

LEADERSHIP: STRATEGIES FOR PERSONAL SUCCESS

- ***MANAGING MULTIPLE
ROLES FOR THE COMPANY
OFFICER***
- ***CREATIVITY***
- ***ENHANCING YOUR PERSONAL
POWER BASE***
- ***ETHICS***

**FEDERAL EMERGENCY MANAGEMENT AGENCY
UNITED STATES FIRE ADMINISTRATION
NATIONAL FIRE ACADEMY**

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NOTICE:

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FEDERAL EMERGENCY MANAGEMENT AGENCY

UNITED STATES FIRE ADMINISTRATION

NATIONAL FIRE ACADEMY

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 Field Programs Division 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 techniques and approaches to problem-solving, identifying and assessing the needs of the officer's company subordinates, running meetings effectively in the fire service environment, and decision-making for the company officer.

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COURSE SCHEDULE

MODULE	TIME
Managing Multiple Roles For The Company Officer	3 hr.
Creativity	3 hr.
Enhancing Your Personal Power Base	3 hr.
Ethics	3 hr.
Total Time:	12 hr.

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

INSTRUCTIONAL AIDS

Equipment Needed

Overhead Projector
Video Player

Standard Course Media

Managing Multiple Roles For The Company Officer	OHTs	MR.1 to MR.42
Creativity	OHTs	CR.1 to CR.41
Enhancing Your Personal Power Base	OHTs	PP.1 to PP.46
Ethics	OHTs	ET.1 to ET.43
	Total OHTs:	172

Videos

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

INSTRUCTOR PREFACE

Congratulations! You are about to teach one (or more) of the three National Fire Academy 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

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- 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.

LEADERSHIP II EXAM

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

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

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

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

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

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

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

8. Ethics have their roots in:
 - a. expectations, requirements, desires, and values.
 - b. ancient history, religion, systems of law, social customs, and our own personal code of conduct.
 - c. motherhood, flag, country.
 - d. rules and regulations, codes, and case law.

9. An ethical decision will:
- a. honor formal decisions and documents and not violate the law.
 - b. reflect reasonable and positive cultural characteristics.
 - c. reflect the interests of all parties as much as is possible and "feel right."
 - d. all of the above.
10. Which of the following is **not** a valid test of an ethical decision?
- a. Do I object to my decision being published openly?
 - b. Am I able to rationalize the action I am about to take?
 - c. Am I able to risk criticism for my decision?
 - d. Do I feel unembarrassed, unashamed, not guilty, not defensive?
11. When attempting to sell your ideas to top management it is important to develop and use persuasive arguments. Which of the following would not be considered an element of a persuasive argument?
- a. Relate idea to recognized need.
 - b. Get others involved.
 - c. Exaggerate whenever possible.
 - d. Anticipate objections.
12. There are many myths relating to creativity and innovation. Which of the following is not a myth?
- a. Creativity is not a function of intelligence.
 - b. People are born creative; creativity cannot be learned.
 - c. Creativity is disruptive to the day-to-day life of the organization.
 - d. The more intelligent you are, the more creative you are.

13. "It's great, but..."/"the chief will laugh" are _____.
- a. phrases you don't often hear in an organization.
 - b. not likely to deter true creativity.
 - c. "killer phrases."
 - d. phrases generally ignored by subordinates with new ideas.
14. One of the major elements of creativity is fluency. What is fluency?
- a. The ability to change directions.
 - b. The quantity of ideas you can generate.
 - c. Your willingness to listen and speak creatively.
 - d. Having an organized way of thinking.
15. The elements of creativity are:
- a. flexibility, originality, awareness, persistence, drive.
 - b. awareness, persistence, fluency, flexibility, awareness.
 - c. fluency, flexibility, accuracy, awareness, and drive.
 - d. fluency, flexibility, originality, awareness, and drive.
16. The basic components of the ABCDE model of professionalism include:
- a. attitude, behavior, demeanor, and enthusiasm.
 - b. attitude, behavior, communication, demeanor, and ethics.
 - c. attitude, behavior, communication, discipline and ethics.
 - d. attitude, behavior, consistency, discipline and enthusiasm.
17. You and your spouse are in disagreement over your 15-year-old daughter's desire to go on an unchaperoned date. Which of the three role conflicts are involved?
- a. Interpersonal role conflict.
 - b. Intrarole conflict.

- c. Interrole conflict.

18. A company officer is overheard commenting that "I'm never sure of what my boss considers good work." This is an example of:
- a. standards clarification.
 - b. role-set analysis.
 - c. role ambiguity.
 - d. informal role perception.
19. The roles that the CO must assume fall into one of four areas of accountability. Which of the following is not one of these four areas?
- a. accountability to self.
 - b. accountability to the public.
 - c. accountability to the organization.
 - d. accountability to vendors.
20. A company officer has to formally reprimand a subordinate who is a personal friend. Which type of role conflict might this situation produce?
- a. Interrole.
 - b. Intrarole.
 - c. Interpersonal.
 - d. Personnel.

ANSWER SHEET

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

LEADERSHIP II EXAM

ANSWER KEY

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- a. Interrole.**
 - b. Intrarole.
 - c. Interpersonal.
 - d. Personnel.

MANAGING MULTIPLE ROLES FOR THE COMPANY OFFICER

OBJECTIVES

The participants will:

- 1. Identify typical multiple roles and responsibilities of a CO.*
 - 2. Prepare a personal role-set analysis.*
 - 3. Identify four levels of accountability.*
 - 4. Identify possible sources of role conflict for the CO.*
 - 5. Develop and apply a balancing strategy for resolving role conflicts.*
-

6. *Recognize the importance of the CO serving as a role model for his/her subordinates.*

POINTS FOR THE INSTRUCTOR

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

The CO has many demands on his/her time--from both inside and outside the fire service. This module is designed to help the CO understand those demands and assist in developing a balancing strategy for the inevitable conflicts.

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

METHODOLOGY

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

ESTIMATED TIME (Total Time: 3 hr.)

5 min.	Lecture Objectives and Overview	IG MR-5
10 min.	Lecture Identifying and Prioritizing Multiple Roles	IG MR-7
10 min.	Activity 1 Personal Role-Set Analysis Identifying and Prioritizing Roles	IG MR-13
10 min.	Interactive Lecture Role Expectations	IG MR-13
20 min.	Activity 2 Personal Role-Set Analysis Role Expectations	IG MR-19
10 min.	Interactive Lecture Role Conflicts	IG MR-21
20 min.	Activity 3 Personal Role-Set Analysis Role Conflicts	IG MR-29
20 min.	Lecture The CO as a Role Model	IG MR-29
10 min.	Activity 4 Role Model Profile	IG MR-41
15 min.	Lecture Accountability	IG MR-43
25 min.	Interactive Lecture The Leadership Role	IG MR-45
20 min.	Activity 5	

MANAGING MULTIPLE ROLES FOR THE COMPANY OFFICER

5 min.	Developing Balancing Strategies	IG MR-55
	Lecture	
	Summary	IG MR-63

AUDIOVISUAL

OHTs MR.1 to MR.42
Video: "Developing Balancing Strategies For Role Conflicts"
(2 Video Scenarios)
Overhead projector
Video player

INSTRUCTOR PREPARATION

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

MANAGING MULTIPLE ROLES FOR THE COMPANY OFFICER

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

5 min.
Lecture

OHT MR.1

I. OBJECTIVES

The participants will:

- A. Identify typical multiple roles and responsibilities of a CO.
- B. Prepare a personal role-set analysis.
- C. Identify four levels of accountability.
- D. Identify possible sources of role conflict for the CO.
- E. Develop and apply a balancing strategy for resolving role conflicts.
- F. Recognize the importance of the CO serving as a role model for his/her subordinates.

OHT MR.2

OHT MR.3

II. OVERVIEW

- A. Identifying And Prioritizing Multiple Roles
- B. Role Expectations
- C. Role Conflicts
- D. The CO As A Role Model
- E. Accountability
- F. The Leadership Role

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.
Lecture

III. IDENTIFYING AND PRIORITIZING MULTIPLE ROLES

OHT MR.4

A. Definition.

1. A set of expected behaviors that characterize your part in a particular situation.
2. A function or office assumed by an individual.

B. Multiple roles.

1. Each of us plays many different roles in our day-to-day lives.

Flipchart

Ask participants to brainstorm examples of roles they presently play, both inside and outside the fire department. List responses on flipchart.

Possible responses:

Company Officer or Leader

Subordinate

Husband/Wife

Father/Mother

Union Officer

Union Member

Hunter/Fisherman/etc.

Church Deacon

Friend

Athletic Team Member

Little League Coach

Son/Daughter

Community Member

Fraternal/Lodge Member

Carpenter (2nd job)

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

OHT MR.5

2. It's not unusual for any one person to play many roles simultaneously.
- C. Roles can be either **formal** or **informal**.
 1. Examples of formal roles:
 - a. Inside the organization.
 - Station commander.
 - Lieutenant.
 - Paramedic.
 - b. Outside the organization.
 - Parent.
 - Child.

- President of the PTA.

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

OHT MR.6

D. Role-set analysis

1. A role-set analysis is a process in which an individual attempts to:
 - a. Identify all his/her roles (role set).
 - b. Prioritize multiple roles (which ones are most important to the individual?)
 - c. Define role expectations.
 - d. Identify existing or potential role conflicts.
 - e. Develop balancing strategies to eliminate or reduce role conflicts.

OHT MR.7

E. Benefits of role-set analysis.

1. Allows you to clarify your own personal values related to each role.
2. Helps you understand where others are coming from.
3. Improves your own time management.

4. Enhances your ability to be equitable and fair to your "significant others."

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

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

10 min.
Individual
Activity 1

ACTIVITY 1

PERSONAL ROLE-SET ANALYSIS

Identifying and Prioritizing Roles

SM p. MR-5

Refer participants to activity worksheet in SM.

Read through each step to ensure understanding.

For Step 1, remind participants they can select appropriate roles from the posted list and/or add their own.

OHT MR.8

For Step 2, show OHT and explain how a role-set analysis is constructed. (The example provided is for a hypothetical fire chief, not a company officer, in order to avoid suggesting how a CO's role set "should" look.)

Allow participants to work individually for about 10 minutes or until most are finished.

Point out that it may not be possible for participants to completely finalize each step within the time available in class. But it will give them a good start so that they can easily complete their analysis on their own.

10 min.
Interactive
Lecture

IV. ROLE EXPECTATIONS

OHT MR.9

- A. Definition of role expectation.
 1. How you are expected to act within a specific role.

-
2. What's expected of you when you assume that role.

OHT MR.10

B. Sources of role expectations.

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

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

Ask participants to identify probable key senders for the following hypothetical roles; possible responses are in parentheses. Boy Scout Leader (the troop, the national council, parents). College Instructor (students, the dean, peers).

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

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

Ask for examples of what a supervisor might expect of a CO subordinate. (Key sender expectations)

Possible responses:

- *Don't rock the boat.*
- *Keep me informed.*
- *Be innovative.*
- *Put everything in writing.*

Then ask for examples of what a CO might expect of himself/herself in the subordinate role.

Possible responses:

- *Point out serious problems.*
- *Handle everything possible at my own level--don't bother the chief.*
- *Concentrate on today.*
- *Don't create unnecessary paperwork.*

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

OHT MR.11

C. Role ambiguity.

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

Ask participants to give examples of roles they play in which they're not sure what's expected of them. How does this make them feel?

Possible responses:

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

OHT MR.12

3. Role ambiguity causes:

- a. Stress.
- b. Confusion.
- c. Feelings of inadequacy.
- d. Lack of direction.

4. If you're not sure what others expect, you need to:
 - a. Seek clarification.
 - b. Open up lines of communication.

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

*Likewise, **performance standards, SOPs, effective communication, etc.** all contribute to defining role expectations within a fire department.*

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

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

20 min.
Individual
Activity 2

ACTIVITY 2

PERSONAL ROLE-SET ANALYSIS

Role Expectations

SM p. MR-8

Refer participants to activity worksheet in SM.

Read through directions and example provided. Answer any questions.

Allow participants about 20 minutes to work individually.

At the end, remind participants again that if they didn't finish this step completely they can finalize it on their own.

10 min.
Interactive
Lecture

OHT MR.13

V. ROLE CONFLICTS

A. Intrarole conflict.

1. A conflict **within** a specific role.
2. Two types:
 - a. When **your** expectations conflict with the expectations of one or more key senders.

Example: Refer back to role expectations example provided in Activity 2--husband and wife have conflicting expectations.

Example: A CO might value sensitivity while his/her subordinates might expect toughness. Thus, the CO may have to hide his/her own emotions at a grisly EMS scene.

- b. When the expectations of one key sender conflict with the expectations of another key sender.

*Ask participants for examples of when this might happen.
Possible response: In a **parent** role, your spouse and your children might be key senders with conflicting expectations of you.*

OHT MR.14

B. Interrole conflict.

1. A conflict between two or more separate roles.
2. Two types:

- a. When an individual is expected to perform two or more different roles simultaneously.

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

Example: In Wichita Falls, Texas, 50% of on-duty firefighters and officers left their duty stations to check on their families when multiple tornadoes swept into the city. Most all returned immediately after assuring their families were safe.

Ask participants to give other examples.

- b. When role priorities are out of balance.

OHT MR.15

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

Ask participants to cite personal examples of unbalanced role priorities.

OHT MR.16

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

Ask participants for other examples.

- OHT MR.17
- D. Balancing role conflicts.
1. Role conflicts are an inevitable happening in each person's life.
 2. The key is to recognize serious conflicts and develop balancing strategies.
 3. Most critical strategy is clearly delineating your priorities.
- OHT MR.18
4. Intrarole priorities.
 - a. If there's a conflict between **your expectations** and a **key sender's** expectations, which has priority?
 - b. If there's a conflict between key senders, who is most important?
 5. Interrole priorities.
 - a. Which role is more important?
 - b. The closer any role is to the "me" on the role-set analysis, the more important the role.
 6. Interpersonal priorities.
 - a. How important is the conflict issue?
 - b. Learn to accept and live with minor differences.
 - c. Resolve any critical differences.

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

OHT MR.19

E. Common characteristics of people who handle role conflict well.

1. They show a preference for taking the initiative.
2. They exhibit both confidence and persuasiveness.
3. They exhibit social poise, spontaneity, and talkativeness; show a preference for flexibility when taking action.
4. Exhibit a strong desire to affiliate with people.
5. Have moderate desires for achievement and power.
6. Possess the ability to reach their own conclusions despite coercive pressure from others.

OHT MR.20

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

Ask participants to give some examples of people they know who seem to be especially good at handling role conflict.

20 min.
Individual
Activity 3

ACTIVITY 3

PERSONAL ROLE-SET ANALYSIS

Role Conflicts

SM p. MR-11

Refer participants to activity worksheet in SM.

Read through instructions to assure understanding.

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

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

If participants are finished before the allotted time ask for examples of role conflict identified.

20 min.
Lecture

VI. THE CO AS A ROLE MODEL

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

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

OHT MR.21

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

3. This means becoming an effective **role model**--a person subordinates and peers can look up to and emulate.

B. Becoming an effective role model means being professional.

1. Professionalism is a composite of personal skills and attitudes (the "ABCDE's").

OHT MR.22

a. Attitude.

b. Behavior.

c. Communication.

d. Demeanor.

e. Ethics.

OHT MR.23

2. Attitude:

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

Remember the adage: "Your attitude is showing!"

ATTITUDE EXAMPLE

An elderly Spanish-speaking gentleman received a letter from his son who was away in college.

Not knowing how to read English he asked his young granddaughter whom he should get to read the letter for him.

The granddaughter suggested he should get the meat market owner to read the letter to him.

The old man took his granddaughter and went to see the owner of the meat market. The old man asked the man at the meat market if he would read the letter for him. The man rudely grabbed the letter, read it to himself, tossed it back to the old man, and said, "Your son wants \$100."

As the old man and his granddaughter left the store his granddaughter asked the old man what he was going to do, and he answered, "With that kind of attitude, I won't send him a penny."

The granddaughter convinced her grandfather to have the barber read the letter for him again.

As the old man walked into the barber shop the owner greeted the old man with a big smile and asked him what he could do for him.

The old man handed him the letter and asked him if he would read it for him. The barber said he'd be glad to read the letter.

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

As they left the barber shop, again his granddaughter asked what was he going to do.

The old man looked at his granddaughter and said, "Now that my son has changed his attitude, I'll send him \$300."

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

- Opportunities, not aggravations.

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

OHT MR.24

3. Behavior:

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

- a. Your behavior will directly influence the behavior of your subordinates.
- b. Professional COs will:
 - Exercise self-discipline.
 - Maintain control over their emotions.
 - Exercise moderation and discretion off-duty as well as on-duty.

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

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

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

4. Communication:

How we as leaders get our message across.

- a. The CO accepts the responsibility of being in the "people" business versus the "things" business he/she previously dealt with as a firefighter.

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

OHT MR.25

- b. Communication skills include:
 - Oral communication--command of language, professionalism.
 - Written communication--how effectively can you write?
 - Nonverbal communication--communicating without words.

OHT MR.26

- 5. Demeanor:

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

 - a. Demeanor can be managed.
 - b. **Conscious awareness** of problems in the areas of appearance, behavior, and communication skills will enable us to work on eliminating these problems.
 - Remembering the mission and goals of the organization can help us to make our attitude more productive.
 - Considering the consequences for poor behavior can help us break bad habits.
 - College courses, speakers' groups, and self-development courses can help us to improve our communication skills.

OHT MR.27

6. Ethics:

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

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

OHT MR.28

C. Other qualities of the supervisor as role model.

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

1. **Enthusiasm:** You must display enthusiasm if you expect your subordinates to become interested and enthused.
2. **Initiative:** Recognize the need for action and act accordingly.
3. **Self-discipline:** Control your own behavior and emotions.
4. **Courage:** Not only physical, but **moral** courage; the officer must be able to stand up to resistance and criticism if necessary.
5. **Integrity:** Being honest and maintaining the highest personal integrity in all aspects of your life.
6. **Loyalty:** To both superiors and subordinates.

7. **Good judgment and decisiveness:**
Allows us to size up a situation and use mature judgment.

8. **Empathy:** Understanding where the other person is coming from.
9. **Discretion:** The exercise of prudence and common sense when making decisions.
10. **Desire for self-improvement:** The genuine desire to build on our strengths and improve our weaknesses.

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

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

10 min.
Individual
Activity 4

ACTIVITY 4

ROLE MODEL PROFILE

SM p. MR-15

The purpose of this activity is to rate how important positive role model traits are to participants, personally, versus their perceived importance to the fire department, company, and public. Significant differences in scores for a category can indicate value conflicts. This activity may be done in two ways:

Option A: *Allow participants 5 minutes to complete profiles and then ask for volunteers to discuss their scores with the rest of the class. This option may be preferable if pressed for time.*

Option B: *Allow participants 5 minutes to complete profiles. Divide the class into small groups and have participants discuss their findings and differences. A spokesperson may be assigned from each group to highlight differences to the rest of the class (preferred method).*

Discuss differences in ratings across the areas of accountability. Also, discuss the relative importance of each characteristic to the CO as a role model for subordinates.

15 min.
Lecture

VII. ACCOUNTABILITY

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

OHT MR.29

A. Accountability to self.

We are all accountable to ourselves first.

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

B. Accountability to the company.

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

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

Example: Working on personal vehicles on company time.

Solicit other examples from the class.

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

C. Accountability to the organization.

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

1. Blaming "upper management" for your problems will generally come back to haunt you!

2. Your actions and professionalism as a CO can help to motivate others and, ultimately, the organization itself.

D. Accountability to the public.

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

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

25 min.
Interactive
Lecture

VIII. THE LEADERSHIP ROLE

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

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

OHT MR.30

A. Leadership role functions.

1. Things the organization expects you to do.
2. Behaviors critical to leadership success.
3. Henry Mintzberg identified ten (10) critical role functions that effective leaders perform.
4. The 10 role functions fall into three distinct categories.

OHT MR.31

- a. Interpersonal functions.

b. Informational functions.

- c. Decisional functions.

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

- OHT MR.32
- B. Interpersonal functions.
 - 1. Figurehead: (An "important" person representing the fire department).

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

Ask participants for other examples.

- OHT MR.33
- 2. Leader:

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

Ask participants for other examples.

OHT MR.34

3. Liaison:

Making contacts with others, both inside and outside the organization (serving as a link).

- a. The CO as a link between upper-level managers and company members.
- b. Officer setting up a drill on natural gas hazards with a representative of the local gas company.

Ask participants for other examples.

OHT MR.35

C. Informational functions.

1. Monitor:

Scanning the environment for critical information; staying informed; keeping up with the times.

- a. The CO "360s" the building during size-up.
- b. Officer inspects site of a construction dig to ensure hole is properly shored.
- c. Keeping abreast with new technology.
- d. Spotting trends.

Ask participants for other examples.

OHT MR.36

2. Disseminator:

Giving out information others would not otherwise have.

- a. CO holding a meeting with his/her personnel.
- b. Officer acting as a coach with new recruit.

Ask participants for other examples.

OHT MR.37

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

Ask participants for other examples.

OHT MR.38

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

Ask participants for other examples.

OHT MR.39

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

Ask participants for other examples.

OHT MR.40

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

Ask participants for other examples.

OHT MR.41

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

Ask participants for other examples.

20 min.
Large Group
Activity 5

ACTIVITY 5

DEVELOPING BALANCING STRATEGIES

Scenarios depict three different types of role conflicts typical for a CO.

SM p. MR-17

Show video Scenario #1. Allow participants a few minutes to complete the activity worksheet.

Then facilitate a discussion with the whole group regarding type of conflict illustrated (intrarole, interrole, or interpersonal) and possible balancing strategies.

Follow same procedure for role-play Scenario 2 and video Scenario 3.

Select people from the class to act out the role play, which is the second 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:

Video Scenario #1--Interpersonal conflict.

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

Role-Play Scenario #2--Intrarole conflict.

- Accept the invitation, but:*
 - a. Do not discuss disciplinary problem in public.*
 - b. Only stay long enough to be polite.*

- Regretfully decline and accept the fact that a CO can't always be "one of the guys."

Video Scenario #3--Interrole conflict.

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

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

Course: *Leadership:
Strategies for Personal Success*

Unit: Managing Multiple Roles For the Company Officer

Role-Play Exercise: Activity 5, Scenario 2

The scenario is inside a firehouse break room, where two firefighters are seated at a table.

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

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

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

LIEUTENANT

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

FIREFIGHTER #1

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

The **LIEUTENANT** laughs.

FIREFIGHTER #2

Come on down and party with us.

LIEUTENANT

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

FIREFIGHTER #1

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

FIREFIGHTER #2

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

LIEUTENANT

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

FIREFIGHTER #1

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

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

FIREFIGHTER #2

We'll be waiting for you.

LIEUTENANT

Thanks for the invite.

FIREFIGHTER #1

We'll keep 'em cool for you.

LIEUTENANT

Okay.

BOTH FIREFIGHTERS exit.

The **LIEUTENANT** sits down, thinking.

LIEUTENANT (cont'd)

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

END

5 min.
Lecture

OHT MR.42

IX. SUMMARY

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

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

CREATIVITY

OBJECTIVES

The participants will:

1. *Define creativity and innovation.*
 2. *Identify the importance of creativity and innovation in fire service organizations.*
 3. *Analyze the elements of creativity.*
 4. *Identify the 5 steps of the creative process.*
 5. *Evaluate personal blocks to creativity.*
 6. *Identify ways of fostering creativity in subordinates.*
 7. *Identify effective techniques for selling new ideas.*
-

8. *Develop strategies to enhance creative leadership traits.*

POINTS FOR THE INSTRUCTOR

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

Participants begin by defining creativity and innovation and analyzing why these elements are important to fire service organizations.

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

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

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

Finally, participants assess their personal and supervisory creativity level and develop improvement strategies.

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

METHODOLOGY

The module utilizes lecture, guided discussion, exercises, and self-assessment.

**ESTIMATED TIME
(Total Time: 3 hr.)**

5 min.	Lecture Objectives and Overview	IG CR-5
10 min.	Exercise Icebreakers	IG CR-7
15 min.	Interactive Lecture What Is Creativity? What is Innovation? Why Are They Important?	IG CR-11
30 min.	Exercise/Lecture Elements of Creativity	IG CR-19
15 min.	Lecture	

CREATIVITY

15 min.	The Creative Process	IG CR-27
	Lecture	
	Creativity Blocks	IG CR-33

CREATIVITY

30 min.	Lecture Fostering Creativity in Subordinates	IG CR-37
20 min.	Lecture Selling Your Ideas to Top Management	IG CR-47
35 min.	Activity 1 Self-Assessment and Personal Improvement Strategies	IG CR-55
5 min.	Lecture Summary	IG CR-61

AUDIOVISUAL

OHTs CR.1 to CR.41
Overhead projector

INSTRUCTOR PREPARATION

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

CREATIVITY

5 min.
Lecture

OHT CR.1

I. OBJECTIVES

The participants will:

- A. Define creativity and innovation.
- B. Identify the importance of creativity and innovation in fire service organizations.
- C. Analyze the elements of creativity.
- D. Identify the 5 steps of the creative process.
- E. Evaluate personal blocks to creativity.
- F. Identify ways of fostering creativity in subordinates.
- G. Identify effective techniques for selling new ideas.
- H. Develop strategies to enhance creative leadership traits.

OHT CR.2

OHT CR.3

II. OVERVIEW

- A. Icebreakers
- B. What Is Creativity? What is Innovation? Why Are They Important?
- C. Elements of Creativity
- D. The Creative Process
- E. Creativity Blocks
- F. Fostering Creativity in Subordinates
- G. Selling Your Ideas to Top Management
- H. Self-Assessment and Personal Improvement Strategies

OHT CR.4

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.
Exercise

III. ICEBREAKERS

Do one or both of the following exercises. The purpose is to enhance interest and challenge participants to think creatively.

Icebreaker #1

Advise participants to have a blank piece of paper ready.

Announce that you're going to read a series of addition problems. Ask participants to write down each answer.

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

1,000 Plus 40

Plus 1,000

Plus 30

Plus 1,000

Plus 20

Plus 1,000

Plus 10

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

OHT CR.5

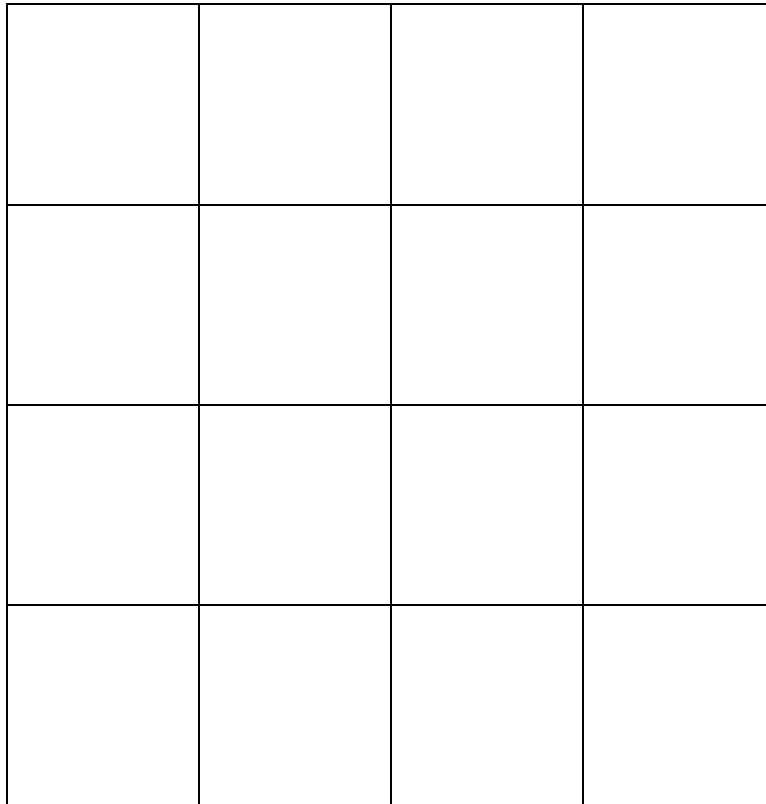
Show OHT and allow participants time to check their responses to see where they went astray.

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

Icebreaker #2

OHT CR.6

How many squares are in this figure?



OHT CR.7

*Your first answer, was probably 16, which you could compute by counting the small squares or by multiplying 4 down by 4 across. If you are keyed to the way of testers, you might say 17 (the original 16 plus the outline of the total box). To see a total of 30, you must use **persistent viewing**, which would eventually allow you to perceive:*

OHT CR.8

The 4 quadrants of the large box;

OHT CR.9

5 more boxes of 4 (including 1 in the middle of the large box and 4 which are at the box edges and inset from the corners);

OHT CR.10

4 more boxes of 9 small squares;

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

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

*****NO*****

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

15 min.
Lecture

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

Ask participants to write their own definitions of creativity and innovation.

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

Show OHTs.

OHT CR.11

A. Definitions.

OHT CR.12

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

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

Response: Absolutely!

Ask for examples.

Example: At the 3M company, while attempting to create a new super adhesive, the original idea was adapted to produce Post-It™ notes (an innovation).

Ask: Do creativity and innovation belong in the fire service?

Response: Absolutely!

Ask for examples.

Examples: The introduction of "Positive Ventilation" has dramatically changed firefighting ventilation methods in some departments.

The creation of the IC system has improved fireground management.

Using webbed nylon for straps instead of leather has improved safety.

Ask: Do creativity and innovation have a place at the CO's level?

Response: Absolutely!

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

Ask: How many in the room know of a device or idea that came from a firefighter that makes work easier or better?

Example: Strips of inner tube to hold doors open, wooden sprinkler wedges, lock pullers, etc.

OHT CR.13

B. Importance of creativity.

Ask: Why is it important to foster creativity in fire service organization? Responses should include:

1. To keep up with external changes which can impact on the fire service.
 - a. Demands for new services.
 - b. Demands for more service for less money.

- c. Demands for increased productivity.

Ask for examples of innovations which have reduced cost or increased productivity.

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

2. To assure state-of-the-art methods and techniques.
 - a. Using technological advances effectively.
 - b. Adapting principles of private business to public service.

Ask for examples of how the fire service has adapted private sector practices to the public sector.

Examples: Employee assistance programs, management by objectives.

- C. Debunking prevalent myths.

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

OHT CR.14

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

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

OHT CR.15

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

Reality: It's true. People are born creative--that is, all of us are. But we can acquire skills to help us achieve our creative

		<i>potential. Creativity can be learned, much as tennis and piano can be learned. Do you remember the first time you ever tried to ride a bicycle?</i>
OHT CR.16	<i>Myth #3:</i>	<i>Creative ideas come in a flash, like lightning bolts.</i>
	<i>Reality:</i>	<i>Persistence and concentration are keys to creativity. You can't plant a garden until you have prepared the soil.</i>
OHT CR.17	<i>Myth #4:</i>	<i>Creativity is disruptive to the day-to-day life of an organization.</i>
	<i>Reality:</i>	<i>Successful organizations are really two parallel, mutually supportive organizations--one innovative, one routine. Remember that every routine was once an innovation.</i>
OHT CR.18	<i>Myth #5:</i>	<i>Creativity is a luxury; it should be encouraged only in times of abundance.</i>
	<i>Reality:</i>	<i>When you don't have money to throw at a problem you need to be more creative. Necessity is the mother of invention.</i>
OHT CR.19	<i>Myth #6:</i>	<i>True creativity is found primarily in the arts and has little practical business application.</i>
	<i>Reality:</i>	<i>According to Princeton's Creative Research, Inc., 80% of corporate sales are from products unknown 10 years ago. Forty percent of the gross national product is attributable to research and development during the past 15 years.</i>

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

30 min.
Exercise/
Lecture

V. ELEMENTS OF CREATIVITY

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

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

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

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

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

OHT CR.20

A. Element #1: Fluency.

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

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

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

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

Similarly, everyone has creative potential to some degree.

OHT CR.21

- B. Element #2: Flexibility.
1. Ability to let go of predetermined categories.
 2. Ability to break through mental barriers.
 3. Ability to generate ideas in different categories--to shift from one category to another.
 4. Ability to practice free association--letting your mind wander from one unrelated idea to another.
 5. Measured by your ability to generate ideas in a number of different categories.

*Ask participants to determine how many **categories** of round objects are represented in their own lists.*

Examples of categories:

Fruit--oranges, grapefruit, tomatoes, etc.

Lights--street lamps, car lights, etc.

Clothing--buttons, arm-holes, eyelets, etc.

Coins--quarter, nickel, dime, etc.

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

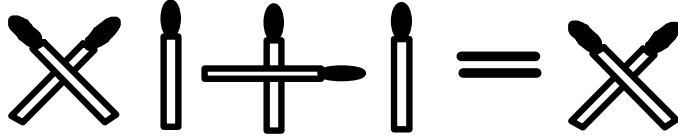
Ask for show of hands to determine highest number of categories in group.

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

Show OHTs one at a time to allow participants to practice flexibility.

OHT CR.22

- (1) *How could you make this equation read correctly without moving a match?*



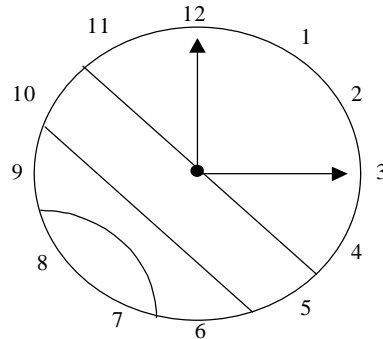
Answer: Turn it upside down.

OHT CR.23

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

OHT CR.24

Answer:



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

OHT CR.25

C. Element #3: Originality.

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

Ask participants to form small groups of 4 or 5 at their tables. Have them compare lists to identify number of original ideas.

*Limit the process to identifying ideas **not** listed by anyone else. Allow about 5 minutes.*

Flipchart

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

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

OHT CR.26

D. Element #4: Awareness.

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

Ask participants to give examples of awareness.

Examples:

- A parent visualizing a child as an adult.

- Looking at a vegetable seed and envisioning a field of corn.

- Varying responses of three bricklayers when questioned by a passerby about what they were doing. First one said: "I'm putting in my 8 hours so I can get paid." Second one said: "I'm making a wall." Third one said: "I'm building a cathedral!"...Different levels of awareness.

Ask participants if they became more aware of creativity and innovation possibilities of others when they compared lists. Were they impressed by others' ability to see things differently?

Ask how this is relevant to their own supervisory role. (Ability to recognize subordinate potential to contribute innovative solution. Ability to encourage subordinate risk-taking.)

OHT CR.27

E. Element #5: Drive.

CREATIVITY

1. Willingness to try and try again.
2. Refusal to give up.

15 min.
Lecture

OHT CR.28

VI. THE CREATIVE PROCESS

Where new ideas come from.

- A. An idea happens when someone suddenly discovers:
 - 1. A new combination of existing ideas.

Ask for fire service examples.

- **Example:** The increasing use of "slippery" water with 1 3/4" hose results in maneuverability of 1 1/2" hose and gallons per minute of 2 1/2" hose.

- 2. An adaptation of existing ideas.

Ask for fire service examples.

- **Example:** Computers in stations were originally for dispatch and report writing. Now premise information (special hazards, closest hydrants, best route, etc.) are becoming common uses. Carried even further are the mobile digital terminals (MDTs) which are computers in the cab of the fire truck!

OHT CR.29

- B. Steps leading to new ideas.

Show only one step at a time on OHT.

- 1. Preparation.
 - a. An initial awareness of the need/potential for improvement.

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

Ask: Does this ever happen to you on the job in your department? Allow several participants to cite examples of times they realized the potential for improving something.

Example:

- *Using child's wading pool for decontamination.*
- *Soundproofing apparatus cabs.*
- *Mounting pump panels midship so driver can see regardless of what side the fire is on.*

- 2. Concentration.
 - Once you're "hooked" you become absorbed in generating various ideas.
- 3. Incubation.
 - a. When ideas run out, leave it alone for awhile.
 - b. Sleep on it!
- 4. Illumination.
 - a. The "light bulb" goes on.

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

- c. Having a feeling or a hunch that this is the way to go.
- 5. Verification/Production.
 - a. Testing the idea.
 - b. Talking about the idea with others.
 - c. Trying out the solution to see if it works.

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

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

Show OHT and discuss.

OHT CR.30

- C. The S-C-A-M-P-E-R technique.
 - 1. Step 2 (concentration) can be enhanced by asking certain questions.
 - 2. S-C-A-M-P-E-R questions are designed to stimulate **fluency** and **flexibility** of ideas.
 - S - What can you substitute?
 - C - What can you combine?
 - A - What can you adapt?
 - M - What can you magnify, miniaturize, or multiply?
 - P - What can you put to other uses?
 - E - What else? Who else? Where else?
 - R - Can you rearrange or reverse?

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

15 min.
Lecture

VII. CREATIVITY BLOCKS

Point out that each one of us has certain blocks which inhibit our own creativity. We unconsciously create secret rules about what we should or should not do, based on fear and/or lack of confidence.

Ask participants to evaluate themselves as you cover each item. How much does each block inhibit your own creativity efforts?

OHT CR.31

- A. "I don't want to look foolish."
1. Not willing to suggest something new in case someone might make fun of us.
 2. Fear that looking foolish will undermine our professional image.
 3. Need to allow ourselves to risk being teased.

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

- B. "I don't want to fail."
1. Viewing failure as the opposite of success, rather than the **way** to success.
 2. Need to allow ourselves to fail and recognize that we **learn** from mistakes.
 3. A mistake is when we only miss the mark--failure is when we stop trying.

Example: The story about 2 duck hunters sitting in a blind. The first one was shooting at ducks all over the sky. The second one sat absolutely still and never took a shot. Finally, the first hunter asked the other: "How come you're not shooting?" The second hunter responded: "I'm afraid I'll miss!"

- C. "I'm not creative."
1. Lack of positive self-image.
 2. Research shows that the major difference between creative and non-creative people is self-confidence.

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

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

Example: The longer a person works in the same routine with the same people the more he/she gets tunnel vision.

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

3. Need to channel play into constructive areas.

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

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

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

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

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

30 min.
Lecture

VIII. FOSTERING CREATIVITY IN SUBORDINATES

A. Avoid "killer phrases."

Ask participants for examples of killer phrases they've encountered.

Flipchart

List responses on flipchart.

Examples:

"It's great--but--"

"Who asked you?"

"It's too risky."

"Be sensible."

*"What are you, some kind
of nut?"*

"The chief will laugh."

"We tried that before."

"So what else is new?"

*"What do you know,
you're just a rookie."*

"Why do it now?"

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

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

B. Don't stifle innovative subordinates.

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

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

OHT CR.32

1. **Be suspicious.**

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

2. **Be inaccessible.**

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

3. **Pass the buck.**

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

4. **Criticize at every opportunity.**

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

OHT CR.33

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

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

6. **Control everything carefully.**

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

7. **Make significant policy changes in secret.**

Change seniority policies just before vacations are selected.

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

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

OHT CR.34

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

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

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

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

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

Ask for examples of behaviors or attitudes which foster creativity. Summarize discussion by covering the following points.

OHT CR.35

- C. Characteristics of supervisors who foster creativity.
 - 1. They are willing to absorb the risks taken by subordinates.
 - a. They expect errors when trying something new.
 - b. They defend subordinate failures to upper management.
 - 2. They are comfortable with half-developed ideas.
 - a. They have the ability to pick out incomplete ideas that have potential.
 - b. They don't immediately focus on all the reasons why a new idea might not work.
 - c. They don't require all the answers before considering a new idea.
 - 3. They are able to make quick decisions.
 - a. They don't procrastinate approving pursuit of a good idea because they're afraid it might fail.
 - b. They don't use their own fears as an excuse to hold back subordinates.

OHT CR.36

4. They are good listeners.
 - a. They draw out the best ideas of subordinates and add to them.
 - b. They don't ram new policies down the throats of subordinates; they listen to the other side and take it into consideration.
5. They don't dwell on past mistakes.
 - a. They practice the theory which says, "When it's over, it's over."
 - b. They are future-oriented, not past-oriented.
6. They enjoy their jobs.
 - a. They **like** being able to bring out creative ideas from subordinates.
 - b. They add energy to the workplace.
7. They **expect** subordinates to succeed.
 - a. They use praise more than criticism.
 - b. They genuinely **care** about subordinates.
 - c. They work at helping subordinates enjoy their jobs.
8. They capitalize on subordinate strengths.
 - a. They recognize unusual talent and help it grow.
 - b. They allow subordinates to get involved in projects which show their strengths.

After reviewing the preceding characteristics, ask participants how subordinates would be likely to respond to this type of supervisor.

Participants should recognize that a supervisor with these characteristics creates an enthusiastic, committed work force.

20 min.
Lecture

IX. SELLING YOUR IDEAS TO TOP MANAGEMENT

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

As you get responses, ask each respondent to briefly summarize what steps they took to sell their idea.

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

Responses should include:

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

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

OHT CR.37

A. Assessing the "sellability" of your idea.

Consider three questions before proposing new ideas.

1. Will it work?
 - a. Has it been tested?

OHT CR.38

- b. Is it practical?
 - c. Is it distinctly better than the present way?
2. Will people accept it?

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

- a. Will it improve quality?
- b. Will it increase productivity?
- c. Will it use personnel more effectively?
- d. Will it improve present methods of operation or present equipment?
- e. Will it improve safety?
- f. Will it eliminate unnecessary work?
- g. Will it reduce costs?
- h. Will it improve working conditions?

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

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

OHT CR.39

3. Is your idea timely?
- a. Is it fully developed?
 - b. Is top management ready for it?

- c. If it is approved, are **you** ready to **act** on it?

- d. Are you sure it does not conflict with other projects that already have top-management approval/priority?

OHT CR.40

B. Developing a persuasive argument.

Once you're convinced your idea is sellable, you're ready to start working on developing your argument.

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

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

Example: Maybe the union has sharply criticized safety measures.

Example: Maybe elected officials have criticized response times.

- c. Emphasize the feature(s) of your idea which top management will be most interested in.
- 2. Appeal to positive values.
 - a. Emphasize the ideal qualities of your idea.
 - b. Relate your idea to improved public service.

- c. Clearly spell out the benefits to citizens, employees, etc.

3. Anticipate objections.
 - a. Think of all the possible reasons why top management may be reluctant to accept your idea.
 - b. Build a response to all possible objections into your initial proposal.
4. Get others involved.
 - a. Whenever possible, work at building support for your idea at **your** level first.
 - b. Remember, there is strength in numbers.

Point out that the power module has useful ideas about effective networking which can help gain acceptance of new ideas.

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

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

35 min.
Activity 1

ACTIVITY 1

**SELF-ASSESSMENT AND PERSONAL
IMPROVEMENT STRATEGIES**

A. Self-assessment.

SM p. CR-9

Refer participants to "Creative Leadership Assessment."

Read directions. Answer any questions.

Allow participants about 10 minutes to complete questionnaires and self-scoring.

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

B. Personal improvement strategies.

After the self-scoring is completed, take each question on the instrument and have participants brainstorm a list of possible strategies for improving their score in this area.

Flipchart

Use the flipchart to record 5 or 6 suggestions for each question on the instrument. Ask participants to jot down ideas they would like to try.

Possible strategies for each question are listed below.

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

Encourage ideas.

Open-door policy.

Be a better listener.

Be accessible.

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

Take more risks.

Try a new idea. If you like it, support it.

Discuss with your boss how important you think creativity and innovation are.

Assess what management's biggest problems are.

#3 *How can you increase the freedom you give your subordinates to experiment with new ideas or to help solve tough problems?*

Brainstorming sessions.

"Beef" sessions.

Let them know new ideas are welcome--frequently.

Group problem-solving.

#4 *What can you do to decrease the number of times you refrain from doing something because you do not want to look foolish?*

Do something foolish deliberately once in awhile.

Take more risks.

#5 *How can you avoid using killer phrases or doing other things which stifle creativity?*

Keep a list of killer phrases where you can see it.

If you've used one on a subordinate--apologize!

#6 *How can you increase your comfort with half-baked ideas?*

Don't try to get every possible answer before going with an idea.

If the idea has potential--support it.

#7 *How can you allow your subordinates to be more involved in projects which show their strengths?*

Delegate more often.

Let a company member star whenever possible.

Encourage participation by not overreacting to failures.

#8 *How can you improve your ability to listen?*

Really concentrate on what your subordinate is saying.

Look for an idea's good points--not reasons it won't work.

Don't talk so much.

#9 *How can you increase your own creativity?*

Buy a book on creativity and get more comfortable with it.

Do creativity exercises.

#10 *What else can you do to generate ideas/suggestions from subordinates?*

Encourage experimentation.

Assure your subordinates of your support.

Actively involve them in problem-solving.

5 min.
Lecture

OHT CR.41

X. SUMMARY

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

ENHANCING YOUR PERSONAL POWER BASE

OBJECTIVES

The participants will:

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

POINTS FOR THE INSTRUCTOR

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

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

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

Participants explore specific behaviors which can increase each type of power.

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

METHODOLOGY

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

ESTIMATED TIME (Total Time: 3 hr.)

5 min.	Lecture Objectives and Overview	IG PP-5
10 min.	Lecture Definition and Importance of Power	IG PP-7
10 min.	Discussion Who Has Power?	IG PP-9
30 min.	Interactive Lecture Types of Power	IG PP-11
10 min.	Interactive Lecture Sources and Limits of Power	IG PP-17
50 min.	Video and Activity 1 Analyzing Appropriate Use and Abuse of Power	IG PP-27
25 min.	Lecture Power Skills	IG PP-35
20 min.	Discussion Increasing Your Power Base	IG PP-43
15 min.	Activity 2	

ENHANCING YOUR PERSONAL POWER BASE

5 min.	Personal Power Enhancement Plan	IG PP-47
	Lecture	
	Summary	IG PP-49

AUDIOVISUAL

OHTs PP.1 to PP.46
Video: "Analyzing Power Usage"
Overhead projector
Video player

INSTRUCTOR PREPARATION

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

ENHANCING YOUR PERSONAL POWER BASE

5 min.
Lecture
OHT PP.1

I. OBJECTIVES

The participants will:

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

OHT PP.2

II. OVERVIEW

- A. Definition and Importance of Power
- B. Who Has Power?
- C. Types of Power
- D. Sources and Limits of Power
- E. Analyzing Appropriate Use and Abuse of Power
- F. Power Skills
- G. Increasing Your Power Base
- H. Personal Power Enhancement Plan

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.
Lecture

III. DEFINITION AND IMPORTANCE OF POWER

Ask: How would you define power? How do you feel about power?

After several participants respond, share the following:

OHT PP.3

- A. **Definition:** Power is being able to influence the attitudes and/or behaviors of others.
 - 1. Not good or bad, not moral or immoral.
 - 2. A neutral skill which can be used effectively or abused.
 - 3. In other words, it's your ability to get others to do what you want!

OHT PP.4

- B. Relationship to leadership.
 - 1. Appropriate use of power is an essential leadership skill.
 - 2. Leadership is influencing others toward the accomplishment of organizational goals.
 - 3. Leadership requires using power to influence others. (Power equals influence potential!)

OHT PP.5

- 4. A leader's effectiveness is dependent on the cooperation of others:
 - a. Subordinates.

b. Peers.

c. Superiors.

5. Successful leaders minimize this dependency by establishing **power** over other people.

C. Obligations of power.

1. The use of power over other persons implies their submission.

2. The "power-person" has an obligation to recognize this submission and protect those being influenced.

3. Ethical uses of power **exclude**:

a. Exploiting others.

b. Influencing others to illegal or immoral conduct.

c. Reducing others' self-esteem.

OHT PP.6

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

OHT PP.7

4. Positive power usage assumes:

a. Sensitivity to others.

b. Preference for win-win solutions.

c. Effective interpersonal skills.

10 min.
Discussion

IV. WHO HAS POWER?

Ask: Name some individuals that you perceive as powerful...either persons you know or public figures. In what ways does this person demonstrate his/her power over others?

Flipchart

Record responses (key words only) on flipchart.

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

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

30 min.
Interactive
Lecture

V. TYPES OF POWER

OHT PP.8

Show OHT PP.8 again. Explain that any leader has a variety of powers which he/she can employ to influence others.

OHT PP.9

A. Formal power.

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

OHT PP.10

Ask for an example of formal power from the posted list of power examples.

Possible examples include:

- Lee Iacocca (or any corporate head).
- The President (or any elected official).
- A CO (or any supervisor, paid or volunteer).

OHT PP.11

B. Reward power.

1. Reward power is the ability to give rewards in exchange for compliance.
2. Rewards can be **official** (raises, awards, promotions, citations, etc.) or **informal** ("atta-boy/girl," special recognition, favors, etc.).
3. Rewards must be meaningful to and desired by the person you are trying to influence.

OHT PP.12

4. When reward power is used, others comply because they want to obtain some benefit which you control!

Ask for an example of reward power from the posted list of power examples.

Possible examples include:

- A sports team coach (can reward by allowing to play).
- Union leaders (can reward by gaining benefits for members).

OHT PP.13

C. Coercive power.

1. Coercive power is the ability to **punish** for noncompliance.
2. The opposite side of the coin from reward power.

3. Punishments can also be **official** (reprimand, suspension, loss of pay, termination, etc.) or **informal** (isolation, ignoring, peer pressure, etc.).

OHT PP.14

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

Ask for an example of coercive power from the posted list of power examples.

Possible examples include:

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

OHT PP.15

- D. Expert power.
1. Expert power is having more knowledge and/or ability than others in some specific area and using this to your advantage.
 2. It is not enough to **be** an expert; others must be **aware** of your expertise.

OHT PP.16

3. When expert power is used, others comply because they believe you know more than they do and they **respect** your expertise.

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

Ask for an example of expert power from the posted list of power examples.

Possible examples include:

- A doctor (to non-doctors).
- A lawyer (to non-lawyers).

- A firefighter (to non-firefighters).

OHT PP.17

E. Referent power.

1. Referent power is being liked, admired, and trusted by others.

2. Using charisma to your advantage.

OHT PP.18

3. When referent power is used, others comply because they want to **please** you and they want your **personal approval**.

Ask for an example of referent power from the posted list of power examples.

Possible examples include:

- John F. Kennedy.

- Jim Jones.

- Elvis Presley.

10 min.
Interactive
Lecture

VI. SOURCES AND LIMITS OF POWER

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

OHT PP.19

1. **Ascribed** or **position power** is given to an individual by virtue of his/her position within the organization.

a. Generally, your official rank determines the amount of **formal, reward,** and **coercive** power you possess.

b. Subordinate compliance to **position power** is based on their required acceptance of your organizational **authority**.

c. Subordinates comply because they **must**.

Ask participants for examples of formal, reward, and coercive power available to COs. If the group includes members of volunteer departments, make sure some examples apply to volunteers.

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

OHT PP.20

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

Ask for personal examples of expert and referent power at the CO level. If the group includes members of volunteer departments, make sure some examples apply to volunteers.

OHT PP.21

- B. All five types of power can be used effectively and work to your advantage. **But** there are limits!
1. Formal, reward, and coercive power generally only work on subordinates--downward power only!
 2. Formal power is limited by your assigned scope of authority.
 3. Reward power is limited by the desirability of the promised reward.
 4. Overuse of coercive power leads to covert resistance.
 5. Expert power is limited by others' perception of the importance/
usefulness of the area of expertise.

OHT PP.22

- C. Other facts about use of power.
1. Expert and referent powers can work downward (subordinate), across (peers), and upward (superiors).
 2. Individuals with **low self-confidence** rely more on formal and coercive powers.
 3. The most effective leaders rely more on referent and expert powers.
 4. Compliance in visible, routine tasks can be influenced by formal power alone. Less visible, more creative tasks require referent or expert powers.
 5. The more sophisticated/self-confident/
capable individuals are apt to be more influenced by expert and referent powers.

6. Use of power expends some of a **limited** source of energy--the more you use, the more you lose!

D. Anticipating outcomes.

Using any of the five power types can produce various responses from **those** you are trying to influence. These responses range from commitment (enthusiastic cooperation) to compliance (neutral acceptance) to resistance (unwillingness to comply).

An effective leader uses power sparingly and does not waste power plays on situations which are likely to provoke resistance.

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

SM p. PP-6

Refer participants to chart in SM.

OHTs PP.23
to PP.28

Show OHTs and discuss.

Make sure participants understand the difference between commitment and compliance.

**USING DIFFERENT POWER TYPES
AND LIKELY OUTCOMES**

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

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

50 min.
Video and
Activity 1

ACTIVITY 1

ANALYZING APPROPRIATE USE AND ABUSE OF POWER

SM p. PP-7
and PP-8

Refer participants to activity worksheet in SM. Also refer them to boxed lists of "Do's" and "Don'ts."

SM p. PP-9
and PP-10

Show one scenario and stop videotape. Allow time for participants to complete the worksheet.

Ask participants to identify the type of power portrayed in the scenario.

*Then ask participants to determine whether the scenario illustrated **appropriate use** or **abuse** of that type of power.*

*If the scenario illustrated **appropriate use**, ask participants to point out specific examples of effectiveness from the vignette, using the relevant "Do's" as a guideline.*

*If the scenario illustrated **abuse**, ask participants to point out specific examples of abusive behavior from the vignette, using the relevant "Don'ts" as a guideline.*

Follow same procedure for all 7 vignettes. Listed below are the correct analyses for each scenario (in order of appearance):

1. *Formal Power--appropriate use*
2. *Coercive Power--abuse*
3. *Expert Power--appropriate use*
4. *Reward Power--abuse*
5. *Coercive Power--appropriate use*
6. *Expert Power--abuse*
7. *Referent Power--appropriate use*

Summarize by reviewing the lists of do's and don'ts for each power type.

OHT PP.29

A. Formal power.

1. Do:

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

OHT PP.30

2. Don't:

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

OHT PP.31

B. Reward power.

1. Do:

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

OHT PP.32

2. Don't:

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

OHT PP.33

C. Coercive power.

1. Do:

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

OHT PP.34

2. Don't:
 - a. Make up rules as you go along.
 - b. Play favorites.
 - c. Punish without being sure of your facts.
 - d. Threaten to do something you know is beyond your authority.
 - e. Punish in public.

OHT PP.35

- D. Expert power.
 1. Do:
 - a. Promote/advertise your own expertise in a subtle way.
 - b. Prove/demonstrate your expertise.
 - c. Use your expertise to help others.
 - d. Use your expertise to solve organizational problems.
 - e. Stay humble.

OHT PP.36

2. Don't:
 - a. Flaunt your expertise.
 - b. Claim expertise you don't possess.
 - c. Use your expertise to reduce others' self-esteem.
 - d. Hoard information which others need.
 - e. Get conceited and arrogant.

OHT PP.37

E. Referent power.

1. Do:
 - a. Accept others as they are.
 - b. Express affection and trust.
 - c. Show concern for others' welfare.
 - d. Be a good role model.
 - e. Learn how to make personal appeals. (Do it for ME!)

OHT PP.38

2. Don't:
 - a. Overuse personal appeals.
 - b. Violate others' trust in you.
 - c. Take advantage of others because they like you.
 - d. Ask others to do something improper out of friendship.

25 min.
Lecture
OHT PP.39

VII. POWER SKILLS

A. Influencing.

1. A leader's **effectiveness** is based on how well he/she can **influence** others.
2. Influence attempts are critical and constant leadership activities.
3. Successful leaders carefully map out an **influence plan** whenever an intended influence attempt is important.
4. An **influence plan** helps a leader determine which power strategies would be most appropriate.

OHT PP.40

5. To formulate an influence plan, answer the following questions:
 - a. Whom do you want to influence?
 - b. What exactly do you want them to do?
 - c. What's in it for them if they agree? (Can you use any reward power?)
 - d. Do they lose anything if they refuse? (Can you subtly use any coercive power?)
 - e. How do they feel about you? (Do you have any referent or expert power?)
 - f. What will be the main objections offered by the person(s) you wish to influence? (Be specific.)
 - g. How will you respond to each objection? (Be specific.)
 - h. What exactly do you plan to say when you make your initial suggestion? (Write it down and rehearse.)

OHT PP.41

SM p. PP-11

Refer participants to the sample influence plan in Student Manual. Allow time for review and questions.

OHT PP.42

6. Characteristics of influential people. (From **Building Your Power Base** by Thomas L. Quinn, p. 55.)
 - a. Know what they want.
 - b. Know they have a right to get what they want.

c. Are articulate.

- d. Are sensitive.
- e. Have credibility.
- f. Know how to deal with opposition.
- g. Have good selling skills.
- h. Know what motivates others.
- i. Seek visibility.

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

SM p. PP-23

Optional Small Group Activity on Developing an Influence Plan is outlined at the end of the module.

OHT PP.43

B. Networking.

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

*Stress the **cooperative** nature of networking--a 2-way street.*

OHT PP.44

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

OHT PP.45

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

Ask participants for examples of techniques they use to build and/or maintain an active network. Possible responses include:

- Maintaining a card-file on people with whom you'd like to network. For each person, include important information (name, address, phone number, why he/she might be helpful to you, etc.).

- Keeping in touch regularly, not just when you need help (notes, cards on special occasions, phone calls, lunch, etc.).

- *Sending congratulations when someone gets promoted, elected, honored, etc.*
- *Having your own business cards.*

20 min.
Discussion

VIII. INCREASING YOUR POWER BASE

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

Flipchart

*Ask participants to identify specific actions which could be used to **increase** their power base.*

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

Leave flipcharts visible for all participants to refer to during next activity.

Possible responses are listed below.

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

- B. Increasing your reward power.
 - 1. Move up in the organization.
 - 2. Persuade management to give more reward power to your position.
 - 3. Identify and offer meaningful rewards which do not depend on your organizational position (informal rewards).
 - 4. Capitalize on your referent power to make all rewards more desirable.

5. Learn as much as you can about motivation and values of subordinates.
- C. Increasing your coercive power.
1. Move up in the organization.
 2. Persuade management to give more coercive power to your position.
 3. Use the coercive power you have sparingly--make it count!
 4. Build a reputation as one who is fair and consistent--don't play favorites.
 5. Don't shirk your responsibility to administer discipline when it is required.
 6. Learn as much as you can about motivation and values of subordinates.
- D. Increasing your expert power base.
1. Develop a specialization in an area where others need help.
 2. Create a need for your specialized knowledge.
 3. Volunteer for assignments which will help you learn skills and/or gain information most of your peers do not have.
 4. Be an avid learner--read, take classes, listen, etc.
 5. Make yourself visible--publicize your knowledge and achievement.
 6. Make yourself available when your special expertise can solve a nagging problem.
- E. Increasing your referent power base.

1. Build a strong network.

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

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

15 min.
Individual
Activity 2

ACTIVITY 2

PERSONAL POWER ENHANCEMENT PLAN

Briefly summarize the module content.

Point out that the real test of a worthwhile learning experience is putting the new information to work for you.

SM p. PP-17

Direct participants to the Personal Power Enhancement Plan in their Student Manual. Explain the steps.

Advise participants that the final 15 minutes (or whatever time remains) will be devoted to working on their own plan.

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

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

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

5 min.
Lecture

OHT PP.46

IX. SUMMARY

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

Small Group
Activity
(Optional)

OPTIONAL ACTIVITY

DEVELOPING AN INFLUENCE PLAN

Activity Times:

<i>Introduction</i>		<i>5 min.</i>
<i>Small groups</i>	<i>60 min.</i>	
<i>Role plays</i>		<i>5 min. each</i>
<i>Role play critiques</i>		<i>10 min. each</i>

Setup Instructions:

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

SM. p. PP-23

Process Instructions:

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

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

ETHICS

OBJECTIVES

The participants will:

- 1. Identify the importance and impact of ethics upon the fire department and its members.*
 - 2. Identify the role of the fire officer in establishing, modeling, and managing ethical behavior.*
-

ETHICS

3. *Analyze his/her own department's existing ethical rules and guidelines, and where the gaps might be.*
4. *Demonstrate decision-making involving ethical practices.*

POINTS FOR THE INSTRUCTOR

The issue of ethics is one which has a direct impact on the fire service middle manager or CO. The officer must make decisions, provide guidance and leadership, and set an example for subordinates in the context of what is right/wrong, acceptable/unacceptable, or good/bad.

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

The key concepts of this module are:

1. That personal and professional ethics are shaped by such differing sources as:
 - a. Family values and culture.
 - b. Community attitudes, including conflicting social and economic expectations.
 - c. The United States Constitution and Bill of Rights, and numerous laws, codes, and ordinances.
 - d. Religious beliefs and teachings.
 - e. Individual life and work experience, including the standards, beliefs, and attitudes of peers, superiors, subordinates, and policymakers.
2. That ethics and standards change, causing ethical dilemmas for fire department officers. For example, until recently the dumping of hazardous wastes was rather casual and considered "OK" if done economically and short distances from human activity. Now, with changing public attitudes, new legislation, and rigid restrictions, fire departments must be prepared to enforce the laws, mitigate unsafe storage and transport, and carry out tricky cleanups of hazardous materials spills. Ethical questions arise about the acceptable level of exposure to firefighters and other emergency personnel. The AIDS epidemic is causing similar soul-searching as well as changes in policies and procedures.
3. That codes of ethics can only serve as rough guidelines for ethical decisions, since day-to-day ethical dilemmas cannot be specifically anticipated and solved with a formula. Rather, COs must rely on numerous sources of guidance for decisions and anticipate gaps or organizational blind spots where no explicit guidelines exist to help with decisions.

4. That mid-managers or COs play a difficult and key role in managing and influencing the day-to-day operational ethics of the department. For example, they are primarily responsible for ensuring that the community gets their money's worth (return on investment) by the effective use of personnel, materials, and time on a day-to-day or shift-to-shift basis.
5. That fire officers, with proper planning and foresight, can avoid falling into ethical traps which would haunt them throughout their fire service careers.

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

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

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

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

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

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

ATTITUDES TO FOSTER

1. That all officers have a responsibility for acting in an ethical manner, demonstrating integrity, honesty, and courage, as well as productivity.
2. That although the officer cannot basically change the past history which shapes his/her subordinates' ethics, the officer can and must demand ethical behavior on the part of subordinates.
3. That fire officers can and must set an example for subordinates, peers, and superiors by acting ethically at all times.
4. That fire officers can and must define specifically for themselves what acting ethically means.

METHODOLOGY

This module uses lecture, shared experiences, and individual and group activities, supported by overhead transparencies and video.

**ESTIMATED TIME
(Total Time: 3 hr.)**

5 min.	Lecture Objectives and Overview	IG ET-5
10 min.	Activity 1 Ethics at the Company Level	IG ET-7
30 min.	Interactive Lecture Ethics and Their Impact	IG ET-9
30 min.	Activity 2 Differing Expectations and Ethical Conflicts	IG ET-25
60 min.	Activity 3 Ethical Decision-Making	IG ET-27
25 min.	Interactive Lecture Guidelines and Resources	IG ET-29
15 min.	Discussion Characteristics of an Ethical Organization and an Ethical Leader	IG ET-37
5 min.	Lecture Summary	IG ET-41

AUDIOVISUAL

OHTs ET.1 to ET.43
Video: "Old Smoky" An Ethical Dilemma
Overhead projector
Video player

ETHICS

5 min.
Lecture
OHT ET.1

I. OBJECTIVES

The participants will:

- A. Identify the importance and impact of ethics upon the fire department and its members.
- B. Identify the role of the fire officer in establishing, modeling, and managing ethical behavior.
- C. Analyze his/her own department's existing ethical rules and guidelines, and where the gaps might be.
- D. Demonstrate decision-making involving ethical practices.

OHT ET.2

II. OVERVIEW

- A. Ethics And Their Impact
- B. Guidelines And Resources
- C. Characteristics Of An Ethical Organization And An Ethical Leader

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

1. *That choosing, using, and modeling ethical behavior make the officer's job easier in the long run, as well as from day to day.*
2. *That the module will help the participant avoid ethical pitfalls and traps, and help to explain why ethical conflicts occur.*

3. *That in each department many guidelines already exist to help in making proper ethical decisions.*
4. *That the module's intent is not to question anyone's ethics, but to show how ethical considerations are a daily issue.*
5. *That day-to-day ethical dilemmas cannot be solved with a specific "formula"; quick fix answers are not available.*

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.
Large Group
Activity 1

ACTIVITY 1

ETHICS AT THE COMPANY LEVEL

Show introductory video.

Do not discuss the video at this time, but assure participants that we will return to "Old Smoky" later in the module.

Flipchart

Point out that the video illustrated several typical ethical dilemmas any CO might face. List these on flipchart:

1. *Being confronted with hearsay evidence about a subordinate.*
2. *How much "slack" to allow Old Smoky in his final months before retirement.*
3. *An honest evaluation will probably make previous supervisors look bad.*

4. *Whether or not to grant subordinate's request for anonymity.*

SM p. ET-3

Refer participants to worksheet in SM.

Then ask for examples of other ethical dilemmas a CO might face. List responses on flipchart.

Summarize by emphasizing that every CO must be prepared to deal with ethical conflicts in his/her routine day-to-day activities.

This module is designed to make COs more aware of potential ethical conflicts and more capable of resolving them when they arise.

30 min.
Interactive
Lecture

III. ETHICS AND THEIR IMPACT

A. Introduction.

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

*Ask participants "How do you feel personally about receiving a 10% discount at certain local restaurants when you are in uniform?" (Stress that you're not asking about their **department's policy**, you're looking for their own private feelings.)*

Responses will probably include:

- It's O.K.*
- It's unethical.*
- The owners want us there.*

- *The owner won't allow us to pay full price.*

- *The cops do it.*

- *Etc.*

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

Then ask about 100% (free lunch).

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

The last question for this discussion should be: "How do you feel about just stopping by and picking up \$2 or \$3 in cash?" Most, if not all, will state this is absolutely unethical!

Point out there is no difference--just degree!

Relate to ethics the story of the frog in hot water:

OHT ET.3
OHT ET.4

A frog, dropped into a pan of scalding water, will immediately jump right out. A frog, placed in a pan of cool water that is slowly heated to the boiling point, will not realize its peril until it is too late!

OHT ET.5

B. What is the meaning of ethics?

1. Dictionaries define ethics as:
 - a. A given system of conduct.
 - b. Principles of honor or morality.
 - c. Guidelines for human action.
 - d. Rules or standards for individuals or professions.
 - e. The character of a group based on its agreements about what is proper or expected behavior.

OHT ET.6

2. Ethics have their roots in:
 - a. **Ancient history:**
 - Especially in the Greek culture which adopted rules for its citizens, such as "Do the greatest good for the greatest number."
 - b. **Religion:**
 - All of the great religions of the world have the equivalent of the Ten Commandments to guide the thinking and actions of their members.
 - These guidelines specifically state how people should act, especially in relationships with other human beings.
 - The golden rule is universal, as are universal values of honesty, courage, justice, tolerance, and full use of talents.
 - c. **Systems of law:**
 - Laws summarize decisions of technically trained judges as well as juries of peers who decide if a wrong has been committed.
 - New laws also arise as the values and attitudes of the community change.
 - Ethics often begin where the law leaves off.
 - d. **Social customs:**
 - Define what is acceptable and unacceptable in a certain community.

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

Examples:

- Dry (no alcohol sold) counties.

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

e. **Our own personal code of conduct:**

- Based upon a very personal assessment of what's right or wrong.

- Begins with early childhood and matures through our life experience.

- Related to attitudes of people we respect, the confidence we have in our own standards, how often we've been supported or burned by past decisions, etc.

Examples:

- Cheating on IRS.

- Falsifying training reports.

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

OHT ET.7

C. Codes of ethics.

1. Provide specific guidelines to members of a profession, craft, or business.

2. Are designed to inform members of a common set of standards.
3. Encourage members to live by those standards.
4. Their purpose is to protect the integrity and reputation of the whole group.
 - a. By publishing what is considered to be correct or expected behavior.
 - b. By clarifying an individual's obligations to the group.

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

OHT ET.8

5. Spell out standards of behavior for:
 - a. Professional life.

Example: "He will recognize his badge of office as a symbol of public faith, and accept it as a public trust to be held as long as he is true to the ethics of his office." (Fire Marshal's Association of America.)
 - b. Relations with the public or society.

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

c. Relations with employers.

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

d. Relations with other employees/
coworkers.

Examples:

- "Be honest in all my professional relationships."
(Data Processing Management Association.)

- "Handle all matters of personnel on the basis of merit so that fairness and impartiality govern decisions pertaining to appointments, pay adjustments, promotions, and discipline."
(International City Manager's Association.)

- "Share benefits and responsibility; help each other."
(Hewlett-Packard Co.)

- "Maintain the highest standards of personal integrity; be honest and straightforward in dealings with others, and avoid conflicts of interest." (International Association of Fire Chiefs.)

6. The American Society for Public Administration has a code of ethics that is directly applicable to the fire service.

Show and read each of the 12 articles in the sample ethics code. Ask participants after each article "If this were your department's code of ethics, what would this article mean to you as a CO?"

SM p. ET-4

Refer students to their Student Manuals.

Sample Code of Ethics

The American Society for Public Administration (ASPA) exists to advance the science, processes, and art of public administration. ASPA encourages professionalism and improved quality of service at all levels of government, education, and the not-for-profit private sector. ASPA contributes to the analysis, understanding, and resolution of public issues by providing programs, services, policy studies, conferences, and publications.

ASPA members share with their neighbors all of the responsibilities and rights of citizenship in a democratic society. However, the mission and goals of ASPA call every member to additional dedication and commitment. Certain principles and moral standards must guide the conduct of ASPA members not merely in preventing wrong, in pursuing right through timely and energetic execution of responsibilities.

To this end, we, the members of the Society, recognizing the critical role of conscience in choosing among courses of action and taking into account the moral ambiguities of life, commit ourselves to:

OHT ET.9

1. *Demonstrate the highest standards of personal integrity, truthfulness, honesty, and fortitude in all our public activities in order to inspire public confidence and trust in public institutions.*

OHT ET.10

2. *Serve the public with respect, concern, courtesy, and responsiveness, recognizing that service to the public is beyond service to oneself.*

OHT ET.11

3. *Strive for personal professional excellence and encourage the professional development of our associates and those seeking to enter the field of public administration.*

ETHICS

OHT ET.12

4. *Approach our organization and operational duties with a positive attitude and constructively support open communication, creativity, dedication, and compassion.*

OHT ET.13

5. *Serve in such a way that we do not realize undue personal gain from the performance of our official duties.*

OHT ET.14

6. *Avoid any interest or activity which is in conflict with the conduct of our official duties.*

OHT ET.15

7. *Respect and protect the privileged information to which we have access in the course of official duties.*

OHT ET.16

8. *Exercise whatever discretionary authority we have under law to promote the public interest.*

OHT ET.17

9. *Accept as a personal duty the responsibility to keep up to date on emerging issues and to administer the public's business with professional competence, fairness, impartiality, efficiency, and effectiveness.*

OHT ET.18

10. *Support, implement, and promote merit employment and programs of affirmative action to assure equal opportunity by our recruitment, selection, and advancement of qualified persons from all elements of society.*

OHT ET.19

11. *Eliminate all forms of illegal discrimination, fraud, and mismanagement of public funds, and support colleagues if they are in difficulty because of responsible efforts to correct such discrimination, fraud, mismanagement, or abuse.*

OHT ET.20

12. *Respect, support, study, and, when necessary, work to improve federal and state constitutions and other laws which define the relationships among public agencies, employees, clients, and all citizens.*

OHT ET.21

- D. Current interest in ethics.

Ask the group if they have noticed any recent increase in news headlines or media coverage of ethical issues. Get two or three examples from the group.

OHTs ET.22
to ET.25

*Show (without discussion) headlines of **general** ethical issues in government, business, religion, world/national leadership, such as fraud, theft, etc.*

OHTs ET.26
to ET.29

*Show headlines of **fire-service-related** ethical issues. Ask the group if they know of similar, more local examples of ethical issues. List examples, without discussion. Point out that everyone in the room has the potential of being faced with tough ethical decisions in the future!*

Remember, rights and privileges are balanced by obligations and responsibilities.

Public service means service to the public.

30 min.
Small Group
Activity 2

ACTIVITY 2

DIFFERING EXPECTATIONS AND ETHICAL CONFLICTS

State that one of the things which make ethics a tough subject is the fact that the fire service leader is bombarded by values, cultural characteristics, and expectations from many different sources. Generally, public servants are held to higher standards than the public which they serve.

OHT ET.30

*Show and discuss the flowchart, **Sources of Ethics**.*

Mention possible conflicts for the fire officer. Example: Duty to fire department versus duty to family.

*With the Sources of Ethics flowchart and discussion as background, tell the group that they will now have an opportunity, working in small groups, to identify some specific **influences upon the ethical decisions of the fire officer**.*

SM pp. ET-7
to ET-12

Refer the participants to the Activity Worksheet in the Student Manual. Read through the instructions.

Divide participants into four groups. Assign one scenario to each group:

- *Community expectations*

- *Supervisor's expectations*
- *Subordinate expectations*
- *Self expectations*

Allow about 10 minutes for small group work.

After the small group work, ask for reports from subgroups, and summarize. Ask the group for the key learning they have achieved.

OHT ET.31

Possible key learning.

Ethics are complex.

There are many conflicting ethical expectations.

These expectations have a direct influence on our day-to-day decisions.

Ethical decisions can affect many groups at the same time, each with legitimate but differing needs.

60 min.
Small Group
Activity 3

ACTIVITY 3

ETHICAL DECISION-MAKING

The 25 situations found at the end of the Instructor Guide present a broad range of situations which might be encountered in either all paid, paid/call, all volunteer departments, or in city/suburban/rural settings.

It is suggested that when the composition of the class is known, that the most applicable scenarios be selected and photocopied. Make one set of 4 scenarios for each group of four participants.

Introduce this activity by reminding participants:

That ethics have many sources and dimensions.

That conflicts can occur in choosing between ethical standards.

That fire officers can fall into ethical traps.

State that the best way to discover how ethics influence our decisions is to experience actual decision-making.

Explain that the activity will give each person an opportunity to:

Make a decision.

Justify the decision to himself/herself.

Defend the decision to peers in the group.

Divide participants into groups of four. (Larger groups will not allow adequate time for discussion of each decision.) If possible, separate participants to avoid having coworkers or those from the same department in the same group so that they can achieve the benefits of different perspectives.

SM p. ET-14

Refer the participants to the activity worksheet in the SM.

Review the instructions to clarify the task, the timing, and the results to be achieved.

After the exercise, time permitting, request feedback from the small groups on what they learned in the exercise.

*Summarize that ethical decisions often are not easy, **and sometimes there are no clear right or wrong decisions!***

25 min.
Interactive
Lecture

IV. GUIDELINES AND RESOURCES

A. Recap.

Review the concepts covered so far:

1. Many groups (and individuals) have a stake in decisions.
2. These groups may all have legitimate but **contradictory** expectations.

-
-
3. The fire officer's **own personal** ethics, standards, and integrity are always part of the picture.

4. There are numerous courses of action that a fire officer can take in making a decision.
5. There is seldom a clear, totally right or wrong answer to ethical dilemmas.
6. A person must base a decision on community, organizational, and/or personal standards. **The clearer they are, the easier the decision!**

OHT ET.32

Explain that all fire departments, no matter how simple or sophisticated, have a unique jigsaw puzzle of values, standards, expectations, requirements, and legal mandates.

*These parts of the organizational whole directly reflect **decisions** that have been made in the past about what is right and wrong, proper and improper. Unfortunately, some of these decisions have been made officially, and some have been made unofficially, based on the culture and values of the members of the department. This makes it difficult for a fire officer to sort out the formal from the informal, to clarify standards, and to arrive at ethically proper decisions.*

- B. Examining and evaluating available resources/guidelines can help you to:
 1. Determine what standards exist to guide decisions.
 2. Identify **gaps** where there **is no specific guideline.**
 3. Determine whether to follow the rules or to let your conscience be your guide in a given situation.

Advise participants that we are now going to return to the case of "Old Smoky" which was introduced at the beginning of the module.

Option 1: *Replay the video. Stop the tape prior to the final voice-over which poses the discussion questions. Use the OHTs to facilitate a discussion on each question:*

OHT ET.33

- *What conditions led to this problem?*

OHT ET.34

- *What expectations do the firefighters/EMTs have?*

OHT ET.35

- *What expectations does Old Smoky have?*

OHT ET.36

- *What expectations does the public have?*

OHT ET.37

- *What guidelines might exist to help the officer determine a course of action?*

SM p. ET-17

Option 2: *Refer participants to the written narrative on "Old Smoky" in the Student Manual. Allow a few minutes for review of the situation, then use the OHTs to facilitate a discussion on each question. (See list above.)*

SM p. ET-19

Then refer participants to the "Example Checklist for Ethical Decisions" in the Student Manual.

Briefly explain the checklist as follows:

- The first column lists possible available resources and/or guidelines which might provide guidance to you in solving an ethical dilemma. Point out that all of these guidelines may not exist in all departments. If a guideline does not exist, there's a gap. Also point out that even if a specific document/resource exists, it may not have anything to say that can help you solve your present ethical dilemma.

- The second column asks you to delineate what existing documents/values/traditions/your personal standards demand in the present situation.

- The final column asks you to articulate what this means to you, as the person who has to make the decision.

Explain that this sample checklist has been developed to show how Lieutenant Black might use existing resources to help make a decision about "Old Smoky."

Then, go through the first couple of items under each category (documents, traditions/history, culture, and personal standards/ethics). Make sure participants understand how the checklist works.

Then, give them a few minutes to review the whole checklist.

When participants seem to be finished with their review, draw their attention to the final decision and action plan.

Emphasize that this is a hypothetical example; however, all departments have some available resources/guidelines and any CO faced with a complex ethical decision can "read the situation" by analyzing and evaluating obvious indicators.

SM p. ET-33

Point out that a blank "Checklist for Ethical Decisions" has been provided at the end of the module for participants to use after the class whenever they face a complex ethical dilemma.

Summarize by making the following points.

OHT ET.38

- C. An ethical decision will:
1. Honor formal department decisions and documents.
 2. Not violate laws, rules, etc.
 3. Reflect reasonable and positive cultural characteristics.
 4. Reflect the interest of all parties as much as possible.
 5. **Feel right!**

In the final analysis, the bottom line is that each person must weigh and honor existing guidelines, but make the decision based on his/her own personal ethics, ideals, and convictions.

There are no formulas for the grey areas, or for the tough decisions. A major part of ethical behavior is accepting that you must do what you believe is right, given the specific situation, and be prepared to justify and defend your decisions if necessary.

15 min.
Discussion

V. CHARACTERISTICS OF AN ETHICAL ORGANIZATION AND AN ETHICAL LEADER

As the finale to the module, it is important that the participants mentally step back and try to generalize their experience. The entire group should be guided into listing the characteristics of both an ethical organization, and an ethical leader.

There are two suggested approaches, depending on time and the size of the group:

Flipchart

1. *Have the entire group build the list as you record on flipchart.*
2. *Have each table group or small work group develop a maximum of three characteristics that they agree are vital. A spokesperson from each group would then report, and you would record.*

For either approach, ask them to develop the list without first referring to the Student Manual. When the lists are complete, show the OHTs as a comparison and summary.

OHT ET.39

- A. Characteristics of an ethical organization.
 1. Senior management defines and clarifies standards, values, and ethics.
 2. Senior management demonstrates a commitment to those ethics, and expects a similar commitment of all members.
 3. The organization supports and rewards ethical behavior and ethical solutions to problems.

OHT ET.40

4. The organization gives consideration to all stakeholders--the community, policymakers, employees, and special interest groups.
5. The organization as a whole prides itself on its ideals and on striving toward them.

B. Characteristics of an ethical leader.

1. Models ethical behavior after others.
2. Attempts to balance personal ethics with those of the organization.
3. Considers impact of decisions on all others who will be affected.
4. Operates with integrity, honesty, and courage.
5. Approaches ethics from a positive point of view, guided by his/her own ethical compass or conscience.

OHT ET.41

C. Tests of an ethical decision (organizational or personal).

1. Do I feel unembarrassed, unashamed, not guilty, not defensive?
2. Do I object to my decision being published openly?
3. Am I willing to risk criticism for my decision?
4. Could I justify and defend my decision to my greatest critics and enemies?
5. Have I considered all who would be affected by the decision and given them proper priority or weight?
6. Does it feel right in my gut--is my conscience clear?

5 min.
Lecture

VI. SUMMARY

OHT ET.42

- A. "Ideals are like stars--we never reach them.

But, like mariners at sea, we chart our course
by them."

--Author unknown

OHT ET.43

- B. "...Men (women) often stumble over the truth,
and most manage to pick themselves up and
hurry off as if nothing had happened."

Winston Churchill

- C. It should be the goal of all of us to operate
according to the highest possible standards.
We have a serious responsibility to ensure that
our personal conduct is above reproach, and,
as difficult as it may be at times, we also have
obligations regarding the conduct of those who
work around us.

SITUATIONS FOR ACTIVITY 3

SITUATION #1

After much soul searching and debate, your volunteer department Board of Directors made a policy decision to **not** fight fires at properties for which the annual fire dues are not paid. They have instructed fire personnel to carefully monitor which properties in the community are paid or unpaid, and to act accordingly. They believe that if people in the community think the fire department will respond **anyway**, fewer people will pay dues, and the department will **not** have the revenues it needs to operate.

You and your crew have just been dispatched to a structure fire. Just as you arrive, the dispatcher tells you that the annual dues are **not** paid. Your initial size-up shows a working fire in the garage and fire just entering a short breezeway connecting the garage to the house.

Do you:

1. Immediately leave the scene?
2. Perform rescue and salvage, and protect neighbors' exposures only?
3. Prepare to pump water, lay lines, and wait for more instructions (but not begin the fire attack)?
4. Fight the fire aggressively?
5. Other? Please specify.

SITUATION #2

You are the Fire Marshal of the department. After extensive negotiation with a contractor over a plans check problem, you finally resolve all of the problems. The contractor did not want to sprinkle the building, yet it was oversized. A compromise was achieved by installing division walls. This was accomplished by your suggestion only after weeks of disagreement.

A week later when you arrive in the office, you discover an envelope on your desk. Upon opening it, you discover two tickets to a professional game and a note. It states, "Thanks for all your help." Do you:

1. Take the tickets to your superior's office and report them to him?
2. Call the contractor up and ask him to come over and take the tickets back?
3. Throw the tickets away and don't mention it to either your superior or the contractor?
4. Use the tickets for the game?
5. Other? Please specify.

SITUATION #3

You are coming home from a meeting late at night and you are in a fire service vehicle. As you are waiting at a light, a vehicle pulls up beside you and you observe an off-duty Captain from your department driving the car. He has not noticed you because he has his attention on a woman in the seat next to him. They are embracing in a very amorous fashion. As the light changes, the driver straightens up and you recognize the woman as the wife of an on-duty Captain. Both appear to have been drinking. Do you:

1. Honk your horn, get their attention so they can see you and then drive off?
2. Honk your horn, get their attention, motion the vehicle to the curb, and warn the man right there of the consequences of the actions?
3. Allow them to drive off unaware of the fact that you observed them, then talk to the man later when he's on-duty?
4. Allow them to drive off unaware of the fact that you observed them, then forget the entire matter?
5. Other? Please specify.

SITUATION #4

You are the department Training Officer. A man walks into your office and identifies himself as an FBI agent. He has a warrant for the arrest of one of your new recruits. The warrant is for narcotics trafficking with high school students. The recruits are due to graduate in 3 days. The recruit in question is number one in the class in performance. The Chief is out of town and unavailable. The agent wants the man brought to the office. Currently, the man is on the drill tower. Do you:

1. Immediately contact the local Police Department and ask them to accompany or meet you at the drill tower?
2. Go to the tower yourself, pick up the man in question, and return him to the FBI agent without advising him of what's happening at all?
3. Go to the tower yourself, remove the man from class, advise him that he is suspended from duty pending an investigation, then take him to the agent at headquarters?
4. Ask the agent to accompany you to the tower, remove the man from class, and turn him over to the agent?
5. Other? Please specify.

SITUATION #5

Traditionally, your fire department has had a keg of beer in the recreation room of the department, which also serves as a department meeting room. Department members tend to gather and socialize in this spot at the back of the station and there has never been any real trouble over "having a few beers." Recently, a driver operator had a minor accident while driving the engine to a grass fire. There were no police officers on scene, so the driver was not cited, but the rumor got out that the driver was "drunk."

In yesterday's local newspaper, an irate letter was printed, accusing the department of encouraging "drunk and dangerous" driving by serving liquor. You are a senior member of the department, responsible for driving and safety standards. Do you:

1. Ignore the letter?
2. Request a policy decision about alcohol on the premises?
3. Move the keg of beer out yourself?
4. Create a committee within the department to make a decision?
5. Other? Please specify.

SITUATION #6

One night you are sitting in your office doing paperwork. A young firefighter enters your office and requests permission to speak to you. He proceeds to inform you that he is a homosexual and is concerned about word getting back to the department of an incident where he was arrested at a demonstration for gay rights. Do you:

1. Counsel the man, suggest he get psychological help, and then wait and see what happens next?
2. Get all the facts, then immediately contact your superior for guidance?
3. Based on the facts, immediately suspend the man pending further investigation?
4. Get the man's company officer involved. Let him collect all the facts and report them back to you?
5. Other? Please specify.

SITUATION #7

As the on-duty Battalion Chief, you are about to leave the station when you observe an off-going Captain remove a toolbox from a pickup and place the box in his car. Three shifts later, you overhear the Captain who owned the pickup complain that someone has stolen his toolbox. Do you:

1. Assume it's a practical joke and ignore it?
2. Speak up and tell the Captain what you observed?
3. Don't say anything right then, but talk to the Captain who moved the box and tell him what you observed?
4. Get all of the Captains together and discuss the missing toolbox?
5. Other? Please specify.

SITUATION #8

Your Fire Chief has been quoted in the media, saying that fire prevention, including an aggressive fire inspection program, is the department's highest priority. You did a careful review of all the public assembly and commercial occupancies within your station's boundaries, and developed a prioritized annual inspection plan.

You gave highest priority to some older, low-income apartment buildings, businesses with stored hazardous materials, several old church properties used for bingo and dances (as well as religious services), and an old warehouse converted into an artists' cooperative.

You began the inspection after training your crew; you discover that it's slow going, because you are finding numerous, serious violations, and it takes time to do a thorough job.

Yesterday, your Battalion Chief called you in and said, "I know you're taking the inspection program seriously, but you'll have to put your action plan on hold. For the next 6 months, we'll only be doing **revenue-producing**, low-hazard, "quick and dirty" inspections. The city manager gave the word to the Chief! Do you:

1. Rewrite your inspection plan, targeting low-hazard but revenue-producing occupancies as targeted by the Battalion Chief?
2. Point out the contradiction between the mission and department priorities, and the new orders about inspections?
3. Tell the Battalion Chief that in good conscience you can't change the plan?
4. Quit doing inspections until they make up their minds?
5. Other? Please specify.

SITUATION #9

A structure fire call comes in about 5 minutes after shift change one morning. As Battalion Chief, you arrive on the scene of a fairly smoke-charged structure. No fire is visible, but there's a lot of smoke. The Captain is sitting on the curb, head between his knees. He has vomited in the street. The engineer is running the fire. Upon closer examination, you can determine that the Captain is experiencing a severe hangover and has alcohol on his breath. He is a 30-year veteran, used to be your own supervisor, and is currently experiencing a divorce. Do you:

1. Order him to straighten out and get back into his job?
2. Order him off the fire. Tell him to get into your vehicle?
3. Advise him that he is suspended and order him to remain seated in the vehicle until the fire is over?
4. Ignore him and work with the engineer to get the fire out?
5. Other? Please specify.

SITUATION #10

A late night wreck occurs. Upon arrival, you discover that one of the victims is the son of an on-duty female firefighter/EMT. The child is badly injured and probably won't live. He goes into surgery immediately. Do you:

1. Try to get the child's father and let him inform the firefighter/EMT?
2. Send someone to relieve the firefighter and have her driven to the hospital in a fire service vehicle?
3. Go personally to the firefighter/EMT, tell her what has happened, let her transport herself to the hospital in her own vehicle?
4. Talk to the woman and suggest she remain on duty until 0730 shift change. Tell her she won't be able to do anything until the child is out of surgery anyway?
5. Other? Please specify.

SITUATION #11

The firefighter union has voted to strike. You agree that compared to neighboring departments, you are underpaid. The negotiations have brought unrest to the city. A firefighter strike in this state is illegal. Do you:

1. Go out on strike if necessary?
2. Ignore the strike vote and remain on the job?
3. Report to work, but function only to save lives?
4. Take annual leave and leave town if a strike vote passes?
5. Other? Please specify.

SITUATION #12

You are about to leave to go to an oral board for entry-level firefighter in a neighboring community. One of your subordinates, who has also been a social acquaintance, asks to speak to you. He advises you that his wife's sister is to be one of the candidates you will be rating. He asks if you will give the woman an extra "little boost" if you get the chance. Do you:

1. Tell the man that he is out of line and that you will not even rate the candidate after that request?
2. Acknowledge the request, but disqualify yourself when the candidate is heard?
3. Disregard the request as being well-meaning but misdirected. Grade the candidate anyway?
4. Ask him for more information about the candidate so you can make a more informed decision?
5. Other? Please specify.

SITUATION #13

The wife of one of your engineers calls you. She advises you that her husband is an alcoholic and beats her up regularly, and she wants you to warn him that if he doesn't stop, she will go to the police, and it may result in his losing his job. Do you:

1. Advise the wife that this is a personal matter and that you cannot get involved?
2. After getting the facts from the wife, give her counseling on where she can get additional professional help?
3. Talk to the man, advise him you know of the problem, and warn him of the consequences?
4. Counsel the man about employee assistance programs, and other options available to help him through his crisis?
5. Other? Please specify.

SITUATION #14

While you are off duty, you stop at the scene of an accident. You notice that a victim who needs CPR has obvious purple facial spots, possible Kaposi's Sarcoma (an AIDS indicator). An ambulance has just been called (ETA 7 minutes), and you appear to be the only trained person on scene. Do you:

1. Avoid giving CPR, and find other things to do on scene (look for other victims, etc.)?
2. Take command. Ask if anyone knows CPR, and ask them to perform it on the victim (without mentioning the facial spots)?
3. Perform routine CPR?
4. Clear the airway, and perform chest thrusts, but not give mouth-to-mouth resuscitation?
5. Other? Please specify.

SITUATION #15

You are a fire service professional with a contracting business which you conduct "on the outside." Your main work is installing security gates and grates on doors and windows to protect property owners from burglaries. Your biggest seller is a wrought iron combination window grate which bolts on and is not removable easily or quickly.

Other available products have a panic bar release on the inside, so that people can release the window grates in a fire. However, these are very expensive, difficult to install, and require some maintenance and routine testing. You realize that if you carried them in stock, it could be very costly, and few property owners could afford them anyway. Do you:

1. Continue offering only the profitable permanent gates and grates?
2. Invest in marketing and testing the panic release only, to see if there is interest in them?
3. Purchase a basic stock of the better grates and actively encourage property owners to buy them?
4. Absorb the cost of a major campaign (media, etc.) to educate people about the safety features of the release type? (Invest time and money in public education?)
5. Other? Please specify.

SITUATION #16

A major hotel's manager asks you to take an informal look at a new conference room design. As you leave, she gives you a gift certificate for the free use of the workout room, sauna, and pool "anytime you want" by you and the other two Captains at your station. Do you:

1. Thank her, but tell her you cannot accept gifts, and leave?
2. Take the certificate, but tell her you'll need to report it (as a gift) to your senior officer?
3. Take the certificate, but not use it and not share it with your peers?
4. Give the certificate to the other two Captains, telling them they can decide for themselves whether to use it?
5. Other? Please specify.

SITUATION #17

You observe that another officer, a newly promoted female Captain, is not getting the support and resources that her male counterparts routinely get. You have heard her Battalion Chief say he "wants to see if she can carry the ball." Do you:

1. Quietly share information with the new Captain to help her out?
2. Enlist other Captains in supporting her and in helping her to succeed in the position?
3. Ask **your** Battalion Chief to talk to her Battalion Chief to see if he'll change his attitude and practices?
4. Do nothing but wait and watch?
5. Other? Please specify.

SITUATION #18

You are a Lieutenant, in charge of a three-person crew at your station. Things are going well for you--the crew has accepted your leadership, and usually functions well as a team.

Recently, things have started disappearing at the station. Food disappears out of personal food lockers in the kitchen, and out of the refrigerator. Videotapes on loan from Headquarters station are not there when you need them for training. An expensive training manual (brand new) has also disappeared. The captain tells you bluntly that the thefts appear to be happening mostly on your shift, and that you must solve the problem. After thinking about the problem for a few days, do you:

1. Call your crew together and tell them thefts will not be tolerated, and that you expect everyone to respect the property and rights of others?
2. Suggest that everyone place their own lock on personal lockers, etc.?
3. Prepare a purchase order for the Captain's approval for locks for **all** cabinets at the station?
4. Lock your own lockers, but say nothing to the crew?
5. Other? Please specify.

SITUATION #19

You are a professional fire instructor who uses copyrighted material in your seminars. You have been contacted by a rural volunteer fire company for help in your special area of expertise. This company is extremely underfunded due to local economic conditions. There are no funds available to purchase any of the standard materials that you use for training.

You are willing and desirous of helping this organization. Do you:

1. Tell them that you will only present the program if they cover the cost of the materials?
2. Violate copyright laws by photocopying materials for this group?
3. Reduce the quality of the program significantly, by not using the copyrighted materials?
4. Pay for the materials yourself (approximately \$50)?
5. Other? Please specify.

SITUATION #20

You dislike your superior intensely. Although technically he is well trained, his personal ethics prevent you from respecting him. He is dishonest, disloyal to the department, and belongs to a militarist hate group. He often distributes flyers and hangs posters, which are offensive to many department members, around the department. He recently made a decision which negatively affected you personally.

Totally by accident, you discover that he (a married man) is having a sexual affair with one of the department's secretaries. Do you:

1. Mind your own business and ignore the problem?
2. Tell your superior what you know and ask him to reconsider his recent decision?
3. Send an anonymous note to his wife and her husband, advising them of the problem?
4. Start a rumor at city hall about their affair. Try to get this information to the City Manager?
5. Other? Please specify.

SITUATION #21

As a fire investigator you sought and won a conviction of arson of a man you believed started a fire in a warehouse. The man has been placed in the state penitentiary. After 6 months you personally uncover evidence that casts doubt in your mind about the man's guilt. Do you:

1. Forget about it, and let him finish his sentence?
2. Continue to pursue the evidence, but don't tell anyone else about the discovery?
3. Tell your superior and be guided by his decision?
4. Take this new evidence to the district attorney, and request that the case be reopened?
5. Other? Please specify.

SITUATION #22

While you are off duty, you injure your back lifting something in your garage. You do not have disability insurance. The first few minutes after reporting to duty on one of your shifts, you have a working fire, and although you were not hurt, you were involved in a lot of heavy work. Do you:

1. File a compensation claim just to cover yourself?
2. File a compensation claim based on the fact that the fire aggravated your injury?
3. Consult with a lawyer and determine what your rights are?
4. Forget about the claim, but advise your superior of the problems and request assignment to lighter duty?
5. Other? Please specify.

SITUATION #23

One of your subordinates has requested approval to attend a special conference/class/seminar. You know that this person violates rules and regulations, has a poor record of attendance, and generally is not a productive team member. However, the individual represents a "protected class" minority group and makes it clear to you that refusal to endorse the request will be interpreted as discrimination. You are also sensitive to the fact that if this individual attends the conference, people who are more deserving cannot attend, and will be penalized unfairly. Do you:

1. Endorse the application without comment?
2. Endorse the application after counseling the officer about your expectations for performance improvement after the conference?
3. Refuse to sign the approval, and explain why?
4. Refuse to sign the approval without comment?
5. Other? Please specify.

SITUATION #24

You are the Deputy Chief in your fire agency. You have always been a team player and have a well-deserved reputation for being loyal to the organization and your fellow firefighters.

Over the past 2 years you have perceived a serious decline in the overall morale and motivation of the department. Various members of the department have confided to you that your superior (the Fire Chief), a close personal friend, has been "playing favorites." You have checked this out and found that it is not only true, but that on numerous occasions, people have not been disciplined even when major violations of policy, contract, or even illegal deeds have occurred. Do you:

1. Go to the Chief and tell him of your findings?
2. Go to the Mayor or Board that supervises your Chief?
3. Keep quiet and hope that things will change?
4. Document what you have learned, and file it in a safe place?
5. Other? Please specify.

SITUATION #25

You go out to dinner with your spouse and four close friends. After you are seated and order your dinner, you walk through the restaurant to use the phone. On the way, you notice a serious fire code violation: an exit door is chained and locked and a display table is placed in front of it. Do you:

1. Decide that since you are on personal time, you'll do nothing?
2. Return to your table and tell the group that you are all leaving and going to another restaurant?
3. Seek out the manager and insist that he/she unchain the door and remove the obstruction?
4. Call the senior fire officer currently on duty, and report the violation?
5. Other? Please specify.