NFA-IG-LS (1)
January 1994

INSTRUCTOR GUIDE

LEADERSHIP:

STRATEGIES FOR COMPANY SUCCESS

- ***DECISION-MAKING STYLES***
- ***PROBLEM-SOLVING I: IDENTIFYING NEEDS AND PROBLEMS***
- ***PROBLEM-SOLVING II: SOLVING PROBLEMS***
- ***RUNNING A MEETING***

FEDERAL EMERGENCY MANAGEMENT AGENCY
UNITED STATES FIRE ADMINISTRATION
NATIONAL FIRE ACADEMY

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FOREWORD

The Federal Emergency Management Agency (FEMA) was established in 1979. FEMA's mission is to focus federal effort on preparedness for, mitigation of, response to, and recovery from emergencies encompassing the full range of natural and manmade disasters.

FEMA's National Emergency Training Center (NETC) in Emmitsburg, Maryland includes the United States Fire Administration (USFA), its National Fire Academy (NFA), and the Emergency Management Institute (EMI).

To achieve the Academy's legislated mandate (under Public Law 93-498, October 29, 1974) "to advance the professional development of fire service personnel and of other persons engaged in fire prevention and control activities," the National Fire Academy has developed an effective program linkage with established fire training systems which exist at the state and local levels. It is the responsibility of this division to support and strengthen these delivery systems. Academy field courses have been sponsored by the respective state fire training systems in every state.

Designed to meet the needs of the company officer, this course of Leadership provides the participant with basic skills and tools needed to perform effectively as a leader in the fire service environment. This course addresses ethics, use and abuse of power at the company officer level, creativity in the fire service environment, and managing the multiple roles of the company officer.

TABLE OF CONTENTS

COURSE SCHEDULE

MODULE	TIME
Decision-Making Styles	3 hr.
Problem-Solving I: Identifying Needs and Problems	3 hr.
Problem-Solving II: Solving Problems	3 hr.
Running a Meeting	3 hr.
Total Time:	12 hr.

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

INSTRUCTIONAL AIDS

Equipment Needed

Overhead Projector
Video Player
Index Cards

Standard Course Media

Decision-Making	OHTs	DM.1 to DM.39
Problem-Solving I	OHTs	PSI.1 to PSI.43
Problem-Solving II	OHTs	PSII.1 to PSII.27
Running a Meeting	OHTs	MT.1 to MT.24
	Total OHTs:	133

Videos

Decision-Making:	Video: "Analyzing Decision-Making Styles" (Scenarios 1-3)
Running a Meeting:	Video: "Running a Meeting"

INSTRUCTOR PREFACE

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

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

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

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

1. Company officers need training and skill practice in three major managerial strategies:

    a. Strategies For Company Success *(Decision-Making Styles; Problem-Solving I: Identifying Needs and Problems; Problem-Solving II: Solving Problems; and Running A Meeting.)*

    b. Strategies For Personal Success *(Managing Multiple Roles For The Company Officer; Creativity; Enhancing Your Personal Power Base; and Ethics.)*

    c. Strategies For Supervisory Success *(Situational Leadership; Delegating; Coaching; and Discipline.)*

That is, the company officer must continuously strive to orchestrate growth on the personal level (his/her own), improved productivity of the company as a whole, and greater effectiveness of each individual who reports to him or her.

2. Company officers must be focused upon the "big picture"--the overall mission and goals of the department must guide their actions. New company officers especially are challenged to expand their view of how their company/platoon, etc. contributes to the department mission.

3. As managerial styles outside the fire department have changed, so have the approaches, techniques, and styles of the fire service manager. Greater participation in decision-making, greater involvement in problem-solving, and a modified "Theory Z" approach to management can have high payoff to those who are prepared. The focus of many of these three Leadership course modules is to assist the company officer to examine these payoffs, and the implications for the leader.

4. The "win-win" or collaborative approach to the day-to-day challenges of the leader is a useful approach; even such leadership functions as discipline, using power, and decision-making (traditionally handled in an authoritarian manner) can be made more effective by a "win-win" style.

5. To be consistent with the key concepts above, it is recommended that we try to model the concepts while teaching the class. When it is possible and feasible, students should be included in discussion, setting standards, solving problems, and contributing to the "mission" or desired results of the class.

MANAGING THE CLASS

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

CLASS PROFILE

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

1. Distance traveled to get here today:

    a. 1 to 50 miles　　b. 51 to 100 miles
    c. 101 to 150 miles　　d. etc.

    (Adapt to local area!!)

2. Position held in fire department.

    a. Firefighter　　b. EMT
    c. Lieutenant　　d. Sergeant
    e. Captain　　f. BC

g. DC/AC

h. Chief Officer

i. Other
(Board, Fire Marshal, etc.)

3. Type of department:

   a. All volunteer
   b. Combination
   c. All paid
   d. Private provider

4. Reason for attending class:

   a. Assigned/forced to come (Prisoner)
   b. Hoping for rest and relaxation (Vacationer)
   c. Hoping for new experience and opportunity (Adventurer)

5. Background in leadership training:

   a. Minimal or no exposure
   b. Adequate--can operate as a leader in a small group effectively
   c. Maximum--can train others in leadership

6. Major issues facing fire service leaders now:

7. Etc. (Make questions locally relevant and useful in finding out about the group.)

WARM-UPS

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

1. To introduce participants to the content of the modules--such as Creativity or Decision-Making.

2. To relax the participants by moving around and having fun.

3. To identify the level of willingness and ability (maturity) that the group possesses.

4. To identify the strengths and possible contributions which each individual will make.

5. To identify group needs, interests, and agendas.

SAMPLE WARM-UPS

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

1. Each person introduces himself/herself to the group by name, position/ rank, department, and goal for the class.

2. Individuals interview another person, then introduce them to the whole group.

3. Small groups introduce themselves, then decide (by consensus) what their major goals/needs are from the class, and present their list to the whole group.

4. Group tosses a ball of yarn from person to person until all are "connected," then the group tries to create a "wave." As a variation, the group can try to unwind itself without dropping the yarn (problem-solving)--as each person gets loose, he/she introduces himself/herself and comments on the experience.

5. Each individual, using a full sheet of flipchart paper, draws their professional life-line (with symbols and stick figures) representing the ups and down of their professional career.

WARM-UP TIPS

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

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

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

GRADUATION

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

SUMMARY

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

NFA-Exam-LS (1)
January 1994

LEADERSHIP I EXAM

1. The basic question(s) to ask before you call for a meeting is (are):

    a. What are you trying to accomplish?

    b. What is the extent of the group's control over the final outcome?

    c. Do you have a meeting checklist?

    d. Both a and b.

2. If the fire officer is having an informational meeting and the firefighters think it is a decisional meeting, then:

    a. unnecessary conflict or confusion can be present.

    b. all participants did not receive the required information.

    c. perceptions and expectations of the members are conflicting.

    d. all of the above.

3. In conducting a decisional meeting, it is important for the fire officer to:

    a. have made the decision in advance.

    b. elicit recommendations from the subordinates.

    c. have an open mind.

    d. Both b and c.

4. Which type of meeting is most common?

    a. Informational.

    b. Decisional.

    c. Critique.

    d. All of the above are found with basically the same frequency.

5. The type of meeting held for the purpose of reviewing the good and bad points of actions on an emergency incident is:

   a. informational.

   b. decisional.

   c. critique.

   d. fact-finding.

6. The Vroom-Yetton Decision-Making Model includes four styles of decision-making. If performed properly, the group process style will result in:

   a. the leader delegating the decision to the group after providing adequate parameters.

   b. all group members accepting the final decision and being committed to supporting the implementation of the decision.

   c. the leader sharing the decision issue with relevant group members to derive input.

   d. the leader delegating responsibility for the decision to the group but guiding them in the direction he desires.

7. If commitment by subordinates is critical to the effective implementation of a decision, the one style of decision-making that should **not** be used is:

   a. delegating.

   b. autocratic.

   c. consulting.

   d. group-process.

8. The style of decision-making where the leader and the subordinates work together until they arrive at a consensus decision is referred to as:

   a. group-process.

   b. consulting.

   c. delegating.

d. autocratic.

9. The relative importance of a decision is related to:

a. how many people will be affected.

b. the consequences of a bad decision, how many people will be affected, and whether or not the decision impacts on mission and goals.

c. whether or not you have the information.

d. the intelligence of the person deciding.

10. When the leader decides to delegate, he/she:

a. lets others work the problem but retains the decision.

b. looks for consensus from others.

c. has, in effect, let others work it out themselves.

d. still involves himself/herself in the solution.

11. The responsibility for identifying and solving problems at the company level rests with:

a. management.

b. the company itself.

c. fire department administration.

d. the company officer.

12. The nominal group technique is a five-step process. What is the correct sequence?

a. Silent generation of ideas, recording, clarification, voting, and scoring.

b. Silent generation of ideas, clarification, recording, voting, and scoring.

c. Silent generation of ideas, recording, voting, clarification, scoring.

d. None of the above.

13. In the nominal group technique (NGT) during the "record ideas" step, the leader should:

    a. permit only a "little" discussion about each idea.

    b. permit no discussion about the ideas being listed.

    c. encourage participants to evaluate the appropriateness of the ideas.

    d. have each person explain their ideas.

14. The **first** critical step you should take in problem-solving is:

    a. identify and prioritize problems.

    b. establish goals.

    c. develop objectives.

    d. evaluate outcomes.

15. "Force field analysis" is a tool for organizing and analyzing information during the situation analysis step. Which of the following is true regarding its use?

    a. Considers only the actual situation (problem) and its analysis.

    b. Does not consider the restraining forces until the goal is determined.

    c. Can be used only by a group.

    d. Can be used individually or by a group.

16. The technique or process which can be utilized in problem identification which maximizes individual participation and minimizes domination by any individual is **best** referred to as the:

    a. group process (GP).

    b. brainstorming (BR).

    c. nominal group technique (NGT).

    d. democratic decision-making.

17. There are four problem-solving methods described. Which one of the following is not one of the four presented?

    a. Maximum effort.

    b. Intuitive.

    c. Systematic.

    d. Minimum effort.

18. A well-written action plan would include:

    a. the assignment of tasks and means of documenting their completion.

    b. plans for monitoring and evaluation.

    c. a timeframe.

    d. all of the above.

19. The difference between a goal and an objective is that:

    a. a goal is the specific outcome to be attained in an identified period of time while an objective is a generalized statement of what one hopes to accomplish sometime in the future.

    b. a goal is a broad, general description of what one desires to accomplish while an objective is a specific description of an expected outcome over an identified period of time.

    c. goals are more specific in all dimensions than are objectives.

    d. there is no significant difference between a goal and an objective.

20. A well-written objective will include which of the following?

    a. The audience.

    b. The desired behavior, a timeframe, and the quantity expected.

    c. The expected behavior, a tentative timeframe, the quantity expected, and the quality expected.

    d. The audience, the behavior, the conditions, and the degree.

NFA-Exam-LS (1)
January 1994

ANSWER SHEET

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

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LEADERSHIP I EXAM

ANSWER KEY

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    d. The audience, the behavior, the conditions, and the degree.

DECISION-MAKING STYLES

OBJECTIVES

The participants will:

1. *Differentiate among the four decision-making styles identified.*

2. *Match appropriate decision-making styles to given situations using the Vroom-Yetton model.*

3. *Cite the advantages and potential disadvantages of group decision-making.*

POINTS FOR THE INSTRUCTOR

Unless the company officer (CO) is aware of the various styles available for use in decision-making, the traditional approaches to decision-making will continue to dominate the fire service. Therefore, in this unit it is imperative that the instructor foster a positive attitude toward experimentation with different decision-making styles in accordance with the principles taught. The instructor must reinforce participants' confidence in themselves and in their abilities as fire service decisionmakers at the company level.

ATTITUDES TO FOSTER

1. COs are responsible for the decisions they make.
2. COs, while responsible and accountable for given decisions, realize they need not make each and every decision themselves.
3. Effective decision-making may be accomplished by use of a variety of decision-making styles.
4. Effective COs match the possible decision-making styles to situational variables to determine which decision-making style to utilize.
5. Effective COs practice the three decision-making principles.
6. Effective COs are aware of their strengths and potential weaknesses as decisionmakers and strive to improve their decision-making skills.

METHODOLOGY

This module uses lecture, interactive lecture, brainstorming, role-play, discussion, and individual and large group activities.

ESTIMATED TIME
(Total Time: 3 hr.)

5 min.	Lecture	
	Objectives and Overview	IG DM-5
10 min.	Activity 1	
	Selecting a Decision-Making Style (Part I)	IG DM-7
20 min.	Interactive Lecture	
	Introduction to Decision-Making	IG DM-7
30 min.	Lecture	
	The Leader's Role in Decision-Making	IG DM-15
30 min.	Interactive Lecture	
	Selecting the Right Style	IG DM-23
40 min.	Activity 2	

	Analyzing Decision-Making Styles	IG DM-31
15 min.	Interactive Lecture	
	Using Groups Effectively	IG DM-47

5 min.	Lecture Characteristics of Effective Decisionmakers	IG DM-53
15 min.	Activity 1, Continued Selecting A Decision-Making Style (Part II)	IG DM-57
5 min.	Lecture Three Decision-Making Principles	IG DM-59
5 min.	Lecture Summary	IG DM-59

AUDIOVISUAL

OHTs DM.1 to DM.39
Video: "Analyzing Decision-Making Styles" (Scenarios 1-3)
Overhead projector
Video player

INSTRUCTOR PREPARATION

1. Review the lesson plan and activities.

2. Assemble necessary supplies.

3. Preview video and rewind.

4. Read the role-play script and select four participants to act it out in class.

5. Set up and test overhead projector.

IG DM-5

DECISION-MAKING STYLES

5 min.
Lecture

I. OBJECTIVES

OHT DM.1

The participants will:

A. Differentiate among the four decision-making styles identified.

B. Match appropriate decision-making styles to given situations using the Vroom-Yetton model.

C. Cite the advantages and potential disadvantages of group decision-making.

OHT DM.2

II. OVERVIEW

In presenting the Overview, it is necessary to stress the relationship between good decision-making and effective fire service leadership, and that good decision-making does not mean making all of the decisions oneself.

A. Introduction To Decision-Making

B. The Leader's Role In Decision-Making

C. Selecting The Right Style

D. Using Groups Effectively

E. Characteristics Of Effective Decisionmakers

F. Three Decision-Making Principles

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

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

10 min.
Individual Activity 1

ACTIVITY 1

SELECTING A DECISION-MAKING STYLE
PART I

SM p. DM-3

Refer participants to Activity Worksheet.

Read through instructions and answer any questions.

Allow participants to work silently until everyone is finished.

Then ask participants to set the worksheet aside for the time being. We will return to it later in the module.

20 min.
Interactive
Lecture

III. INTRODUCTION TO DECISION-MAKING

OHT DM.3

A. Definitions.

Ask: What is a decision? After several responses, discuss the following definition.

1. A decision is a choice made between two or more alternative options.

    a. If there is no **choice** regarding what to do, no **decision** is required.

    b. If you have a **choice**, you need a **decision**!

OHT DM.4

2. Therefore decision-making is the process of deliberation which leads to a final course of action.

3. Not making a decision is in fact making a decision and carries the same responsibility as making a decision; i.e., to not attack a fire.

4. Data gathering and evaluation of assembled information is not a decision. Decision-making is an action-oriented activity even though the result may not be an action.

OHT DM.5

B. The decision-making process.

Ask: What steps do you take when you have to make an ***important*** *decision? Allow several responses, then summarize by pointing out that we usually:*

1. Define the problem.

2. Collect information.

3. Generate alternative options.

4. Evaluate alternative options.

5. Select one option (make the decision).

C. Types of decisions.

Flipchart

Ask for examples of decisions a CO might have to make on any day. List responses on flipchart. Make sure that examples include administrative decisions as well as emergency scene decisions. Possible responses:

- Station-duty assignments.
- On-scene building size-up.
- Transport a victim or not.
- How to resolve a conflict between company members.
- What performance rating to give a subordinate.

Ask participants to examine the list they developed. Ask: Which decisions are more important than others? Place an asterisk (*) beside those items everyone feels are important decisions.

Then ask participants what makes a decision important? Summarize by making the following points.

1. COs make many decisions.

2. Some decisions are much more important than others.

3. The relative importance of any decision is related to:

OHT DM.6

   a. How many people will be affected by the final decision?

      - As a general rule, the more people affected, the more important the decision.

Ask participants to point out a decision on the posted list which fits this concept.

      - An exception to this rule is when a supervisory decision affects only one person but may be critical to that person's standing in the organization.

   b. Will the decision have an impact on the overall departmental mission, goals, etc.?

      - The more potential impact, the more important the decision.

Ask participants for examples of decisions on the posted list which could impact on departmental mission or goals.

   c. What would be the consequence if you made a bad decision?

      - Generally, the greater the potential for serious negative consequence, the more important the decision.

Ask participants to provide examples of potential negative consequences resulting from decisions on the posted list.

Example: The wrong decision on a fire scene or a medical emergency could result in death or injury.

Summarize discussion with the following points.

OHT DM.7

4. Types of negative consequences.

   a. Physical harm.

   b. Psychological harm.

   c. Loss of money or misuse of money.

   d. Loss of leadership credibility.

   e. Decreased productivity.

   f. Decreased morale.

   g. Negative impact on department mission.

5. Due to their potential negative consequences, important decisions are sometimes referred to as "high risk" decisions.

6. The relative importance of any decision should determine the amount of time, care, and attention it receives.

Refer back to the decision-making process. Point out that in making a relatively unimportant decision, a CO may only generate a couple of alternatives and may evaluate each alternative quickly.

On the other hand, a relatively important decision merits systematic (rational) analysis.

D. The importance of decision-making.

Ask participants why decision-making is such a critical skill. Responses should include:

1. Decisions can positively or negatively affect:

   a. Our subordinates.

   b. The public.

   c. The department.

   d. The leader.

OHT DM.8

2. Effective decisions are based on a logical process. This process may be:

   a. Deductive reasoning--based solely on observable, known facts.

   b. Intuitive reasoning--based on personal insight and perceptions.

   c. A combination of deductive reasoning and intuition.

Ask: What happens when decisions are made when we are angry or upset? Solicit responses. Expected answers: overreaction, poor-quality decisions, emotionally based decisions. Cite/Ask for a few examples when on fireground and at station.

Ask: What happens when we as individuals do not have adequate facts? Solicit replies. Summarize.

30 min.
Lecture

IV. THE LEADER'S ROLE IN DECISION-MAKING

Refer back to the posted list of CO decisions. Ask participants what ***role*** *the CO might play. If most responses* *are similar to "make the actual decision," emphasize the following points.*

A. Effective decision-making.

1. Does not necessitate making every decision yourself.

2. Requires an ability to use different decision-making styles appropriately.

B. The leader's role in decision-making is:

OHT DM.9

1. "Controlling the processes by which decisions are made in that part of the organization for which he or she is responsible."

   (Victor Vroom, "Decision-making and the Leadership Process," Journal of Contemporary Business, Autumn, 1974.)

*Ask: How do leaders **control** decision-making processes? Summarize with the following point:*

OHT DM.10

2. Leaders control decision-making processes by determining the **amount** and **type** of opportunity afforded subordinates to participate.

C. The Vroom-Yetton Decision-Making Model--

OHT DM.11

Four styles of decision-making.

The three video scenarios and the role-playing scenario used in Activity 2 illustrate each of the four decision-making styles covered below. Be prepared to provide an example for each style (or elicit one from participants) in order to assure participant understanding.

OHT DM.12

1. Style A--Autocratic.

   The leader makes the decision alone. Discussion with subordinates is limited to collecting relevant information.

OHT DM.13

2. Style C--Consulting.

The leader shares the decision issue with relevant subordinate(s), seeking ideas, opinions, and suggestions and then makes the decision.

a. The leader listens actively and carefully considers all ideas.

b. Subordinate(s) know(s) ideas are being considered.

c. The leader may consult with subordinates individually or in a group.

d. The decision may or may not be influenced by subordinate input--leader's choice!

OHT DM.14

3. Style G--Group Process.

The leader and the subordinates work together until they arrive at a **consensus** decision.

Ask participants to define consensus. Make sure the following critical elements have been mentioned.

OHT DM.15

a. Consensus means:

- All group members understand the ground rules; all have an opportunity to air their opinions and argue for their point of view.

- All suggestions/opinions/ideas are listened to carefully and evaluated objectively by each group member.

- All group members do not have to be 100% in favor of the final decision, **but**

- All group members accept the final decision and are committed to supporting its implementation, because it was arrived at openly and fairly.

b. Consensus is **not:**

- Majority vote (win/lose).

- Negotiation.

Point out that a leader may be required to enforce a consensus decision in an autocratic style if a group member subsequently reneges on his/her original commitment.

OHT DM.16

4. Style D--Delegating.

The leader delegates the decision to one or more subordinates. The leader provides parameters for the decision; the delegatee(s) make the final decision without leader input. The leader supports the final decision.

D. Variations in leader influence between styles.

OHT DM.17

1. As you move from Style A to Style D, the leader's personal influence on the final decision drops from 100% to almost zero!

OHT DM.18

2. Yet, no matter which style is selected, the leader retains ultimate **responsibility** and **accountability** for the final decision!

3. Many leaders are reluctant to use Styles G and D because they recognize how risky they can be.

a. They're not willing to pay the price if subordinates make a bad decision.

b. They're not comfortable with sharing decisions.

Point out that such an attitude is actually quite reasonable and there are, in fact, many decisions inappropriate for subordinate participation.

On the other hand, group input has many advantages and some decisions actually ***require*** *subordinate participation.*

4. Effective leaders vary their decision-making style according to the requirements of the situation/issue.

30 min.
Interactive
Lecture

V. SELECTING THE RIGHT STYLE

A. Factors to consider.

Flipchart

Emphasize that, within limits, COs have a choice in selecting a decision-making style.

Ask participants to brainstorm questions they might want to ask before selecting a decision-making style. List responses on flipchart.

As each response is listed ask whether the factor suggests leaning toward more or less subordinate participation.

Make sure the following factors are covered. (+ and/or - indicates more or less subordinate input required.)

OHT DM.19

1. Do you have a reasonable amount of time to make the decision? (Yes +/No -)

2. Does the leader have the expertise required to make a quality decision? (Yes -/No +)

3. Do subordinates have enough expertise/information to make a quality decision? (Yes -/No +)

4. Do subordinates share the organizational goals to be accomplished by solving the problem? (Yes +/No -)

OHT DM.20

5. Is the decision area complex, with many possible solutions? (Yes +/No -)

6. Are acceptance of the decision and commitment of subordinates critical? (Yes +/No -)

7. Is the decision likely to cause conflict among subordinates? (Yes +/No -)

8. Will the decision directly impact most subordinates? (Yes +/No -)

9. Will the decision directly impact only a select few? (Yes +/No -)

Point out that the questions have been converted to guidelines which assist leaders in selecting the most appropriate style for any particular decision.

SM p. DM-8

Refer participants to the Style Selection Guide in their manual so they can follow along as you cover the guidelines.

As you cover each guideline, ask for examples of when it might apply and provide opportunity for questions and discussion.

*Emphasize that these are **guidelines**, **not absolutes**.*

B. Decision-making guidelines.

OHT DM.21

1. Guideline 1 (Time).

   - If an immediate decision is required, Styles C, G, and D should not be considered.

Point out that if you answer yes to the first question, you don't need to answer any other questions. Often a pressing time requirement precludes selection of the "best" style.

OHT DM.22

2. Guideline 2 (Leader Expertise).

   - If the leader does not possess adequate expertise to make a quality decision, Style A should not be considered.

3. Guideline 3 (Subordinate Expertise).

   - If the subordinate(s) lack(s) the knowledge or expertise necessary to make a quality decision, Styles G and D should not be considered.

OHT DM.23

4. Guideline 4 (Goal Compatibility).

   - If subordinates do not appear to share organizational goals in the area of the decision, Styles D and G should not be considered.

5. Guideline 5 (Degree of Complexity).

   - If the decision issue is complex and little is known about it, Styles A and D should not be considered.

   - The selected style needs to generate as many alternative options as possible. Subordinate input, as well as leader input, is critical.

OHT DM.24

6. Guideline 6 (Commitment).

   - If commitment by subordinates is critical to effective implementation and/or autocratic decisions are likely to be rejected by subordinates, Style A should not be considered.

Make sure participants understand that commitment = "buying in" and supporting, it does not mean ***compliance****!*

OHT DM.25

7. Guideline 7 (Commitment with Conflict).

- If commitment is critical to effective implementation, if autocratic decisions are likely to be rejected, and/or if there is likely to be serious conflict among subordinates regarding methods to attain goals, Styles A and C should not be considered.

*Emphasize that in this guideline, conflict expected is related to **how** to do something, **not whether** to do something.*

- The selected style must allow for the venting of differences and resolution of the issue with full knowledge of the situation by everyone involved.

Emphasize that it may not always be possible to follow this rule. Rule 4 would have priority if necessary.

OHT DM.26

8. Guideline 8 (Group Consequence).

- If a decision will have similar and nearly equal impact upon a number of individuals, each of those affected should have the opportunity for input and influence in the decision-making process. Style A should not be considered.

OHT DM.27

9. Guideline 9 (Individual Consequence).

- If a decision is to affect only one individual or a select few, Styles G & A should not be considered.

- Opportunity for the affected individual to influence the decision should be provided to maximize acceptance and commitment to the decision.

(Adapted from: Vroom, V. H. and A. G. Jago. "Decision-making as a Social Process," *Decision Sciences*, 5 (1974): 749.)

Reemphasize that the amount of time available (Guideline 1) and/or the attitude of subordinates (Guideline 4--Goal Compatibility) are bottom-line priorities. Even in situations where subordinate input is advantageous, sometimes unavailability of time and/or likelihood of a poor subordinate decision preclude using the ideal style.

40 min.
Large Group
Activity 2
(Video and Role-Play Scenarios)

ACTIVITY 2

ANALYZING DECISION-MAKING STYLES

SM p. DM-9

Refer participants to Activity Worksheet in Student Manual.

Read through instructions and answer any questions.

Show video scenario 1. Allow enough time for individuals to complete the questions. Before beginning the discussion, ask participants to define the actual ***decision****.*

Facilitate a class discussion on responses to questions.

Follow same procedure for video scenarios 2 and 3.

Select four people from the class to act out the role-play, which is the last scenario. The script is provided in the Student Manual as well as the Instructor Guide. If possible, give the role-play participants advance notice so they have time to read the script.

Suggested responses are provided on the following pages. ***Keep in mind that the focus is on analysis, not on agreeing with the recommended style.*** *Do not waste time trying to prove that one style is unequivocally better than others just because more has been read into the scenario than intended.*

Suggested responses:

Video Scenario 1

Decision required: What strategy should the CO use to fight the fire?

Suggested answers to questions:

Question	Sug. Res.	If Yes, Eliminate Style(s)
Is an immediate decision required?	Yes	C, D, G
Does leader lack expertise?	------	A
Do subordinates lack knowledge or expertise?	------	D, G
Are subordinates apt to sabotage intended results?	------	D, G
Is problem new and/or complex, with little available information?	------	A, D
Is subordinate commitment necessary?	------	A
Is subordinate commitment necessary and is serious conflict among subordinates likely?	------	A, C
Will the decision affect most subordinates?	------	A
Will the decision affect only one, or a select few, subordinates?	------	A, G

Most appropriate style: Autocratic (A)

*Emphasize to participants that this is a situation which **requires** an immediate decision. Therefore, no other questions after the first need to be answered.*

Video Scenario 2

Decision required: How to provide backup drivers with more experience.

Suggested responses to questions:

Question	Sug. Res.	If Yes, Eliminate Style(s)
Is an immediate decision required?	No	C, D, G
Does leader lack expertise?	Yes	A
Do subordinates lack knowledge or expertise?	No	D, G
Are subordinates apt to sabotage intended results?	No	D, G
Is problem new and/or complex, with little available information?	No	A, D
Is subordinate commitment necessary?	Yes	A
Is subordinate commitment necessary and is serious conflict among subordinates likely?	No	A, C
Will the decision affect most subordinates?	No	A
Will the decision affect only one, or a select few, subordinates?	Yes	A, G

Most appropriate style: Consulting (C)

*Point out that the leader sought **input** from subordinates, but made it clear that **he would** make the final decision.*

Finally, mention that Delegating, Style D, would also be appropriate.

Video Scenario 3

Decision required: Whether or not to collect for the Burn Center. If yes, how long, when, and where.

Suggested responses to questions:

Question	Sug. Res.	If Yes, Eliminate Style(s)
Is an immediate decision required?	No	C, D, G
Does leader lack expertise?	No	A
Do subordinates lack knowledge or expertise?	No	D, G
Are subordinates apt to sabotage intended results?	No	D, G
Is problem new and/or complex, with little available information?	No	A, D
Is subordinate commitment necessary?	Yes	A
Is subordinate commitment necessary and is serious conflict among subordinates likely?	Yes	A, C
Will the decision affect most subordinates?	Yes	A
Will the decision affect only one, or a select few, subordinates?	No	A, G

Most appropriate style: Group (G)

*Make sure participants understand that although there is **conflict** regarding methods, **everyone supports** the **concept** of collecting for The Burn Center.*

Point out that the leader could also have used Delegating Style (D).

Role-Play Scenario 4

Decision required: **Who** should test the Personal Alarm Safety Device?

Suggested responses to questions:

Question	Sug. Res.	If Yes, Eliminate Style(s)
Is an immediate decision required?	No	C, D, G
Does leader lack expertise?	No	A
Do subordinates lack knowledge or expertise?	No	D, G
Are subordinates apt to sabotage intended results?	No	D, G
Is problem new and/or complex, with little available information?	No	A, D
Is subordinate commitment necessary?	Yes	A
Is subordinate commitment necessary and is serious conflict among subordinates likely?	Yes	A, C
Will the decision affect most subordinates?	No	A
Will the decision affect only one, or a select few, subordinates?	Yes	A, G

Most appropriate style: Delegating (D).

Course: *Leadership: Strategies for Company Success*

Unit: Decision-Making Styles

Role-Play Exercise: Activity 2, Scenario 4

*The scenario is inside a firehouse break room, where a **lieutenant** and **three firefighters** are seated at a conference table. The **lieutenant** is finishing up the meeting with the last item on his agenda.*

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

LIEUTENANT

Okay, here's the last item of interest. The chief is going to bring a new personal alarm device for us to test out for a couple of months.

FIREFIGHTER #1

A what?

LIEUTENANT

A personal alarm device--a "PAD." It's one of those new little pieces of equipment that you attach to your SCBA. If you get lost, it'll make a sound, or if you're unconscious and can't move around, we'll be able to find you.

FIREFIGHTER #1

I've heard about that. It makes a loud "beep, beep, beep..."

FIREFIGHTER #2

Are you going to test it, Lieutenant?

LIEUTENANT

That's the problem. We're only getting one, so instead of me testing, I'm going to give it to one of you. You three are going to have to decide who will use it.

FIREFIGHTER #3

What's this test all about?

LIEUTENANT

OK, here are the parameters we want. Whoever uses it is going to have to keep a log--let us know what fire calls it was used on and how it performed. The big problem we've been having is, say you're pulling a hose line and stop in a hall to listen, sometimes they're "falsing," you know, going off when they shouldn't. We need to get your thoughts on exactly how you feel about the thing, whether the batteries are acting up, or whether it's falling off the SCBA. We need a complete log/diary of this device.

FIREFIGHTER #2

Do we get in trouble if we break it?

LIEUTENANT

No, in fact checking its endurance will go along with the test, so hang in there and see if you can destroy it.

FIREFIGHTER #2

Any more money for testing it?

LIEUTENANT

No, no more money involved. It's just a test to see if we're going to get them for all the SCBAs.

FIREFIGHTER #1

I'd like to test it.

FIREFIGHTER #2

I wouldn't mind doing it either.

LIEUTENANT

Tell you what, why don't you go ahead and discuss it before you get to your house work and get back to me immediately.

LIEUTENANT gets up from the table and leaves the room.

FIREFIGHTER #2

I want to do it because I....

FIREFIGHTER #1

You always get the special jobs.

FIREFIGHTER #2

No....

END

15 min.
Interactive
Lecture

VI. USING GROUPS EFFECTIVELY

Point out that 3 of the 4 styles (C, G, & D) may involve a group working together.

OHT DM.28

A. Three levels of group participation in decision-making.

1. Style C allows the group an advisory role only.

2. Style G allows the group to share decision-making with the leader.

3. Style D allows the group to make the decision without leader input.

Point out that this section focuses on leadership skills required to facilitate groups when using Style C or G. Another entire module in the leadership curriculum covers effective delegation.

OHT DM.29

B. Set the stage.

1. The CO must tell the group clearly what role they are playing before the session begins.

Ask why this is important. Suggested response: If they assume they are ***sharing*** *the decision and you just want ideas, they will feel misled.*

2. If you are using Style C, make sure the group understands the ground rules:

a. You want their ideas.

b. You'll consider the suggestions.

c. But you will do what **you** think is best.

3. If you are using Style G, make sure everyone understands the definition of consensus.

   a. Spend some time going over what is involved.

   b. Emphasize your expectation that **everyone** will "buy into" the final decision.

   c. Do not allow more vocal members to push for a majority vote!

C. Advantages you can expect from group participation.

Flipchart

Ask participants to brainstorm expected advantages of the group process. Make sure the following points have been covered.

OHT DM.30

1. Greater potential of total knowledge, information, opinion.

2. More diversity of ideas and alternatives.

3. More thorough, comprehensive analysis.

4. Greater understanding of final decision.

5. Acceptance of decision by the whole group.

OHT DM.31

6. Group commitment to final decision.

7. Increased subordinate motivation.

   a. Sense of achievement.

   b. Self-esteem.

8. Stress reduction.

9. Professional growth for all group members.

    a. Decision-making skills.

    b. Management viewpoint explored/understood.

D. Potential disadvantages.

Ask participants to name potential disadvantages. Make sure the following points are covered.

OHT DM.32

1. Time-consuming.

2. Group may be indecisive--reluctant to finalize a decision.

3. Group may want to compromise--not pick the best decision.

4. Some individuals may dominate the discussion.

5. Diversity of opinions sometimes leads to counterproductive conflict.

6. Hidden agendas. (When one or more group members have priorities or objectives unknown to others.)

7. Inadequate analysis of all alternatives.

8. Group may make a bad decision.

E. The leader as facilitator.

Emphasize that in order to maximize potential advantages and minimize potential disadvantages the CO must:

OHT DM.33

1. Set a reasonable time limit for the meeting and stick to it.

2. Use brainstorming or nominal group technique to generate ideas.

Mention that these processes are explained in detail in the Problem-Solving module.

3. Be a good gatekeeper--make sure everyone has equal input.

4. Insist on objectivity and logic--do not allow personal attacks!

5. Play the "devil's advocate" to assure that pros and cons of all alternatives are identified.

Make sure all participants understand the term "devil's advocate."

6. Ask "what if" questions about implementation of proposed alternatives.

5 min.
Lecture

VII. CHARACTERISTICS OF EFFECTIVE DECISIONMAKERS

A. Successful fire service leaders and successful decisionmakers:

1. Are not "born."

2. Are not "lucky."

B. Success is a composite of:

1. Knowledge.

2. Skills.

3. Personal attributes.

OHT DM.34

C. Marvin's characterization of effective decisionmakers.

1. **Synoptic**--They focus on the big picture, considering all possible opportunities and potentials.

2. **Dissatisfied**--They have an inherent preoccupation to make the best better.

3. **Sensitive**--They continuously and consistently exercise acute sensitivity to others and their environment.

4. **Catalytic**--They make things happen and assume personal responsibility to do so.

5. **Opportunistic**--They take advantage of opportunities and even create opportunities where there are seemingly none.

6. **Skill-directed**--They do not play trial and error; they rely on things they do well and make the most of available inputs and resources.

OHT DM.35

7. **Innovative**--They are creative and draw upon the creativity and strengths of others.

8. **Forward thinking**--They look to the future and search for other opportunities.

9. **Resourceful**--They utilize the expertise and ideas of others, involving them in decision-making as appropriate.

10. **Evaluative**--They know what they are doing, asking the right questions and pursuing the answers to those questions.

11. **Expedient**--They get things done.

12. **Courageous**--They take calculated risks and they act, accepting responsibility for the things they do.

(From: P. Marvin, Developing Decisions for Action, 1971, p. 46)

15 min.
Large Group
Activity 1 (cont'd)

ACTIVITY 1--CONTINUED FROM IG DM-7

SELECTING A DECISION-MAKING STYLE
PART II

SM p. DM-3
SM p. DM-8

Ask participants to refer to the Activity Worksheets they used at the beginning of the module ***and*** *to the Style Selection Guide.*

Facilitate a large group discussion to determine: (1) which guidelines apply to the scenarios; and (2) which style(s) are most appropriate.

Assure participants they do not have to share their original responses. The purpose is to demonstrate how much easier it is to select a style when you have some guidelines to follow.

Suggested solutions are provided below.

Situation	***Applicable Guideline(s)***	***Suggested Style(s)***
1	*5, 6, 9*	*C*
2	*5, 6, 8*	*C or G*
3	*1*	*A*
4	*6, 7, 8*	*D or G*
5	*2, 5, 7, 8*	*G*
6	*4, 6*	*C*

Emphasize that agreeing with the class or the instructor on the style selected is not necessary. These are fictional scenarios.

What's important is knowing how to use the model and being able to vary your decision-making style according to a given situation.

5 min.
Lecture
OHT DM.36

VIII. THREE DECISION-MAKING PRINCIPLES

Regardless of the style of decision-making one uses there are three decision-making principles to remember.

A. Make the decision.

   1. Use a rational decision-making model.

   2. Match decision-making style to decision situation.

   3. Recognize and minimize the potential negative effects of personal and behavioral influences.

   4. Try to avoid the common pitfalls.

B. Implement and evaluate.

   1. Carry out the decision.

   2. Monitor the process.

   3. Remain alert for unanticipated consequences.

   4. Evaluate results.

C. Realize that you probably cannot satisfy everyone.

D. Recognize that you have the **organization** to think about now--you are a fire service leader!

5 min.
Lecture

IX. SUMMARY

A. Decision-making is the one managerial/ leadership function which:

   1. Directly affects, and

2. Overlaps all other functions.

OHT DM.37

B. Rational (purposeful) decision-making involves making rational choices using:

1. A systematic process.

2. An appropriate decision-making style.

OHT DM.38

C. Effective decisionmakers:

1. Are aware of their own strengths and limitations as a decisionmaker.

2. Seek to improve the quality of the decisions they make.

3. Accept responsibility for the decisions they make.

OHT DM.39

4. Know that due to circumstances beyond their control, they are masters of their fate and captains of their souls.

Stress that effective decisionmakers are developed, not born. By identifying areas in which they may fall shy, participants can work to improve decision-making skills. The challenge is theirs. They too can become top performers in decision-making.

PROBLEM-SOLVING I:

IDENTIFYING NEEDS AND PROBLEMS

OBJECTIVES

The participants will:

1. *Identify services provided by a typical fire company (outputs), and resources needed to provide these services (inputs) and understand their interrelationship.*

2. *Describe advantages and disadvantages of individual and group problem-solving.*

3. *Demonstrate nominal group technique (NGT).*

4. *Describe four methods by which problems are solved.*

5. *Outline the critical steps in a problem-solving model.*

6. *Apply force field analysis as an aid to diagnosing a problem.*

POINTS FOR THE INSTRUCTOR

Problem-Solving I comprises one-half of the total Problem-Solving instructional package; Problem-Solving II is the second half. For maximum benefit, both modules should be presented consecutively. This would require approximately 5 hours and 40 minutes of classroom instruction. If time and/or scheduling constraints prevent a consecutive presentation, Problem-Solving II includes a 20-minute review of concepts covered in Problem-Solving I.

Problem-solving is one of the most important things a manager does and career success depends on doing it well. Studying problem-solving is an excellent way to become a better problem solver. Past experience is not enough.

The most important fire company responsibility is to carry out its assigned mission within the department. In order to fulfill this responsibility the CO must allocate resources to satisfy the needs of his/her company. This implies that the CO has identified the needs. When insufficient resources are available, the CO must establish priorities and problems often arise when the needs of involved individuals and groups cannot be met, especially when their priorities are different from those of the CO.

This module provides a blueprint for solving critical problems as well as the details of problem identification and diagnosis. Four methods of problem-solving are outlined. Participants should realize that the systematic method is generally used only for complex problems, and that simpler methods are used in most everyday situations.

Participants are given guidelines for deciding level of participation. The advantages and disadvantages of group problem-solving are discussed and a nominal group technique is demonstrated as a useful group process for problem identification.

Participants then convert problems into goals. In conclusion, force field analysis is demonstrated as a tool for organizing and analyzing information prior to finalizing a problem-solving plan.

The emphasis of the examples and demonstrations should be primarily on the process. It is impossible to make the content fit every department at the same time.

METHODOLOGY

This module includes lectures, discussions, a demonstration, and a large group activity.

ESTIMATED TIME
(Total Time: 3 hr.)

5 min.	Lecture Objectives and Overview	IG PSI-5
5 min.	Lecture General Responsibilities of the CO	IG PSI-7
20 min.	Discussion Relationship Between Service Delivery and Needed Resources	IG PSI-9
15 min.	Interactive Lecture Problem-Solving: A Critical Skill	IG PSI-15
15 min.	Interactive Lecture Identifying and Prioritizing Problems	IG PSI-21
45 min.	Demonstration Demonstration of NGT	IG PSI-27
5 min.	Lecture Problem-Solving Methods	IG PSI-37
5 min.	Lecture A Problem-Solving Model	IG PSI-41
10 min.	Discussion Establishing Goals	IG PSI-43
5 min.	Lecture Situation Analysis	IG PSI-45
15 min.	Interactive Lecture Force Field Analysis	IG PSI-49
30 min.	Activity 1 Force Field Analysis	IG PSI-53
5 min.	Lecture Summary	IG PSI-57

AUDIOVISUAL

OHTs PSI.1 to PSI.43
Index cards
Overhead projector

INSTRUCTOR PREPARATION

1. Review the lesson plan and activities.

2. Study the Nominal Group Technique (NGT) process. (A complete and detailed summary is contained in the Student Manual.) Note the timesaving shortcuts outlined in the Instructor Guide. If this is your first time facilitating an NGT, practice doing the abbreviated version until you can do it smoothly in 45 minutes.

3. Have index cards ready for NGT.

4. Make sure you thoroughly understand force field analysis.

5. Set up and test overhead projector.

PROBLEM-SOLVING I: IDENTIFYING NEEDS AND PROBLEMS

5 min.
Lecture

I. OBJECTIVES

OHT PSI.1

The participants will:

A. Identify services provided by a typical fire company (outputs), and resources needed to provide these services (inputs) and understand their interrelationship.

B. Describe advantages and disadvantages of individual and group problem-solving.

C. Demonstrate nominal group technique (NGT).

OHT PSI.2

D. Describe four methods by which problems are solved.

E. Outline the critical steps in a problem-solving model.

F. Apply force field analysis as an aid to diagnosing a problem.

II. OVERVIEW

OHT PSI.3

A. General Responsibilities Of The CO

B. Relationship Between Service Delivery And Needed Resources

C. Problem-Solving: A Critical Skill

D. Identifying And Prioritizing Problems

OHT PSI.4

E. Problem-Solving Methods

F. A Problem-Solving Model

G. Establishing Goals

H. Situation Analysis

I. Force Field Analysis

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

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

5 min.
Lecture
OHT PSI.5

III. GENERAL RESPONSIBILITIES OF THE CO

A. The most important company responsibility is to carry out an assigned mission within the department.

B. The CO is the link between the fire department administration and the firefighters.

C. The CO transforms departmental goals into specific actions.

D. The CO is responsible for using company resources to meet company needs.

1. Recognizing needs can prevent problems.

2. All needs are not necessarily problems.

E. The CO must identify and solve problems.

20 min.
Discussion

IV. RELATIONSHIP BETWEEN SERVICE DELIVERY AND NEEDED RESOURCES

A. Services.

OHT PSI.6
Flipchart

Ask: What ***services*** *are typically delivered by fire companies? List responses on flipchart.*

Possible answers:

- Fire control/extinguishment.

- Building safety/Fire prevention.

Code enforcement.

Building inspections.

- Hazardous materials safety.

Mitigation.

Inspection.

- Emergency medical.

- Emergency rescue.

- Emergency assistance.

Broken water tanks.

Children locked in.

Flood.

Earthquake.

- Public education.

- Public relations.

Blood pressure checks.

Drop-off site for charitable activities (toys, food, etc.).

As you review the services, discuss their impact upon the people in the community. Emphasis should be placed on the contribution that these services make to the quality of life for all people, whether they use the services or not. Point out that if this list were being developed for the participant's department, it would be based on community expectations as well as departmental desires and would be longer and more specific.

B. Resources needed for delivery of services.

OHT PSI.7
Flipchart

*Ask: What **resources** are provided to you by the community to assure efficient delivery of services? List responses on flipchart.*

Possible answers:

- Operating budget (which allows you to purchase necessary resources listed below).

- Personnel.

- Tools and equipment.

- Apparatus (pumpers, trucks, rescues, etc.).

- Facilities.

*If not mentioned already, point out that the community also pays for your **time** which is one of your most valuable resources.*

C. Relationship between services and resources.

1. The community expects effective and efficient delivery of services.

2. The community **depends** on the fire department for delivery of these services.

3. In return for service delivery, the community provides tax money to

assure the department has the resources required.

OHT PSI.8

Read the transparency to the class and ask: "If Department A and Department B both start with $2 million, the input, what makes the difference? Why does Department A produce so little for its community and Department B so much?" Most students will respond, "Management" or "Leadership." Instructor should respond: "Yes, management, but more exactly it is what management ***does*** *to produce these services. The specific actions management takes are the processes for producing the services. It is the processes which determine the services, the outputs of the system. Efficient, effective processes produce excellent services (outputs). Ineffective processes produce failures. Problem-solving is about producing successful services.*

D. Processes within the department.

1. The department assures its ability to deliver required services by establishing and maintaining effective internal managerial processes.

OHT PSI.9
Flipchart

Ask what processes need to be in place in order to assure efficient service delivery. List responses on flipchart.

Possible answers:

- Training (recruit, in-service, officer, etc.).

- Administrative services (recruitment/selection, payroll, finance, purchasing, standards and procedures, etc.).

- Communications (dispatch, radios, coordination).

- Maintenance (apparatus, facilities, personnel).

- Supervision (counseling, discipline, performance evaluation, coaching, leadership, etc.).

- Physical fitness maintenance.

- Planning.

- Coordinating.

- Problem-solving.

When list is complete, ask which processes are a CO's responsibility. Emphasize that most processes take place, at least in part, at the company level.

OHT PSI.10
OHT PSI.11

E. Thus, the community provides inputs (resources) and the fire department provides processes in order to achieve outputs (services).

15 min.
Interactive
Lecture

V. PROBLEM-SOLVING: A CRITICAL SKILL

OHT PSI.12

A. CO challenges.

1. The CO has primary responsibility for efficient service delivery.

2. To fulfill this responsibility, the CO must allocate available resources in an effective manner.

3. Before allocating resources, the CO must be sensitive to the needs of the company.

4. Allocating resources (which are often inadequate) to satisfy needs (which are often overwhelming) is one of the greatest challenges a CO faces.

5. The CO has to prioritize and balance individual and group needs.

OHT PSI.13

*Ask for examples of **individual** needs which the CO must consider.*

Possible answers:

- Training (individual).

- Coaching.

- Counseling.

- Physical fitness.

- Job understanding.

- Equipment.

- Performance standards.

- Performance reviews.

- Discipline.

- Career development.

- Reward systems.

OHT PSI.14

Ask for examples of ***group*** *needs a CO needs to consider.*

Possible answers:

- Team building.

- Training (group).

- Performance standards.

- Performance evaluations.

- Standard operating procedures.

- Code of ethics and values.

- Work schedules.

- Reward systems.

Point out that all the needs (both individual and group) are directly related to internal ***processes*** *covered in previous section.*

OHT PSI.15

6. The CO has to make decisions/ judgments about whether existing **processes** are adequately meeting individual and group needs.

7. Problems arise when the existing processes fail to meet existing needs.

8. Then the CO must establish problem-solving priorities.

B. A company or management responsibility?

OHT PSI.16

Discuss whether the responsibility to identify and solve problems is a management or company responsibility.

Make the following points, but limit the discussion to 5-7 minutes.

1. It's tempting to blame all problems on management.

2. Perceived company problems often focus on lack of personnel and apparatus (resources) and overlook how things are working at the company level (processes).

3. Actually, many problems can be solved at the company level without management involvement and support.

4. A few problems cannot be solved without management support.

5. But even problems that are essentially management's responsibility can be influenced in ethical and productive ways from the company level.

6. Participative management implies that employees from all levels within an organization participate in and contribute to the problem-solving process. (Participation in this context can mean giving input, rather that being the actual problem-solver.)

OHT PSI.17

7. It's the CO's responsibility to identify and solve company-level problems and to inform management about other critical problems which cannot be solved without upper-level assistance/action.

15 min.
Interactive
Lecture

VI. IDENTIFYING AND PRIORITIZING PROBLEMS

The CO has needs and priorities to be satisfied and resources to be allocated and, when these cannot be properly balanced, problems often result.

A. What is a problem?

OHT PSI.18

Ask: How would you define the word "problem?"

Allow several participants to respond. Note that a problem means there is something wrong that needs to be fixed.

OHT PSI.19

1. A problem exists whenever there is a difference between the actual situation and the desired situation.

OHT PSI.20

2. A problem exists whenever there is a gap between the way things are and the way they ought to be.

3. The greater the gap, the bigger the problem.

B. Multiple problems.

1. If every CO had only one problem to contend with at any time, life would be simple!

2. Unfortunately, most CO's have many problems which are competing for his/her attention.

3. In addition, most CO's have problems of which they are not even aware.

Ask how this could happen. Response expected: Because they never ask for their company members' input on problem identification.

C. Level of participation in problem identification.

1. CO has to decide how much input he/she needs from company members in order to identify and prioritize company problems.

OHT PSI.21

2. Three options for participation.

a. None--CO works alone.

b. Some--CO gets input from members.

c. A lot--CO and the company work together as a group.

D. Using a group process for problem identification and prioritization.

1. Advantages.

Flipchart

Ask what are the advantages to the whole company participating? Write responses on flipchart. Make sure the following points have been made.

If participants have already completed the module on Decision-Making Styles, this will be familiar information.

a. Allows CO to hear about problems from company's perspective.

b. Generates more ideas (CO gets a better picture of **all** problems).

c. Meets subordinates' need to be involved.

d. Heightens subordinates' awareness of conflicting needs and the complexity of running a company.

e. Generates subordinate interest in helping to solve problems.

Flipchart

Ask: If it's so obvious that group input is critical, why don't we do it more often? List responses on flipchart; make sure the following points have been covered.

2. Disadvantages.

   a. Takes a lot of time.

   b. Cliques and conflicts sometimes develop.

   c. Individuals may have little interest in participating.

   d. Interacting groups waste time on interpersonal relationships.

   e. Ideas may be evaluated prematurely.

   f. Conformity may inhibit idea generation.

   g. Certain people may dominate discussion and some may not be heard.

OHT PSI.22

E. Techniques for increasing effectiveness of groups.

1. Two techniques designed to overcome the disadvantages listed above.

   a. Brainstorming.

   b. Nominal group technique (NGT).

2. Both techniques can be used effectively for identifying problems; NGT is particularly helpful in prioritizing.

Point out that brainstorming will be covered during Problem-Solving II.

Emphasize that NGT allows the CO to ***maximize individual participation*** *of group members and to* ***minimize domination*** *of the process by any one person. Each person has equal input into the final decision.*

OHT PSI.23

F. Nominal Group Technique (NGT) is a simple five-step process.

Briefly describe each step.

1. Silent generation of ideas.
2. Recording ideas.
3. Clarification.
4. Voting.
5. Scoring.

OHT PSI.24

G. Advantages of NGT.

1. Assures participation of each group member.
2. Prevents domination of the group by any one person.
3. Each person has an equal vote on the final outcome.
4. The structured process prevents unproductive discussions, arguments, etc.
5. Many ideas are generated.

45 min.
Demonstration

DEMONSTRATION

NOMINAL GROUP TECHNIQUE

The success of this demonstration depends upon the instructor following the directions exactly. Do not

deviate from, expand on, or comment on the process beyond what is indicated here.

Advise participants that you will demonstrate NGT.

Option 1: Ask for six volunteers to participate in the demonstration. Have them move to the front of the room (or use six persons in the first row).

Option 2: If there are fewer than 10 participants, allow everyone to take part.

Option 3: Allow entire class to participate in the first three steps. Then allow only six volunteers to participate in the voting.

Point out that it is important to formulate the questions in such a way that you are sure to get the response you want.

SM p. PSI-6

Refer rest of class to the description of NGT in their Student Manual so they can follow along.

Begin the exercise by advising the six persons in the demonstration group that you are their CO and they are your crew members.

Advise participants that NGT usually requires between 60-90 minutes and to save time you will be shortening the time spent on each step.

1. *Make a brief opening statement to the demonstration group.*

    a. *Highlight the importance of the session.*

    b. *Emphasize the value of each person's contribution.*

    c. *Point out that the purpose of the session is "to improve our effectiveness as a company (team)" by establishing priorities for problem-solving efforts.*

2. *Read NGT question to group (This should already be written on the flipchart):*

    What problems are reducing our company's effectiveness?

Point out that it is important to formulate the question in such a way that you are sure to get appropriate responses.

OHT PSI.25

3. Ask demonstration group members to work silently and to individually list possible problems. Allow only a couple of minutes for silent generation of ideas.

Point out that 5 to 10 minutes would normally be allowed.

4. Explain recording step.

OHT PSI.26

a. No discussion.

b. "Round Robin" process.

c. "Hitchhiking" is encouraged (when someone else's idea triggers you to think of another idea you hadn't considered).

d. "Passing" is allowed.

e. "Reentry" after "passing" is fine.

5. Record ideas. Allow ***no*** *discussion.*

a. Number each item as you list it on flipchart.

b. Stop listing ideas once you have 25 or so.

Emphasize that normally this step would be allowed to continue as long as anyone still had ideas.

OHT PSI.27

6. Explain clarification step.

a. Purpose is to make sure everyone understands what each item means (not to discuss or evaluate items).

b. Second purpose is to combine duplicates.

7. Clarify each item and combine obvious duplicate items.

(This should take about 5 minutes.)

8. *Reevaluate the list before voting. Reemphasize that the purpose is to prioritize **company** problem-solving needs.*

   a. *Eliminate any problems which require upper-level attention. (CO should assure group members that he/she will take responsibility for informing management about these problems.)*

   b. *Eliminate any items related to one individual's performance/personality/deficiencies. (CO must take responsibility for dealing with the individual.)*

OHT PSI.28

9. *Explain voting process.*

   a. *Distribute 5 index cards to each person in the demonstration group.*

   b. *Allow each member of the demonstration group a few minutes to select their five most critical problems.*

   c. *Remind them to write the item number in the upper left-hand corner and to write the item itself across the center of each card.*

10. *Conduct voting process. Say:*

    a. *Spread out cards in front of you.*

    b. *Select most important card and write 5 in lower right-hand corner. Turn card over.*

    c. *Select least important of remaining cards. Write 1 in lower right-hand corner. Turn over.*

    d. *Select most important of remaining cards. Write 4 in lower right-hand corner and turn over.*

    e. *Select least important of remaining cards. Write 2 in lower right-hand corner and turn over.*

    f. *Write 3 in lower right-hand corner of last card.*

OHT PSI.29

11. Collect cards and shuffle.

12. Record votes on flipchart--beside item number. Be sure to record ***actual*** *votes; e.g., item #6 received 3, 4, 5, 1, etc. Do not just count up the numbers of votes; e.g., 4 people voted for #6.*

13. Scoring--prioritize list. If the top items are very close, the group can take a revote on the top items only.

Document the four top-rated problems on new flipchart. These will be used during the remainder of this module and in the next module.

Be sure to save this list of problems for later use.

We have now completed the first step of the problem-solving process in that we have identified the problems we would like to solve in order to improve our company's effectiveness.

As a group, finalize your decision by reexamining your ranked list.

OHT PSI.30

G. Checking priorities.

1. After problems have been identified, the CO has to decide whether resources should be committed to attempt a solution.

2. Reexamine the company's prioritized list. The following questions will help you decide if solving the problem is worth the time and effort required.

3. Who will benefit if the problem gets solved?

   a. The public?

   b. The department?

   c. The company?

d. One or two individuals?

Point out that highest priority should go to problems which affect the public (quality of service).

Ask participants to evaluate the top four problems from the NGT exercise. For each problem, identify who will benefit from the solution.

4. Is it cost-effective?

Again, refer back to the four NGT problems and determine their cost-saving potential.

5. What is the impact on company performance?

   a. Will solving the problem enhance company effectiveness?

   b. Will performance be improved?

Again, evaluate the four NGT problems regarding potential impact on performance.

OHT PSI.31

6. If solving the problem will not have a direct or indirect effect on company performance, cost of operation, or quality of service, then it is questionable as a valid priority.

5 min.
Lecture

VII. PROBLEM-SOLVING METHODS

Ask: How do you solve problems at work? At home?

Do you always solve problems in the same way?

Do others solve problems the same way you do?

Do you actually spend time gathering complete information and developing alternatives for most of your decisions?

Do you use a more systematic approach for more important decisions?

Point out that most people either follow their hunches or act on what they think might be an acceptable solution. Based on this discussion, briefly discuss the following points:

As you cover each of the methods below, ask participants to refer back to the master NGT list and identify problems which might have been solvable with the method being discussed.

OHT PSI.32

A. Intuitive method.

1. Based on hunches, gut feelings.

2. Not systematic.

B. Minimum effort method.

1. Form a solution based on limited number of alternatives.

2. Select an alternative that is good enough, rather than the best one.

3. Sometimes called the "satisficing" method.

C. Politically based method.

1. The problem is diagnosed in terms of preferences and power of other parties affected by solution.

2. Consequences of solutions are assessed in terms of acceptance or resistance by other parties.

3. Solution is based on compromise.

4. Implemented in way that considers stake and political position of involved parties.

D. Systematic method.

1. An orderly approach which rationally proceeds from one step to the next.

2. Relies on measurable objectives to achieve a clearly stated goal.

3. Analyzes pros and cons of potential alternative strategies.

4. Selects and implements strategies which maximize potential for solving the problem.

Emphasize that the first three methods may suffice for many problems, particularly when the problem is less complex and/or requires an immediate solution. However, critical complex problems require a systematic approach. The key is to select a method which takes the least time and effort to satisfactorily solve the problem.

Point out that the rest of this unit, as well as Problem-Solving II, focuses on a systematic problem-solving model.

5 min.
Lecture

VIII. A PROBLEM-SOLVING MODEL

OHT PSI.33

Briefly walk through the seven steps of the model. Explain that Step 1 (Identifying and prioritizing problems) has already been covered. Steps 2 through 7 will be explained in detail as the unit progresses.

Some instructors will find it helpful to list the steps on flipchart paper and post the list on the wall in order to refer back to the model as you complete each step.

A. The critical steps.

1. Identify and prioritize problems.

2. Establish goals.

3. Situation analysis.

4. Set objectives.

5. Develop action plans.

6. Implement the plans.

7. Monitor.

8. Evaluate outcomes.

B. The problem-solving process is an evolutionary process. It often becomes necessary to cycle back to earlier steps as difficulties arise or if alternative solutions initially attempted do not bring about a satisfactory solution.

OHT PSI.34

C. Level of participation.

1. Again, the CO needs to decide how much input is needed from subordinates in order to **solve** the problem.

2. Consider maximum input from subordinates if:

   a. The problem is complex;

   b. They know as much about the problem as you do;

   c. They will be affected by the solution;

   d. They need to accept the solution in order for it to work.

3. Different levels of participation can be used for different parts of the problem-solving process, if appropriate.

10 min.
Discussion

IX. ESTABLISHING GOALS

OHT PSI.35

A. Convert each problem you've decided to work on into a goal.

1. Focus on a solution.

2. A goal is a broad statement of what you wish to accomplish.

OHT PSI.36

3. Example:

Problem: Poor company performance at structure fires.

Goal: To improve company performance at structures fires.

Some participants may comment that they thought goals had to be measurable. Assure them that measurability will be considered when we get to "setting objectives."

OHT PSI.37

B. Evaluate your goal.

1. Is it realistic? (achievable)

2. Is it important? (worth our time)

3. Is it challenging? (do we care)

In the large group, ask participants to convert the top 4 NGT problems into goals. Then have them evaluate the goals, using the criteria above. Rewrite, if necessary.

5 min.
Lecture

X. SITUATION ANALYSIS

OHT PSI.38

Briefly cover the steps listed on the OHT. Explain that the last two steps will be covered in Problem-Solving II.

A. Determine causal factors--factors which are contributing to the problem.

1. Use the following questions as guidelines:

OHT PSI.39

a. What are the symptoms?

b. Who is involved?

c. What is the standard?

d. What exactly is happening?

e. Where is the problem occurring?

f. When does it occur?

2. Some problems will have only one cause; others will have several.

OHT PSI.40

3. Symptoms versus cause.

a. Many errors in problem-solving can be traced to confusing symptoms with causes.

b. Symptoms--what happened.

Examples of symptoms.

- Decreased productivity.

- Lower quality.

- Poor morale.

- Communication breakdowns.

c. Cause--why it happened.

*Emphasize that in a real problem-solving effort considerable time would be devoted to identifying **all** factors which are contributing to the problem.*

B. Identify assets--factors which can contribute to reaching the goal.

Figure out what you have working for you.

C. Force field analysis.

1. A tool for organizing and analyzing information during the situation analysis step.

2. May be used individually or by a group.

15 min.
Interactive
Lecture

XI. FORCE FIELD ANALYSIS

Briefly review the steps involved in conducting a force field analysis, using the lecture outline below.

Using any hypothetical "problem" and "goal," allow participants to contribute ideas at each specific step.

Build a sample force field analysis on flipchart sheets, based on participant responses.

A sample problem and analysis has been provided; however, feel free to improvise by using any ***humorous*** *"problem" with which the group can identify.*

Assure participants that this is intended to be a brief, "fun" introduction to the force field analysis process. Activity 1 will allow a serious, indepth application.

OHT PSI.41

A. Step #1: Define the present situation (the problem) and the desired situation (the goal).

Example:

Problem--I'm smoking too much.
Goal--Quit smoking.

B. Step #2: Identify driving forces (factors which will **drive** you toward reaching your goal).

Examples:

- Your spouse doesn't smoke so quitting will improve your relationship.

- If you quit, you'll be a better role model for your kids.

- Your subordinates complain about your smoking at the station.

- You're worried about your health.

C. Step #3: Identify **restraining** forces (factors which are contributing to the problem and which will **pull you away** from reaching your goal).

Examples:

- You enjoy smoking.

- You're "hooked."

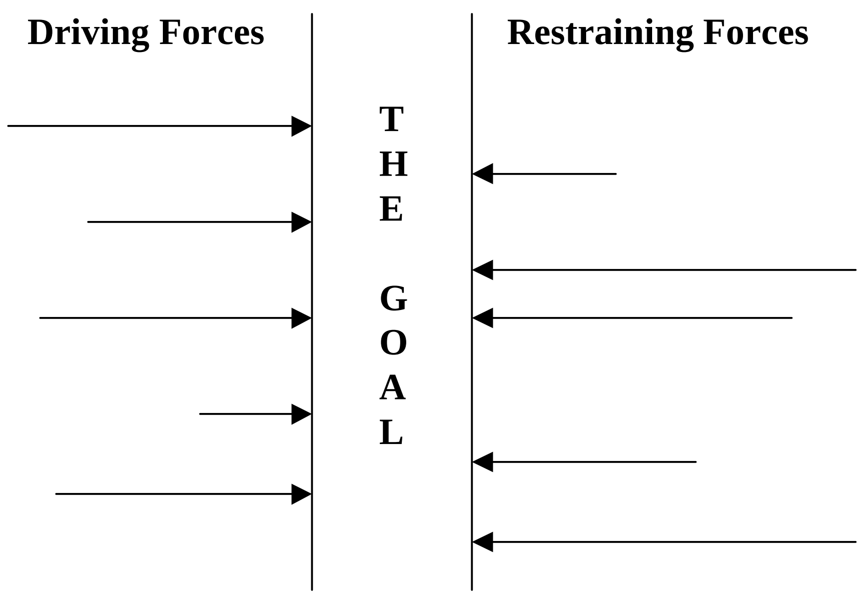
- Smoking relaxes you.

D. Step #4: Estimate the relative **strength** of each driving and restraining force (high, medium, or low).

Write high, medium, or low next to each item listed on the flipchart.

Arrange the listed forces in a diagram similar to the example provided below (the longest arrows indicate the greatest strength).

OHT PSI.42



E. Step #5: Estimate your ability to decrease the restraining forces and to capitalize on and/or increase the driving forces.

One of three conditions will emerge:

1. If the driving forces outweigh the restraining forces, you'll probably be able to reach your goal.

2. If the restraining forces heavily outweigh the driving forces and if you do not have any possibility of reducing restraining forces, you should probably reconsider your goal because your probability of success is limited.

3. If the driving and restraining forces are about equal you should resist the temptation to push harder on the driving forces because the restraining forces will push back even harder. Rather, focus on reducing or eliminating the restraining forces.

   Example:

   It would be okay to enlist your spouse's support and assistance in your effort to stop smoking. But, solely relying on his/her force would be unfair. You would have to also work on ways to reduce your enjoyment of smoking, break your addiction, etc.

30 min.
Activity 1

ACTIVITY 1

FORCE FIELD ANALYSIS

SM p. PSI-13

Refer participants to activity worksheet in Student Manual.

Explain that the worksheet includes all the steps required for a Force Field Analysis. However, for this activity we will only be completing Steps 1 through 3. (The remaining steps will be completed in Problem-Solving II.)

Read Steps 1 and 2 with class. Point out that an example of a driving and a restraining force has been provided.

Allow participants to work individually on Steps 1 and 2.

Flipchart

After 10 minutes, ask for examples of driving forces. List responses on flipchart paper and post. ***Make sure the first item on each list below is on the posted list--you will be using these in PS II.***

Possible answers:

1. ***Good ICS in place in department (example provided in Student Manual).***

2. *Good SOPs on radio communication.*

3. *Community expectations.*

4. *Company members are frustrated by overall company performance.*

5. *All members agree that there is a problem.*

Then ask for examples of restraining forces. List responses on flipchart and post.

Possible answers:

1. ***Lack of "hands-on" experience (example provided in Student Manual).***

2. *Improper radio communications.*

3. *Poorly maintained breathing apparatus.*

4. *Peer pressure on newer members not to make older members look bad.*

5. *Frequent failures to get ahead of fire and to protect firefighters with backup lines.*

6. *Occurrence of injuries, especially during overhaul.*

7. *Insufficient initiative during initial attack.*

8. *Lack of in-service training in basic fireground evolutions.*

9. *Restricted access to fire buildings due to poor apparatus placement.*

10. Companies held on scene longer than necessary.

11. The feeling of personnel that apparatus is not adequately manned for efficient operations.

Ask participants to estimate the impact (high, medium, or low) of each listed driving and restraining force. Write their decision beside the force (preferably in a different color).

Advise participants that we will continue our Force Field Analysis during Problem-Solving II.

Conclude this session with a brief summary of material which has been covered as outlined below.

5 min.
Lecture

XII. SUMMARY

OHT PSI.43

Remind participants that Problem-Solving I has covered the following portions of the Problem-Solving Model. The remaining steps will be covered during Problem-Solving II.

A. We recognize that a problem exists.

B. We then decide the appropriate level of participation of others in working toward a solution.

C. Next we determine a problem-solving method (intuitive, minimum effort, political, systematic).

D. The problem is converted to a goal.

E. After determining a goal, we identify factors which are contributing to the problem and determine factors which are working in our favor in reaching the goal.

If you are covering Problem-Solving II at a later date, be sure to save the NGT problem list and the Force Field Analysis lists for use during that module.

Also remind participants to bring their Student Manuals from this session to the next one.

PROBLEM-SOLVING II:

SOLVING PROBLEMS

OBJECTIVES

The participants will:

1. *Complete the force field analysis begun during Problem-Solving I.*

2. *Demonstrate brainstorming.*

3. *Describe the steps that must be carried out in a problem-solving process after the problem has been identified and analyzed.*

POINTS FOR THE INSTRUCTOR

The module begins with a review of the preceding module because it is critical that participants understand the material covered earlier. The time spent on the review is determined by the time that has elapsed since Problem-Solving I was offered and the background knowledge of the participants.

The participants then return to the problem-solving model, use brainstorming to generate and select alternatives, and set and write objectives.

The techniques and requirements of developing action plans are presented. Finally, participants explore implementing, monitoring, and evaluating.

The emphasis of the examples and demonstrations should be primarily on the process. It is impossible to make the content fit every department at the same time.

METHODOLOGY

This module includes lectures, discussions, and activities.

ESTIMATED TIME
(Total Time: 3 hr.)

5 min.	Lecture Objectives and Overview	IG PSII-5
20 min.	Lecture Review of Problem-Solving I	IG PSII-7
20 min.	Discussion Review and Continuation of Force Field Analysis	IG PSII-13
5 min.	Discussion Brainstorming	IG PSII-21
10 min.	Activity 1 Generating Alternative Strategies	IG PSII-23
20 min.	Lecture Setting Objectives	IG PSII-23
75 min.	Activity 2 Situation Analysis and Setting Objectives	IG PSII-29
10 min.	Lecture Developing and Implementing Action Plans	IG PSII-31
10 min.	Lecture Monitoring and Evaluating	IG PSII-35
5 min.	Discussion Summary	IG PSII-37

AUDIOVISUAL

OHTs PSII.1 to PSII.27
Overhead projector

INSTRUCTOR PREPARATION

1. Review the lesson plan and activities.

2. Post NGT problem lists, 4 NGT goals, and force field analysis lists from preceding module.

3. Assemble necessary supplies.

4. Set up and test overhead projector.

PROBLEM-SOLVING II: SOLVING PROBLEMS

5 min.
Lecture

I. OBJECTIVES

OHT PSII.1

The participants will:

A. Complete the force field analysis begun during Problem-Solving I.

B. Demonstrate brainstorming.

C. Describe the steps that must be carried out in a problem-solving process after the problem has been identified and analyzed.

II. OVERVIEW

OHT PSII.2

A. Review Of Problem-Solving I

B. Review And Continuation Of Force Field Analysis

C. Brainstorming

D. Generating Alternative Strategies

OHT PSII.3

E. Setting Objectives

F. Developing And Implementing Action Plans

G. Monitoring And Evaluating

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

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

20 min.
Lecture

III. REVIEW OF PROBLEM-SOLVING I

The instructor should use this section as a review of the preceding module. If the Problem-Solving I module immediately precedes this module a 5-minute review will be adequate. If a period of time has elapsed since the Problem-Solving I module was presented and the instructor feels that participants have forgotten the main points outlined in this section, the full 20 minutes should be used.

OHT PSII.4

A. CO responsibilities.

1. To recognize the relationship between **resources** (inputs) and **service delivery** (outputs).

2. To establish and maintain company-level **processes** which assure effective use of resources and maximum quality of service.

3. To identify and solve problems at the company level.

OHT PSII.5

B. Identifying and prioritizing problems.

1. Identification of perceived problem or need (gap). A problem exists if there is a gap (difference) between what is desired and what actually exists.

2. The greater the gap, the bigger the problem.

3. CO must decide how much input he/she needs from company members in identifying, prioritizing, and solving problems.

OHT PSII.6

a. Three general levels of participation.

- None (CO alone).

- Some (CO gets input from company members).

- A lot (CO and company working together).

b. Different levels of participation may be used for different parts of the problem-solving process.

4. Nominal group technique is a useful and effective group process for identifying and prioritizing problems.

Refer to list of NGT problems generated during Problem-Solving I.

OHT PSII.7

5. Priority problem-solving efforts should be given to problems with a direct or indirect impact on quality of service, cost of operations, and company performance.

OHT PSII.8

C. Problem-solving methods.

1. Intuitive--based on hunches.

2. Minimum effort ("satisficing").

a. Forming a judgment based on a limited number of alternatives.

b. Choosing an alternative that is good enough; not necessarily the best.

3. Political.

4. Systematic.

a. A rational process.

b. A fixed number of steps.

c. Systematic and time-consuming.

d. Exploring **all** possible alternatives.

e. Choosing the alternative that maximizes the attainment of the goal.

5. The key to selecting the proper method is to select the one which takes the least time and other resources to arrive at a satisfactory solution to the problem.

OHT PSII.9

D. A systematic problem-solving model.

1. Critical steps.

a. Identify and prioritize problems.

b. Establish goals.

c. Situation analysis.

d. Set objectives.

e. Develop action plans.

f. Implement plans.

g. Monitor.

h. Evaluate outcomes.

2. The problem-solving process is an evolutionary process. It often becomes necessary to cycle back to earlier steps as difficulties arise or if alternative solutions initially attempted do not bring about a satisfactory solution.

OHT PSII.10

E. Establishing goals.

1. A goal is a broad statement of what you wish to accomplish.

2. A goal should be realistic, important, and challenging.

Refer back to 4 NGT problems which participants converted to goals during Problem-Solving I.

OHT PSII.11

F. Situation analysis.

1. Determine causal factors.

2. Identify existing factors which can help you solve the problem.

3. Explore alternative strategies for reaching the goal.

4. Prioritize strategies.

Remind participants that force field analysis is a useful tool for completing this step.

20 min.
Discussion

IV. REVIEW AND CONTINUATION OF FORCE FIELD ANALYSIS

Have posted the lists of driving and restraining forces generated by participants during the final activity in Problem-Solving I.

OHT PSII.12

A. Useful way of identifying pressures for and against reaching your goal in a problem situation.

B. The process:

OHT PSII.13

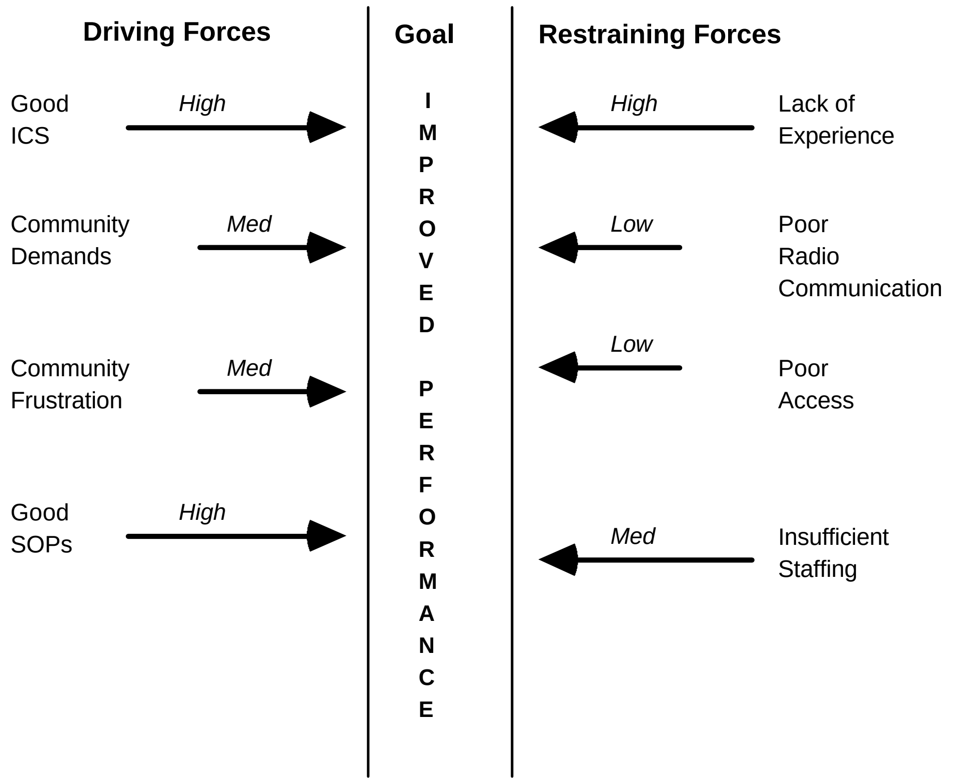
1. Pressures **for** change (driving forces) are listed and their strength is estimated (high, medium, or low).

2. The pressures which **resist** change (restraining forces) are listed and their strength is estimated (high, medium, or low).

3. The driving and restraining forces are then arranged in a diagram.

4. The relative strength of each pressure is indicated by the length of the arrow.

Construct a diagram similar to the one shown below but based on the driving and restraining forces identified by participants for the structure fire problem (PSI).



Point out that the technique does not make decisions. Rather, it helps you to visualize the forces at work and their individual and cumulative strengths. It provides a clear picture of what's causing the problem (restraining forces) and what's available to help solve the problem (driving forces).

5. The final step is estimating your ability to influence the forces, particularly those which have high strength.

Refer back to posted lists of driving and restraining forces generated in preceding module.

Point out that we are now going to concentrate on the high-impact (strongest) forces.

a. Evaluate each high-impact driving force.

Which ones can you use to help solve the problem?

Ask participants to evaluate the posted driving forces and select the ones which can be increased (use as a potential solution).

Place an asterisk beside usable forces.

Example: (Factors below which are asterisked are usable; others simply motivate company members).*

**1. Good ICS in place.*

**2. Clear department SOPs on communication.*

3. Community expectations.

4. Company members are frustrated about poor performance.

5. All members agree there's a problem.

b. Next evaluate each high-impact restraining force.

- Which ones are beyond your control? (You cannot eliminate or reduce them.)

- Which ones can you eliminate or significantly reduce?

Ask participants to evaluate the posted high-impact restraining forces. Cross off ones beyond a CO's control.

Asterisk those which a CO can work on to either reduce or eliminate.

Example:

**1. Lack of "hands-on" experience.*

**2. Improper radio communication.*

**3. Poorly maintained breathing apparatus.*

**4. Peer pressure.*

**5. Frequent failures to get ahead of fire.*

**6. Occurrence of injuries, especially during overhaul.*

**7. Insufficient initiative during initial attack.*

**8. Lack of in-service training on basic evolutions.*

**9. Restricted access to buildings due to poor apparatus placement.*

~~*10. Companies held on scene longer than necessary.*~~

~~*11. Inadequate manning.*~~

6. Assess your overall potential for solving the problem.

Ask participants to assess potential of solving the structure fire problem based on the posted lists. (It should be fairly good!)

a. If you think you can reduce or eliminate most of the high impact restraining forces you should be able to reach the stated goal.

b. If not, you may need to reconsider whether working on the problem at the company level will be successful.

7. Explore alternative strategies for increasing or decreasing high-impact forces.

   a. Generate as many alternative strategies as possible.

   b. Some forces may be related; if appropriate, combine related forces.

Example: Working on increasing familiarity with the ICS can help decrease lack of hands-on experience.

Point out that there are two group techniques, brainstorming (which we will now demonstrate) and NGT (demonstrated in the last module) which can be used to get group input into the process of generating alternatives.

5 min.
Discussion

V. BRAINSTORMING

In the next activity we will use brainstorming to illustrate a technique for developing a large number of ideas from a group. Some groups will be familiar with the technique. Others will require a refresher. If necessary:

Ask: How many are familiar with brainstorming?

Ask: What are the rules for brainstorming?

OHT PSII.14

1. Record all ideas without passing judgment.

2. Anyone can speak at any time.

3. No criticism is allowed during the brainstorming phase.

4. Far-fetched and nontraditional ideas are encouraged because they may trigger more practical ones.

5. Allow piggy-backing of ideas, even if repetitious. Urge participants to create their own variations of others' suggestions.

*6. Evaluate and prioritize **after** all ideas are listed.*

Then ask: What are the primary differences between NGT and brainstorming?

1. *Brainstorming is faster.*

2. *Brainstorming uses a random, **unstructured** process.*

3. *Although participation is encouraged in brainstorming, it is not **assured**.*

4. *It's easier for dominant personalities to dominate a brainstorming process than an NGT process.*

10 min.
Large Group
Activity 1

ACTIVITY 1

GENERATING ALTERNATIVE STRATEGIES

Have the class follow brainstorming rules to generate ideas about how to increase or decrease those high-impact forces which are asterisked on the posted lists. Point out that what you are actually doing is developing potential strategies for reaching the stated goal.

When ideas start running out ask participants to suggest ways of combining forces (using one strategy to influence two or more forces).

*Then ask the group to evaluate the strategies and decide which ones **must** be implemented in order to reduce or eliminate **all** the asterisked high-impact forces.*

Point out that you now have decided on priority strategies for solving the problems (reaching the goal).

20 min.
Lecture

OHT PSII.15

VI. SETTING OBJECTIVES

A. Convert selected strategies to objectives.

   1. Most high-impact restraining forces must be eliminated or reduced in order to solve a problem.

   2. Each strategy requires separate treatment.

B. Writing objectives.

1. Just as we converted our problems into goals, we now convert each specified strategy into an objective.

2. An objective is a specific description of an expected outcome to be attained over an identified period of time.

OHT PSII.16

3. An objective must spell out the "ABCD's":

   a. **A**udience--who will do it?

   b. **B**ehavior--what must be done?

   c. **C**onditions--by when, where, how?

   d. **D**egree--quantity and quality expected.

4. Objectives should define what you intend to accomplish as specifically as possible.

OHT PSII.17

5. Example:

   One of the restraining forces contributing to poor performance at structure fires is "lack of hands-on experience."

   A good strategy for reducing this force is providing hands-on training.

   Thus, converting this to an objective might produce something like:

   "By November 1, our crew will successfully complete four structure fire drills at the training tower."

Ask participants individually to try writing an objective for one of the strategies from the previous activity. Allow a few participants to read their objectives aloud and let others *critique them. Use the criteria listed in Section B.3, as a reference for evaluating the objectives.*

C. Recap of our progress in covering the problem-solving model.

1. We have identified a problem (Step 1).

2. We converted the problem to a goal (Step 2).

3. We have analyzed the situation surrounding the problem (Step 3).

    a. We identified and prioritized driving forces.

    b. We identified and prioritized restraining forces.

    c. We analyzed our potential for solving the problem.

    d. We prioritized alternative strategies.

4. We converted each final strategy to an objective.

OHT PSII.18

GOAL
=
OBJ. #1 + OBJ. #2 + OBJ. #3

5. The achievement of **all** of our objectives should ensure the accomplishment of our stated goal.

*Emphasize that some problems may only need one or two objectives; others will need several. There's no magic number--you **must** set as many objectives as you need to eliminate **all** the causal factors you control!*

75 min.
Small Group
Activity 2

ACTIVITY 2

SITUATION ANALYSIS AND SETTING OBJECTIVES

Introduction

SM p. PSII-5

Refer participants to Activity Worksheet.

Read through instructions and answer any questions.

Divide participants into small groups (6-8 persons). Assign each group to a breakout room.

Small Group Work

This is a fairly complex activity. Therefore, it is imperative that the instructor circulate among the working groups to provide any necessary assistance.

Group Reports

Allow each group to report. As each report is completed, allow other class members to comment, make suggestions, etc. Assure that each objective is correctly written.

Follow-up Discussion

Emphasize that although the activity only required one objective, an actual problem-solving activity might generate several objectives (one for each priority strategy).

Before moving on, take a final look at your problem-solving plan:

1. *Is each objective worth the time and effort? (When accomplished, will it clearly help you reach your goal?)*

2. *Is each objective acceptable to those involved? (Will group members "buy into" its achievement?)*

3. *Is each objective realistic? (Can you do it? Do you have or can you get the necessary resources?)*

4. *Final question: If you accomplish all of your objectives, can you reasonably assume you will eliminate the problem?*

10 min.
Lecture

VII. DEVELOPING AND IMPLEMENTING ACTION PLANS

A. Developing action plans.

1. Writing an action plan.

OHT PSII.19

a. An action plan is a step-by-step outline of work that needs to be done in order to meet the stated objective.

b. Each objective requires its own action plan.

OHT PSII.20

GOAL

=

Obj. #1	+	Obj. #2	+	Obj. #3
Action Plan		Action Plan		Action Plan
1. ______		1. ______		1. ______
2. ______		2. ______		2. ______
3. ______		3. ______		3. ______
4. ______		4. ______		4. ______
5. ______				5. ______
6. ______				

OHT PSII.21

c. A good action plan requires that you:

- Determine and assign tasks.

- Assign responsibility for monitoring.

- Plan for evaluation.

- Determine timeframes.

- Identify needed resources.

- Document completion of each task.

2. Let's see what an action plan for our structure fire objective might look like.

OHT PSII.22
SM p. PSII-7

Show OHT of a completed Action Plan and have participants follow the plan in their manuals as it is discussed.

3. Use "Notes for the Future" to document:

   a. Problems encountered.

   b. Unanticipated events.

   c. Changes you would make next time.

SM p. PSII-15

Point out that a blank action plan worksheet has been included in the Student Manual for use after class.

B. Implementing the plan--putting the plan to work.

1. Now you have a complete set of objectives for reaching a specific goal.

2. Each objective has a clear and concise action plan.

3. Individuals can now go to work on their assigned action plan steps.

4. Coordination and communication are essential.

C. While the present alternative is being implemented, think of the next alternative you will try if this one doesn't work.

10 min.
Lecture

VIII. MONITORING AND EVALUATING

OHT PSII.23

A. Monitoring the plan.

1. The CO needs to monitor each activity.

2. Make sure tasks are completed correctly and on time.

3. Amend the plan where necessary (unanticipated events, inability to meet specified deadlines, etc.).

4. Keep all work group members informed of progress.

OHT PSII.24

B. Evaluating--Did it work?

1. Completion of the problem-solving process requires an indepth evaluation.

Point out that this step is equivalent to a postfire critique.

OHT PSII.25

2. Evaluation is taking a "lessons learned" approach.

3. This allows you to capitalize on noted strengths and weaknesses in your next problem-solving venture.

4. Bring the work group back together and evaluate the total project in terms of both **outcome** and **process**.

OHT PSII.26

5. Possible questions.

a. Did we meet our stated goal?

b. What did we do right?

c. What did we do wrong?

d. What could we have done better?

Point out that each group member should have "Notes for the Future" on his/her copy of Action Plan.

6. Almost no project ends without bringing to light additional problems of which you were unaware. Thus, the process begins again.

C. Monitoring and evaluating can indicate discrepancies in the plan that necessitate cycling back to earlier parts of the process. The problem-solving model is a continuing process, not one where you follow the steps once and are automatically successful.

5 min.
Discussion

IX. SUMMARY

Briefly summarize the problem-solving model used in this module and point out that problem solvers do not use the complete process for every problem that they attempt to solve. Rather, they select the minimum number of steps and the minimum complexity to bring about an acceptable solution.

OHT PSII.27

A. Identify and prioritize problems.

B. Establish goals.

C. Situation analysis.

D. Set objectives.

E. Develop action plans.

F. Implement plans.

G. Monitor.

H. Evaluate outcomes.

RUNNING A MEETING

OBJECTIVES

The participants will:

1. *Discuss the necessity for having planned meetings.*
2. *Identify three types of meetings.*
3. *Describe the requirements for running an effective meeting.*
4. *Analyze a meeting agenda.*

5. Take effective meeting minutes.

POINTS FOR THE INSTRUCTOR

This module has two major purposes. One is to give the participants an understanding that good meetings do not merely happen. Good meetings are a result of leadership that plans and conducts the meeting well. Either the leader "runs" a meeting or the meeting "runs" the leader.

The second purpose is to convey to participants the basic skills involved in leading a successful meeting.

In order to best accomplish these purposes, the instructor should approach his/her presentation as a role model for effective leadership in meetings.

METHODOLOGY

This module uses lecture and group activities. Participants observe a simulated meeting and then write the summary minutes for that meeting.

ESTIMATED TIME
(Total Time: 3 hr.)

5 min.	Lecture Objectives and Overview	IG MT-5
15 min.	Interactive Lecture The Necessity of Having Meetings	IG MT-7
15 min.	Activity 1 Categorizing Meetings	IG MT-11
10 min.	Lecture Types and Purposes of Meetings	IG MT-13
20 min.	Activity 2 Ways to Run or Ruin a Meeting	IG MT-15
25 min.	Interactive Lecture Seven Requirements for Running Meetings	IG MT-17
10 min.	Lecture Small Versus Large Meetings	IG MT-29
15 min.	Lecture Preparing a Meeting Agenda	IG MT-33
15 min.	Lecture Summarizing A Meeting	IG MT-37
30 min.	Video and Activity 3 Summarizing a Meeting	IG MT-39
20 to 45 min.	Activity 4 What is Your Meeting IQ?	IG MT-41

AUDIOVISUAL

OHTs MT.1 to MT.24
Video: "Running a Meeting"
Overhead projector
Video player

INSTRUCTOR PREPARATION

1. Review the lesson plan and activities.
2. Assemble necessary supplies.
3. Preview video and rewind.
4. Set up and test overhead projector.

RUNNING A MEETING

5 min.
Lecture

I. OBJECTIVES

The participants will:

OHT MT.1

A. Discuss the necessity for having planned meetings.

B. Identify three types of meetings.

C. Describe the requirements for running an effective meeting.

D. Analyze a meeting agenda.

E. Take effective meeting minutes.

II. OVERVIEW

OHT MT.2

A. The Necessity For Having Meetings

B. Types And Purposes Of Meetings

C. Seven Requirements For Running Meetings

D. Small Versus Large Meetings

E. Preparing A Meeting Agenda

F. Summarizing A Meeting (Meeting Minutes)

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

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

15 min.
Interactive
Lecture

III. THE NECESSITY FOR HAVING MEETINGS

OHT MT.3

A. Definition: A meeting is an assembly of persons for a specific purpose.

B. The Self-Preservation Syndrome.

OHT MT.4

1. Bottom line meetings are:

   a. Inevitable requirements.

   b. Desirable.

   c. Self-preservation oriented.

2. The following is paraphrased from William Carnes, an authority on communications and running meetings:

   a. If **you** call a meeting, I'll **have** to be there. Whether you or I like meetings or hate them, we are both destined to spend some of our workday attending them.

   b. You attend my meetings (for your own protection) and I will attend yours (to find out what you are up to). You may complain and I may object, but we will go.

OHT MT.5

C. Leader options.

1. Communications.

   Basically, there are three ways for fire officers to gather or disseminate information. One way is to send it in writing. Another way is to send it nonverbally and the third way is to send it how? (orally)

Ask: Which way is best; written, oral, or nonverbal?

IG MT-10

Wait for a couple of participants to answer and explain their own views, then,

Your answer: "It depends on the situation; either way can be the best way."

2. Oral options.

   When you disseminate information verbally, is it best to discuss it meeting with one person at a time or with a group all at the same time?

Wait for a couple of participants to answer and explain their views.

Your answer: "It depends on the situation; either way can be best."

OHT MT.6

3. Advantages of group.

If given a situation where:

a. You want others to discuss.

b. You want to observe the reactions of others.

c. You want to explain in detail with a person-to-person approach.

d. You want to do any or all of these things with the most people in the least amount of time.

Ask participants the following questions:

Do you find that some meetings you have attended have been more successful than others?

Do you think that a successful meeting has been in large part due to the skills of the person who ran the meeting?

Do you think that the skills in leading a meeting can be learned or at least be improved?

15 min.
Large Group
Activity 1

ACTIVITY 1

CATEGORIZING MEETINGS

SM p. MT-3

First, ask participants to make an individual listing of the meetings they have attended. (Refer participants to the worksheet in the Student Manual.) They can be meetings related to sports teams, work, school, church, or social activities. Ask them to be specific; e.g., sports team meeting to get organized for start of practices. (Limit the time for individual work to 5 minutes.)

Flipchart

After each participant has developed an individual list, take input from participants and make a ten-items-or-so flipchart listing that represents a variety for the class as a whole. If the list does not include examples of all 3 types of meetings, add meetings which will make the list representative.

In order to smoothly lead into the following section, it is helpful to have your flipchart set up in columns, as shown below:

MEETINGS	TYPE			
	I	D	C	COMB

Then, tell participants that researchers have studied meetings and found that business meetings can be categorized as one of three basic types, according to the major ***purpose*** *of the meeting.*

OHT MT.7

Informational: *Those items you and I need to know.*

Decisional*: What do you recommend?*

Critique*: Review the good and bad points of our actions.*

Flipchart

As a large group, categorize the meetings on ***the class list.***

Ask participants:

*- Which type of meeting is most common? (****Informational)***

- Can one meeting have a combination of purposes? (Yes. For example, the ***critique*** *meeting is often used to pass out information, review the strengths and weaknesses of people and procedures, and then to make* ***decisions****.)*

- Are there business meetings which don't fit into the three types? (NO)

OHT MT.8

Discuss: "When in charge, take charge!" How does knowing types and purposes of meetings help the leader to take charge?

Also discuss the desirability of a leader "taking charge" in a style which fits the department and the situation. If the department culture values a participatory style, the CO can capitalize on effective meetings by sharing influence and power, collaborative decision-making, etc.

10 min.
Lecture

IV. TYPES AND PURPOSES OF MEETINGS

OHT MT.9

A. As the leader, it is important to recognize the **type** and **purpose** of the meeting in order to:

1. Get the task accomplished.

*When you don't know where you are headed (****type****) and why (****purpose****), how can you lead others to that point?*

2. Get the team to work well together.

You **and** all other participants **need** to know the purpose of the meeting.

OHT MT.10

B. Perceptions and expectations.

1. The **perceptions** and **expectations** of the group membership, if similar, can keep the meeting moving in the right direction.

2. If the fire officer is having an **informational** meeting and firefighters think it is a **decisional** meeting, then unnecessary conflict or confusion can be present.

Ask participants for examples of this happening at meetings they've attended.

3. If the fire officer misleads self or others in thinking recommendations are being asked for (**decisional** meeting) but he/she already "knows" the decision that will be made, then there is more potential for conflict and confusion.

Ask participants for examples of this happening at meetings they've attended.

20 min.
Small Group
Activity 2

ACTIVITY 2

WAYS TO RUN OR RUIN A MEETING

Divide participants into groups of 5 or 6.

SM p. MT-5

*Ask participants to make a list of "the ways to **ruin**" a meeting. Then make a list of "the ways to successfully **run**" a meeting. Refer participants to the worksheet in their Student Manual. Each group is to develop two lists and have at least five ways (ruin/run) on each list.*

Allow 10 minutes for group work.

Flipchart

Ask groups to briefly report their listings with a brief explanation or example for each item on their list. Record *their responses on a flipchart. After completing a combined list, discuss the "worst" ways and the "best" ways. Allow 10 minutes for reports and discussion.*

To close the activity, indicate that studies, articles, and books on the best/worst "do's and don'ts" of running a meeting can be summarized in the following seven requirements. It is most likely that the listings they have just developed would be incorporated into these seven principles of running a meeting.

25 min.
Interactive
Lecture

V. SEVEN REQUIREMENTS FOR RUNNING MEETINGS

Encourage discussion and participant examples during this section.

OHT MT.11

A. First requirement: Every meeting must have a purpose. (If it doesn't--don't have a meeting.)

1. If the leader doesn't know the purpose of the meeting or cannot communicate its purpose to participants, there is no point in having a meeting.

2. To determine the purpose of your meeting, answer these questions:

   a. What are you trying to accomplish?

   b. What is the extent of the group's control over the final outcomes?

OHT MT.12

B. Second requirement: Everything has its own time and place.

1. The time and place for your meeting competes with the time and place for doing something else or being somewhere else.

2. Meeting setup checklist.

   a. It is simple to take care of the planning and execution of details with regard to the setup of the meeting.

b. By neglecting setup details, you risk "being run by the meeting" rather than "running the meeting."

Ask participants: What message do you send to others when you do not have the key to open the room or enough chairs set up for everyone? Can you recall some of those annoying failures to arrange or carry out the details necessary to set up the meeting place?

SM p. MT-6

Refer participants to the meeting setup checklist. Suggest that the checklist may prevent future problems.

OHT MT.13

C. Third requirement: Each individual is important.

1. It is vitally important that everyone who should be invited, **is** invited and anyone who should not be invited, **is not** invited.

2. Prior to the meeting, take time to think about the attributes and likely responses of each participant.

   a. Anticipate how they are likely to respond to the particular agenda items.

   b. Anticipate how you are likely to respond.

3. Plan necessary actions to best accomplish task and have good interpersonal relationship with each participant.

   a. One person may make or break a meeting.

   b. Consider potential group dynamics.

4. Call key players in advance.

a. Inform them you want them to know key issues.

b. Solicit support or their views.

OHT MT.14

D. Fourth requirement: Prepare a meeting agenda.

Preparing a list of topics in advance to be presented during the meeting is a powerful leadership tool.

Explain that agenda preparation and use are covered in greater detail later in the module. (IG MT-33)

OHT MT.15

E. Fifth requirement: Where you sit or stand is important.

1. A lot of differing communication messages take place with regard to where a person sits or stands during a meeting.

2. The most appropriate arrangement of table and chairs should be considered in relation to each particular group and its purpose for meeting.

3. Meetings are most successful when members see each other face-to-face.

4. Sometimes alternate arrangements are required.

a. When there is a large number of participants.

b. When the leader needs to assert more control over the meeting process.

- Being alone and center stage indicates a not-so-subtle position of influence for the leader.

- In the circle arrangement, no matter where the leader sits, the influence by seating arrangement is equally dispersed among participants.

c. When it is desirable to place some people on the fringe of influence.

- Some seats are far removed from the center of mass or from the leader.

SM p. MT-7

Refer participants to Meeting Seating Arrangements in their Student Manual which shows the basic arrangements for leader/member positionings.

OHT MT.16

Ask the following questions:

Which arrangement:

Gives all participants the face-to-face positioning? (a, b, d, e, and g)

Best facilitates a "we are meeting here as equals" atmosphere that encourages maximum participation for all others? (a first, then g)

Gives the leader most influence? (b)

What simple positioning technique greatly enhances positioning power? (Standing up while others are seated)

5. Summary.

a. Position is related to influence.

b. Where one sits or does not sit changes the environment of the meeting from an open environment to a closed environment.

c. The leader needs to plan and execute the right environment according to the purpose and the participants of any given meeting.

OHT MT.17

F. Sixth requirement: Implement ground rules.

1. Fix time limits.

a. Start on time; end on time.

b. Essential for meetings that occur frequently.

2. Leaders need to listen more, speak less.

a. Much can be communicated well when the leader uses good listening skills.

b. Enforce listening strategies while someone else is speaking.

c. Encourage those who habitually are silent to express their views.

3. Override interruptions.

a. Except for emergencies, the only interruptions to be permitted are visits (perhaps telephone calls) from someone who outranks the meeting leader.

b. The time of many people and the focus on many items for this meeting deserve top priority.

OHT MT.18

4. Controlling problem individuals.

a. The **show-off.**

- Toss him/her a difficult question or say "that's an interesting point, lets see what the group says."

b. The **argumentative heckler.**

- Remain calm. Agree with and affirm good points. Toss bad points to group for discussion. Heckler will be quickly rejected.

c. The **rambler**.

- At a pause in his/her monologue, thank him/her, restate relevant points and go on.

d. The **enemy** (personality clash).

- Emphasize points of agreement, minimize differences.

e. The **off-base** participant.

- Take the blame yourself. Say: "Something I said must have led you off the subject; this is what we should be discussing."

f. The **silent** one.

- Ask a provocative question.

- Ask direct, easy-to-answer questions from time to time.

5. Other ground rules, as you deem appropriate.

*Point out that **Robert's Rules of Order** outlines formal ground rules for parliamentary procedures.*

OHT MT.19

G. Seventh requirement: Put it in writing.

1. Having to keep a written record forces clarification of the issues.

a. Memories are faulty.

b. Sometimes you "kind of" have a decision but it is not really clearly defined.

*Ask participants: What is the best way to summarize a meeting **and** make sure the desired action will be taken?*

Point out that although there is no one best way, there are procedures that work well in most any meeting.

2. Procedures for summarizing a meeting.

Point out that preparing meeting minutes is covered in detail later in the module (IG MT-37).

a. Appoint a competent person to take notes during meetings.

b. Summarize as you go.

c. Go around the group at the apparent conclusion of a key point and ask a member to summarize the issue points.

d. Place those points on the chalkboard or flipchart.

e. Get consensus/agreement from the group on that summary.

f. It will help, especially after "heated" discussions, to have as many group members as possible participate in the summary.

3. The goal of the minutes is to be complete, clear, and brief.

10 min.
Lecture
OHT MT.20

VI. SMALL VERSUS LARGE MEETINGS

A. The seven requirements apply to both small and large meetings.

B. In small meetings (3 or 4 participants) it is more difficult to:

1. Get tasks done.

2. Keep personal relationships in good order.

C. Reasons why small meetings may be more difficult to manage:

1. The meetings are more personal; offensive words are more apt to be spoken.

2. The leader seems inclined to postpone the start of the meeting until all participants have arrived.

3. There seems to be more inclination to interrupt the leader.

4. Two or more participants are likely to keep talking at the same time.

5. The informal and freer atmosphere of the small meeting makes it more difficult to adhere to rules.

6. Small meetings can take the longest time for even the simplest business.

D. Don't be frustrated with the small meeting's inefficiencies but rather, plan ahead for the meeting.

E. Use the seven requirements with freedom to deviate and direct the flow of the meeting without stopping the spontaneity of the **small** group meeting.

OHT MT.21

F. The "stand-up" meeting.

1. Successful way to have a small informal meeting. Can work well in a routine way such as at the start of a shift.

2. The leader has the crew stand in a circle.

3. There is no eating, leaning, or other distractions.

4. The meeting lasts no more than 10 minutes.

5. The leader refers to his/her notebook and disseminates information. Brevity, informality, and simplicity of topics make it appropriate for using the leader's notebook as the single source of the agenda **and** the written record of the meeting.

15 min.
Lecture

VII. PREPARING A MEETING AGENDA

A. "Preparing a Meeting Agenda," is such an important tool for successful leadership in a group meeting that its basics and subtleties warrant special consideration.

Planning ahead is the responsibility of the leader.

SM p. MT-9

Refer participants to the model agenda in their Student Manual. Tell them that they can use this model later as a prototype for their own written agendas. Use the model to review each component.

B. Agenda basics.

Ask: What are the basics of the typical agenda as you see one before you?

Flipchart

Ask participants to respond using flipchart or chalkboard to prepare list. Compare their list with this listing.

1. Date, time, and location shown.

2. Written in short phrases.

3. Items are listed in sequence.

4. Information is not sufficient to tell you very much.

C. Agenda subtleties.

Tell the participants that this particular agenda scenario involves a lieutenant who plans to meet with his crew of firefighters for a scheduled 30-minute meeting. Assist them with recognizing the following subtleties in agenda use.

Ask the following questions:

OHT MT.22

1. *Where does the power lie? (With the one who controls the agenda.)*

2. *Why? (Because **what** is discussed or not discussed or **when** it is discussed [first or last] is a powerful control measure.)*

3. *Can you cite examples of importance of order? The 5th item affects changes to their specific daily chores and the 6th asks crew to bring up issues. (These two items are scheduled for the short end of things.)*

4. *What if items #2 and #3 had previously been adequately covered with the attendees? (It's boring and a waste of time to "rehash" old business.)*

5. *What about the brainstorming issue? What can be done to most effectively brainstorm? (Keep it near or at end of meeting **but** allow time to do it; give advance information to attendees that tasks each of them to be prepared to bring forth their ideas.)*

6. *How rigidly should the agenda be followed? (It must be flexible, yet always under control of leader.)*

OHT MT.23

D. Hidden agendas.

   1. Usually controversial or personal issues that the leader or other participants have not openly expressed.

   2. Often feelings run strong on these issues, and certain members may want to modify the agenda; for example, by introducing proposals for "a solution" before the issue has been fully discussed by all.

3. Competitive feelings between members. A situation that has been a previous point of contention, or the desire to take up a subject because of some personal attachment, can lead to hidden agendas.

4. The best rule of thumb is to know that hidden agendas may exist.

5. Usually, it is best not to permit someone else's hidden agenda item(s) to be part of the discussion (for example, indicate that you want to stick to the agenda item(s) at this meeting).

15 min.
Lecture

VIII. SUMMARIZING A MEETING

OHT MT.24

A. Minutes should be prepared and distributed within 24 hours.

1. This helps reaffirm the importance of the meeting and,

2. Helps reduce errors due to faulty memories.

3. Typing is not necessary.

B. Minutes should provide clear concise summaries of key agenda items.

C. Minutes can be divided into two categories: action items and progress items.

1. Action items specify:

a. Decisions made.

b. Agreements reached.

c. Assignments made.

- Person responsible.

- Target dates.

2. Progress items include:

   a. What has been accomplished since the last meeting.

   b. What is being worked on.

   c. What the next accomplishment should be and target dates.

Point out that the person who finalizes the minutes has considerable power. Ask participants to explain.

30 min.
Video and Activity 3

ACTIVITY 3

SUMMARIZING A MEETING

SM p. MT-11

Participants have the agenda for an actual meeting which has been videotaped. Participants also have a worksheet for summarizing the meeting. The video is a recording of a meeting. As the participants view this meeting, appoint each one as the recorder for the meeting summary (minutes). Participants, after making notes during the viewing of the tape, should be given 10 minutes to individually write a final copy of the minutes.

Place the individual participants into groups of 3 or 4 and have them work for 10 minutes to reach group consensus on agenda minutes. Caution participants not to criticize someone else's minutes, but to adopt the minutes that are the best (complete, clear, and brief).

When the group is finished, ask for volunteers to explain their group's work. Point out differences and suggest improvements if appropriate.

Description of video: *One lieutenant and his crew participate in a regularly scheduled crew meeting. The chairs are arranged around a round table offering face-to-face communications. The agenda items are first read by the lieutenant as an overview. The 30-minute time allocated is stated as basically fixed due to a scheduled crew change. The lieutenant goes through each of the items on the agenda.*

Finish processing video by asking participants:

- *Was the meeting informational? Decisional? Combination?* ***(Combination)***

- *Did officer control adequately?* ***(Yes)***

- *Should the officer have taken the phone call?* ***(No)***

If participants have completed the Decision-Making Styles module, discuss the CO's style(s) as shown on the video.

20 to 45 min.
Activity 4

ACTIVITY 4

WHAT IS YOUR MEETING IQ?

SM p. MT-13

Depending on time remaining and the number of participants, you may opt one of several ways to conclude this module--the suggested options all center on the quiz--"What is Your Meeting IQ?" Keep in mind that this quiz is an informal one. The order of rank of scores is not important, just use it as a novel way for the participants, with the help of the quiz, to summarize major and minor points of this module.

Option 1: *Give the quiz in written form to each participant and then, question by question, ask them to verbally respond; discuss as necessary. (Time: approximately 20 min.)*

Option 2: *Orally give the quiz to the participants. Verbally read a question and then have participants respond. Discuss as necessary. (Time: approximately 35 min.)*

Option 3: *Give the quiz in written form to each participant and have each participant write the answer; then proceed to discuss answers question by question. (Time: approximately 45 min.)*

WHAT IS YOUR MEETING IQ?

Your correct responses to the statements and questions that follow constitute a summary of this module on running a meeting. Select the one best answer; five points for each correct answer:

Excellent = 90-100

Good = 80-89

Fair = 70-79

Poor = 69 or below

1. Whether or not you or I like meetings or hate them,

   a. We are destined to spend some of our time attending them.

   b. Determines whether or not we should have meetings.

   c. Indicates whether or not they are necessary.

   d. Is the key to a successful meeting.

2. When you disseminate information verbally, is it best to discuss it while meeting with one person at a time or with a group all at the same time?

   a. One at a time.

   b. With a group at the same time.

   c. It depends on the situation.

   d. None of the above.

3. What are the major advantages of having a **group** meeting?

   a. Get discussion; observe multiple reactions.

   b. Explain details; time efficient.

   c. Both a and b.

   d. Everyone enjoys group meetings.

4. What is meant by the "self-preservation syndrome" of attending meetings?

   a. You attend my meetings for your own protection.

   b. I will attend yours to find out what you are up to.

   c. You may complain and I may object, but we will go.

   d. All of the above.

5. The skills involved in running a successful meeting rather than ruining one are:

   a. Learned.

   b. Likely to improve with knowledge and practice.

   c. Basically something you are born with or without.

   d. Both a and b.

6. The **primary** benefit in running a meeting well, rather than avoiding a meeting or having it run you, is that you influence the actions of others and

   a. Time is not wasted.

   b. Everyone always has their say.

   c. The best ideas always get adopted.

   d. You don't have conflicts.

7. Which type of meeting is most common?

   a. Decisional.

   b. Critique.

   c. Formal.

   d. Informational.

8. If the leader misleads group members into thinking he/she wants recommendations (decisional meeting) but has already made the decision, most likely:

   a. Morale will be improved as a result of participation.

   b. This will cause conflict and/or confusion.

   c. The end will justify the means.

   d. The leader can probably mislead others to think they contributed to the decision.

9. As a leader of a meeting you have two basic leadership **roles** to perform:

   a. Task accomplishment.

   b. Referee and umpire.

   c. Keep members working well together.

   d. Both a and c.

10. The seven requirements apply to large and small meetings.

    a. True.

    b. False.

11. Interpersonal problems are likely to impact more on large meetings than on small meetings.

    a. True.

    b. False.

12. A typical "stand-up meeting" lasts less than 10 minutes.

    a. True.

    b. False.

13. Anticipating the likely responses of each participant usually enhances the leader's effectiveness during the meeting.

    a. True.

    b. False.

14. In terms of "positioning power," meetings are most successful when members see each other face-to-face.

    a. True.

    b. False.

15. Which of the following statements is false?

    a. When in charge, take charge.

    b. Speak with key players in advance.

    c. Prepare an agenda.

    d. Never start before key players have arrived.

16. Routine but important planning details can be handled best:

    a. On a case-by-case basis.

    b. From memory.

    c. With a checklist.

    d. By someone else.

17. To determine the purpose of a meeting, you should ask which of the following questions:

    a. What are you trying to accomplish (purpose)?

    b. To what extent will the group control final outcomes?

    c. What are the arrangements for an appropriate time and place?

    d. Both a and b.

18. Advantages of recording in writing the business conducted during a meeting include the following:

    a. It forces clarification of the issues.

    b. It fixes specific responsibilities.

    c. It ensures all important items are remembered.

    d. All of the above.

19. What is meant by hidden agendas?

    a. Personal issues that are not openly expressed.

    b. Competition between group members that is "hidden."

    c. Being for or against something for a reason never stated.

    d. All of the above.

20. The essential points to be recorded as a summary of a meeting typically include:

    a. Agenda item # and description of action taken.

    b. Details of the discussion(s).

    c. The vote count for issues decided by vote.

    d. All of the above.