
  - The legal ability of an individual to make and implement decisions
- Responsibility refers to
  - Being accountable for ones actions and activities:  
Having a moral and, perhaps legal obligation to carry out certain activities.

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Slide 6

**SUPPORT from the CO**

- Source of help
- An advocate, not the feared adversary
- Provides resources
- Removes obstacles
- Sustains actions and decisions
- Shares feedback

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REMOVED

CURRICULUM

Slide 7

**ACCOUNTABILITY/EVALUATION**

- Recognize and reward successful or outstanding performance
- Hold employee responsible for poor or good work
- Recognize that there may be more than one method to reach the desired results

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Slide 8

**THE STRUGGLE**

- What should I delegate?
- To whom should I delegate?
- When, how, why would I delegate?
- Technical or mechanical skills
- Motivation
- Training - development

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Slide 9

**BEFORE DELEGATING**

- Can someone else do this?
- Does this require technical, mechanical skills?
- Is my work load increasing to the point of losing control?
- Am I going on vacation/leave?
- Will this help train and develop skills?
- Will this motivate?
- Will this demonstrate faith?

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Slide 10

**TO WHOM SHOULD I DELEGATE?**

*IDENTIFY REQUIRED SKILLS/ABILITIES*

- Necessary physical, mental and emotional capabilities
- Technical knowledge
- Sufficient confidence
- Confident/respectful of coworkers
- Able to withstand the stress

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Slide 11

**HOW TO DELEGATE**

- Clearly describe what is being delegated
  - > Quality, quantity, time frame
- Clearly describe the desired product or outcome
  - > Have the end in mind
  - > Write it down

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Slide 12

**DELEGATION ROADBLOCKS**

- Fear of having mistakes reflect on your reputation
- Fear of a good job where the fire fighter would get all the credit
- Fear of conflict because of differing ideas or opinions
- No delegation because you like the job
- Delegation is a mental task

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REPEATED CURRICULUM

Slide 13

UNDER DELEGATION

- Why?
  - > No progress
  - > Overwhelming conflicts arise
- When?
  - > Loss of resources
- How?
  - > Carefully

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RETIRED CURRICULUM

## **The Need for Delegation**

The old stereotypical company officer, who was always found at the end of the nozzle, the deepest point of the fire, or the top rung of the ladder, is the kind of company officer who worked along with the crew, thereby setting an example. All too often, this type of fire officer serves as a typical example of a person who has been promoted through the ranks as a reward for their bravery and dedication to the fire service. Being placed in a managerial position without adequate training is not an enviable position.

How often have you been in a fireground situation or in a fire station where the company officer, frustrated by their inability to supervise or lead the crew, finds him or herself doing work that is not typically performed by a supervisor? Due to his or her inability to cope with the job of manager, the company officer falls into a work pattern that is secure but will put him or her working side by side with the crew. This is known as falling into the "management gap." There are instances where this work pattern is needed, and the company officer must be flexible enough to perform at the fire fighter level, but this is usually only in emergency situations.

When was the last time that you heard a company officer in your department say, "If I want something done right, I have to do it myself." Fire officers fall into the trap of finding it is easier to do things themselves than to delegate them to a member of the crew. There will always be, at some point in time, the fire officer who believes he or she can accomplish the task quicker and better than any fire fighter can.

Most of us have been involved in situations dealing with supervisors where one or both of these attitudes have been manifested. These attitudes, however, interfere with the company officer's ability to supervise and lead an engine company or fire fighting operations. A fire fighter, after given the appropriate resources and direction, must be able to complete an assigned task. This provides the company officer time to deal with more important issues, such as planning, evaluating, and delegating other tasks or jobs.

One of the most powerful tools a company officer can master is delegation. As the company officer moves away from doing as a technician to orchestrating as a manager, it soon becomes obvious that some things have to be delegated. Key questions officers struggle to answer are:

1. What should I delegate?
2. To whom should I delegate?
3. When, how, and why would I delegate?

These questions are more easily answered if the main purpose of delegation is understood.

Delegation is designed to decentralize by spreading authority to the lowest possible level. Delegation is expansion downward and outward in the organizational structure.

**Delegation is the mechanism by which the organization decentralizes, without losing control.**

The concept is to reach a level where:

- The necessary skills and competence can be found.
- Information is close to the source or activity to be performed.
- Resources, people, money, and time are available.

If you work in a very centralized organization, delegation will be very limited. It is helpful if the delegates have an interest in the assignment, but that is not crucial. The delegating process releases the company officer to implement those activities that only he or she can do.

Delegation (or decentralization) can be shown on a continuum. Few organizations are completely centralized -- only 1-person organizations where the individual literally does everything. Few are completely decentralized -- a true commune or participatory community. Most organizations and most managers "slide" along the continuum as the situation demands.

The characteristics of both ends of the continuum are shown on the following chart:

HIGHLY DECENTRALIZED ORGANIZATION	HIGHLY CENTRALIZED ORGANIZATION
High degree of delegation of power, authority, duties, and resources	High retention of power, authority, duties, and resources by top management
More results oriented	More concern with activities
Greater participation at all levels in making decisions and implementing	Few people at lower levels involved in decisions
Longer time for communications to go up or down	Rapid flow of communication
Role of company officer is to enable or "coach"	Role of the company officer is to order
Individual responsibility for monitoring and reporting progress	Evaluation done by upper managers through required reports
Correction action initiated at lowest level	Correction action initiated at the upper level

## The Delegation Process

### *What Should I Delegate?*

- What am I now doing that someone else could do and that is preventing me from doing what only I can do? These tasks and activities should be listed and analyzed.
- Can I describe clearly and precisely what I am delegating, the quality, and quantity I want "delivered," and the period in which it is to be accomplished?
- Can I describe the amount of deviation from the plan allowable before my delegate alerts me?

### ***To Whom Should I Delegate?***

Is someone who reports to me prepared and able to carry out these delegated tasks and activities? That is, do they have skills, information, resources (and interest?) needed? If yes, delegate!

Am I confident that my delegate will keep me informed of his or her progress? If yes, delegate!

### ***When, Why And How Should I Delegate?***

*When?*

At any time that I realize that other people could be doing some of the work I do or when my workload increases to the point of losing control and missing deadlines, or if I'm going to be on vacation/leave.

*Why?*

To adjust my workload: to train and develop staff, to motivate, to manage time better, and to demonstrate my faith in my staff's competence

*How?*

With clear, preferably written, statements of what is being delegated, (quantity, quality, and time scheduled expected), following by discussions to clarify or revise what is delegated. The key to delegation is communication.

### **Basic Steps for the Company Officer in Delegating Work, Activities, and Special Projects**

Effective delegation has three phases: Phase One-Initial agreement and authority/responsibility, Phase Two-Support, and Phase Three-Accountability/project completion.

Identify the parameters of the assignment work and activity/task.

- All of us, regardless of our status (officer or fire fighter), are able to do a better job if we understand what our supervisor's intentions were when assigning us the task. Why did our supervisor assign or delegate this task to me? It has been a proven, that if the delegate is made aware of the background information regarding the assignment or project, he or she will do a better job.

Identify the desired end product.

- Our effectiveness is enhanced if we understand what the end product should be. Just as the house plan is essential for construction of a home, so does a picture of the end product help us to effectively complete necessary stages of the project?

Identify the parameters and limitations of the project with respect to allotted time, money, and other related resources.

- All too often, the success of the project is hampered by misunderstandings that occur between the fire fighter and company officer regarding the specific resources needed to assign to the project. One of the most common problems in a relationship between the various parties is concerning their priorities. As with the middle divider line of a roadway, we all function better with a clear understanding of the boundaries and parameters that we have to operate within.

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Define authority and responsibility.

- Authority: Refers to the legal ability of an individual to make and implement decisions.
- Responsibility: Being accountable for ones actions and activities; having a moral and, perhaps legal obligation to carry out certain activities.

Discuss the fire fighter's initial strategies for completing the project and offer alternative possibilities.

- All too often, the company officer has traveled the bumpy road of a similar project. If you can, discuss any basic misunderstandings or misconceptions that have, in the past, affected a similar project. You may very well help the delegate avoid a major error or problem during the cycle of their project.

Establish an evaluation technique that allows for dialogue and feedback.

- Delegating does not mean losing control. If an evaluation mechanism is not established early on in the project, problems often arise. The fire fighter needs to know that he or she is on track and living up to the expectations of their company officer. Looking over the fire fighter's shoulder by no means enhances the work product. All too often, the fire fighter becomes frustrated by this interruption.

### **Accountability, Project Completion, and Evaluation**

Specify the nature of your evaluation system. Will it be written or verbal, when will you require the fire fighter to report his or her progress, and what type of feedback should the fire fighter can expect from you after they have completed their progress reports? The company officers that adhere to these six basic steps in the delegation and assignment of work and related projects will become more confident and enjoy the inherent benefits that delegation brings.

When was the last time the someone in your department said, "The guys in this department just don't care anymore about the fire service."? Or, "When I came in the department, guys were committed to saving lives and protecting property. Today all they can worry about is when their next four-day is or whether or not they can file a grievance against their captain for not letting them get time off to play in a softball tournament last weekend." The job of company officer remains today much the same as it was when these folks came on the job 20 to 25 years ago.

To be an effective company officer, you must have the ability to optimize the performance of your fire fighters. This is not an easy job. The escalating amount of paper work, unanticipated crisis in the station and on the fireground all contribute to making the job of the supervisor in the fire service, a complicated one.

The truly successful fire service company officer must constantly challenge their employees to optimize their performance and subsequently measure his or her own performance by that of their employees. A company officer cannot be effective by trying to do the jobs that are the responsibility of the employees. The days of being a super hero type captain or lieutenant should be behind us. The fire service supervisor of today should be a leader and a manager. A person who cares about the crew and

who supports and encourages them to meet the goals and objectives of the organization. To do this, you must:

Assume the responsibility for the performance of your crew.

Establish challenging standards of achievement and evaluate your employees' performance to insure that they meet these standards.

### **Human Factors**

In addition, there are also four important points that will help you evaluate your own strengths and weaknesses before you begin the process of challenging your fire fighters.

1. The key to motivating fire fighters is to help them motivate themselves. It is imperative that you provide a conducive environment for your fire fighters that instills the respect for themselves, for their fellow fire fighters and the mission statement of their job that they have been hired to do (to protect lives and property by maintaining a maximum state of readiness). Only if they have respect for themselves, will they have respect for their company officer.
2. Consistent supervision means consistent performance. How many times have you heard the complaint around the station that the only time I hear from the Battalion Chief is when my company screws up? This type of management style dilutes the value of supervision. You must constantly keep your fire fighters aware that they are being evaluated, not only individually, but also as a team. In doing this, you must be able to also praise, as well as, counsel them when they have not met your expectations.
3. Treat each of your fire fighters as a team member, not as subjects, tools, or a piece of fire fighting equipment. Often times the insecure company officer rules autocratically over the fire fighters and doles out punishment as he or she sees fit. The secure company officer is a positive person, one who understands the crew's problems and can relate to the fact that these problems are partially his or hers. In doing this, the company officer bonds with the crew, and as such, establishes a positive and trustful working relationship.
4. Identify your standards and obtain confirmation of them from the crew. It is essential that the company officer establish standards for that are high, but also achievable. Communicating becomes an extremely important responsibility. Seldom is the case when a fire fighter can meet or exceed the expectations of the company officer without knowing exactly what has been expected of him or her at this particular point in their job assignment.

**ACTIVITY 2-3-1**

<b>TITLE:</b>	Delegation Role Playing
<b>TIME FRAME:</b>	0:30
<b>MATERIALS NEEDED:</b>	• None
<b>INTRODUCTION:</b>	This activity provides you the opportunity to practice the delegation skills learned in this unit.
<b>DIRECTIONS:</b>	<ol style="list-style-type: none"><li>1. One student assumes the role of a company officer that will delegate an assignment to a fire fighter.</li><li>2. A second student assumes the role of the fire fighter who receives the assignment.</li><li>3. Both students move to the front of the room for the role-playing exercise.</li><li>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)</li><li>5. The remaining students observe the "company officer's" use of the basic rules of delegation.</li><li>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.</li><li>7. Continue the role-playing exercise with a new delegation topic and two different students.</li><li>8. Be prepared to discuss your answers with the class.</li></ol>

## Topic 2-4: Problem Solving/Decision Making

Student information for this topic can be found in Fire Department Company Officer, IFSTA, Third Edition, pages 78-79.

Slide 1

**DECISION-MAKING PROCESS**

- Arriving at a judgment or conclusion
- Problem analysis and decision making are two of the most important skills required by any management position
- Must be willing to make decisions based on sound problem analysis
- Must result in the development of several alternatives

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Slide 2

**DECISION MAKING**

- Does not happen by chance
- Law of cause & effect is true
  - > Cause may or may not be visible or simple
  - > May be complex and intermingle with other causes
- Problem-solving process is applicable regardless of the problem's complexity
- If decision steps are followed, quality results will occur

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Slide 3

**DECISION MODEL**

- 1 Define the problem
  - Collect applicable data
  - Analyze data
- 2 Identify alternative solutions
- 3 Evaluate the alternatives
- 4 Choose and implement the solution
- 5 Monitor the results
- 6 Initiate corrective action if needed

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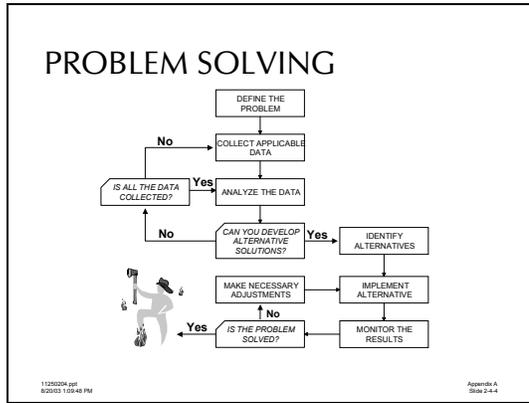
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Slide 4




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Slide 5

- DEFINE THE PROBLEM**
- What brought the problem to your attention?
  - What are the symptoms?
  - Who is involved?
  - What is the standard?
  - Write down the problem statement
  - Collect and analyze applicable data

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Slide 6

- COLLECTING THE DATA**
- The amount depends on the nature of the problem
  - Tendency to stop once sufficient data collected
    - > But **don't stop**
  - Never make assumptions

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Slide 7

**ANALYZE THE DATA**

- Discard irrelevant data
- Determine completeness of relevant data
- Clarify incomplete relevant data

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Slide 8

**IDENTIFY ALTERNATIVES**

- Even if solution appears obvious, this step must be completed
- As number of alternatives decreases, so does the quality of the solution
- Strive for at least five
  - > Both extremes and three in-between
- Best decisions evolve from a choice
- No alternative is without risk

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Slide 9

**EVALUATE ALTERNATIVES**

- Assess with respect to risk involved
  - > Safety
  - > Cost involved
  - > Time available
  - > Resources available
  - > Need for acceptance
  - > Needs of the group or individual

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RETIRED CURRICULUM

Slide 10

**CHOOSE AND IMPLEMENT**

- The best solution is worthless if incorrectly implemented
- Must solve more problems that it creates
- Take time for success

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Slide 11

**MONITOR AND ADJUST**

- Check to ensure that plan is on track
- Are more problems being generated?
- Time
- Budget
- Impatience
- Faulty reasoning
- Initiate corrective actions if necessary

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RETIRED CURRICULUM

## Topic 2-5: Verbal Communication

Student information for this topic can also be found in Fire Department Company Officer, IFSFA, Third Edition, pages 79-80 and 177-184.

Slide 1

**COMMUNICATION**

- Begins at birth
- Continues through life
- Is the creation of understanding
- Depends on the sender's attitude as much as on the methods and procedures the sender uses
- Demands a great deal of effort

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Slide 2

**VERBAL COMMUNICATION**

- Face to face
- Formal
- Informal
- Fireground order

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Slide 3

**ELEMENTS OF COMMUNICATION**

- ① Sender
- ② Message
- ③ Medium
- ④ Receiver
- ⑤ Feedback

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Slide 4

**THE SENDER**

- Communication begins with the sender
- First the need to communicate is perceived
- The message is formulated
- The method of transmission is decided

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Slide 5

**THE MESSAGE**

- Send as clear and simple a message as possible
- Perception problems must be considered by the sender
  - Message may be misinterpreted

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Slide 6

**THE MEDIUM**

***DETERMINED BY...***

- Available time
- Purpose of communication
- Language
- Information being delivered

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CURRICULUM

Slide 7

**MEDIUM FORMS**

■ <b>VERBAL</b>	■ <b>NONVERBAL</b>
> Spoken	> Gestures
> Written	> Photos
	> Graphics
	> Symbols

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Slide 8

**SYMBOLS**

■ Medicine	
■ Restrooms	
■ Recycle	
■ Money	
■ Radioactive	
■ Do not enter	

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Slide 9

**THE RECEIVER**

- Must possess listening skills
- Must be alert and interested for active listening
- Must not only hear, but must understand
- Hears with their ears, but listens with their mind

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CURRICULUM

Slide 10

**THE GOOD LISTENER**

- Shares responsibility for communication
- Commits to one conversation at a time
- Reserves/defers judgment
- Focuses on message, not the messenger
- Listens completely; stops talking
- Keeps attentive

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Slide 11

**THE GOOD LISTENER**

- Maintains eye contact
  - > Listens for what is not said
- Jots down notes; asks questions
- Controls emotions/expressions
- Separates facts from opinions
- Does not personalize the issue
- Is honest

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Slide 12

**FEEDBACK**

<ul style="list-style-type: none"><li>■ Receiver sends signals<ul style="list-style-type: none"><li>&gt; Posture</li><li>&gt; Level of attention</li><li>&gt; Nature of questions or responses</li></ul></li></ul>	<ul style="list-style-type: none"><li>■ Sender builds in feedback by asking<ul style="list-style-type: none"><li>&gt; To repeat key points</li><li>&gt; What might be the logic following a certain procedure</li><li>&gt; To evaluate an idea</li><li>&gt; For an evaluation of an idea presented</li></ul></li></ul>
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Slide 13

**COMMUNICATION BARRIERS**

- Officer/Fire Fighter relationships
- Selective hearing (listening)
- Semantics
- Emotional context
- Physical barriers
- Failure to see need

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Slide 14

**RELATIONSHIPS**

- Communication should be an open, clear line
- From the beginning of the relationship
- Should exist with all company members

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Slide 15

**SELECTIVE HEARING**

***LISTENING...***

- Analyze communication from the standpoint of the other party
- Take responsibility
- Seek first to understand
- Then, to be understood

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REPEATED

CURRICULUM

Slide 16

**SEMANTICS**

- Gear communications to the vocabulary of the receiver
- Recognize facial expressions which convey confusion
- The receiver needs to admit when words are unfamiliar
  - > Alerts the sender to clarify

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Slide 17

**EMOTIONAL CONTEXT**

- Avoid becoming angry when trying to communicate
- Develop empathy to the feelings and needs of others
- Rephrase negatives to show consideration

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Slide 18

**PHYSICAL BARRIERS**

- Be adaptive to the audience
- Have a specific purpose
- Be brief
- Get to the point
- Be clear
- Specify meaning

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REMOVED

Slide 19

**FAILURE TO SEE THE NEED**

- Never assume
- Strive for understanding
- Work at listening to others
- Build in feedback
- Put communication on a positive basis

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Slide 20

**DEVELOPING AWARENESS**

- What am I trying to communicate?
- Who am I communicating with?
- When is the best time?
- Where is the best place?
- How should I communicate?
- Why am I communicating?

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Slide 21

**FIREGROUND ORDERS**

***DIFFERENT THAN REGULAR ORDERS***

- Danger on the fireground alters the perspective of orders and directives
- Quality information is more important than quantity
- Control you anxiety, uneasiness, or excitement while giving fireground orders
- Each is vital, keep it simple and short

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Slide 22

THE GRAPEVINE

- **CONTROL IT!**
  - > Recognize its existence
- **DON'T EVER RELY ON IT!**
  - > For transfer of information
- Provide an adequate flow of official information

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RETIRED CURRICULUM

Communication is the creation of understanding. Effectiveness in communicating is dependent on the company officer's attitude much more than on the methods and procedures used to communicate. There is a disturbing tendency, when communication problems arise, to look outside ourselves for the cause rather than to concern ourselves with what we might do to help create the necessary understanding. Harmony and cooperation in an organization are very dependent on good communication.

## **The Process**

Communication is a process because it involves activity. We must do something in order to exchange ideas, feelings, facts, information, and meaning.

### **Five Elements of Communication**

- ① Sender
  - ② Message
    - ③ Medium
      - ④ Receiver
        - ⑤ Feedback

#### ***The Sender***

The person who sends the information. The sender first perceives the need for the communication, formulates the message, and then decides the method of transmission.

#### ***The Message***

The sender must send as clear and simple a message as possible. The sender must be concerned with possible perception problems when forming the message.

#### ***The Medium***

The information must be transmitted in one form or another from the sender to the receiver. The medium is simply the method chosen for the transmission. Selection is determined by factors such as available time, purpose of the communication, language, and nature of the information being delivered.

#### ***The Receiver***

The person who receives the communication. The receiver must not only hear, but must understand. We hear with our ears, but listen with the mind.

### **Two Types of Communication Medium**

**Verbal = Spoken and  
Written**

**Nonverbal = Gestures,  
Photos, Graphics, and  
Symbols**

### *Characteristics of a Good Listener*

- Defers judgment
- Focuses on message, not speaker
- Listens completely
- Keeps attentive
- Jots down notes
- Maintains eye contact
- Controls emotions
- Controls facial expressions

The listener must work to understand the speaker's intent. Try to anticipate what points the sender is trying to make. Mentally summarize what has been said so far. Both the sender and receiver have responsibility to see that understanding results from the communication.

### ***The Feedback***

The message the receiver sends so you know the information was received and understood. The sender should build in a feedback mechanism by asking questions, asking for an evaluation of the idea presented, and asking for a summary of what was said.

### **Face-To-Face Communication**

Face-to-face communication is generally the most effective means of conveying information because the sender and receiver are speaking directly with each other. The feedback is immediate; body language and other nonverbal messages can be received.

### **Barriers and Bridges to Effective Communication**

#### ***Officer - Fire Fighter Relationships***

Communication should be an open, clear line from the beginning of the relationship and should exist with all company members.

#### ***Selective Hearing***

Analyze communication from the standpoint of the other party. Take responsibility. Seek first to understand, then to be understood.

#### ***Semantics***

Gear communications to the vocabulary of the receiver. As the receiver, we need to admit when words are unfamiliar to us.

#### ***Emotional Context***

Avoid becoming angry when trying to communicate. Develop empathy to the feelings and needs of others. Rephrase negatives to show consideration.

### ***Physical Barriers***

Be adaptive to the audience. Have a specific purpose. Be brief. Get to the point. Be clear. Specify meaning.

### ***Failure to See the Need***

Never assume. Strive for understanding. Work at listening to others. Build in feedback. Put communication on a positive basis.

### **Informal Communication**

The unofficial system of communications is most often called the "grapevine." It is a social network most often used in informal groups. It is used to transmit an organization's social news. Often the grapevine is used to transmit an organization's official information in an informal manner. The company officer should not depend on this information system. There is no method to ensure the accuracy of the information or that complete information is transmitted. The information may receive a slanted or personal bias as it is passed along. There is no method to allow for clarification or to prevent confidential disclosures.

### **How to Control the Grapevine**

Recognize its existence. *Don't ever rely on it for the transfer of information.* Provide an avenue for an adequate flow of official information.

RETIREDCURRICULUM

**ACTIVITY SHEET 2-5-1**

<b>TITLE:</b>	Planning a Communication
<b>TIME FRAME:</b>	0:30
<b>MATERIALS NEEDED:</b>	<ul style="list-style-type: none"><li>• Pencil/pen and paper</li></ul>
<b>INTRODUCTION:</b>	This activity provides you the opportunity to plan a communication that is likely to lead to understanding. Planning more important communications does not have to be very complicated or time consuming. It is not a major job, but rather common sense applied to the company officer's number one problem.
<b>DIRECTIONS:</b>	<ol style="list-style-type: none"><li>1. Work individually, in pairs, or small groups.</li><li>2. Pick a situation you are currently facing at work and answer the following six questions on a separate piece of paper.<ol style="list-style-type: none"><li>a. To whom am I communicating?</li><li>b. To whom am I communicating?</li><li>c. When is the best time to communicate?</li><li>d. Where is the best place to communicate?</li><li>e. How should I communicate?</li><li>f. Why am I communicating?</li></ol></li><li>3. Be prepared to discuss your answers with the class.</li></ol>

RETIRED CURRICULUM

## Topic 2-6: Written Communication

Student information for this topic can also be found in Fire Department Company Officer, IFSMA, Third Edition, pages 159-171 and 180-186.

Slide 1

WRITTEN COMMUNICATION

- Large part of officer's time
- Written reports
- Record keeping
- Can be read by people *outside* the department

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Slide 2

THE REPORT

- Typically documents something
  - > Company operations
  - > Prevention activities
  - > Fire investigations
  - > Injuries
  - > Responses
  - > Training activities
- Keep the administration informed

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Slide 3

THE REPORT

- Neat in appearance
- Legible
- Well organized
- Easily understood
- Not misleading
- Can be legal documents

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Slide 4

**INCIDENT REPORT**

■ Location/address	■ Property type
■ Date/time	■ Area of origin
■ Number responding	■ Cause
■ Number/type of apparatus	■ Damage/loss
■ Responsible party	■ Built-in fire protection equipment
■ Incident type	

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Slide 5

**COMPANY REPORT**

- Unit number
- Personnel responding
- Apparatus and equipment used
- Amount of water used
- Equipment lost or damaged
- Narrative

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Slide 6

**PERSONNEL REPORTS**

- Performance evaluations
  - > Evaluate and quantify work performance in accordance with department standards
- Work improvement plans
  - > Improve employee performance through training, retraining, monitoring, and testing

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Slide 7

**THE MEMORANDUM**

- Short and to the point
- Heading usually includes
  - > To, From, Date, Subject
- Has several uses
- Handed down the chain of command
- Transmitted via hard copy or email

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Slide 8

**THE FORM**

- Specific forms for specific situations
- Basic purpose is known by the reader even before the form is read

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Slide 9

**THE LETTER**

- *Should be...*
  - > grammatically correct, neat, positive professional attitude, and on letterhead
- *Should not be...*
  - > misleading, rude, poorly written, excessively wordy or too brief, overly formal

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Slide 10

**POLICIES**

- Guide to decision making
- Define boundaries
- Disseminate information
- Arise from an appeal to management
- Often imposed by federal, state, or local government

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Slide 11

**WRITTEN POLICIES**

- Make management's intent clear
- Give a reference point
- Form department policy manual
- Make uniform and consistent practices throughout the organization

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Slide 12

**UNWRITTEN POLICIES**

- Perceived policy
- Implied in routine activities
- "The way things have been done"
- Exist when
  - > No clear policy is written
  - > Written policy is out of date

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Slide 13

**SOP**

*Standard Operating Procedure*

- Basis of skills training
- Emergencies require clear and decisive action
- Reduce misunderstandings
- Perform to a measurable standard
- Best use of human resources

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Slide 14

**ORDERS & DIRECTIVES**

- An *order* is a *directive* based upon the authority delegated to the officer to direct the administration of policy, procedure, or method
- A *directive* is *not an order* and is not based upon administrative policy, procedure, or method

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Slide 15

**ORDERS vs. DIRECTIVES**

<p><b>ORDERS</b></p> <ul style="list-style-type: none"><li>■ Are directives</li><li>■ Written communication usually follows verbal order</li><li>■ Failure to comply results in disciplinary action for breach of department policy</li><li>■ Does not grant the freedom to tactfully motivate</li></ul>	<p><b>DIRECTIVES</b></p> <ul style="list-style-type: none"><li>■ Are not orders</li><li>■ Essential to implementing formal guidelines</li><li>■ Failure to comply results in disciplinary action due to insubordination</li><li>■ Require more tact and skill</li></ul>
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Slide 16

**COMPUTER HARDWARE**

- Local area network (LAN)
- Stand-alone computers not connected
- Monitor, keyboard, mouse, CPU, drives, CD-ROM, speakers, etc.
- Useless without software

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Slide 17

**COMPUTER SOFTWARE**

- Spreadsheet
- Data base
- Presentation
- Word processing
- Design and graphics
- Web navigators

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Slide 18

**INTERNET**

- Network of communications
  - > Not a destination, just a way to get there
- Email and mail lists
- Research for facts and information
- Special interest groups
- Download software, documents, forms, graphics, etc.

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REMOVED

CURRICULUM

Slide 19

**COMPUTER SECURITY**

- Do not keep confidential material on your hard drive
- Keep LAN access codes confidential
- Do not access sensitive sites on the web
- Keep email, ICQ, and MDT conversations formal
- Do not download sensitive files from news groups
- Recycled or trashed files *not* deleted
- Virus checks

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RETIRED CURRICULUM

## Formal Communication

Formal communications include policies, procedures, orders, and directives. Policies usually arise from an appeal to management for guidance in making decisions about exceptional cases.

### **Policy versus Procedure**

Policies define boundaries within which administration expects the company officer to act. Procedures detail, in writing, the steps to be followed in carrying out organizational policy for some specific, recurring issue or situation. Policies and procedures are examples of "standing" or "repeat-use" plans.



### **Orders versus Directives**

Orders are directives based upon the authority delegated to the company officer to direct the administration of a policy, procedure, or method. Directives are not orders, and are not based upon administrative policy, procedure, or method.

ORDERS	DIRECTIVES
Are directives	Are not orders
Direct the administration of a policy, procedure, or method	Essential to implementing formal guidelines
Failure to comply results in disciplinary action for breach of policy	Failure to comply results in disciplinary action due to insubordination
Does not grant the freedom to tactfully motivate	Require more tact and skill

The foreground message is vital; keep it short and simple. Quality of information is more important than quantity.

## Written Communication

Written communications include memorandums, forms, letters, and reports.

## **The Memorandum**

Is usually short and to the point, covering only the highlights of one specific subject. They are used to transmit exactly the same information to several locations or individuals. They provide written record of decisions, requests, or policies. They provide specific information concerning questions or requests in a somewhat informal manner. They can also formalize a face-to-face conversation or telephone call.

## **The Form**

Applies to a specific situation and can alert the reader to its subject even before the form is read.

## **The Letter**

Is a reflection of the company officer as well as the department. Its appearance is as important as its style. Letters should be grammatically correct and reflect a positive, professional attitude.

## **The Report**

Is designed to provide vital and useful information. They typically document fire prevention activities, investigations, injuries to civilians and fire fighters, emergency responses, and training activities. Reports oftentimes are legal documents whose contents need to be accurate and thorough. A well-written report requires complete sentence structure, proper grammar, and the appropriate use of words.

RETIRED CURRICULUM

**ACTIVITY 2-6-1**

<b>TITLE:</b>	Written Communication Role Playing
<b>TIME FRAME:</b>	0:30
<b>MATERIALS NEEDED:</b>	<ul style="list-style-type: none"> <li>• None</li> </ul>
<b>INTRODUCTION:</b>	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.
<b>DIRECTIONS:</b>	<ol style="list-style-type: none"> <li>1. Review the scenario below.</li> <li>2. Using one of the two accepted management styles appropriate for performance evaluations, administer the performance evaluation to the engineer.</li> <li>3. The chief wants it in 30 minutes.</li> <li>4. Be prepared to discuss your answers with the class.</li> </ol>

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 2-7: Group Dynamics

Student information for this topic can be found in Fire Department Company Officer, IFSTA, Third Edition, pages 46-56.

Slide 1

PART OF EVERYDAY LIFE

- Family
- Social clubs
- Churches
- Work organizations

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Slide 2

WHAT IS A GROUP?

- Two or more persons who interact with regard to a common goal
- Two basic types
  - > Formal
  - > Informal

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Slide 3

FORMAL GROUPS

- Fire departments
- Labor organizations
- Industry organizations
  - > NFPA

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Slide 4

**INFORMAL GROUPS**

- Hobbies
- Sports
- Social interests

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Slide 5

**CHARACTERISTICS - INFORMAL**

- Occur within all formal groups
- Effect can be "+" or "-"
- Influence often stronger than formal group

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Slide 6

**GROUP LEADERSHIP**

- Defined by type of group
- Formal
  - > Established by organizational structure
    - Rank, position, etc.
- Informal
  - > Established by group dynamics

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Slide 7

**STATIC FORCES**

- Name or identity
- Number of members
  - > May be a variable
- General type of organizational goal or purpose

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Slide 8

**DYNAMIC (FLUID) FORCES**

- Membership changes
- Time factors
- Redefining goals or purpose
- Changing social or political climates

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Slide 9

**ELEMENTS OF A GROUP**

- ① Common and binding interest
- ② Vital group image
- ③ Sense of continuity
- ④ Shared values
- ⑤ Recognition of different group roles

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REMOVED CURRICULUM

Slide 10

**COMMON BINDING INTEREST**

- Strong enough to meet members' needs
- May change with time
- May be influenced by organizational factors
- Role of CO is to maintain the interest of assigned personnel in accomplishing assignments

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Slide 11

**SELF IMAGE**

- Can impact group's performance
- Positive
  - > High achievement
- Negative
  - > Low production

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Slide 12

**SENSE OF CONTINUITY**

- Perception of continued existence will influence dynamics
- Questionable future existence leads to low production
- Lack of continuity can result in fragmentation and territorial behavior
- Causes
  - > Change of leadership, SOPs
  - > Traumatic incidents, personnel transfers

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Slide 13

MORAL VALUES

- A part of every group
- Influenced by
  - > Personal values of members
  - > Traditional organizational philosophies
  - > Societal values

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Slide 14

INDIVIDUAL VALUES

***Based on several key factors...***

- ① Age
- ② Education
- ③ Religion
- ④ Socioeconomic status
- ⑤ Geographic location

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Slide 15

SIGNIFICANT EMOTIONAL EVENT

- Brush with death
- Divorce
- Death or serious injury of coworker

***The only way value programming can change***

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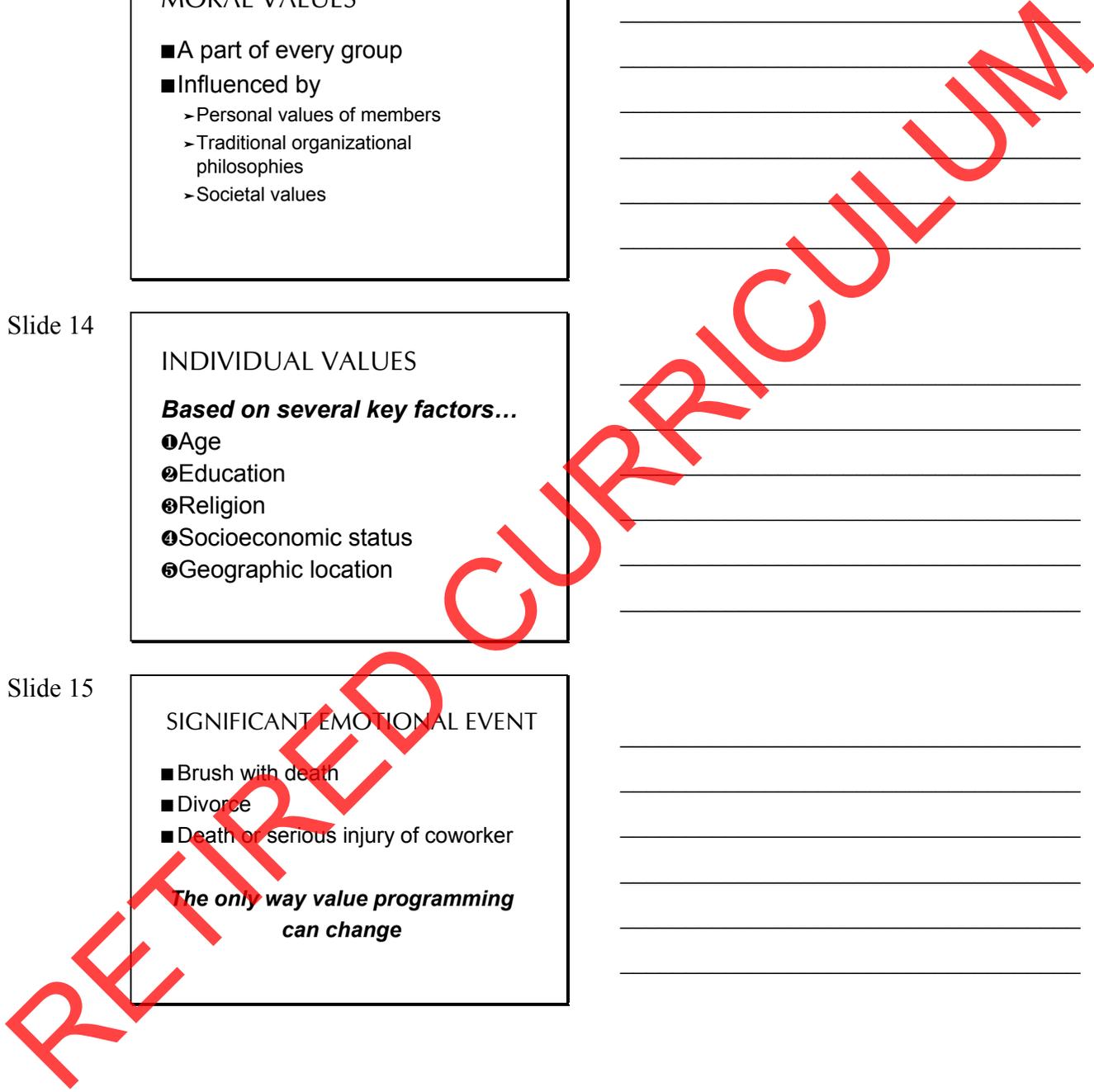
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Slide 16

**ROLES WITHIN A GROUP**

- Every person has a role
- May be assigned formally
- May be assigned informally
- CO may not be informal group's leader
- CO must recognize and learn to work with differing roles assigned

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Slide 17

**COMPANY OFFICER ROLES**

- Superior to the company
- Subordinate to higher management
- Organizational
  - Company supervisor
  - Labor unit member
- Personal
  - Spouse, Parent
- Multiple roles at one time

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Slide 18

**ROLE EXPECTATIONS**

- Influenced by
  - Organizational expectations
  - Personal perceptions of job duties
  - Perceptions and expectations of the information organization

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RETIRED

CURRICULUM

Slide 19

**ROLE EXPECTATIONS**

- Company Officer must be cognizant
- Respect role within informal organization
- Do not separate from the informal
  - > Learn to work within its confines
- Respect the role of others
  - > Learn to work with their positions

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Slide 20

**GROUP RULES & GUIDELINES**

- Each group develops their own
- Formal group
  - > Defined by organizational policies
- Informal group
  - > Defined by tradition and interpersonal dynamics
  - > Rules may be stronger than formal group
  - > May not be acceptable to formal group

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Slide 21

**THE GROUP AS INDIVIDUALS**

- The sum of all its members
- Production capability dependent upon individual interaction
- Analysis of effectiveness begins with a study of individual motivation and relationships
- Individual motivation will be different for each member
- Hierarchy of needs serves as a primary influence on individual activities

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REMOVED

CURRICULUM

Slide 22

### SOCIAL FULFILLMENT

- Keep work challenging
- Mesh personal desires with the organization's needs
- Provide clear direction
- Attainable objectives
- Provide feel of importance
- Recognize and praise successes
- Keep assigned task relevant to overall goals

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Slide 23

### ESTEEM & STATUS APPLICATION

- Usually considered ego fulfillment
- Attempt to influence events so external feedback matches self-image
- Conflict when self-perception and genuine feedback don't agree
- CO monitors how group is interacting
- Response to behaviors reinforces the good and bad

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Slide 24

### THREE EGO STATES

- Parent
- Child
- Adult



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RETIRED

CURRICULUM

Slide 25

**PARENT EGO STATE**

- Evaluative side
  - > Usually has answers to everything
- Two types
  - > Nurturing
    - Caring and understanding
  - > Critical
    - Makes others feel unacceptable

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Slide 26

**CHILD EGO STATE**

- Emotional
- Creative
- Rebellious
- Carefree
- Two types
  - > Happy
  - > Disruptive

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Slide 27

**ADULT EGO STATE**

- Logical
- Rational
- Responsive
- Decisions based on feedback from the parent and child states

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RETIRED

CURRICULUM

Slide 28

TRANSACTIONAL PROCESSES

**OCCUR IN ONE OF THREE SETS**

- ① Complementary
- ② Crossed
- ③ Hidden

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Slide 29

COMPLEMENTARY TRANSACTIONS

- Reinforce the roles of each person
- May seem hostile or friendly
- Three basic types
  - > Adult to adult
  - > Parent to child
  - > Child to child

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Slide 30

CROSSED TRANSACTIONS

- Ego states do not reinforce each other
- Egos damaged or unfulfilled
  - > Friction between communicators
- Communication breaks down

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RETRIEVED CURRICULUM

Slide 31

**HIDDEN TRANSACTIONS**

- Unspoken meaning attached to message
- Say one thing but mean another

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Slide 32

**STROKES**

- Positive
  - > Friendly greeting
  - > Verbal or written praise
  - > Awards
- Negative
  - > Unfair criticism
  - > Verbal abuse
  - > Unfriendly attitude

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Slide 33

**STAMP COLLECTIONS**

- Turned into positive or negative responses
- If collecting positive strokes
  - > Will do something favorable
- If collecting negative strokes
  - > Will seek retribution

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Slide 34

**PREJUDICE**

A feeling,  
favorable or unfavorable,  
toward a person or group  
without regard to actual  
experience or knowledge of  
the individual or group

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Slide 35

**BIAS**

- Every person develops biases
  - > Education
  - > Financial status
  - > Religion
  - > Race or ethnic origin
  - > Gender
  - > Sexual orientation

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Slide 36

**DISCRIMINATORY BEHAVIOR**

- Verbal rejection
  - > When person is not present
- Physical avoidance
- Prejudgment

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RETIRED

CURRICULUM

## Topic 2-8: Managing Conflict

Student information for this topic can be found in Fire Department Company Officer, IFSTA, Third Edition, pages 145-149.

Slide 1

**TYPES OF CONFLICT**

- Simple
  - Goals are known but one group can't attain desires without blocking other's goal
- Pseudo
  - From ineffective communication
  - Agree on an issue, but assume they disagree
- Ego
  - Emotionally involved until self worth is threatened
  - Giving in = loss of dignity

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Slide 2

**SIMPLE CONFLICT**

- Open communication keeps conflict simple
- Stopped from becoming pseudo or ego based
- Some common ground can be found
  - Solution obtained

***"This is my perception, what's yours?"***

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Slide 3

**PSEUDO CONFLICT**

- Eliminate distortions in communication
- Creates dialogue that solicits individual views

***"Sit down, and let's discuss your view on this issue."***

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Slide 4

**EGO CONFLICT**

- Focus on relevant/factual matters
- Encourage other to focus
- Quit talking and let others describe the conflict and reasons for its occurrence

*"Seek to understand before being understood."*

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Slide 5

**CONFLICT...**

- Is inevitable
- Is not a dirty word
- Arises for many reasons
- Takes many forms

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Slide 6

**POSSIBLE OUTCOMES**

- ① Discontinue relationship
- ② Suffer through relationship
- ③ Suppress the conflict
  - > Or true feelings
- ④ Resolve the conflict
- ⑤ Manage the conflict

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REPEATED

CURRICULUM

Slide 7

**DISCONTINUANCE**

- Solution is not acceptable to either party
- Separation, divorce, transfer to another shift or station

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Slide 8

**SUFFERANCE**

- Benefit to both parties
- Necessary for both parties

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Slide 9

**SUPPRESSION**

- Conflict is not department or job related
- Unwarranted conflict based upon personal value system
- Religion, sexual preference, ethnicity

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RETIRED

CURRICULUM

Slide 10

**RESOLUTION**

- Best place to start when a conflict arises
- If you know the priorities
  - > Generate alternatives
- If it is a third party conflict

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Slide 11

**UNRESOLVED CONFLICTS**

- Matters of interpretation
  - > Policy, procedure, etc.
- Ego conflict
  - > Person views as a "win or lose"

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Slide 12

**MANAGING the CONFLICT**

■ CO identifies the type of conflict	■ Pseudo <ul style="list-style-type: none"><li>&gt; Verify, then clarify</li></ul>
■ Simple <ul style="list-style-type: none"><li>&gt; Keep it simple; wait if possible</li><li>&gt; Face the problem together</li></ul>	■ Ego <ul style="list-style-type: none"><li>&gt; Keep mouth closed</li><li>&gt; Do not explain, but describe</li><li>&gt; Determine the source(s)</li></ul>

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Slide 13

MANAGING the CONFLICT

Agree  
to  
Disagree

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Slide 14

GRIEVANCES/DISCIPLINARY ACTIONS

- For the CO, this is a simple conflict
  - > Employee strives toward goals incompatible with organization
- For the fire fighter, this is an ego conflict
  - > Emotionally involved; sees as "win or lose" situation
- Most difficult for CO to deal with

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Slide 15

COMMUNICATION MGT STYLE

- Handle the conflict by keeping it simple
- Resist tendency to respond to ego conflict attitude of the fire fighter
- Then help fire fighter work through their ego conflict without feeling "win or lose" situation
- Manage **your** conflict first, then manage the fire fighter's

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## Topic 2-9: Performance Evaluations

Student information for this topic can be found in Fire Department Company Officer, IFSTA, Third Edition, page 164.

Slide 1

### SUPERVISOR'S CONCERNS

- Establishing and clarifying the employee's present and future responsibilities
- Identifying productivity improvement areas
- Identifying the need for transfer, training, and development needs

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Slide 2

### EMPLOYEE PREPARATION

- Have the employee complete the appraisal forms
  - > Job description
  - > Performance review
  - > Major responsibilities
  - > Major objectives
  - > Professional developments
  - > General comments

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Slide 3

### SUPERVISOR PREPARATION

- Supervisor should review
  - > Employee's file
  - > Employee's job description
  - > Previous appraisals
  - > Major accomplishments
  - > Information from other supervisors
  - > Performance improvement objectives
  - > Professional development

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Slide 4

**YOUR APPROACH**

- #1 CONFRONTATION
  - > Unilateral and subjective judgments
  - > Criticizes performance
- #2 NEGOTIATION
  - > Interactive climate
  - > Mutual process
  - > Give and take

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Slide 5

**ACCEPTANCE & MOTIVATION**

- Establish the "gap" between performance and standards
- Explore reasons for the "gap"
- Eliminate the "gap"

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Slide 6

**FEEDBACK GUIDELINES**

■ FOCUS ON	■ Describe behaviors
> Performance, not personality	■ Express feelings calmly
> Observations, not inferences	■ Specify desires
> Situations, not generalities	■ Explicit consequences
> Alternatives, not solutions	
> Achievability, not ideals	

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Slide 7

**MANIPULATION & CRITICISM**

- Broken record
- Fogging
- Negative assertion
- Workable compromise

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Slide 8

**GENERAL GUIDELINES**

- Negotiation is a game of control
- Problem employee can be a master of this game
- Once you have responded to one of their control efforts, they are in control
- Stay calm and level headed
- If you are right, you will prevail

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## Topic 2-10: Coaching, Counseling, and Progressive Discipline

Student information for this topic can be found in Fire Department Company Officer, IFSTA, Third Edition, pages 82-85.

Slide 1

FAILURE TO PERFORM

**COACH OR COUNSEL WHEN...**

- Fire fighter fails to do what is appropriate in a situation that requires action
- A conflict goes unresolved

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Slide 2

REASONS FOR FAILING

- #1 UNAWARENESS/IGNORANCE
  - > Certain behavior required
- #2 INABILITY
  - > Not having the knowledge or skill to perform
- #3 UNWILLINGNESS
  - > Personal feelings about performing the task at a given time or not wanting to do it

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Slide 3

COACHING

**INDICATED WHEN FIRE FIGHTER FAILS DUE TO...**

- Lack of understanding or knowledge of what is required
- Lack of competency to perform

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Slide 4

COUNSELING

***INDICATED WHEN FIRE FIGHTER...***

- Has the necessary skills but does not perform

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Slide 5

COACHING PURPOSES

- Identify what's needed to achieve desired level of competency or proficiency
- Develop and implement plan to achieve this level
- To help learn

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Slide 6

COUNSELING INVOLVES

- Changing a behavior that detracts from performance
- Solving performance or personal problems that affect work
- Career guidance
- A coworker helping another handle a personal challenge

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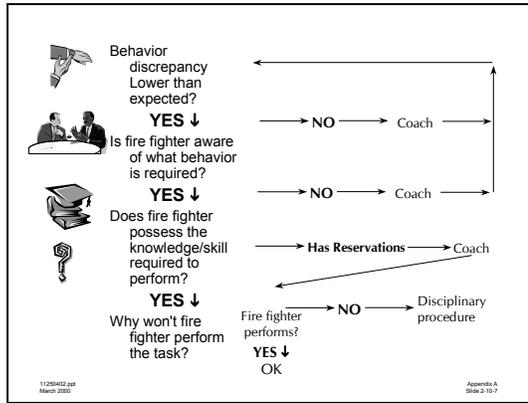
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Slide 7




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Slide 8

HOW DO YOU CHANGE BEHAVIOR?

- Encourage willingness to face a situation and do something positive
- Help guide toward accepting and becoming proactive in their change
- Listen
- Provide support or explanation
- Use authority

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Slide 9

WHEN COUNSELING FAILS

- Utilize progressive discipline procedures
- Proceed gradually
- Avoid discipline by changing behavior

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Slide 10

PERFORMANCE COUNSELING

- #1 Before the counseling interview
- #2 During the counseling interview
- #3 Preparing a performance improvement plan (PIP)
- #4 Follow-up after the counseling interview

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Slide 11

#1 - BEFORE THE INTERVIEW

- Be prepared as possible
- Select appropriate place and time
- Review your information
- Review your options
- Review possible outcomes

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Slide 12

#2 - DURING THE INTERVIEW

- Explain the purpose
- Explain the challenge (problem)
- Outline the objectives
- Discuss potential discipline
- Allow explanation
- Document

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Slide 13

**#3 - PREPARING THE PIP**

- Agree on goals and/or action steps
- Include specific steps
  - > With completion dates
- Include your supportive steps

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Slide 14

**#4 - AFTER THE INTERVIEW**

- Written follow-up may not be necessary
  - > If minor changes or no conflicts
- Written follow-up is necessary
  - > If a step in the disciplinary process
  - > If issues are complex
  - > If action steps extend over a long period of time

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Slide 15

**WRITTEN DOCUMENTATION**

- Worded as confirmation of mutual agreement
- Include expression of confidence
- Be positive
- Refrain from negatives
- Define consequences
  - > Possibility of disciplinary action

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Slide 16

**MONITORING**

- Commend any improvement
- Pursue disciplinary action as needed
- Repeat the counseling if necessary

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Slide 17

**RED-HOT STOVE RULE**

- There was a warning
- The burn is immediate
- The result is consistent
- It is impersonal

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Slide 18

**DISCIPLINE**

■ <b>Positive</b>	■ <b>Constructive</b>
> Self discipline	> Brought by management
> Follow the rules	> Sets standards
■ <b>Negative</b>	> Relate to organizational goals
> Do not follow the rules	
> Reluctantly obeys	
> Viewed as punishment	

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Slide 19

**PROGRESSIVE DISCIPLINE**

- Oral warning or reprimand
- Written warning or reprimand
- Transfer
- Suspension
- Demotion
- Termination

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Slide 20

**JUST CAUSE**

- Was the employee informed of possible retribution?
- Was the policy related to safe operations?
- Did the department follow due process?
- Was there evidence?
- Is the policy applied without discrimination?
- Are the consequences fair?

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## Topic 2-11: Due Process

Student information for this topic can be found in Fire Department Company Officer, IFSTA, Third Edition, page 83.

Slide 1

**EMPLOYEE'S RIGHTS**

- A nonprobationary employee is entitled to predisciplinary safeguards
- Commonly referred to a **"Skelly Right"**
- In some cases, a probationary employee might be entitled to like protection

**When in doubt, "Skelly the employee"**

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Slide 2

**MEETING THE SAFEGUARDS**

- In 1975, the California Supreme Court determined preremoval safeguards
  - > A written "Notice of the proposed action,"
  - > "The reason therefore"
  - > "A copy of the charges and the material upon which the action is based"
  - > "The right to respond, either orally or in writing, to the authority initially imposing discipline."

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Slide 3

**AFTER THE SAFEGUARDS**

- Once the safeguards have been met
  - > An employee may be disciplined without a full trial-type evidentiary hearing being held
  - > 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

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Slide 4

**CALIFORNIA CASE LAW**

- Probationary employees
  - > May have a property or liberty interest under certain circumstances
  - > Even though they do not have an expectation of permanent employment
  - > There is also case law that may be applicable for employees that the company officer should know

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Slide 5

**CASE LAW**

- Referred to as "Weingarten"
  - > NLRB v. J. Weingarten, 420 U.S. 251, 1975
- Ruling states that...  
*an employee may be represented by the union at an investigatory interview with his/her employer when the employee reasonably believes that the interview may lead to disciplinary action*

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Slide 6

**FOUR GUIDELINES**

- Employee must request union representative to be in the meeting with management
- Must be a reasonable belief that discipline will result from the investigatory meeting
- Court's decision does not force employer to interview employee
- Employer has no duty to bargain with the union representative at an investigatory interview

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## Topic 2-12: Grievance Handling

Student information for this topic can be found in Fire Department Company Officer, IFSTA, Third Edition, page 142.

Slide 1

GRIEVANCES

- Wages
- Fringe benefits
- Working conditions
- Hours
- Disciplinary action

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Slide 2

GRIEVANCE RESOLUTION

- Listen to the grievance
  - > The CO has a better feel for the situation
  - > Take a position of helping to resolve the situation if possible
- Find out the reason for the grievance
  - > Deal with the facts of the violation or circumstance
  - > A solution may be found at this level

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Slide 3

GRIEVANCE RESOLUTION

- Employee takes their complaint to their first-line supervisor
  - > Usually the company officer
- Formal grievances are handled in same manner as informal grievance
  - > Listen first, if possible, before reading the written, formal grievance
  - > Try to resolve conflict/violation at this level

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Slide 4

**GRIEVANCE RESOLUTION**

- If not satisfied, go to the next level higher in the chain of command
  - Usually specified by department policy/labor agreement
- If CO can't deal with the situation
  - Not a reflection on the CO's ability
  - CO may have no control over the violation or the remedy that is requested

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Slide 5

**GRIEVANCE RESOLUTION**

- Grievance follows the chain of command
- If no resolution can be agreed to, outside arbitration
  - Decision is final
  - Judge can overturn

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Slide 6

**MEDIATION**

- Neutral third party hears both sides
- Clarifies any misconceptions
- Has access to high ranking officials to help settle dispute

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## Topic 3-1: Internal and External Influences

Student information for this topic can also be found in Fire Department Company Officer, IFSTA, Third Edition, pages 29-32.

Slide 1

INFLUENCE

**AN IMPACT ON OUR LIVES**

- Direct or indirect
- Positive or negative
- Significant
- Ability to change or control attitudes and behaviors

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Slide 2

INTERNAL INFLUENCES

Someone or something existing or occurring **within** our own sphere of influence

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Slide 3

EXAMPLES

- Your crew
- Personal abilities or knowledge
- Something that does not remain stagnant

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Slide 4

EXTERNAL INFLUENCES

Someone or something existing or occurring *outside* our own sphere of influence

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Slide 5

EXAMPLES

- Unions/associations
- Governing bodies
- Laws and regulations
- Budgets
- Gangs
- AIDS
- ADA

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Slide 6

ANALYSIS OF INFLUENCES

Exact Nature of the Influence	Positive and/or Negative	Percent Control You Have	Priority Low = 1 High = 10	What is being done now?	What can be done in the future?
Fire Fighter A really supports me – takes responsibility. I can delegate work without concern.	+	70%	7		Give him challenges, "strokes," and authority to act
Fire Fighter B has negative attitude, won't do share. Uses lots of sick leave. Forces me to reschedule the shift	-	25%	9	Have had 2 informal talks	Has a drug problem. Will recommend treatment.

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Slide 3-1-6

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Slide 7

ANALYSIS OF INFLUENCES					
Exact Nature of the Influence	Positive and/or Negative	Percent of Control You Have	Priority Low = 1 High = 10	What is being done now?	What can be done in the future?
Fire Fighter C is the newest and least experienced. Requires more training and physical conditioning. Very motivated. Is an RN. Needs to use those skills. Caused some remodeling of station.	+ Asset to company - Caused some stress and changes	70%	9	Structured a fitness program. Cautioned others about harassment. Have clearly reviewed performance standards.	Used RN training to enhance other fire fighters' EMS skills. Requested cultural diversity training.

11280301.pdf March 2000 Appendix A Slide 10-17

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Slide 8

ANALYSIS OF INFLUENCES					
Exact Nature of the Influence	Positive and/or Negative	Percent of Control You Have	Priority Low = 1 High = 10	What is being done now?	What can be done in the future?
Fire service organization (I hold office). Adds stress to already overloaded schedule. Responsible for planning a major conference in three months.	+ Career - Time	95% Volunteer	9	Have put it on the "back burner." Have delegated some of the tasks.	Will focus energy on project next month.

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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 influence exist. Our job, as company officers, 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.

### **Internal Influences**

An internal influence on the company officer is something or someone existing, occurring, or found within his/her sphere of influence. Often times, an officer may have total control over only a few things within his/her sphere. The various other influences are shared with other shift officers or peers.

Perhaps, the first step a company officer should take in exploring internal and external influences is to recognize that an influence may be an invisible or intangible force or action exerted by one thing or person upon another. Simply stated, people or organizations do not remain stagnant. They are in a constant state of change. What causes these changes are forces seen and unseen, which are influences, internal or external.

### **External Influences**

Individuals and organizations do not exist in a vacuum. They function simultaneously in at least two environments: external to the individual or organizational unit and external to the organization as a whole. Each of these environments creates various conditions, constraints, resources, etc. Most persons, organizational units, and whole organizations are suspended in a dynamic, changing relationship to these influences. At any one time, both are responding to some influences, and pro-acting towards others.

In ideal situations, through effective management, we are able to minimize the effect of negative or detrimental external influences and maximize the effect of positive, supportive influences. The greater "control" we achieve over external influences, the greater opportunity we have to reduce and counteract conditions that cause crises in the organizational unit, or for the individual.

### **The Dimension of the Impact/Relationship**

Each of us has unique influences in our lives. When we function as a member of a group, we are subject to influences affecting the group. The impact of these influences is felt by all members of the group. Examples of these influences on the group might be organizational policies, regulations, needs of our clients, competition with other departments, etc.

The following chart illustrates this point.

INTERNAL	
- Our team	Self and Others – work teams/unit/platoon: Affects everyone on the team in the same way. Example: the work assigned to our team.
- Our own	Self – the individual influences. Unique to one person. Examples: my needs, my interests, and my goals in the fire service.
EXTERNAL	
- All of us - The fire department	Self and Others – entire organization (fire department): Affects everyone in the organization similarly. Examples: funding, cutbacks, increase in arson.
- Our station - Internal and external	Self and Others – organizational division/company: Affects everyone in the division similarly. The workload sharing by other shifts outside our station.
- Our shift	Self and Others – organizational unit such as shift or section: Affects all in the shift similarly. Examples: coordination between captains, shift schedule.

We function simultaneously in these environments, looking at influences from both the individual perspective and from the department or group's perspective. The first step in dealing with internal and external influences is to identify influences that are affecting you, your station/division, and your organization.

### Examples of Influences

- An individual's own needs, drives, concerns, goals, etc. (which arise from external conditions).
- Client needs or demands (individuals or groups to whom we provide services, i.e., residents of our fire jurisdictions, groups such as schools, hospitals, tourists traveling through, etc.).
- Other individuals or groups that make demands or have needs that your shift or company must respond to.
- Coworkers' (supervisors, peers, and subordinates) needs, attitudes, values, goals, etc.
- Accountability populations -- groups to which we are accountable in some way.
- Funding sources or other sources of organizational support -- their priorities and affect on the fire department.
- Providers of technical assistance.
- Market/economic conditions.
- Competitors for resources or "clients."

- Policy (or advisory) boards guidelines or directives.
- Fire department philosophy, goals, beliefs, procedures, and "public" behavior, in addition to fire department values and "private" behavior.
- Legal requirements/legislative mandates (such as OSHA, etc.)
- Workload in relationship to human and material resources.
- Organizational resistors to change (internal or external to department).
- Local political realities.
- Conditions which the fire department has a commitment to and an opportunity to change.
- Physical plant and location of the organization - where fire stations and equipment are.
- Communication process, equipment, "problems," etc.
- Community issues that affect the fire department.

The next step in dealing with internal and external influences is to analyze the influence in order to set a goal to either minimize the impact of a negative influence or enhance the impact of a positive influence.

### **Influence Analysis**

A clear, precise, and objective analysis of current external influences alerts us to the types of external influences having an impact on our effectiveness, what priority we give each influence, what patterns have emerged (and potentially what influences are predictable), how we currently respond, and what goals are implied by the influences.

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
- Resources to be developed (or maintained)

The above statements form the basis for individual and organizational goals. The resulting goals enable movement from a state of continuous reaction to influences, to rational, well planned and managed pro-action on our own terms, controlled primarily by us.

### **Influences Analysis Application**

Activity 3-1-1 demonstrates how to start the analysis process through identification of internal and external influences, categorizing those influences whether positive or negative, identifying just how much power you have to mitigate or enhance the effects of the influence, prioritize the importance the influence really has on you and/or your department, and finally, what are you doing and what are you going to do to mitigate or enhance the impact of the influence.

NOTE: Review the two-page example worksheet before completing the blank worksheet. Your instructor will advise you as to whether this is a homework assignment or a classroom/group assignment.

**INFLUENCES** defined: Those things in our lives that affect us directly or indirectly in both positive and negative ways and have a significant and sometimes profound ability to change or control our attitudes and behaviors.

**INTERNAL INFLUENCES** defined: Something or someone existing, occurring, or found within your sphere of influence...(some influences may be an invisible or intangible force or action exerted by one thing or person upon another).

**EXTERNAL INFLUENCES** defined: Something or someone existing occurring or found outside of your sphere of influence.

**HERE'S THE POINT:** Individuals and organizations do not exist in a vacuum. They function simultaneously in at least two environments: external to the individual or organizational unit and external to the organization as a whole. Most persons, organizational units, and whole organizations are suspended in a dynamic, changing relationship with the influences in these environments, at any one time both reacting to some influences and pro-acting towards others.

**THE END PRODUCT** of a complete analysis of external influences are precise statements of:

- Conditions to be changed
- Problems to be solved
- Needs to be met
- Resources to be developed (or maintained)

**ACTIVITY 3-1-1**

<b>TITLE:</b>	Identifying Common Influences
<b>TIME FRAME:</b>	0:30
<b>MATERIALS NEEDED:</b>	<ul style="list-style-type: none"><li>• Writing board/pad with markers/erasers</li></ul>
<b>INTRODUCTION:</b>	<p>This activity provides you the opportunity to identify common internal and external influences. 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.</p>
<b>DIRECTIONS:</b>	<ol style="list-style-type: none"><li>1. In your group, identify the common internal and external influences, both positive and negative, which affect your departments, divisions/units, shifts, or stations.</li><li>2. On a writing board/pad, list everything you can think of that has <u>direct</u> impact on your work.</li><li>3. Cross out any item that you believe you have no chance of counter-influencing.</li><li>4. Be as specific as possible, listing individual names rather than "coworkers," since each person affects you differently.</li><li>5. Be prepared to discuss your answers with the class.</li></ol>

**ACTIVITY 3-1-2**

<b>TITLE:</b>	Influence Analysis
<b>TIME FRAME:</b>	0:30
<b>MATERIALS NEEDED:</b>	<ul style="list-style-type: none"> <li>• Writing board/pad with markers/erasers</li> </ul>
<b>INTRODUCTION:</b>	This activity provides you the opportunity to take the next step in dealing with internal and external influences— <i>influence analysis</i> . 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.
<b>DIRECTIONS:</b>	<ol style="list-style-type: none"> <li>1. In your group, read the attached example of an Influences Worksheet.</li> <li>2. As a group, develop an action or goal for each influence you listed in Activity 3-1-1 following the column descriptions listed below.</li> <li>3. Be prepared to discuss your answers with the class.</li> </ol>

- 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 mispending 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**

Exact Nature of the Influence	Positive and/or Negative	Percent of Control You Have	Priority Low = 1 High = 10	What is being done about it now?	What can be done in the future?
Fire fighter A - Really supports me; takes responsibility. I can delegate without concern.	+	70%	7		Give challenges, "strokes," and authority to act
Fire fighter B - Negative attitude, will not do share. Uses lots of sick leave; forces me to reschedule the shift.	-	25%	9	Had two informal talks.	Has a drug problem; will recommend treatment
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.	+ Asset to company - Caused some stress and changes	70%	9	Structured a fitness program. Cautioned others about harassment. Have clearly reviewed performance standards.	Use RN training to enhance the other fire fighters' EMS skills. Request cultural diversity training for all.
Captain B - Does not follow schedule for station responsibilities (preplans, hydrant checks, etc.). Does not maintain "housekeeping" at the station.	-	10%	10	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.	Follow up with Battalion Chief.
Change in radio language to "clear text." Requires retraining of all staff. Fire fighters resisting this "new" system.	+ Clear & common terms - Staff resisting change	0%	9	Training fire fighters. Made large poster for dayroom wall.	Reinforce through practice at station and drills.

Exact Nature of the Influence	Positive and/or Negative	Percent of Control You Have	Priority Low = 1 High = 10	What is being done about it now?	What can be done in the future?
Desire to earn Fire Officer certification. Pressures to complete course and pass final. Need to spend time studying.	+ For career  - For time	90%  My choice	8	Tried to use "off" time at station to study.	
Lack of privacy at station. Makes me tense, hard to relax, hate the overcrowded conditions.	-	10%	9	Adjusted my schedule so I have more privacy to study outside when possible.	Enforce "quiet time."
Apathy of public towards fire department. Frustrates me and hurts department. Latest tax initiative for department funds failed.	-	5%	10	Do good "PR" whenever I can. Proposed new public education program to Battalion Chief.	
Fire service organization (hold office). Adds stress to already overloaded schedule. Responsible for planning a major conference scheduled in 3 months.	+ Career  - Time	95%  I volunteered	5	Have put it "on back burner." Delegated some of the tasks.	Focus energy on project next month.

RETIRED

RETIRED CURRICULUM

## Topic 3-2: Elements of Management

Student information for this topic can also be found in Fire Department Company Officer, IFSFA, Third Edition, pages 71-72 and 151-157.

Slide 1

MANAGEMENT DEFINED

The art of accomplishing organizational objectives/goals through and with people

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Slide 2

MANAGEMENT CYCLE

- Planning
- Organizing
- Implementing
- Evaluating

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Slide 3

MISSION STATEMENT

- Philosophy
- Creed
- Principles
- Values of the organization
- Criterion by which everything is evaluated and directed against

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Slide 4

SAMPLE STATEMENT

To protect lives and property by maintaining a maximum state of readiness through aggressive prevention, suppression, and training programs

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Slide 5

MISSION STATEMENTS

*TRANSLATE INTO*

- Goals
  - > Battalion Chiefs
- Objectives
  - > Captains
- Tasks
  - > Fire Fighters

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Slide 6

GOALS

Broad, general, abstract statements of what is to be accomplished or the direction of focus of an organization

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RETIRED

CURRICULUM

Slide 7

**WHY SET GOALS?**

- To address the basic elements of management
  - > Proactive
  - > Give direction
  - > Meet community needs
  - > Challenge employees

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Slide 8

**TYPES OF GOALS**

■ Long range	■ Medium range
> 20 years	> 1 to 5 years
> City's fire master plan	■ Short range
> Very little the CO can do	> Less than 1 year

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Slide 9

**BUDGETING PROCESS**

- Preliminary budget
  - > New ideas and projects
  - > Justification
- Final budget
  - > Limitations imposed

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RETIRED

CURRICULUM

Slide 10

**ORGANIZING DEFINED**

To pull or put together a number of persons or groups and resources, having specific responsibilities and united for some purpose or work

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Slide 11

**ORGANIZATIONAL RESOURCES**

- Human resources
- Physical facilities
- Training
- Time

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Slide 12

**INCREASING RESOURCE LEVELS**

- To increase the effect the company officer has on and off the fireground
  - > Recognize and develop the skills and capabilities of company members
  - > Match specific resources with the demands

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RETRIEVED CURRICULUM

Slide 13

**IMPLEMENTATION**

- Objective
- Actions
- Personnel involved
- Job to be done
- Equipment
- Time available

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Slide 14

**MONITOR RESULTS**

- Communicate
- Allow work to begin
- Look for short comings
- Know when to direct, lead, control, or just sit back and watch

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Slide 15

**EVALUATION**

- Review the performance
- Assess adherence to the plan
- Evaluate the results
- Plan for improvement

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RETIRED

Slide 16

MBO

Management By Objectives

A tool a company officer can use to ensure the overall department mission statement is met or exceeded

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Slide 17

MBO GUIDELINES

- Open communication
- Realistic
- Measurable
- Written
- Authority/Responsibility
- Evaluation

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RETIRED CURRICULUM

**ACTIVITY 3-2-1**

<b>TITLE:</b>	Goal Setting
<b>TIME FRAME:</b>	0:30
<b>MATERIALS NEEDED:</b>	<ul style="list-style-type: none"><li>• Writing board/pad with markers/erasers</li><li>• Mission statement</li></ul>
<b>INTRODUCTION:</b>	This activity provides you the opportunity to understand how the agency's mission statement will eventually end up as tasks through goal setting. Company officers may not be involved in setting agency goals, however, they are involved in the end products -- medium and short-range goals.
<b>DIRECTIONS:</b>	<ol style="list-style-type: none"><li>1. In your group, use one of the student's mission statements or the example mission statement in the student supplement and develop two long-range goals for the agency.</li><li>2. From the long-range goals, create three medium-range goals to accomplish the long-range goals.</li><li>3. From these medium-range goals, create four short-range goals to accomplish the medium range goals.</li><li>4. Be prepared to discuss your goals with the class.</li></ol>

RETIRED

**ACTIVITY 3-2-2**

<b>TITLE:</b>	Applying MBO to Goal Setting
<b>TIME FRAME:</b>	0:30
<b>MATERIALS NEEDED:</b>	<ul style="list-style-type: none"><li>• Writing board/pad with markers/erasers</li><li>• Results of Activity 3-2-1</li></ul>
<b>INTRODUCTION:</b>	This activity provides you the opportunity to apply one method that may be used to transform short-term goals into action through "management by objectives." Company officers help an agency reach its long-range goals by action today.
<b>DIRECTIONS:</b>	<ol style="list-style-type: none"><li>1. Remain in your group from Activity 3-2-1.</li><li>2. Apply the management by objective steps (objective, tasks, time) to each of the four short-range goals established in Activity 3-2-1.</li><li>3. Address questions of budget and budget justification, time line, and evaluation criteria.</li><li>4. Be prepared to discuss your answers with the class.</li></ol>

RETIRED

## Topic 3-3: Managing Change

Slide 1

WHY DO WE RESIST CHANGE?

- Fear of the unknown
- Risk
- Uncertainty
- Comfort in the old way
- Not worth the trouble

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Slide 2

BARRIERS TO CHANGE

- Organizational culture
  - > Attempts to maintain a stable behavior pattern
- Power structure
  - > May threaten existing authority
  - > May threaten compensation/reward structure

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Slide 3

PRESSURES FOR CHANGE

- External pressures
  - > Environmental changes
  - > Organizational size changes
  - > Ownership changes
- Internal pressures
  - > Dissatisfaction with present system
  - > Changes in characteristics of members

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Slide 4

**TARGET OF CHANGE**

- Individual
  - > Improve performance; change attitude
- Group or company
  - > Increase performance and motivation
- Organization
  - > Budget system
  - > Goals and strategy

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Slide 5

**KEY STAGES**

- Motivation to change
- Use of effective change method
- Reinforcement of change

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Slide 6

**INDIVIDUAL CHANGE**

- Creating motivation
  - > Performance appraisals
- Methods
  - > Training
  - > Coaching and mentoring
  - > Counseling

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RETIRED

Slide 7

**GROUP CHANGE**

- Proper utilization of group pressure and reinforcement
- Training
- Team building

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Slide 8

**ORGANIZATION CHANGE**

- Perceives problems and calls consultant
- Consultant forms top management system task force
- Group of internal advisors is formed
- Organizational audit is conducted

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Slide 9

**ORGANIZATION CHANGE**

- Top management group and internal advisors are trained
- Results of audit provided
- Internal advisors develop a program tailored to needs
- Top management forwards changes back to internal advisors

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REMOVED

CURRICULUM

Slide 10

ORGANIZATION CHANGE

- Internal advisors finalize program
- Pilot testing of program
- Program is put into effect
- External consultant audits implementation
- Modifications made to the program

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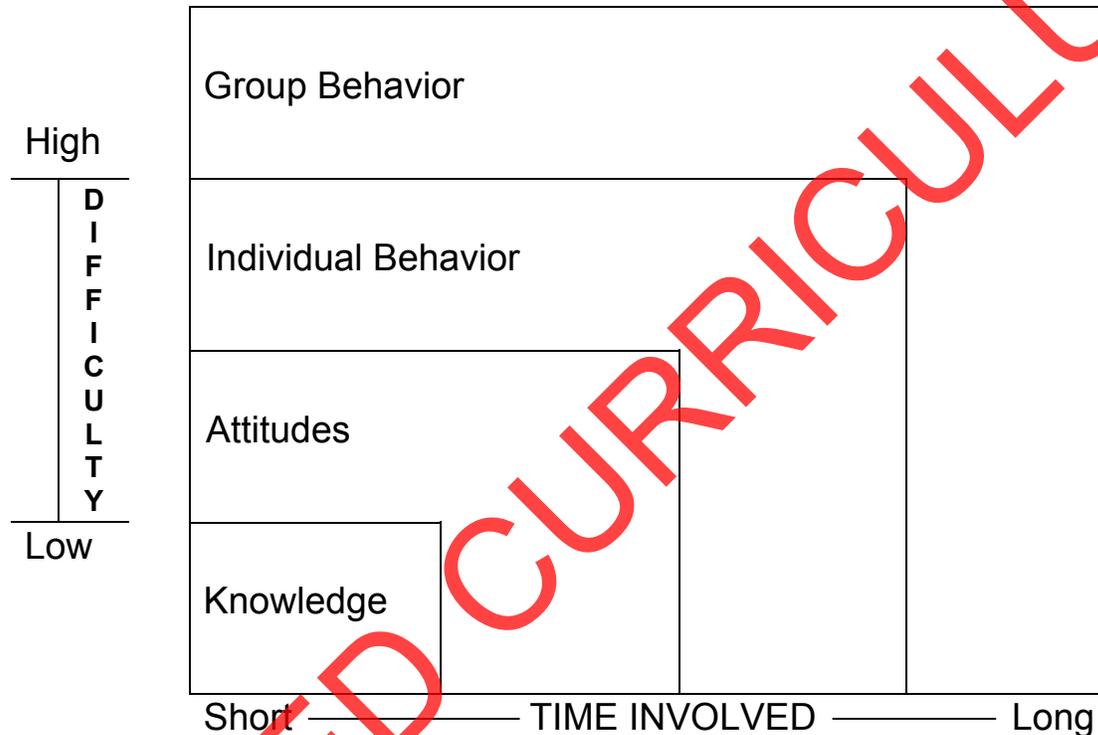
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RETIRED CURRICULUM

## Change Model

The model below identifies four situations in which change occurs – knowledge, attitudes, individual behavior, and group behavior – and describes the difficulty (low to high) and time (short to long) involved in each situation.



### Change Model Situations

The change model identified four situations in which change can occur. Following are examples of "how" to effect change in each of the four situations.

#### **Knowledge**

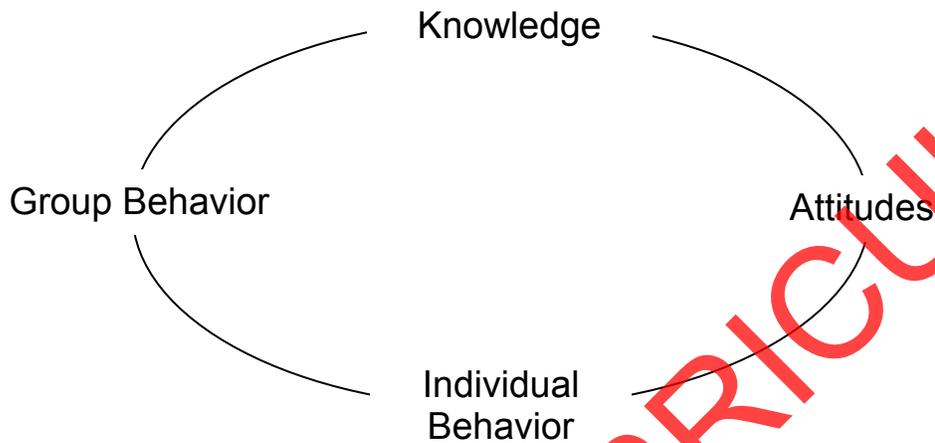
This is the least difficult and least time consuming situation in which change can occur. Change can be accomplished simply by participating in fire service training courses, community college programs, reading text and professional literature or, least desirable, on-the-job experiences.

#### **Attitudes**

This situation is more difficult and time consuming than changing knowledge and is most often achieved when the new knowledge is obtained through education and training, thereby making old attitudes obsolete. If, however, the new knowledge obtained is not applied, then attitudes can be

changed through positive reinforcement of an individual's attitude (reward), negative reinforcement of an individual's attitude (punishment), or life/career experiences.

### Individual Behavior



This situation is even more difficult and time consuming than changing attitudes, and is considered an outward expression of acceptance - meaning the way a person acts. Typically, if an individual gains knowledge and changes in his or her attitude occur, then it is normal to experience changes in that individual's behavior. This is a "normal" learning response, so the key to successfully changing individual behavior is improving knowledge and changing attitudes. Often times, however, if individual behaviors do not conform to the norms of the organization and the individual is unwilling or unable to change, then that individual is screened out or ignored.

### Group Behavior

Finally, group behaviors are the most difficult and change at this level takes a relatively long time. Group behavior change is dependent on changes in knowledge, attitude, and individual behavior, but it also encompasses the performance of the organization as a whole. Monitoring, evaluating, and if needed, correcting group behavior is an evolutionary process that may lead back to the first change situation – knowledge.

## Topic 3-4: Time Management

Student information for this topic can also be found in Fire Department Company Officer, IFSMA, Third Edition, pages 81-82.

Slide 1

**FIRST THINGS FIRST!**

Things which matter most must never be at the mercy of things which matter least

The successful person has the habit of doing the things failures don't like to do

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Slide 2

**ESSENCE of TIME MANAGEMENT**

- Separate the important from the unimportant
- Exercise discipline to concentrate efforts on the important over the unimportant
- Avoid time wasters

Organizing and executing around priorities

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Slide 3

**TIME MANAGEMENT MATRIX**

- **URGENT ACTIVITIES**
  - > Require immediate attention
  - > Are reacted to
- **IMPORTANT ACTIVITIES**
  - > Have to do with results
  - > Contribute to your mission, values, and high priority goals
  - > Are proacted to

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Slide 4

**QUADRANT I**

*URGENT AND IMPORTANT*

- Crises
- Pressing problems
- Deadline driven projects
- Emergency responses

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Slide 5

**QUADRANT II**

*IMPORTANT, BUT NOT URGENT*

- Prevention work
- Adequate rest/relaxation
- Relationship building
- Planning
- Recognizing new opportunities

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Slide 6

**QUADRANT III**

*URGENT, BUT NOT IMPORTANT*

- Trivial interruptions
- Some phone calls, mail/reports, meetings
- Popular activities

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Slide 7

**QUADRANT IV**

*NOT URGENT & NOT IMPORTANT*

- Trivia, busy work
- Some mail, phone calls
- Time wasters
- Pleasant activities

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Slide 8

**CONSEQUENCES - Quadrant I**

- Stress
- Burn out
- Crises atmosphere
- Always putting fires out
- Lack of sufficient time to do the planning found in Quadrant II

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Slide 9

**CONSEQUENCES - Quadrant II**

- Vision, perspective
- Balance
- Positive discipline
- Real control
- Few crises
- Improved relationships
- Self-motivated individuals & work teams

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Slide 10

CONSEQUENCES - Quadrant III

- Short-term focus
- Crises management
- Seeing goals and plans as worthless
- Victimized, out of control

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Slide 11

CONSEQUENCES - Quadrant IV

- Total irresponsibility
- Loss of job or promotion
- Dependent constantly on others

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Slide 12

EFFECTIVENESS

- Spend nearly all their time in Quadrant II, and most of the rest in Quadrant I
- Spend almost no time in Quadrants III or IV
- Quadrant I becomes smaller and smaller when the focus is placed on Quadrant II activities

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Slide 13

TEN KEY POINTS

- ❶ 80% of results from 20% of effort
- ❷ Organize/execute your goals
- ❸ Keep a log & analyze time use
- ❹ Identify/eliminate time wasters
- ❺ Get off the phone quickly

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Slide 14

TEN KEY POINTS

- ❻ Schedule appointments for "drop in" visitors
- ❼ Clearer direction to subordinates
- ❽ Handle paperwork only once
- ❾ Plan some "float time" schedule
- ❿ Use a personal organizer

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Slide 15

PERSONAL ORGANIZATION

- Life commitments
- Personal welfare
- Work

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RETIRED CURRICULUM

Slide 16

**LIFE COMMITMENTS**

- More than just work
- Both work and life commitments compete for time
- Time management just as important

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Slide 17

**PERSONAL WELFARE**

- Personnel is the department's most important resource
- Company officer must manage personal health and development

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Slide 18

**WORK ORGANIZATION**

- Makes company officer more efficient
- Facilitates tracking and documentation
- Prevents overload

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RETIRED CURRICULUM

Slide 19

AN EFFECTIVE ORGANIZER

- Coherence
- Balance
- Quadrant II focus
- "People" dimension
- Flexibility
- Portability

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RETIRED CURRICULUM

## The Essence of Effective Time Management

All of us have exactly the same amount of time each day. Highly effective people, however, tend to accomplish more since they are able to "organize and execute around priorities." Learning to do that one task is the key to effective time management.

Effective time management is putting first things first. The 19<sup>th</sup> century poet J.W. Von Goethe once said, "Things, which matter most, must never be at the mercy of things, which matter least." 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."

The effective person is one who can separate the important from the unimportant, and exercise the discipline necessary to concentrate efforts on the important over the unimportant. This can often be hard to do because of a number of "time wasters" that affect us all. They include:

- Taking some telephone calls while you are conducting an interview in your station office.
- Visiting with a "drop-in" retiree when you are late for a training exercise.
- Reading "junk mail."
- Gossiping around the coffee table.

From these examples, we can see that often the term "time management" is a misnomer. The challenge is not to manage time, but to manage us. Stephen 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.*"

## Time Management Matrix

Most people spend their time in four ways. The time management matrix that defines activities using two terms can diagram the four "ways."

- Urgent:** Activities that require immediate attention and are generally reacted to. They include such things as a telephone call.
- Important:** Activities that have to do with results and contribute to your mission, your values, and your high priority goals. They are generally proacted to and require initiative action to seize the opportunity. Important activities include such things as relationship building.

These two terms form four quadrants in the time management matrix. The quadrants and their activities include:

	URGENT	NOT URGENT
IMPORTANT	<p><b>QUADRANT 1</b></p> <p>Important And Urgent</p> <p>Includes crises, pressing problems, deadline-driven projects, and emergency responses.</p>	<p><b>QUADRANT 2</b></p> <p>Important But Not Urgent</p> <p>Includes prevention work, adequate rest/relaxation, relationship building, planning, and recognizing new opportunities.</p>
NOT IMPORTANT	<p><b>QUADRANT 3</b></p> <p>Unimportant But Urgent</p> <p>Includes trivial interruptions, some phone calls, some mail/reports, some meetings and popular activities.</p>	<p><b>QUADRANT 4</b></p> <p>Unimportant And Not Urgent</p> <p>Includes trivia, busy work, some mail, some phone calls, "time wasters," and pleasant activities.</p>

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Operating each of the different quadrants results in varying consequences:

- ❑ **Quadrant 1** results in high stress levels, burn out, a "crises" atmosphere, involves a lot of effort "putting out brush fires," and provides inadequate time to do the planning required in Quadrant 2.
- ❑ **Quadrant 2** results in more vision and perspective. Balance, positive self-discipline, and improved relationships are often the results. Individuals and teams tend to become more self-motivated and there are fewer crises to deal with.
- ❑ **Quadrant 3** results often in a short-term focus, with lots of crisis management. Goals and plans are often seen as unimportant and the person operating in the quadrant usually feels victimized and out-of-control.
- ❑ **Quadrant 4** represents the height of irresponsibility. This type of behavior can often lead to a loss of a job or a promotion. Individuals that operate mostly in Quadrant 4 are usually highly dependent on others for survival.

Most highly effective people and organizations spend most of their time in Quadrant 2, and almost no time in Quadrants 3 and 4. Quadrant 1 becomes smaller and smaller when the focus is placed on Quadrant 2 activities.

## **10 Key Points of Effective Time Management**

1. 80% of your most productive results come from 20% of your efforts. Find that critical 20 percent and place the highest priority on it. After referring to your organizational and/or personal mission statements, write weekly goals, prioritize them, and then put your time where your priorities are. Remember: always organize and execute around priorities.
2. After referring to your organizational and/or personal mission statements, write weekly goals, prioritize them, and then put your time where your priorities are. Remember: always organize and execute around priorities.
3. Keep a time log for one week and analyze your usage of time.
4. Identify and eliminate your Quadrant 3 and 4 time wasters.
5. Be friendly on the telephone, but once business is done, get off the line as soon as possible.
6. Require those who drop-in to see you to schedule an appointment for lengthy visits.
7. Subordinates whom constantly drop-in for more advice and direction are in need of clearer directions, better guidelines, specific parameters, and/or more training.
8. Handle your paperwork only once. Learn how much time certain paperwork functions take. Do not begin a particular task until you budget enough time and willpower to complete it.
9. Remember to plan into your schedule some float time. Unanticipated problems or unscheduled interruptions will usually surface.
10. Develop and use an effective personal organizer. The planner should assist you to organize and execute around your goals, which came from your mission statement.

## **Personal Organizers**

Not all organizers are created equal, but they should all meet certain criteria. As a minimum, personal organizers should be coherent to our personal and organizational mission statements and goals. They should also facilitate the maintenance of balance in your life (work, play, rest, recreation, exercise, etc.). They should assist you in focusing on Quadrant 2 activities and should include the ability to track the needs of the people in your life (family members, employees, etc.). Finally, the organizer must be flexible (allowing it to be tailored to your specific needs) and portable, so it can go wherever you go.

In addition to the above criteria, the following minimum components should be included in any organizer selected:

- A values/mission statement/goals section for easy reference while planning on a weekly and monthly basis.
- Monthly calendar.
- Weekly calendar/worksheet.
- Daily planner "To Do" lists.

- Address/phone number section.
- Notes (blank) section.
- Special projects section.

Communications records to record important discussions with subordinates and superiors for later recall if necessary

Finally, a quality organizer allows the user to incorporate the concept of "time activation." To "time activate" something means to schedule in such a way that a reminder is given in a timely manner. "Time activation" is utilized with an organizer using the following process:

At the moment of realization that an issue or task must be remembered for later action:

- Enter the details in the organizer.

Utilize the most appropriate planning for the time frames operative:

- For actions more than a month out, use the monthly calendar.
- For actions less than a month out, use the weekly calendar.
- For actions due in less than a week, use the daily planner/checklist.

RETIREDCURRICULUM

RETIRED CURRICULUM

## Topic 4-1: Basic Views of Leadership

Student information for this topic can also be found in Fire Department Company Officer, IFSFA, Third Edition, pages 62-63 and 69-74.

Slide 1

LEADERS vs. MANAGERS

**LEADERS TEND TO...**

- Stress relationships
- Create a vision
- Move in new directions
- Communicate purpose
- Favor taking risks and making change
- Generate a meaning in work

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Slide 2

LEADERS vs. MANAGERS

**MANAGERS TEND TO...**

- Stress organization
- Focus on short-term goals
- Use existing functions
- Communicate directives
- Fear uncertainty and act cautiously
- Enforce fulfillment of agreements/contracts

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Slide 3

BEHAVIORAL APPROACHES

**THEORY "X"**

**THEORY "Y"**

**THEORY "Z"**

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Slide 4

THEORY X LEADERS BELIEVE

***MOST WORKERS...***

- Dislike work
- Lack ambition
- Resist change
- Shun responsibility
- Require close supervision
- Prefer to be led

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Slide 5

THEORY Y LEADERS BELIEVE

***MOST WORKERS...***

- Like work
- Are self motivated
- Subscribe to organizational goals
- Seek responsibility
- Will excel when using their own intelligence, ingenuity, imagination

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Slide 6

THEORY Z CONCEPTS

- Participation, including decision-making
- Quality circles
- Leaner management, more humanistic
- Focus on people
- Employees remain for life
- Relationships between work & social life
- Worker's goal for economic success

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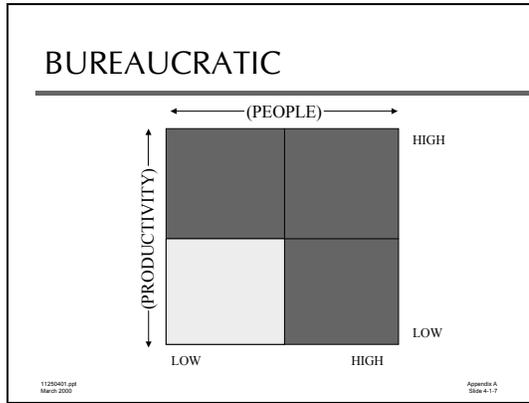
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Slide 7



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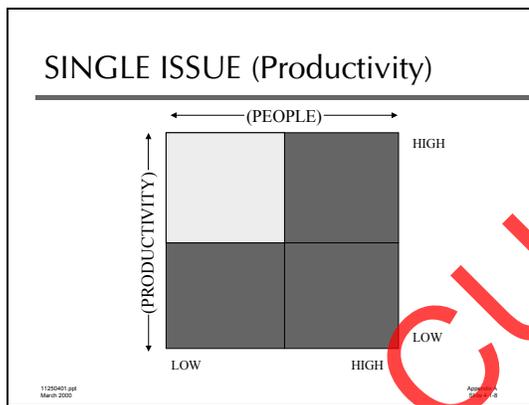
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Slide 8



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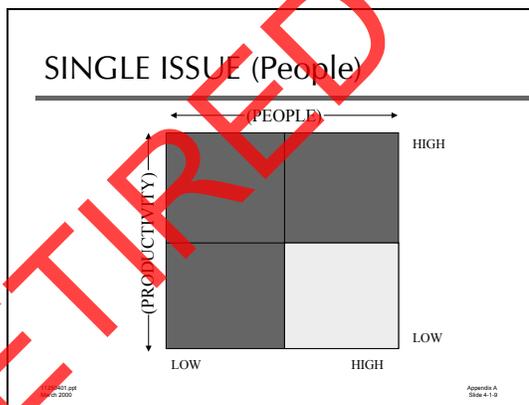
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Slide 9



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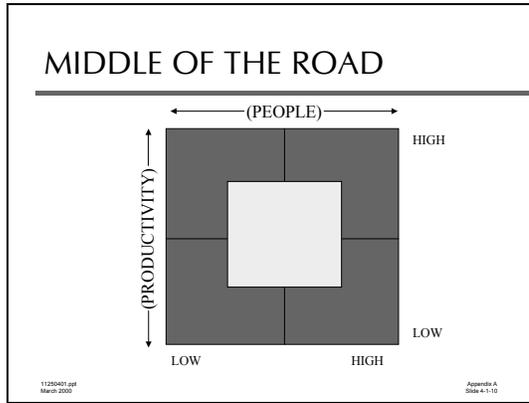
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Slide 10



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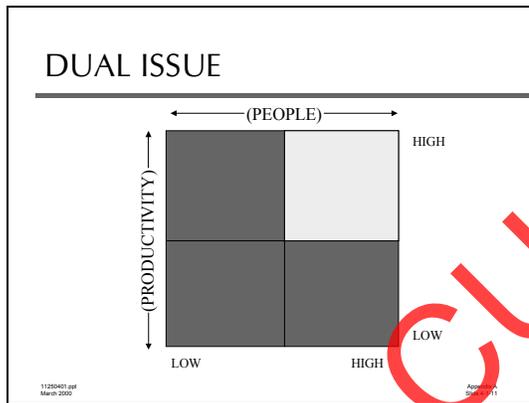
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Slide 11



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Slide 12

- ### CLASSIFICATIONS
- BEHAVIORAL STYLES**
- Autocratic
  - Participative
  - Laissez-faire
  - Consultative

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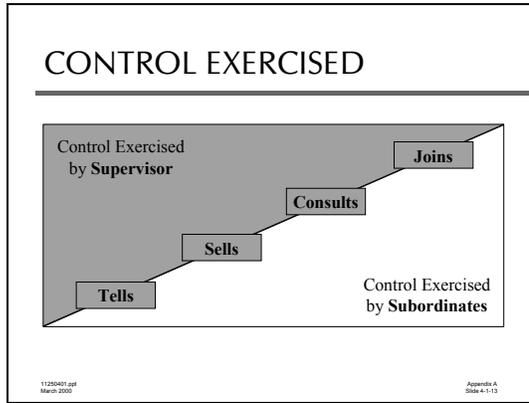
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Slide 13



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RETIRED CURRICULUM

## **Leader Match**

As the fire service has evolved, so has the need for self-improvement and the heightened awareness of one's style concerning leadership. Even though the fire service is being pushed by new concepts and approaches, it is important to reflect on and at times hold onto the old theories to fully appreciate and understand one's position in an organization. One of those old theories is a contingency model called Leader Match.

The Leader Match training program states that a group's success depends on two factors: 1) the leader's style and 2) the amount of control and influence the leader has over the group. To apply this theory one must match his or her leadership styles with the situational control, hence the title "Leader Match." This is a good starting point for the leader, or potential leader, to determine his or her style and see how effective (or not effective) it is in different control environments.

The following "Least Preferred Co-Worker (LPC)" survey provides insight into what type of leader you are (relationship-motivated or task-motivated) and how each style works in varying situational control environments.

## **Identifying Your Leadership Style**

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 unit will help you identify your leadership style and the conditions in which you will be most effective. Carefully read the following instructions and complete the Least Preferred Co-Worker (LPC) Scale.

### **Instructions**

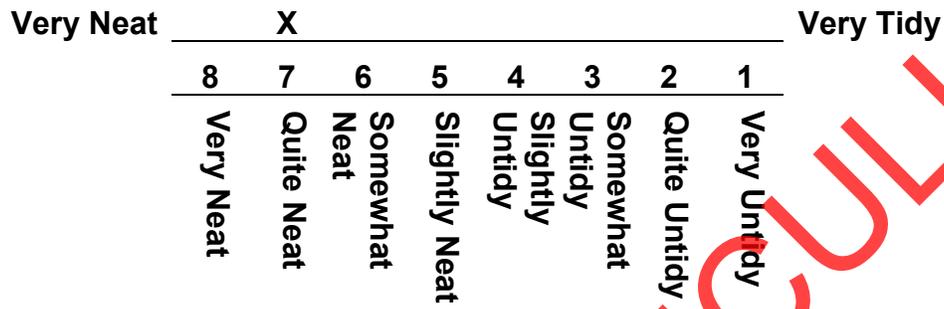
Throughout your life, you have worked in many groups with a wide variety of different people - on your job, in social groups, in church organizations, in volunteer groups, on athletic teams, and in many other situations. Some of your co-workers may have been very easy to work with; working with others may have been all but impossible.

Of all people with whom you have ever worked, think of the one person, now or at any time in the past, with which you could work least well. This individual is not necessarily the person you liked least, but rather the one person with whom you had the most difficulty getting a job done. This person is called your Least Preferred Co-Worker (LPC).

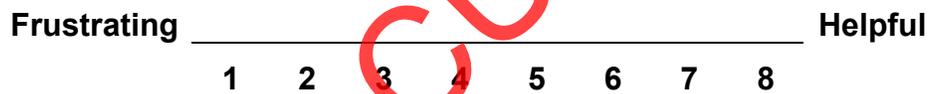
On the scale below, describe this person by placing an "X" in the appropriate space. The scale consists of pairs of words which are opposite in meaning, such as "Very Neat" and "Very Untidy." Between each pair of words, are eight spaces, which form the following scale:

**Very Neat** \_\_\_\_\_ **Very Tidy**  
8    7    6    5    4    3    3    1

Think of those eight spaces as a range from one extreme to the other. If you ordinarily think that this least preferred co-worker is quite neat, write an "X" in the space marked 7, like this:



However, if you ordinarily think of this person as being only slightly neat, you would put you an "X" in space 5. If you think of this person as being very untidy (not neat), you would write the "X" in space 1. Sometimes the scale will run in the other direction, as shown below:



Before you make your mark "X," look at the words at both ends of the line. There are no right or wrong answers. Work rapidly; your first answer is likely to be the best. Do not omit any items and mark each item only once. Ignore the scoring column for now.

Now go to the next page and describe the person with whom you can work *least well*.

**LEAST PREFERRED CO-WORKER (LPC) SCALE**

									SCORE	
Agreeable	8	7	6	5	4	3	2	1	Disagreeable	
Backbiting	1	2	3	4	5	6	7	8	Loyal	
Boring	1	2	3	4	5	6	7	8	Interesting	
Cold	1	2	3	4	5	6	7	8	Warm	
Considerate	8	7	6	5	4	3	2	1	Inconsiderate	
Distant	1	2	3	4	5	6	7	8	Close	
Friendly	8	7	6	5	4	3	2	1	Unfriendly	
Gloomy	1	2	3	4	5	6	7	8	Cheerful	
Insincere	1	2	3	4	5	6	7	8	Sincere	
Kind	8	7	6	5	4	3	2	1	Unkind	
Nasty	1	2	3	4	5	6	7	8	Nice	
Open	8	7	6	5	4	3	2	1	Guarded	
Pleasant	8	7	6	5	4	3	2	1	Unpleasant	
Quarrelsome	1	2	3	4	5	6	7	8	Harmonious	
Rejecting	1	2	3	4	5	6	7	8	Accepting	
Supportive	8	7	6	5	4	3	2	1	Hostile	
Tense	1	2	3	4	5	6	7	8	Relaxed	
Untrustworthy	1	2	3	4	5	6	7	8	Trustworthy	
<b>TOTAL</b>										

Did you answer all the questions? If not, do so before you read further. To determine your LPC score, look back at the scale. For each "X" you marked, write the number in the scoring column at the right. Add your score and enter the total at the bottom of the table. Be sure to check your addition!

Your score on the LPC scale is a measure of your leadership style. It tells something about your basic goals in a work setting - that is, what you feel you must accomplish to be satisfied with yourself and your performance. Although you may have been able to think of several people who are hard to work with, or almost none with which you could not work, this scale should have described the one person with whom you least prefer working.

These scores are used to identify two main types of leadership styles.

If your score is 74 or above, you are a high LPC person. We call high LPC people relationship-motivated.

If your score is 64 or below, you are a low LPC person. We call low LPC people task-motivated.

The person who has a low LPC score describes the least preferred co-worker in very negative, rejecting terms such as unfriendly, uncooperative, or cold. In effect, the low LPC person tells us, "Work is extremely important to me. Therefore, if you are a poor co-worker who prevents me from getting the job done, I find it hard to accept you. If you frustrate me in my job, then I can see nothing else good about you." This is a strong emotional reaction to people with whom a low LPC person cannot work. For this reason, the low LPC leader is called a task-motivated person.

The high LPC leader says something quite different, "It is true that I can't work with you, but that doesn't mean that you might not be friendly, sincere, or pleasant." The task is important, but not so important that the high LPC person rejects the least preferred worker as an individual. The high LPC person says, "I may not want to work with you, but I would not mind being with you socially." This type of person is more interested in good relationships with other people. That is why we call the high LPC leader relationship-motivated.

If you scored between 65 and 73, you are not clearly relationship-motivated or task-motivated. Many people in this middle group have a mix of motivations and goals and are harder to classify. If your score falls between 65 and 73, you will need to determine for yourself which LPC type fits you best. You will be able to do this after reading the descriptions on the following pages.

Whatever your score, note carefully that both the high and low LPC leaders are very effective in situations that match their style. Neither type is outstanding in all situations. We cannot stress this point too often. Both leadership styles have good and bad points, and each will be effective in the right situation. High and low LPC leaders are equally liked by their subordinates depending on the situation.

The rest of this unit describes the typical behavior of people who score high or low on the LPC scale. You will want, of course, to see how well these descriptions seem to fit you. However, do not expect to find every characteristic of the high or low LPC person in yourself or in others whose LPC score you happen to know. These sketches are "types." They are designed to give you a feeling for how the average high or low LPC person tends to behave in various situations.

Some people find it hard to recognize themselves in these sketches because they may behave differently in various situations. Often you may not act as you think you do. Most of us are quite startled when we accidentally hear how others describe us. Common reactions are, "Is this really me?" or "Is this really the way I behaved then?" It is similar to the way many people react when they hear themselves on a tape recorder or see themselves on video.

Whatever your first impression might be, the LPC score tends to accurately reflect a leader's personality in various situations. Remember that nobody is perfect. The secret of effective leadership is to recognize your strengths and to make the most of them. You may not like everything about your leadership style and not everything that describes your style may fit you as a person; however, you should look at these descriptions as guidelines that will help you to improve your leadership performance.

## **Relationship-Motivated Leaders**

### **LPC Score of 74 and Above**

High LPC leaders get their major satisfaction from good personal relations with others. Their self-esteem depends much on how other people regard them and relate to them. As a result, high LPC people are very concerned about what others think and sensitive to what their group members feel. In a work setting, relationship-motivated leaders encourage group members to participate and to offer different ideas. They do not usually get upset when things are complicated and they like creative problem-solving situations.

However, as you well know, we do not behave the same way in all situations. In particular, some people become withdrawn and shy when they are insecure, while others become bossy and noisy. Some people handle stressful situations by remaining calm and self-controlled while others tend to fall apart. Some people respond to stress on the job by throwing themselves into their work; while others seek encouragement and support from their co-workers. We must learn, then, to recognize how a person behaves when everything is under control, and how this same person will behave in an uncertain, uncontrolled situation. This is of critical importance in understanding leadership. Later we will discuss, in detail, how to tell whether a situation is high, moderate, or low in control. For the moment, let us see how the high LPC person reacts under these three different conditions.

In low control situations (situations which are stressful for some people and challenging for others), high LPC leaders look for support from their group members. They will be considerate of subordinate's feelings, nonpunitive, and concerned with the welfare of the group. The high LPC leaders may pay less attention to the task. They can become so concerned with seeking the support of the group that they fail to get the job done. In extremely stressful situations, high LPC leaders may withdraw from the leadership role altogether and not give the direction that the group needs.

In moderate control situations, relationship-motivated leaders are really in their element. The situation has just enough uncertainty to challenge them, yet not enough to make them lose sight of the job. The high LPC leader's concern with their group members' feelings enables them to get the group's support in performing the task. If group conflict exists, or if the group's support of the leader is lukewarm, the

relationship-motivated person is able to work around it by being tactful and sensitive to problems before they become damaging to task performance.

In high control situations, the leader does not have to worry about the group's support and about how to do the job. Under these conditions, relationship-motivated leaders are likely to feel bored and unchallenged. Some high LPC leaders react to this situation by becoming involved with details and reorganizing their work. They try to control the group members too much. They tend to become stricter, more concerned with discipline, and more heavy-handed in their management, and are often seen by subordinates as bossy. Some high LPC leaders may seek to impress their superiors by giving numerous orders and highly structuring the task. As a result, their performance tends to suffer.

### **Summary of High LPC Leaders**

Relationship-motivated or high LPC leaders (score of 74 or above), tend to rely on good personal relations and group participation to complete their primary task. When everything is going well and the situation is under control, they often become bored and look for other challenges in the job. Many high LPC leaders then become inconsiderate of their group members, using too much control and punishment.

In low control situations, their need for group support is very high and often interferes with getting the job done. In moderate control situations, the challenge of the job and the need for good relations with group members provides a balance that results in a good leadership performance.

In short, relationship-motivated leaders:

- Have a primary need for good relations with group.
- Are more satisfied with their work when they have the support of their group.
- Get the job done by using their relationship with the group.
- Work best when they are involved with people.
- Seek to avoid conflict and tension in the group.
- Are sensitive to the feelings and needs of their subordinates

### **Task Motivated Leaders**

#### **LPC Score of 64 and Below**

Task motivated (low LPC) leaders find their main satisfaction in getting things done. They gain more self-esteem from concrete achievement than from the opinions of others. They feel most comfortable working from clear guidelines and standard operating procedures. If these guidelines are missing, the low LPC leader will try to create them.

In low control situations, task-motivated leaders concentrate on the job. They are not too dependent on the good opinions of others and they are able to work well even if they have little support from their group members. Under these conditions, their main concern is to control their group. As a result, low LPC leaders may seem harsh and punishing in their need to complete the task.

Low LPC leaders are no-nonsense people who are likely to take charge early and start organizing things. In committee meetings, they tend to move right in and get down to business. They quickly assign tasks, provide schedules, and check on progress. Group members may not always like the low LPC leader's way of going about the job, but the group often respects them for getting results under difficult conditions.

In high control situations, when they know that the job will be done, task-motivated leaders relax and take time to consider the feelings of their group members. They are pleasant and considerate. Unlike relationship-motivated leaders, low LPC people are not bored when everything is going well. In high control situations, they take the opportunity to learn more about their group and about how to do the job even better. They also resent interference from their superiors.

In moderate control situations, especially situations involving personal conflict, task-motivated leaders tend to be less effective. They find these situations difficult and stressful. They may bury themselves in their work rather than dealing with the needs of their group members. They are unable to handle personality clashes and usually find that the group resents their lack of concern.

### **Summary of Low LPC Leaders**

Task-motivated, or low LPC leaders (score of 64 and below), are strongly motivated to complete successfully any task they have accepted. They do this through clear and standardized work procedures and a no-nonsense attitude about getting down to work. As long as everything is under control, they are pleasant and considerate. They care about the opinions and feelings of their subordinates. However, in control situations, they tend to neglect group members' feelings or "business before pleasure." Low LPC leaders gain esteem primarily from successfully completing their tasks. Unlike high LPC leaders, low LPC leaders perform well under stressful conditions and are not bored by highly controlled situations. In moderate control situations, the low LPC leader focuses on the task, ignoring group members' needs. As a result, group conflict may damage task performance.

Remember low LPC people are as well liked as are the high LPC leader. They do not necessarily have poor personal relations with their group members. After all, many people like bosses who do not get personally involved with them and who run a tight ship.

In short, task-motivated leaders:

- Have a primary need to get the job done.
- Are more satisfied with their work when they feel they are getting a lot accomplished.
- Get the job done by organizing the work and assigning tasks.
- Are eager and impatient to get down to work.
- Are less concerned with group support or group relationships.

## **Similarities of Two Leadership Styles**

Both can be effective fire service officers depending on the situation.

Both are respected by subordinates.

- Relationship-motivated leaders because they are concerned about group members feelings.
- Task-motivated leaders because they enable the group to get the work done quickly and efficiently.

Both behave differently in different situations.

## **How Do The Two Types Of Leaders Behave In Situations That Are Stressful And Uncertain?**

Relationship-motivated leaders will seek the support of the group.

- They will talk and relate more with group members.
- They let up on discipline.

Task-motivated leaders will concentrate on the job.

- They will organize the work and make assignments.
- They will push the group to get the job done.
- They will use more discipline.

## **When Do Task-Motivated Leaders Show Concern For Group Relations?**

In situations where they know the job is being done.

In situations where they feel they have a lot of control over their leadership job.

- Then they can relax and be friendly.
- "Business before pleasure."
- Nevertheless, business with pleasure when possible.

## **When Do Relationship-Motivated Leaders Behave In A Task-Motivated Manner?**

In situations where they know they have the support and backing of their group.

In situations where they feel they have a lot of control over their leadership job.

- Then they can concentrate on organizing tasks and structuring their job.

**ACTIVITY 4-1-1**

<b>TITLE:</b>	Least Preferred Coworker
<b>TIME FRAME:</b>	0:30
<b>MATERIALS NEEDED:</b>	<ul style="list-style-type: none"><li>• LPC worksheet</li><li>• Pen or pencil</li></ul>
<b>INTRODUCTION:</b>	This activity provides you with the opportunity to identify your leadership style and the conditions in which you will be most effective. Your performance as a leader depends primarily on the proper match between your leadership style and the control you have over your work situation.
<b>DIRECTIONS:</b>	(Individual Activity) <ol style="list-style-type: none"><li>1. Carefully follow the instructions for the least preferred coworker exercise in your student supplement.</li><li>2. Keep your score confidential.</li><li>3. Apply your score to the class discussion following this activity.</li><li>4. Be prepared to discuss your answers with the class.</li></ol>

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## Topic 4-2: Situational Leadership

Student information for this topic can also be found in Fire Department Company Officer, IFSMA, Third Edition, pages 59-60.

Slide 1

SITUATIONAL LEADERSHIP

The leader's behavior  
specific to situations  
involving *workers*

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Slide 2

LEADER'S BEHAVIOR

- DIRECTING
  - > High Directive/Low Supportive
- COACHING
  - > High Directive/High Supportive
- SUPPORTING
  - > High Supportive/Low Directive
- DELEGATING
  - > Low Supportive/Low Directive

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Slide 3

BEHAVIOR VS. STYLE

- DIRECTING
  - > Autocratic
  - > Low competence / High commitment
- COACHING
  - > Consultative
  - > Some competence / Low commitment

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Slide 4

**BEHAVIOR VS. STYLE**

- **SUPPORTING**
  - > Participative
  - > High competence / Variable commitment
- **DELEGATING**
  - > Laissez-faire
  - > High competence / High commitment

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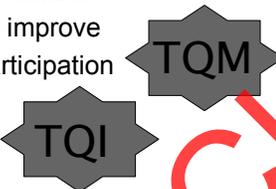
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Slide 5

**MODERN MANAGEMENT**

- Focus is on quality
- Tracking performance
- Continuously improve
- Employee participation



A diagram consisting of two grey star-shaped boxes. The top one is labeled 'TQM' and the bottom one is labeled 'TQI'. They are positioned to the right of the 'Continuously improve' and 'Employee participation' bullet points respectively.

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Slide 6

**LEGITIMATE AUTHORITY**

- The right of decision and command over others
- Sanctioned and approved
- Comes with rank

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Slide 7

**LEADERSHIP POWER**

- Force that can be used to extract compliance
- Not sanctioned by rank

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Slide 8

**TYPES OF POWER**

- ① Reward
- ② Coercive
- ③ Expert
- ④ Identification/charismatic
- ⑤ Legitimate

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Kenneth Blanchard, in his book Leadership and the One-Minute Manager identified four leadership styles (see below). Blanchard contends that a leader should follow one simple guide, "Don't work harder, work smarter." The way that you work smarter is to adjust your leadership style to different situations. This concept of "situational leadership" allows the leader to be flexible and adjust his or her style as the situation changes.

## **Four Basic Leadership Styles**

### **Style 1: Directing**

The leader provides specific instructions and closely supervises task accomplishment.

### **Style 2: Coaching**

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

### **Style 3: Supporting**

The leader facilitates and supports subordinates' efforts toward task accomplishment and shares responsibility for decision-making with them.

### **Style 4: Delegating**

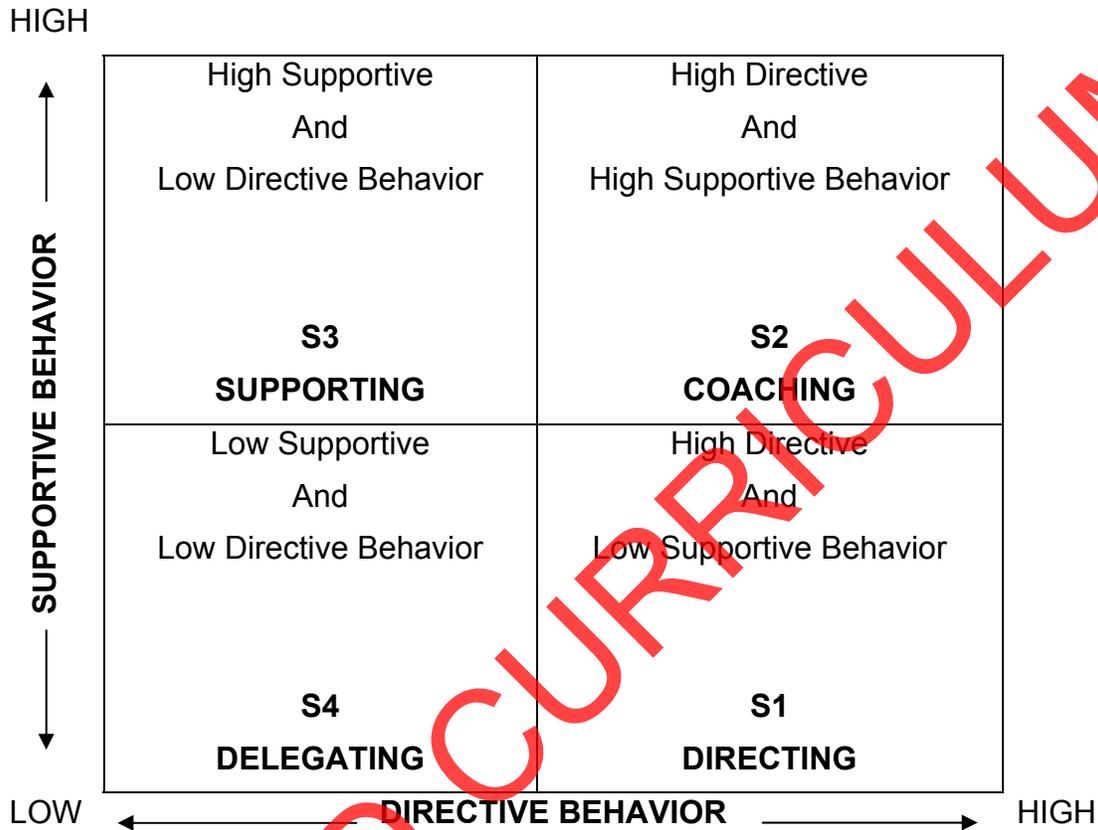
The leader turns over responsibility for decision-making and problem solving to subordinates. Leadership style is how you behave when you are trying to influence the performance of someone else. Leadership style is a combination of directive and supportive behaviors.

## **Directive Behavior**

"Directive behavior" involves clearly telling people what to do, how to do it, where to do it, and when to do it, and then closely supervising their performance.

## **Supportive Behavior**

"Supportive behavior" involves listening to people, providing support and encouragement for their efforts, and then facilitating their involvement in problem solving and decision-making.



Blanchard identified four development levels that are based on employee performance. More over, the four development levels are based on the employee's level of competence and commitment. Competence is the function of knowledge and skills that can be gained from education, training, and experience. Commitment is a combination of confidence and motivation.

**Four Development Levels**

High Competence • High Commitment	High Competence • Variable Commitment	Some Competence • Low Commitment	Low Competence • High Commitment
<b>D4</b>	<b>D3</b>	<b>D2</b>	<b>D1</b>
DEVELOPED ←		→ DEVELOPING	

Blanchard claims "Everyone has peak performance potential – you just need to know where they are coming from and meet them there." So taking the four leadership styles and the four development levels Blanchard developed a chart that matches the appropriate style with the appropriate development level.

DEVELOPMENT LEVEL	APPROPRIATE LEADERSHIP STYLE
<p>D1</p> <p>Low Competence</p> <p>•</p> <p>High Commitment</p>	<p>S1</p> <p>DIRECTING</p> <p>•</p> <p>Structure, control, and supervise</p>
<p>D2</p> <p>Some Competence</p> <p>•</p> <p>Low Commitment</p>	<p>S2</p> <p>COACHING</p> <p>•</p> <p>Direct and support</p>
<p>D3</p> <p>High Competence</p> <p>•</p> <p>Variable Commitment</p>	<p>S3</p> <p>SUPPORTING</p> <p>•</p> <p>Praise, listen, and facilitate</p>
<p>D4</p> <p>High Competence</p> <p>•</p> <p>High Commitment</p>	<p>S4</p> <p>DELEGATING</p> <p>•</p> <p>Turn over responsibility for day-to-day decision-making</p>

### Leadership Styles Appropriate for the Various Development Levels

#### **Directing**

- Style 1
- For people who lack competence but are enthusiastic/committed
- D1

**Coaching**

- Style 2
- For people who have some competence but lack commitment
- D2

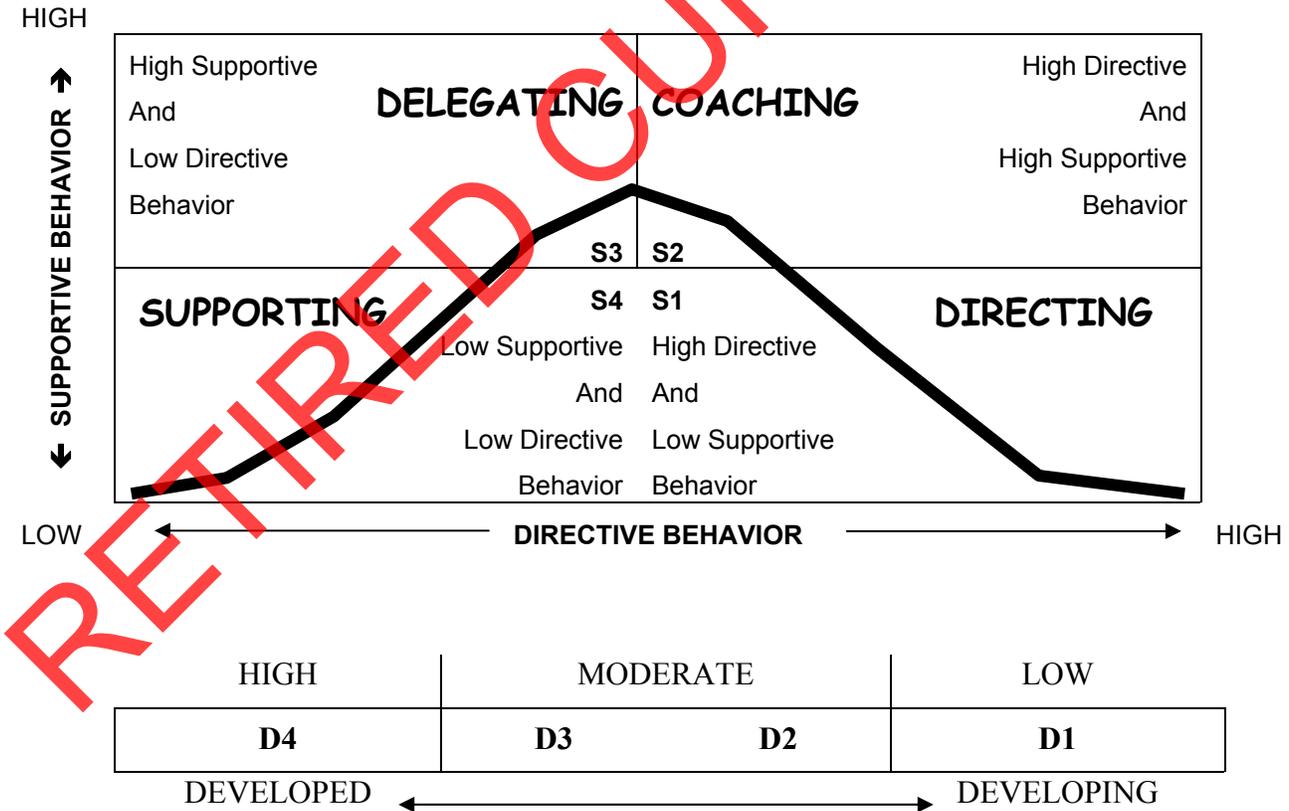
**Supporting**

- Style 3
- For people who have competence but lack confidence/motivation
- D3

**Delegating**

- Style 4
- For people who have both competence and commitment
- D4

According to Blanchard, "Situational leadership is not something you do to people but something you do with people."



Look at the model. By drawing a straight line from the developmental level of the follower, the leader can determine which style of leadership to utilize. For example, a line from D1 goes to S1 and we know that D1 has commitment but lacks competence, so the leader needs to provide direction (S1). The curve in the model is called a "performance curve" and allows for movement in development levels with the corresponding movement in the leader's style.

### **Five Steps to Building Competence and Commitment**

- Step 1:** Tell the employee what to do
- Step 2:** Show the employee what to do
- Step 3:** Let the employee try
- Step 4:** Observe the employees performance
- Step 5:** Praise progress

### **Leaders versus Managers**

There have been many debates over the differences between a leader and a manager. The following list explains the differences in the expectations, requirements, and duties of the leader and manager.

- The manager administers; the leader innovates.
- The manager is a copy; the leader is an original.
- The manager maintains; the leader develops.
- The manager focuses on systems and structure; the leader focuses on people.
- The manager relies on control; the leader inspires trust.
- The manager has a short-range view; the leader has a long-range perspective.
- The manager asks how and when; the leader asks what and why.
- The manager has his eye always on the bottom line; the leader has his eye on the horizon.
- The manager imitates; the leader originates.
- The manager accepts the status quo; the leader challenges it.
- The manager is the classic good soldier; the leader is his own person.
- The manager does things right; the leader does the right thing.

**The Leader/Manager Sum**

EDUCATION	TRAINING
Inductive	Deductive
Dynamic	Firm
Understanding	Memorizing
Ideas	Facts
Broad	Narrow
Deep	Surface
Experiential	Rote
Active	Passive
Questions	Answers
Process	Content
Strategy	Tactics
Alternatives	Goal
Exploration	Prediction
<b>LEADER</b>	<b>MANAGER</b>

EDUCATION	TRAINING
Discovery	Dogma
Active	Reactive
Initiative	Direction
Whole Brain	Left Brain
Life	Job
Long-Term	Short-Term
Change	Stability
Content	Form
Flexible	Rigid
Risk	Rules
Synthesis	Thesis
Open	Closed
Imagination	Common Sense
<b>LEADER</b>	<b>MANAGER</b>

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## Topic 4-3: Leadership Qualities and Traits

Student information for this topic can also be found in Fire Department Company Officer, IFSMA, Third Edition, pages 65-67.

Slide 1

QUALITIES and TRAITS

■ Vision	■ Desire
■ Passion	■ Emotional stamina
■ Integrity	■ Empathy
■ Trust	■ Decisiveness
■ Loyalty	■ Anticipation
■ Courage	■ Timing

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Slide 2

QUALITIES and TRAITS

■ Competitiveness	■ Credibility
■ Self-confidence	■ Tenacity
■ Accountability	■ Dependability
■ Responsibility	■ Stewardship

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Slide 3

TEN COMMANDMENTS

- ① Treat everyone with respect/dignity
- ② Set the example for others to follow
- ③ Be an active coach
- ④ Maintain the highest standards of honesty and integrity
- ⑤ Insist on excellence and hold your people accountable

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Slide 4

TEN COMMANDMENTS

- ⑥ Build group cohesiveness and pride
- ⑦ Show confidence in your people
- ⑧ Maintain a strong sense of urgency
- ⑨ Be available and visible to your staff
- ⑩ Develop yourself to your highest potential

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Slide 5

THE FUTURE LEADER

- ① Manage the dream
- ② Embrace error
- ③ Encourage reflective back talk
- ④ Encourage dissent
- ⑤ Possess the "Nobel factor"

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Slide 6

THE FUTURE LEADER

- ⑥ Expect the best
- ⑦ Have the "Gretzky factor"
- ⑧ See the long view
- ⑨ Understand stakeholder symmetry
- ⑩ Create strategic alliances/partnerships

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Slide 7

TOMORROW'S LEADERS

- Broad education
- Boundless curiosity
- Boundless enthusiasm
- Belief in people and teamwork
- Willingness to take risks

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Slide 8

TOMORROW'S LEADERS

- Devotion to long-term growth rather than short-term profit
- Commitment to excellence
- Readiness
- Virtue
- Vision

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Slide 9

SUBORDINATES' NEED

- Direction
- Hope
- Trust

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## Leadership Traits

In 1981, Korn/Ferry International, a leadership consulting firm and a group of UCLA graduate students, published a study. The study questioned 1,708 leaders of Fortune 500 companies on the traits they felt enhanced their success. The results of this study are:

Concern for Results	(73.7%)
Integrity	(66.3%)
Desire for Responsibility	(57.8%)
Concern for People	(49.2%)
Creativity	(44.7%)
Ambition	(38.1%)
Aggressiveness	(36.2%)
Loyalty	(23.4%)
Exceptional Intelligence	(19.5%)
Social Adaptability	(16.4%)
Appearance	(14.8%)

RETIRED CURRICULUM

## Topic 5-1: Managing the Workplace Environment

Student information for this topic can also be found in Fire Department Company Officer, IFSFA, Third Edition, pages 39 and 56.

Slide 1

**SEXUAL HARASSMENT**

- Unwelcome sexual advances
- Requests for sexual favors
- Verbal or physical conduct of a sexual nature

*WHEN IT...*

- Is a condition of employment
- Is used for employment decisions
- Unreasonably interferes with work
- Creates an intimidating, hostile, or offensive work environment

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Slide 2

**VERBAL HARASSMENT**

- Name calling
- Belittling
- Sexually explicit jokes
- Degrading words
- Comments about anatomy or attire
- Patronizing term or remark
- Verbal abuse

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Slide 3

**PHYSICAL HARASSMENT**

- Touching, pinching, patting, grabbing
- Brushing against
- Impeding or blocking movement
- Hazing
- Kissing
- Other personal attention

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Slide 4

**VISUAL HARASSMENT**

- Displaying derogatory material
- Obscene letters or email
- Staring
- Mooning
- Sexually explicit videos
- Sexually explicit pictures

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Slide 5

**WILLIAMS vs. SAXBE, 1976**

- First time a federal court linked Title VII to sexual harassment
- Unlawful to refuse to hire or to discharge or otherwise discriminate on the basis of
- Or to otherwise adversely affect a person's status on those bases

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Slide 6

**CASE LAW REVIEW**

- Vinson vs. Mentor Bank (1986)
  - > First U.S. Supreme Court ruling
  - > Confirmed that sexual harassment does violate CRA
  - > Raised standards of prevention and remedial action

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REMOVED

CURRICULUM

Slide 7

VINSON vs. MERITOR BANK

- To limit liability, organizations must be proactive and then act immediately when notified\*
- If so, the employer may not be automatically liable for actions of a supervisor\*

*\*Policy, procedure, sensitivity training, and quick action when notified are the key to limiting liability*

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Slide 8

EEOC FINAL GUIDELINES

<ul style="list-style-type: none"><li>■ Employers are responsible for...<ul style="list-style-type: none"><li>- Actions of supervisors, coworkers, and nonemployees in the work place</li></ul></li><li>■ Prevention is the best tool</li></ul>	<ul style="list-style-type: none"><li>■ Employers should...<ul style="list-style-type: none"><li>- Affirmatively raise the subject</li><li>- Express strong disapproval</li><li>- Develop appropriate sanctions</li><li>- Inform employees of their right and how to raise the issue of harassment</li><li>- Develop methods to sensitize all concerned</li></ul></li></ul>
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Slide 9

WHAT SHOULD I DO?

***What should an employee do who is a victim of harassment?***

**1st time:** Tell the harasser that the behavior is offensive

**2nd time:** Write a memo or letter to the harasser

**3rd time:** Contact their supervisor

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REVIEWED CURRICULUM

Slide 10

**WHAT SHOULD YOU DO?**

***What should the fire officer do in response to being notified?***

- Thank the employee for coming forward
- Reassure the employee of your interest
- Restate the department's commitment
- Listen actively
- Review the department's policy/procedure
- Follow the department's policy/procedure
- Seek further guidance as needed through the chain of command

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Slide 11

**INTENT**

***What if the harasser didn't intend to offend?***

- It does not matter
- It is the "feelings" of the harassed that count
- The effect the act has upon the victim's employment or work environment

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Slide 12

**ROMANCE/FLIRTING**

- Flirting is a normal and predictable behavior between two people attracted to each other
- Flirting ends and harassment begins when there is *no* response indicating a *shared desire*

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Slide 13

**BEHAVIORAL GUIDELINES**

**ASK YOURSELF...**

- Would you say or do it in front of your spouse, parents, or a colleague of the same sex
- How would you feel if a loved one was subjected to the same words or behavior?
- How would you feel if it happened to you?
- Does it need to be said or done at all?

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Slide 14

**DEPARTMENT PROFILES**

- Reflect more of the community they serve
- More inclusive and diverse

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Slide 15

**TODAY'S RECRUITS**

- More formal education
- More computer literate
- More aware of social issues
- Broader cross section of society
- More diverse backgrounds
- Less work experience
- Less military experience

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Slide 16

**OFFICER'S RESPONSIBILITY**

- Utilize the talents of the diverse workforce
- Fire fighter's ability to speak other languages
- Fire fighter's from various ethnic groups help others understand customs/values
- Maintain objectivity with concern for employee's job performance

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RETIRED CURRICULUM

## **Sexual Harassment**

### **The Basis in Law**

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. 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 officer to recognize and prevent work place harassment before it becomes a problem for the organization, the officer, or other personnel, and to communicate effectively in a variety of situations.

The Final Guidelines on Sexual Harassment of the United State Equal Employment Opportunity Commission (EEOC) define sexual harassment as

*"Unwelcome sexual advances, request for sexual favors, and other verbal or physical conduct of sexual nature constitute sexual harassment when submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual, or 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."*

### **The 1964 Civil Rights Act**

The first court case to establish a precedent concerning sexual harassment was Williams v. Saxbe (1976). This was the first time that a federal court linked the following language from Title VII of the 1964 Civil Rights Act to sexual harassment:

*"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, or 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."*

The courts have cited three aspects of the above language as making Title VII applicable to cases of sexual harassment:

- The courts have said that if an employer made an employee's life so miserable they had to quit that was the equivalent of being fired.
- The courts have said that sexual harassment represented discrimination with respect to conditions of employment.
- The courts have said that harassment would adversely affect an employee's "status... because of such individual's... sex."

A review of the following case law will show the progression of sexual harassment as a concept under the law and the precedents that were established over time:

- Williams v. Saxbe (1976): Sexual harassment is a form of sex discrimination and a violation of Title VII of the Civil Rights Act of 1964.
- Barnes v. Costle (1977): Upon becoming aware, employers must take prompt and appropriate remedial action, or be held liable.
- Tompkins v. Public Service (1977): A policy statement is not enough. To avoid liability, an employee must take immediate and appropriate action when notified.
- Heleen v. Johns Mansville (1978): Employer liability established because of the absence of an internal complaint procedure and failure to investigate thoroughly once a complaint was filed.
- Kyriazi v. Western Electric (1978-79): Individuals may be held personally liable for damages in addition to those paid by the employer.
- Miller v. Bank of America (1979): The employer is always liable for harassment by its supervisors.
- Minnesota v. Continental Can (1980): Sex discrimination in employment includes harassment by co-workers. The employer is liable if he or she knows or should have known and fails to take action.
- Bundy v. Jackson (1980): Homosexual harassment is forbidden under Title VII for the same reasons that the harassment of females by males is forbidden.
- Vinson v. Meritor Bank (1986): First U.S. Supreme Court ruling confirming that sexual harassment is, in fact, a violation of Title VII of the 1964 Civil Rights Act. 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. This decision finalized the earlier findings as "the law of the land."

The decision also 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 harassment, and then acted promptly and appropriately after becoming aware.

The 1991 Civil Rights Act increased the amounts of compensatory damages an employee in a public sector agency can receive for harassment:

- For employers with 14-100 employees: \$50,000.
- For employers with 101-200 employees: \$100,000.
- For employers with 201-500 employees: \$200,000.

These limits do not apply to other compensatory damages such as actual out-of-pocket expenses and back pay caused by the discriminatory act.

## EEOC Final Guidelines

In addition to defining what sexual harassment is, the Sexual Harassment Guidelines established a number of other important standards on the issue:

- The employer is responsible for the actions of its supervisors regardless of whether or not the actions were authorized or even forbidden.
- The employer is responsible for the actions of non-employees in the workplace where the employer knows or should have known of the conduct and fails to take immediate and appropriate corrective action.

The guidelines also establish that prevention is the best tool for the elimination of sexual harassment. An employer should take all necessary steps to prevent harassment from occurring such as:

- Affirmatively raising the subject.
- Expressing strong disapproval.
- Developing appropriate sanctions.
- Informing employees of their right to raise and how to raise the issue of harassment under Title VII.
- Developing methods to sensitize all concerned.

## Response to Instances of Sexual Harassment

When a victim is confronted by the first episode of sexual harassment, he/she should tell the harasser the behavior is offensive. In doing so, the victim should:

- Be specific and brief in describing exactly the offending behavior.
- Share how the behavior made the victim feel.
- Tell the offender how the behavior needs to change.
- Tell the offender of the positive consequences if he/she complies.
- Keep a log or diary of his/her actions as well as that of the harasser.

Upon a second instance of harassment, the victim should write a memo or letter to the harasser. In the memo, the victim should:

- Be specific and brief in describing exactly what has occurred.
- Share the same information that was given verbally.
- Tell the harasser the supervisor will be contacted next.
- Keep a copy of the document.

If the harassing behavior persists a third time, the supervisor should be contacted. In making the contact, the victim should:

- Again, be specific in describing exactly what has occurred.

- Request assistance in stopping the harassment.
- Be specific about what actions need to be taken to satisfy the victim's need.
- Make clear that the victim 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.

It should be noted that it is not necessary or required for a victim to wait until a third episode to report the harassment or seek official assistance. When to seek such assistance is up to the victim and is determined by the seriousness of the offense and his/her comfort level with trying first to resolve the problem informally.

An officer who is advised by a subordinate of an accusation of harassment has a legal and moral responsibility to respond appropriately. In doing so, the officer should take the following specific steps:

- Thank the employee for coming forward.
- Reassure the employee of the officer's interest in the problem.
- Restate the department's commitment to a harassment-free workplace.
- Listen actively to the employee's complaint.
- Review the department's policy for dealing with such matters.
- Follow the department's procedure in an expeditious manner, or, in the absence of such a procedure, immediately seek further guidance through the chain of command.

### **Other Issues**

The courts have consistently found that it does not matter whether or not the harasser intended to offend. It is the feelings of the harassed that the courts look most closely at the effect the acts have upon the victim's employment or work environment. Little consideration is given to whether or not the harasser intended to offend.

Office romance and flirting also present special challenges in the work environment. 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.

However, flirting ends and harassment begins when there is no response indicating a shared desire for continuance of that behavior. Several guidelines can be helpful in preventing problems surrounding office romancing:

- Be honest. Do not ask someone out under the guise of business if you are interested in a social relationship.
- If your overtones are rebuffed once, back off.
- If you start seeing someone socially, meet outside the workplace.
- Pay attention to the way the person responds to you; if in doubt, go slow.

- Speak up if you feel put upon.

Another sensitive area pertaining to the issue of harassment is that of pornography and other sexually explicit material in the fire station environment. The difficulty comes from maintaining the proper balance between the rights of employees to be free of a sexually offensive work environment versus those who see explicit sexual material to be part of their right to privacy and freedom of expression.

Displaying highly sexually suggestive posters, magazines, or videos that some employees find offensive is usually considered by the courts to be harassment.

In Robinson v. Jackson (1991), a court in Florida found that sexually suggestive cartoons, magazines, calendars, graffiti, posters, plaques, and drawings, which were offensive to some of the employees, represented sexual harassment as it represented a "verbal or physical conduct" which had the effect of creating a "hostile or offensive working environment" as defined in the EEOC guidelines.

However, in more recent court cases (e.g., Los Angeles County Fire Department case), the courts have suggested that sexually explicit reading material (e.g., Playboy, Playgirl, etc.), if kept in a locker and read privately, does not constitute harassment (since other employees who would find the material offensive are not exposed to the material). Therefore, the forced removal of such material may violate the privacy and First Amendment rights of the denied employee.

Does all this mean we need to be paranoid at the workplace? The answer is clearly no! If employees follow a few simple guidelines, they will never have to worry about whether or not their behavior is harassing. In guiding their actions, employees should ask themselves the following questions:

- Would you say or do it in front of your partner or parents?
- Would you say or do it in front of a colleague of the same sex?
- How would you feel if your parents, spouse, sibling, or child were subjected to the same words or behavior?
- How would you feel if another person of the same sex said or did the same things to you?
- Does it need to be said or done at all?

## **Cultural Diversity**

### **Fire Department Profiles**

Before the second half of the twentieth century, the fire service throughout North America was made up almost exclusively of white males. However, because of civil rights movements, and legal and social changes, the fire service has become a more diverse group. Today the fire service is becoming even more representative of the communities they serve.

### **Fire Service Recruitment**

Most fire service recruits today are significantly different from that of twenty or thirty years ago. In general they are:

- More formally educated.

- More computer literate.
- More aware of social issues.
- From a broader cross-section of society.
- More likely to have a diverse background.
- Less than likely to have work experience (which shows in an underdeveloped work ethic).
- Less than likely to have military experience (do not know the importance of punctuality, reliability, and conscientiousness).

### **The Company Officer's Responsibility**

The fire service is becoming more culturally and ethnically representative of society and with this change comes both challenges and benefits. Company officers must recognize their subordinates' individuality while making sure they all conform to organizational norms. It is important to also recognize the strengths of these individuals and tap into their talents. For instance, it can be beneficial to utilize a fire fighter's ability to speak the same language as some segments of the community, or have a fire fighter from an ethnic group help other members of the company better understand the values and customs of their group.

Finally and most importantly, the company officer must be objective with concern to their subordinates' job performance and not let age, race, gender, religion, or sexual preference affects their judgment. Company officers must accept that their subordinates may not all look or think alike.

**ACTIVITY 5-1-1**

<b>TITLE:</b>	Sexual Harassment Issues
<b>TIME FRAME:</b>	0:30
<b>MATERIALS NEEDED:</b>	<ul style="list-style-type: none"><li>• Writing board/pad with markers/erasers</li></ul>
<b>INTRODUCTION:</b>	This activity provides you the opportunity to discuss harassment issues familiar to you and introduce you to issues that may be new. 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.
<b>DIRECTIONS:</b>	<ol style="list-style-type: none"><li>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.</li><li>2. For each issue listed, identify preventative measures the company officer can take.</li><li>3. You have 20 minutes to complete this list.</li><li>4. Be prepared to discuss your answers with the class.</li></ol>

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## Topic 5-2: Affirmative Action, EEO, and ADA

Student information for this topic can also be found in Fire Department Company Officer, IFSMA, Third Edition, pages 33, 39-41, 180, and 267.

Slide 1

**AFFIRMATIVE ACTION**

- Action taken to provide equal opportunity in hiring or promotion
- For previously underutilized groups
- Specific goals and timetables

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Slide 2

**AA vs. EEO**

- **Affirmative Action**
  - > Proactive
  - > Designed to address unintentional discrimination
- **Equal Employment Opportunity**
  - > Reactive
  - > Prevent and address intentional discrimination

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Slide 3

**DISPARATE TREATMENT**

- Harassment of any kind
- Hiring and/or promotional choices based on
  - > Race, color, religion, sex, and national origin
- Refusing to accept applications based on
  - > Race, color, religion, sex, and national origin

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Slide 4

**AFFIRMATIVE ACTION**

- Has been greatly altered because of state and federal statutes
- Programs still in existence
- Civil Rights Act of 1991
  - > Outlawed use of quotas
  - > Illegal to adjust the score or results of tests

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Slide 5

**EEO ENFORCED**

- At the supervisory level (sensitivity training)
- At the department/city level (using human resources)
- At the state level (using DFEH)
- At the federal level (using the EEOC)
- Private court action

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Slide 6

**FIRE OFFICER'S RESPONSE**

**WHEN YOU ARE TOLD...**

- Thank the employee
- Reassure the employee
- Restate the department's commitment
- Listen actively
- Review the department's policy/procedure
- Follow the department's policy/procedure

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Slide 7

ADA OF 1990

**AMERICANS WITH DISABILITIES ACT**

- Federal statute aimed at eliminating discrimination against disabled persons
- Prohibits fire departments from discriminating against a qualified individual with a disability

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Slide 8

QUALIFIED INDIVIDUAL

One who,  
with or without  
accommodation, can  
perform  
the essential functions  
of the job

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Slide 9

REASONABLE ACCOMMODATION

**COURTS CONSIDER..**

- Size of the organization
- Financial resources
- Nature of the accommodation
- Cost of the accommodation
- Overall impact on operations

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## **Introduction**

An understanding of the difference between Affirmative Action and Equal Employment Opportunity will help the fire officer answer questions of his/her personnel about 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.

Affirmative Action (AA) is defined as an "action taken by a hiring agency to provide equal opportunity in hiring or promotions for members of previously under-utilized groups, such as women and minorities, often involving specific goals and timetables." As such, AA is proactive in nature, designed to address the problem of unintentional discrimination because of hiring and promotional practices (often referred to as disparate impact).

Equal Employment Opportunity (EEO), on the other hand, is essentially reactive in nature, designed primarily to prevent and address instances of intentional discrimination (often referred to as disparate treatment). Examples of disparate treatment include: Harassment of any kind; making hiring and promotional choices on the basis of race, religion, sex, etc.; and refusal to accept employment applications on the basis of the same criteria.

## **Affirmative Action**

Even though the 1991 Civil Rights Act says it does not affect affirmative action that is "in accordance with the law," there is actually no federal statute on the subject. The law in this situation is case law. There are several reasons employers often choose to voluntarily develop an AA program:

- Historically, the courts have ruled that under-utilization of women and minorities can be prima-fascia evidence of discriminatory hiring and/or promotional practices.
- The courts have ruled that use of recruiting methods such as word of mouth (and other such procedures that tend to limit the exposure of job announcements) is illegal if it has a disparate impact on a minority group.
- The Civil Rights Act of 1991 says discrimination has occurred if: a disparate impact can be shown to exist because of a particular employment practice, and the employment practice is not proven to be job-related and consistent with business necessity; or the employment practice is proven to be job-related and consistent with business necessity, but it has been demonstrated that a "less discriminatory alternative practice" that would serve the employer's legitimate needs is available and the employer refused to adopt that practice.

## **Four Basic Degrees**

There are four basic degrees of AA programs. Some are more controversial than others are; some are considered illegal or on shaky ground at best:

1. **Type One Plans** simply say an employer will do more to seek out and encourage minorities and women to apply for jobs. This type of plan is the most acceptable to the public, and is the least likely to be ruled illegal.

- Type Two Plans** say that if two candidates are essentially equally qualified, then the job will go to the woman or minority candidate if women or minorities are under-represented. This type of plan is still considered acceptable to most as it is intended to increase female or minority representation in a traditionally segregated job category.
- Type Three Plans** require that women or minorities get the job if they meet the minimum qualifications, even if there are clearly more-qualified white male candidates. These types of plans have led to a great deal of resentment in American society, whether they were voluntary or by court order, and seem most vulnerable to future Supreme Court action.

It should be noted that the Civil Rights Act of 1991 has specifically made it illegal "to adjust scores of, use different cut-off scores for, or otherwise alter the results of, employment related tests on the basis of race, color, religion, sex, or national origin."

- Type Four Plans** say that women or minorities will get the job and the search will continue until acceptable women or minority candidates can be found. This type of plan is the most objectionable type of plan to many people and should be considered illegal.

### **Supporting Factors**

Factors that support the conclusion that an AA program is warranted include:

- There is a finding of under-utilization of women or minorities.
- There is no alternative remedy.
- The plan to be adopted is well developed and in accordance with prevailing case law.

### **Program Components**

Components of a well-developed and probably legal AA program include:

- A utilization analysis to determine if women or minorities are being under-utilized.
- The plan does not result in the firing of white males.
- The plan will last only until the under-utilization is rectified.
- A statement of commitment from the organization.
- Allocation of time and money to implement the program.
- Specific plans to rectify any imbalance (including out-reach programs to advertise and attract candidates from targeted groups).
- Goals for all employment levels and timetables to accomplish them with procedures for evaluating success.

### **Equal Employment Opportunity (EEO)**

EEO is designed to prevent intentional cases of discrimination and/or harassment. In a typical organization, EEO is enforced in the following order of preference:

1. At the supervisory level through sensitivity training of personnel (especially officers) to understand their responsibility to act in the face of discrimination.
2. At the department/city level using the Human Resources Division and/or city/county EEO office.
3. At the state and/or federal level using the State Department of Fair Employment and Housing or the Federal Equal Employment Opportunity Commission.
4. Private court action (lawsuit) using a private attorney or legal assistance of organizations such as the American Civil Liberties Union, the National Organization of Women, the NAACP, etc.

When confronted with evidence or information suggesting the possibility of harassment or discrimination, it is critical that the officer responds in an effective, immediate, and appropriate manner:

Thank the employee for coming forward.

Reassure the employee of your interest in the problem.

Restate the department's commitment to a discrimination-free workplace.

Listen actively to the employee's complaint.

Review the department's policy/procedure for dealing with such matters.

Follow the department policy/procedure in an expeditious manner. In the absence of such a procedure, immediately seek further guidance through the chain of command.

### **Concepts of Civil Rights**

Civil rights and labor relations are complex areas where legal advice is often required. However, a fundamental understanding of civil rights laws will assist the fire officer in day-to-day operations and decision-making. The concept of "equal protection" under the law is at the foundation of preventing discrimination. Both the California and the United States Constitutions contain provisions commonly referred to as "equal protection clauses." The equal protection clauses prohibit government from engaging in arbitrary discrimination.

Congress and the California Legislature, because of the influence of the equal protection clauses of their constitutions, have adopted laws to address specific problems of discrimination in the private as well as public sector. Statutes and court cases constitute what we know as "the law." Statutes are laws passed by legislators either in the state capitol or in Congress. "Case law" is created when disputes go to court and judges issue opinions that resolve these disputes. Generally, for case law to be established, a legal precedent must be established by a decision at either the appellate or the Supreme Court level of the state or federal government.

In responding to a violation of one's rights under either a statute or case law, individuals will usually take action in the form of a "complaint" or a "lawsuit." A complaint is filed with a responsible government agency having jurisdiction for the type of alleged offense (e.g., the Equal Employment Opportunity Commission for federal civil rights violations). The agency then investigates the charges and takes action if appropriate.

A lawsuit is a private court action by the offended person. Contrary to popular belief, not everyone has an automatic right to immediately file a lawsuit. Some civil rights laws require that offended parties file a complaint with the given responsible government agency before being able to sue. This is an attempt to cut the court's workload and resolve conflicts earlier in the process and at a lower overall cost to society.

### **The 1964 Civil Rights Act**

Without question, the most important civil rights statute of the last 30+ years is the 1964 Civil Rights Act. Within that act, the most important part is known as Title VII. Title VII of the acts prohibits employment discrimination based upon race, color, religion, sex, or national origin. This prohibition applies to the classification, selection, hiring, promotion, compensation, or termination of employees. It also prohibits discrimination in benefits or other conditions of employment.

Title VII also established the Equal Employment Opportunity Commission (EEOC) to seek out and eliminate unlawful employment practices. Title VII covers all state and local governments, private employers with fifteen or more employees, labor organizations, employment services, and apprenticeship programs. Title VII of the 1964 Civil Rights Act has provided the foundation for:

- Eliminating disparate treatment, which involves intentional or overt discriminatory behavior.
- Suppression of sexual harassment.
- Correction of disparate impact.

Disparate impact is unintentional, systematic discrimination in which the nature of the hiring and/or promotional practices unintentionally has the effect of discriminating against persons of a given race, sex, religion, etc. An example of a hiring practice that may result in a disparate impact on persons of a specific ethnic origin or gender might be recruiting new employees by word of mouth only.

If this practice involves current employees within a major urban department, who, as a group, are largely male and white, the result may be insufficient numbers of women or minorities applying for available positions. This, in turn, results in a fire department that is largely under-represented by minorities and women for the community that is being served.

### **The 1991 Civil Rights Act**

The 1991 Civil Rights Act was passed by Congress to reverse a series of five U.S. Supreme Court decisions issued in 1989, which weakened the application of the 1964 Civil Rights Act. Collectively, those decisions had a detrimental impact on the concept of disparate impact by requiring the employee to prove more than just the fact that women or minorities were under-represented or that discrimination had occurred. The court decisions required proof that qualified minorities had applied and been rejected, and that, even if discrimination was found to exist, that the discrimination was the primary reason for not selecting the employee.

In addition, the 1991 Civil Rights Act did two other significant things. First, it extended the protection of civil rights to cover American citizens when working for an American company while in other countries. It also outlawed the concept of using quotas in Affirmative Action by making it illegal to

adjust the scores of, use different cutoff scores, or otherwise alter the results of employment related test, on the basis of race, color, religion, sex, or national origin.

In the final analysis, now that the 1991 Civil Rights Act is law, employers will have to stop using job criteria that they cannot justify in a court if those criteria have a negative impact on women or a minority group.

## **The Age Discrimination in Employment Act**

The Age Discrimination in Employment Act prohibits discriminatory employment practices based upon age. Congress enacted the law to promote employment of older persons based upon their ability, rather than age, and to prohibit arbitrary age discrimination in employment. Individuals who are at least 40 years of age are provided protection by the Act. The act applies to employers engaged in industry affecting commerce who employ 20 or more employees. It also applies to agents of employers, state and local agencies, employment agencies, and labor organizations.

The EEOC is authorized to bring actions in federal court to enforce compliance with the act. An individual may also bring a private action in court provided the following is done first:

- All available remedies under state law are first exhausted.
- A complaint has been filed with the EEOC within 300 days of the alleged discrimination.
- A 60-day waiting period has expired in which the EEOC was unable to secure conciliation.
- The remedies available under the act include back pay, hiring, reinstatement, promotion orders, damages for willful violations, and reasonable attorney fees.

## **The Americans with Disabilities Act of 1990 (ADA)**

The ADA is a comprehensive federal statute aimed at eliminating discrimination against disabled persons in employment, public service (including transportation), public accommodations, and telecommunications. In the public sector, the ADA's personnel section applies to all state and local governments. As in all organizations, it prohibits fire departments from discriminating against a *qualified* individual with a disability because of that disability. The key word here is "qualified."

The ADA defines a "qualified" individual as "one with a disability who, with or without reasonable accommodation," can perform the essential functions of the job. The ADA does not require an accommodation if it would create a severe hardship for the organization. A severe hardship would not represent a reasonable accommodation and, therefore, would not be required.

In determining what constitutes a reasonable accommodation, the courts will consider such factors as:

- The size of the organization and its financial resources
- The nature of the accommodation and its costs.
- The overall impact of the accommodation on the business operation of the organization.

An example of an *unreasonable* accommodation might be requiring a very expensive installation of an elevator system to provide wheel chair access to dispatch center located on a second story of a small, one station, part-paid fire department.

In response to the ADA, at the station level, captains should take care so that all inquiries as to job opportunities at the local station level are referred to the department's administration of personnel office. Disabled persons, who on their surface may seem to be unqualified due to the disability, may in fact be able to do the job with a reasonable accommodation. Persons who specialize in human resource management should make that decision.

### **The Fair Employment and Housing Act (FEHA)**

The State of California has its own anti-discrimination statute. The FEHA is California's primary law prohibiting discrimination in employment. In passing the law, the legislature declared, as the policy of the state, that it is necessary to protect and safeguard the right and opportunity of all persons to seek, obtain, and hold employment without discrimination.

The FEHA is very similar to the 1964 Civil Rights Act as it prohibits employment discrimination based upon race, religion, color, national origin, ancestry, physical handicap, mental condition (e.g., cured cancer), marital status, gender, or age (e.g., over 40 years of age, etc.). The act also protects pregnant women (from discrimination related to their pregnancy) and again harassment of any type against any gender, especially that of a sexual nature.

The FEHA covers all employers regularly employing five or more persons (some religious organizations may be exempted), except in cases of harassment, in which any size organization is covered.

Complaints are filed with the California State Department of Fair Employment and Housing (DFEH). Persons feeling they have been harassed or discriminated against have one year to file the complaint after an alleged incident. The DFEH will investigate and can bring charges if the complaint is found to be valid.

The Fair Employment and Housing Commission rules on the charges and has broad authority to fashion remedies which can include hiring orders, reinstatement, upgrading, back pay, and compensatory damages.

RETIRED CURRICULUM

## Topic 6-1: Safety Management

Student information for this topic can also be found in Fire Department Company Officer, IFSMA, Third Edition, pages 297-313.

Slide 1

### SAFETY PROGRAM

- Set standards, policies, procedures, and precautions
- Develop safety standards to purchase safe equipment
- Develop safety standards for equipment operation and maintenance
- Educate to protect from personal injury

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Slide 2

### SAFETY PROGRAM GOALS

- Prevent human suffering, death, injury, illness, and exposures
- Prevent equipment damage and loss
- Reduce the number and severity of accidents

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Slide 3

### NFPA 1500 STANDARD

#### SAFETY CHAPTERS

- Chapter 3 - Training and education
- Chapter 5 - Protective clothing and protective equipment
- Chapter 6 - Emergency operations
- Chapter 7 - Facility safety

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Slide 4

**SAFETY OFFICER DUTIES**

- Records and data management
- Safety rules & regulations development
- Accident prevention
- Apparatus & equipment specs
- Hazardous exposure program
- Training & safety education program
- Incident scene safety officer

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Slide 5

**NFPA 1561 STANDARD**

- Establishes provisions for managing the scene
  
- Includes safety procedures
  - > Medical evaluation and treatment
  - > Food and fluid replacement
  - > Relief from extreme climatic conditions

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Slide 6

**REHABILITATION UNIT**

- Assigned to the most appropriate company
  - > ALS, BLS or rescue unit; engine company
- Rotate through every time fire fighter needs to replace SCBA bottle
- Medical protocol
  - > Basic ABC and LOC

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REMOVED CURRICULUM

Slide 7

Emergency Ops: NFPA 1500 Chapter 6

**2-IN / 2-OUT**

- Immediately Dangerous to Life and Health (IDLH)
- Must wear respiratory protection
- Entrants must work in groups
- Must be another two-person entry crew

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Slide 8

Emergency Ops: NFPA 1500 Chapter 6

**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

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Slide 9

Facility Safety: NFPA 1500 Chapter 7

- Comply with all health, safety, building, and fire code requirements
- Facilities for disinfecting, cleaning, and storage
- Fire stations have smoke detectors
- Comply with NFPA 101

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REMOVED

CURRICULUM

Slide 10

Facility Safety: NFPA 1500 Chapter 7

- Ventilate exhaust emissions from apparatus
- Designate smoke-free areas
- Annual facility inspections
- Maintain facilities and correct hazard/violation

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Slide 11

SENATE BILL 198

- Mandatory as passed
- Required by July 1, 1991
- Six major areas
  - > Designate responsible person
  - > Identify work hazards and investigate illnesses/injury
  - > Inspect periodically
  - > Correct safety deficiencies
  - > Train employees
  - > Communicate with employees on safety

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RETIRED CURRICULUM

## ACTIVITY 6-1-1

- TITLE:** Accident Investigation
- TIME FRAME:** 0:30
- MATERIALS NEEDED:**
- Writing board/pad with markers/erasers
- INTRODUCTION:** This activity provides you the opportunity to conduct an accident investigation regarding one of your personnel and to present recommendations for discipline, procedure, and improvement. Safety management is a dynamic area requiring diligent oversight and creative solutions. Conducting accident reports is a vital task for the company officer.
- 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 captain's 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 in 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 answers with the class.

RETIRED CURRICULUM

## Topic 6-2: Stress Management and Wellness

Student information for this topic can be found in Fire Department Company Officer, IFSTA, Third Edition, pages 296-313.

Slide 1

**STRESS**

- The way the body responds to changes
- Described as "Spice"
  - > Too much makes you sick
  - > Too little is bland
- Positive stress
  - > Called eustress
  - > Accompanies growth and positive changes

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Slide 2

**STRESS MANIFESTATION**

■ Alarm Reaction <ul style="list-style-type: none"><li>&gt; Increase in blood pressure, sugar, adrenaline, heart rate</li><li>&gt; Stress removed - body returns to normal</li><li>&gt; Stress not removed - takes toll on body functions</li></ul>	■ Resistance <ul style="list-style-type: none"><li>&gt; Body prepares to "fight"</li></ul>	■ Exhaustion <ul style="list-style-type: none"><li>&gt; Body wants to take "flight"</li></ul>
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Slide 3

**TYPES OF STRESS**

- Technostress
  - > Computer generated form of physical and emotional "burnout"
- Burnout
  - > Physical exhaustion
  - > From long-term, unrelieved tension
- Mid-life crisis
  - > Physical and psychological changes

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Slide 4

**REDUCING WORK RELATED STRESS**

- Appraisal systems
- Counseling programs
- Physical fitness programs
- Seminars
- Preretirement program
- Company officer's understanding

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Slide 5

**TYPES OF STRESSORS**

- Ineffective communication
- Information overload
- Work overload
- Job change
- Personal problems

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Slide 6

**STRESS CARRIERS**

- Those who create stress in others
- May not be aware of how they effect others
- Policies, procedures, salaries, working conditions
- Powerlessness associated with role changes

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REMOVED

CURRICULUM

Slide 7

DEALING WITH STRESS

- Escape for awhile
- Talk it out
- Work off anger
- Give in occasionally
- Do something for others
- Take one thing at a time
- Shun the "superperson" urge

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Slide 8

DEALING WITH STRESS

- Go easy on criticism
- Make yourself available
- Take time for recreation
- Organize your life
- Nutritious diet
- Discover your personality

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Slide 9

PERSONALITY TYPES

■ Introverts	■ Risk avoider
■ Extroverts	■ Risk taker
■ Rigid	■ Outer directed
■ Flexible	■ Inner directed
■ Stress prone	■ Low self-esteem
■ Stress reducer	■ High self-esteem

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Slide 10

COPING WITH STRESS

**MANAGEMENT APPROACHES...**

- Team meetings
- Proper management practices
- Productive communication
- Educational programs
- EAP

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Slide 11

HEALTH and WELLNESS

- Health program
  - > Deals with different aspects of well being
- Wellness program
  - > Encompasses a health program as it relates to an organization's occupational needs

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Slide 12

WELLNESS SUBPROGRAMS

- Medical
- Physical fitness
- Employee assistance

**NEW**

- Injury and illness prevention

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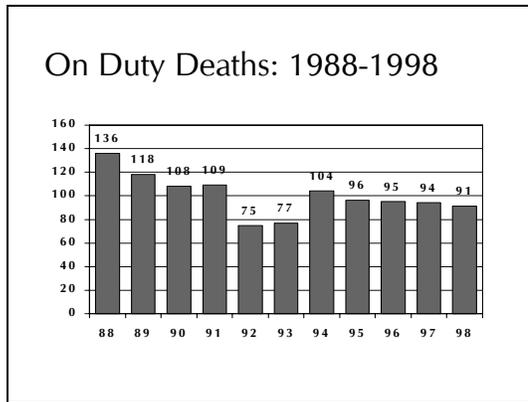
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RETIRED

## Topic 6-3: NFPA 1500 Standard

Student information for this topic can be found in Fire Department Company Officer, IFSTA, Third Edition, pages 10, 37, and 297-299.

Slide 1




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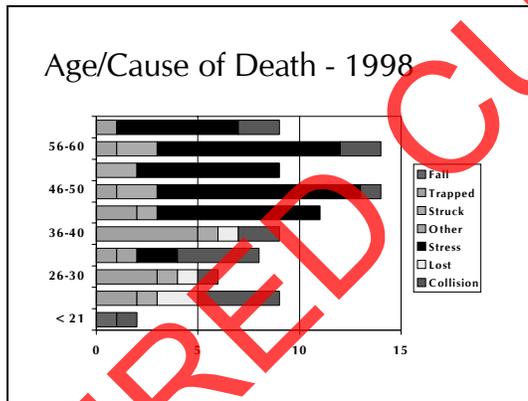
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Slide 2




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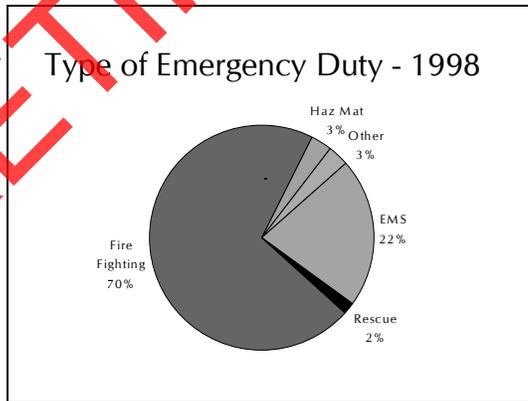
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Slide 3




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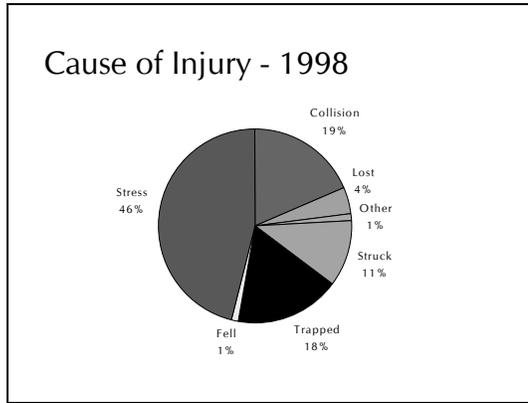
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Slide 4




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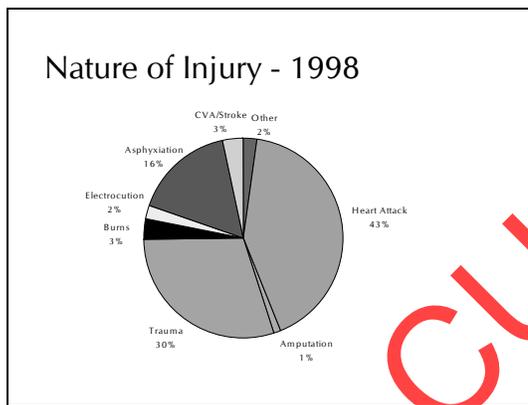
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Slide 5




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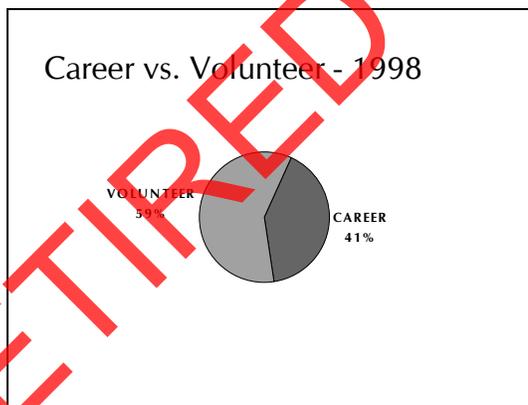
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Slide 6




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RETIRED CURRICULUM

Slide 7

NFPA 1500 STANDARD

- Nationally recognized standard covering most fire related programs
- Written by committee
- 1500 deals with fire fighter health/safety
- Voluntarily adopted by fire service agencies

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Slide 8

INTENT OF THE 1500

- An umbrella document
- Provide a framework for health and safety program and its implementation
- May be adopted in whole or in part
  - > Option of agency having jurisdiction

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Slide 9

TABLE of CONTENTS

① Administration	⑥ Emergency Operations
② Organization	⑦ Facility Safety
③ Training & Education	⑧ <b>Medical &amp; Physical Issues</b>
④ Vehicles & Equipment	⑨ <b>Member Assistance Program</b>
⑤ Protective Clothing & Equipment	⑩ Referenced Publications

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Slide 10

RELATED STANDARDS

- FED OSHA
- CAL OSHA
- NFPA 1581
  - > Fire department infection control program
- NFPA 1582
  - > Medical requirements for fire fighters

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RETIRED CURRICULUM

## Topic 7-1: Liability of the Company Officer

Student information for this topic can be found in Fire Department Company Officer, IFSTA, Third Edition, pages 31-43.

Slide 1

**THE LAW**

- Legislative Branch
  - > Legislation
- Judicial Branch
  - > Court decisions
- Executive Branch
  - > Administrative law

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Slide 2

**TORT**

**A  
CIVIL WRONG  
OR  
INJURY**

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Slide 3

**VALID TORT ACTION**

- Defendant must owe a legal duty to the plaintiff
- Must be a breach of duty and failure to perform
- Must be a proximate cause of the accident or injury
- Plaintiff must suffer damages

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Slide 4

REASONABLENESS OF ACTION

- Gravity of harm posed by the condition
- Likelihood of harm
- Availability of a method and/or equipment to correct the situation
- Usefulness of the condition for other purposes
- Burden of removing the condition

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Slide 5

Establishing Standard of Care

- Agency's own guidelines and policies
- Directives of a supervisor agency
- Guidelines of other similar agencies
- Guidelines of professional organizations
- Professional texts, manuals, journals, and research publications
- Opinions of expert witnesses

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Slide 6

Responsibility for Subordinate's Acts

- *General rule* . . . Supervisor is not responsible for tortuous acts of subordinates
- Only if supervisor participated
- Acting under orders is a good defense

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