INSTRUCTOR GUIDE

LEADERSHIP:

STRATEGIES FOR SUPERVISORY SUCCESS

- ### *SITUATIONAL LEADERSHIP*

- ### *DELEGATING*

- ### *COACHING*

- ### *DISCIPLINE*

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

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NOTICE:

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FEDERAL EMERGENCY MANAGEMENT AGENCY

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FOREWORD

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

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

To achieve the Academy's legislated mandate (under Public Law 93-498, October 29, 1974) "to advance the professional development of fire service personnel and of other persons engaged in fire prevention and control activities," the 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 when and how to delegate to subordinates, assessing personal leadership styles through situational leadership, when and how to discipline subordinates, and coaching/motivating techniques for the company officer.

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COURSE SCHEDULE

MODULE	TIME
Situational Leadership	3 hr.
Delegating	3 hr.
Coaching	3 hr.
Discipline	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

Situational Leadership	OHTs	SL.1 to SL.48
Delegating	OHTs	DG.1 to DG.44
Coaching	OHTs	C.1 to C.57
Discipline	OHTs	DP.1 to DP.41
	Total OHTs:	190

Videos

Situational Leadership:	Video: "Analyzing Leadership Styles" (Scenarios 1 to 4)
Delegating:	Introductory Video: "Delegation"
Discipline:	Video: "Evaluating Disciplinary Processes" (3 Video Scenarios #1, 3, 4)

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

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.

ANSWER SHEET

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

xx

LEADERSHIP III EXAM

1.   The four basic leadership styles are:

   a.   Directing, coaching, supporting, delegating.

   b.   Authority, abdication, entrustment, commitment.

   c.   Authority, task, responsibility, and accountability.

   d.   Flexibility, diagnosis, communication, decision-making.

2.   Situational leadership requires three basic skills.

   a.   Controlling, supervising, structuring.

   b.   Flexibility, diagnosis, communication.

   c.   Listening, explaining, facilitating.

   d.   Problem-solving, supervision, feedback.

3.   Directive behavior is characterized by:

   a.   Two-way communication.

   b.   Listening.

   c.   One-way communication.

   d.   Explaining decisions.

4.   Competence is a function of an individual's:

   a.   Enthusiasm.

   b.   Confidence and motivation.

   c.   Contributions.

   d.   Knowledge and skills.

5.   Coaching is most appropriate for individuals who:

   a.   Have mastered the required skill.

   b.   Are highly motivated and willing to assume responsibility.

   c.   Need positive reinforcement to restore self-confidence.

   d.   Lack competence.

6.   Delegation is defined as:

   a.   The abdication of supervisory authority.

   b.   The shifting of responsibility to a subordinate.

   c.   The sharing of authority, responsibility, and accountability between two or more people.

   d.   The blind trust accorded a subordinate by the company officer.

7.   Delegation is advantageous in that:

   a.   It helps to increase morale.

   b.   It increases job knowledge.

   c.   It enhances self-confidence.

   d.   All of the above.

8.   Delegation to "the right person" would require the company officer to consider:

   a.   Which subordinate is competent?

   b.   Is the person ready?

   c.   Is the person self-confident enough?

   d.   All of the above.

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

    a.   The completing of annual personnel evaluations of subordinates.

    b.   The counseling of a problem subordinate.

    c.   The design of preplans for a new shopping complex.

    d.   The approval of shift incident reports.

10.   Delegating for success would require:

    a.   Clearly defining responsibility--what is involved.

    b.   Providing close supervision for all delegatees regardless of the task and of the competence of the individual involved.

    c.   Forgetting about the delegated task and focusing his/her attention on his/her own tasks.

    d.   None of the above.

11.   Coaching involves:

    a.   An abuse of coercive power.

    b.   Face-to-face leadership.

    c.   Creating insecurity.

    d.   Organizing subordinates.

12.   Three characteristics of an effective coach are:

    a.   Authority, charisma, acceptance.

    b.   Negotiating, influencing, risk-taking.

    c.   Vision, self-confidence, humility.

    d.   Reputation, formal position, expertise.

13.   Effective leadership involves:

    a.   Recognizing that the individual player deserves special attention.

    b.   Ignoring poor performers.

    c.   Focusing attention on a few.

    d.   None of the above.

14.   Mentoring is:

    a.   Working with someone to solve a problem.

    b.   Building on existing strengths.

    c.   Taking a personal interest in the career development of a promising subordinate.

    d.   Correcting unsatisfactory behavior.

15.   If performance is satisfactory, the leader needs to:

    a.   Determine whether or not there is a skill deficiency.

    b.   Initiate counseling.

    c.   Challenge the individual.

    d.   Become more directive.

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

    a.   Discipline decreases company efficiency.

    b.   Discipline provides the framework for equitable and fair treatment.

    c.   Discipline provides the CO with tools to deal with improper behavior.

    d.   Discipline contributes to the CO's power base.

17.   When conducting a disciplinary interview it is important to:

a.   Argue.

b.   Lose your temper.

c.   State your expectations for future behavior.

d.   Not mention appeal procedures.

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

a.   Increased morale.

b.   Correcting improper behavior.

c.   Everyone feeling like a winner.

d.   Unfairness to an employee.

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

a.   Avoid inappropriate reactions.

b.   Don't use normal disciplinary procedures.

c.   Advise employee of appeal procedures.

d.   Document your actions.

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

a.   Transfer your problem personnel whenever possible.

b.   Honest mistakes are treated the same as intentional rule violations.

c.   Threatening termination is a positive method of curing minor improper employee behavior.

d.   Praise in public--criticize in private.

LEADERSHIP III EXAM

ANSWER KEY

1.   The four basic leadership styles are:

   a.   Directing, coaching, supporting, delegating.

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  d.   Praise in public--criticize in private.

SITUATIONAL LEADERSHIP

OBJECTIVES

The participants will:

1.   Identify two basic leader behaviors.

2.   Identify four leadership styles.

3.   Identify four development levels of followers.

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

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

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

POINTS FOR THE INSTRUCTOR

This module is designed to assist the CO in enhancing his/her leadership effectiveness by applying the situational leadership theory.

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

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

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

METHODOLOGY

This module uses lecture, guided discussion, a small group activity, case study, and video.

ESTIMATED TIME
(Total Time: 3 hr.)

5 min.	Lecture	
	Objectives and Overview	IG SL-5
15 min.	Interactive Lecture	
	Introduction	IG SL-7
20 min.	Lecture	
	Flexibility	IG SL-13
20 min.	Interactive Lecture	
	Diagnosis	IG SL-25
20 min.	Interactive Lecture	
	Matching Your Leadership Style To The	
	Follower's Development Level	IG SL-33
30 min.	Activity 1	
	Analyzing Leadership Styles	IG SL-37
50 min.	Activity 2	
	Developing Diagnostic Skills	IG SL-39
15 min.	Lecture	
	Communication	IG SL-43
5 min.	Lecture	
	Using Situational Leadership:	
	A Summary	IG SL-47

AUDIOVISUAL

OHTs SL.1 to SL.48
Video Scenarios: "Analyzing Leadership Styles"
Overhead projector
Video player

INSTRUCTOR PREPARATION

1.   Review lesson plan and activities.

2.   Assemble necessary supplies.

3.   Preview videos and rewind.

4.   Set up and test overhead projector.

5.   Prepare sheets of flipchart paper as described below. Post all
        flipcharts on wall so that they are clearly visible to all
        participants. Refer to each flipchart as you cover the material in
        the lesson.

Flipchart #1:

Situational Leadership requires 3 basic skills:

- Flexibility
- Diagnosis
- Communication

Flipchart #2:

Four leadership styles:

- Directing (S1)
- Coaching (S2)
- Supporting (S3)
- Delegating (S4)

Flipchart #3:

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

Flipchart #4:

Development Level = Competence + Commitment

- Competence = Knowledge and skills
- Commitment = Self-confidence and motivation

Flipchart #5:

Four development levels:

- D1 = Low Competence/High Commitment
- D2 = Some Competence/Low Commitment
- D3 = High Competence/Variable Commitment
- D4 = High Competence/High Commitment

SITUATIONAL LEADERSHIP

5 min.
Lecture

OHT SL.1

I.   **OBJECTIVES**

The participants will:

A.   Identify two basic leader behaviors.

B.   Identify four leadership styles.

C.   Identify four development levels of followers.

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

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

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

II.   **OVERVIEW**

OHT SL.2

A.   Introduction

B.   Flexibility

C.   Diagnosis

D.   Matching Your Leadership Style To The Follower's Development Level

E.   Communication

F.   Using Situational Leadership: A Summary

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

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.

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

Ask: In raising children, can you think of examples where a parent uses directive behavior with a child? Supportive behavior? Which type is more successful? What determines which kind of behavior is required?

The point that you should make is that there are times when each might be appropriate and there are times when a parent might want to use some combination. The really effective parent is flexible in matching the style with the needs of the child.

In the same way, the company officer will find that different combinations of directive and supportive behavior are appropriate in different situations when leading others toward accomplishing organizational goals.

15 min.
Interactive
Lecture

OHT SL.3

III. INTRODUCTION

    A.   The importance of leadership.

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

Ask: What do you think is the major difference between a successful organization and an unsuccessful organization?

Allow a few participants to respond; then summarize with the following points:

OHT SL.4

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

*Ask participants to define the words **dynamic** and **effective** in the context of leadership. Allow a few participants to respond, then make the following points.*

OHT SL.5

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

- Dynamic implies flexibility and adaptability versus rigidity.

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

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

OHT SL.6

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

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

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

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

OHT SL.7

 B. Leadership style.

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

Flipchart

Ask participants for examples of different kinds of leadership styles they're familiar with. As styles are suggested, ask for a definition. Write responses on flipchart.

Possible responses include:

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

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

- *Laissez-Faire (non-directive, non-supportive, leaves people alone).*

Ask participants which style is best? After allowing several viewpoints to surface, make the following points.

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

   a. Either the task is most important…

   b. Or the people are most important.

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

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

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

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

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

OHT SL.8

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

OHT SL.9

    C.   Situational leadership requires three basic skills:

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

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

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

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

20 min.
Lecture

IV.   FLEXIBILITY

OHT SL.10

Review the definition of flexibility previously introduced in Section III.

OHT SL.11

    A.   Four basic styles.

        1.   Directing (S-1).

                The leader provides specific instructions and closely supervises task accomplishment.

2.   Coaching (S-2).

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

3.   Supporting (S-3).

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

4.   Delegating (S-4).

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

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

B.   Two types of leader behavior.

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

OHT SL.12

a.   One-way communication; telling the follower:

- What to do.

- When to do it.

- Where to do it.

- How to do it.

b.   Close supervision.

c.   Lots of feedback on performance.

OHT SL.13

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

OHT SL.14

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

    a.   Two-way communication.

    b.   Listening.

    c.   Explaining decisions.

    d.   Providing support and encouragement and praise.

    e.   Facilitating follower involvement in decision-making and problem-solving.

OHT SL.15

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

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

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

D.   Directing (S-1).

OHT SL.16

1.   High Direction/Low Support.

2.   Primarily one-way communication.

3.   The task gets more attention than the person.

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

5.   The leader supervises closely.

6.   The leader gives regular feedback on performance.

7.   The follower has **no involvement in decision-making or problem-solving**.

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

OHT SL.17

      E.   Coaching (S-2).

            1.   High Direction/High Support.

            2.   The task and the person receive equal attention.

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

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

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

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

      F.   Supporting (S-3).

OHT SL.18

            1.   Low Direction/High Support.

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

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

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

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

6.   Leader and follower share responsibility for decision-making and problem-solving.

7.   Leader **facilitates** follower growth by asking questions and sharing information.

If participants have completed the Decision-Making Styles module, point out that Leadership Style S-3 is the same as Decision-Making Style G (Group Process with Consensus).

OHT SL.19

G.   Delegating (S-4).

1.   Low Direction/Low Support.

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

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

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

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

If participants have completed the Decision-Making Styles module, point out that Leadership Style S-4 is the same as Decision-Making Style D (Delegating).

H.   Summary of leadership styles.

OHT SL.20

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

a.   Amount of directive behavior used by the leader.

b.   Amount of supportive behavior used by the leader.

OHT SL.21

2. **In all four styles, the leader:**

    a.   Sets goals.

    b.   Observes performance.

    c.   Provides feedback.

    d.   Remains accountable for task achievement.

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

4. Cautions:

OHT SL.22

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

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

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

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

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

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

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

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

20 min.
Interactive
Lecture

V. DIAGNOSIS

OHT SL.23

*Review the definition of **diagnosis** introduced in Section III.*

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

1. Considering past performance doing similar tasks.

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

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

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

OHT SL.24

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

OHT SL.25

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

OHT SL.26

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

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

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

OHT SL.27

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

    1.   Development level 1 = Low competence/high commitment.

    2.   Development level 2 = Some competence/low commitment.

    3.   Development level 3 = High competence/variable commitment.

    4.   Development level 4 = High competence/high commitment.

Let's look at each development level more closely.

OHT SL.28

F.   D-1: The enthusiastic beginner.

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

    2.   High commitment means excitement about the new task and/or confidence that he/she will do well.

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

Ask for examples of the types of followers who might be at this development level.

    4.   Examples:

        a.   A new recruit.

b.   A veteran with a new task.

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

OHT SL.29

G.   The disillusioned learner (D-2).

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

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

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

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

Ask for examples of the types of followers who might be at this development level.

5.   Examples:

a.   Driving a pumper instead of a car.

b.   Having to perform CPR on a real person instead of a dummy.

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

H.   The reluctant contributor (D-3).

OHT SL.30

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

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

Ask for examples of the types of followers who might be at this development level.

3.   Examples:

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

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

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

I.   The peak performer (D-4).

OHT SL.31

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

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

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

Ask for examples of the types of followers who might be at this development level.

4.   Examples:

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

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

20 min.
Lecture

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

OHT SL.32

Show OHT and make the following points.

Chart
SM p. SL-7

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

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

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

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

OHT SL.33

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

        1.   Lack competence.

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

OHT SL.34

    B.   Coaching (S-2) is most appropriate for individuals who:

        1.   Have some competence, but…

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

        3.   Need positive reinforcement to restore self-confidence.

4.   Need some involvement in decision-making and problem-solving to enhance interest.

OHT SL.35

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

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

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

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

OHT SL.36

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

        1.   Perform the task well without close supervision.

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

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

OHT SL.37

    E.   Key concepts.

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

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

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

30 min.
Large Group
Activity 1

ACTIVITY 1

ANALYZING LEADERSHIP STYLES

The video includes four examples of a company officer utilizing different leadership styles as one of his staff develops.

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

The second situation shows the supervisor and the firefighter 3 months later. The supervisor is motivating the firefighter to become a permanent nozzleman. The supervisor offers reassurance to boost the firefighter's lack of confidence.

The third scenario takes place 2 years later. The firefighter has developed to the point where the supervisor uses a participating style to accomplish his organizational goals. However, the firefighter has conflicting priorities.

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

SM p. SL-9

After each scenario, stop the video and allow participants to individually complete the worksheet in the Student Manual. Then facilitate a class discussion on the development level of the follower, the leadership style of the officer, and the appropriateness of the match.

Possible Observations:

Scenario 1 (S-1/D-1)

Firefighter new to department.
Needs role defined.
Needs tasks described in detail because of lack of competence.
One-sided conversation.
Directive style needed for the enthusiastic beginner.

Scenario 2 (S-2/D-2)

Firefighter has more competence.
Supervisor begins to humanize the relationship by giving praise and reassurance.
Leader still gives structure to firefighter while reinforcing relationship.
Two-way communication.
The leader uses directive behavior when discussing driving because this is a new task.

Scenario 3 (S-3/D-3)

Trust and commitment have developed.
Minimal structure.
Commitment is variable because of conflicting priorities.
Little directive behavior because follower has competence.

Scenario 4 (S-4/D-4)

Firefighter fully developed and well qualified for task.
Supervisor gives little direction and little support because follower knows he is capable.

50 min.
Small Group
Activity 2

ACTIVITY 2

DEVELOPING DIAGNOSTIC SKILLS

SM p. SL-12

Refer participants to activity worksheet in Student Manual.

Read through instructions and answer any questions.

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

Allow only 30 minutes for small group work.

Ask group #1 to report their conclusions on case #1. Then allow other groups to comment and/or question.

Then ask group #2 to report on case #2, following same procedure.

Continue this process until all cases have been covered.

Suggested responses are listed below.

Case #1

Development level: D-3
Key indicators:
- *High competence*
- *Low motivation*

Leadership style needed: S-3

Case #2

Development level: D-3
Key indicators:
- *High competence*
- *Low self-confidence*

Leadership style needed: S-3

Case #3

Development level: D-1
Key indicators:
- *Low competence due to new technology*
- *High confidence and motivation*

Leadership style needed: S-1

Case #4

Development level: D-1
Key indicators:
- *Low competence*
- *High commitment*

Leadership style needed: S-1

Case #5

Development level: D-4
Key indicators:
- *High competence*
- *High commitment*

Leadership style needed: S-4

Case #6

Development level: D-2
Key indicators:
- *Some competence*
- *Low self-confidence*

Leadership style needed: S-2

15 min.
Lecture

VII.   COMMUNICATION

OHT SL.38

Review the definition of communication previously introduced in Section III.

OHT SL.39

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

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

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

OHT SL.40

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

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

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

OHT SL.41

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

1.   **S** = Specific.

2.   **M** = Measurable.

3.   **A** = Attainable.

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

5.   **T** = Trackable.

OHT SL.42

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

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

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

OHT SL.43

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

    1.   Is it a competence problem?

    2   Is it a commitment problem?

        a.   Is it related to self-confidence?

        b.   Is it related to motivation?

OHT SL.44

F.   For competence problems, provide:

    1.   Training.

    2.   Proper orientation to the task.

    3.   More observation of performance.

    4.   Specific feedback on outcomes and/or expectations.

OHT SL.45

G.   For motivation problems, provide:

    1.   Positive reinforcement of desired behavior.

    2.   Supportive listening.

    3.   Better rewards for acceptable performance.

    4.   More serious consequences for negative performance.

OHT SL.46

     H.   For confidence problems, provide:

          1.   Reassurance and support for successes.

          2.   Encouragement.

          3.   Positive feedback for improvement in task accomplishment.

5 min.
Lecture

VIII.   USING SITUATIONAL LEADERSHIP: A SUMMARY

OHT SL.47

A game plan for the leader:

     A.   Start with a clear definition of the task.

     B.   Diagnose the development level of the follower.

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

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

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

OHT SL.48

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

*Encourage participants to read **Leadership And The One-Minute Manager** for a more in-depth understanding of Situational Leadership.*

DELEGATING

OBJECTIVES

The participants will:

1. *Define delegation.*

2. *Identify the benefits derived from effective delegation.*

3. *Identify the barriers which prevent effective delegation.*

4.   *Identify the 9 principles of effective delegation.*

5.   *Identify the consequences of reverse delegation.*

POINTS FOR THE INSTRUCTOR

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

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

Stress the following concepts throughout this module:

1.   All COs use delegation.

2.   Company officers are responsible for "getting the job done," not for "doing it **all** themselves."

3.   Delegation entails a transfer of authority.

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

5.   Company officers retain ultimate responsibility and accountability for the delegated tasks.

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

METHODOLOGY

This module uses lecture, brainstorming, role-playing scenarios, discussion, and individual and group activities.

ESTIMATED TIME
(Total Time: 3 hr.)

5 min.	Lecture	
	Objectives and Overview	IG DG-5
10 min.	Video/Discussion	
	What is Delegation?	IG DG-7
20 min.	Activity 1/Discussion	
	Benefits and Barriers	IG DG-11
70 min.	Interactive Lecture	
	Principles of Delegation	IG DG-19
60 min.	Activity 2	
	Evaluating the Delegating Process	IG DG-37
10 min.	Lecture	
	Reverse Delegation	IG DG-75
5 min.	Lecture	
	Summary	IG DG-79

AUDIOVISUAL

OHTs DG.1 to DG.44
Overhead projector
Introductory Video: "Delegation"
Video player

INSTRUCTOR PREPARATION

1.   Review lesson plan and activities.

2.   Assemble necessary supplies.

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

4.   Set up and test overhead projector.

DELEGATING

5 min.
Lecture

I.   OBJECTIVES

The participants will:

A.   Define delegation.

B.   Identify the benefits derived from effective delegation.

C.   Identify the barriers which prevent effective delegation.

D.   Identify the 9 principles of effective delegation.

E.   Identify the consequences of reverse delegation.

II.   OVERVIEW

A.   What Is Delegation?

B.   Benefits Of Delegation

C.   Barriers To Delegation

D.   Principles Of Delegation

E.   Reverse Delegation

Pause here to acquaint 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 contents unless they so desire. The note-taking section simply serves as a general outline of the lecture material with space provided to jot down interesting discussion points, etc. Immediately following this section is a detailed text 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.

III.   WHAT IS DELEGATION?

Show introductory video.

Ask participants:

What *was delegated?   (Responsibility for Incident Command)*

Who *delegated the responsibility? (The BC on duty)*

How *was the responsibility delegated? (Automatically via existing SOP)*

To whom *was the responsibility delegated? (The first CO on scene)*

Is there a ***reasonable expectation of success****? In other words, can we reasonably assume that the CO will be able to perform the incident command duties? (Yes)   Why? (He/She knows what's expected based on SOP.)*

Reemphasize that delegation is an integral part of any Incident Command System.   Without a reliance on delegation, the ICS could not work.

Similarly, effective leadership requires an ability to delegate successfully.

   A.   Definition.

Ask: Based on the video which showed us an example of delegation, how would you define delegation? Allow several responses before presenting the definition below.

OHT DG.3

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

OHT DG.4

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

OHT DG.5

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

OHT DG.6

            c.   Accountability is having to answer for results.

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

*Point out that this was shown in the video--the CO **became** the Incident Commander.*

Ask for other examples. (Sample response: When a firefighter is designated Acting Lieutenant, etc.)

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

Ask for examples. (Sample response: When the CO asks a firefighter to complete the company log for the day.)

OHT DG.7

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

    B.   Relationship to leadership.

Ask participants to define leadership.

OHT DG.8

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

OHT DG.9

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

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

And if they demonstrate a readiness to assume additional responsibility;

They are prime candidates for delegated tasks.

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

20 min.
Small Group
Activity 1/
Discussion

ACTIVITY **1**

BENEFITS AND BARRIERS

Point out that although most supervisors know what delegation is, they are generally reluctant to try it.

*Mention that some supervisors simply have never clearly understood the potential **benefits** of delegation and have therefore always found reason to avoid it.*

SM p. DG-5

Refer participants to activity worksheet in SM.

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

Divide class into small groups of 5-7 persons.

Allow groups to cluster within the classroom.

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

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

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

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

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

Summarize with the following points, if not already covered.

IV.   BENEFITS OF DELEGATION

OHT DG.10

A.   For the supervisor.

1.   More tasks accomplished in less time.

2.   Ability to concentrate on more critical tasks.

3.   Increased unit morale.

4.   Increased unit productivity.

5.   More effective leadership.

6.   Better time management.

OHT DG.11

B.   For the subordinate.

1.   Opportunity to increase job knowledge.

2.   Opportunity to develop leadership/ decision-making skills for future leadership roles.

3.   Increased motivation.

- New experience.

- Challenge.

- Variety in activity.

- Recognition.

4.   Better understanding of organizational goals.

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

C. For the organization.

    1. Better time management.

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

    3. Development of future leaders.

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

Point out that just recognizing the potential benefits is usually not enough to convince supervisors to delegate. They also have to overcome the barriers to delegation which they've developed.

Generate a list of barriers using the same process used above for benefits.

Summarize with the following points, if not already covered.

V. BARRIERS TO DELEGATION

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

B. Fear that subordinates will show you up.

C. Believing you can do it better and faster.

D. Lack of confidence in subordinates.

E. Unwillingness to let go of favorite tasks.

F. Fear of losing control.

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

H. Lack of self-confidence.

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

OHT DG.15

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

    a. Not necessarily doing it all themselves.

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

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

OHT DG.16

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

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

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

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

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

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

OHT DG.17

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

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

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

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

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

70 min.
Interactive
Lecture

VI.   PRINCIPLES OF DELEGATION

OHT DG.18
OHT DG.19

Briefly review the nine principles of effective delegation. Assure participants that each principle will be covered in detail as the lecture proceeds.

Have the nine principles listed on flipchart paper and posted in a visible location so that you can refer back to it as you cover each principle.

        A.   Delegate the right task.

OHT DG.20

        1.   **Don't** delegate:

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

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

Ask for examples. Possible response: The CO has been asked by management to provide input on a department-wide policy change being considered but which has not yet been "cleaned up" enough for general distribution.

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

Ask for examples. Possible response: Making a firefighter do his/her first public education presentation to a known hostile and powerful audience.

      d.   Tasks which the organization and/or your supervisor **expects you to do yourself!** (The vital few.)

Ask for example. Possible response: Incident Command.

Point out that it is usually necessary to check with one's own supervisor if you're not sure of his/her expectations.

OHT DG.21

    2.   Consider delegating.

      a.   Any routine task.

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

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

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

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

Flipchart

Pause here and ask participants to provide examples of typical CO tasks. List tasks on flipchart. Do not attempt to list all possible tasks. Stop once you have 10 or so items, a few of which are clearly tasks which could be delegated.

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

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

OHT DG.22

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

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

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

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

  B.   Delegate to the right person.

OHT DG.23

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

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

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

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

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

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

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

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

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

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

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

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

C.   Define responsibility--what's involved.

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

2.   Make sure the person understands exactly what's involved. Meet with him/her and cover the following.

OHT DG.24

3.   Define the task. Specify:

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

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

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

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

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

OHT DG.25

4.   Provide necessary information.

        a.   Background.

        b.   Why task is necessary.

        c.   Relevant material.

        d.   Sources of additional information.

OHT DG.26

5.   Provide or arrange for any necessary training.

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

OHT DG.27

D.   Delegate authority.

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

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

OHT DG.28

3.   Examples of degrees of authority you can delegate.

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

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

        c.   Authority to take action. No prior approval or follow-up report required.

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

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

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

    a. This sanctions the subordinate's role.

    b. And it prevents roadblocks and interference from others.

OHT DG.29

E. Get agreement.

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

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

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

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

OHT DG.30

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

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

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

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

F. Demand accountability.

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

OHT DG.31

1. Accountability is having to answer for results.

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

3. Make sure the person knows what he/she is accountable for.

OHT DG.32

G. Establish feedback mechanisms.

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

2. Check-ins can be:

    a. Face-to-face discussions to discuss progress, problems, ideas, and/or

    b. Written reports.

3.   Frequency of feedback must be determined by:

   a.   Complexity of project.

   b.   Importance of project.

   c.   Your confidence in subordinate.

4.   Supervisor needs to strike a balance.

   a.   Get feedback often enough to maintain control.

   b.   Don't request feedback so often that subordinate gets the message that you don't trust him/her to work independently.

H.   Provide for emergencies.

OHT DG.33

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

   a.   Back off sufficiently to allow subordinate independence.

OHT DG.34

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

2.   Allow the subordinate an opportunity to correct his/her own mistakes without interference.

   - If significant errors are not self-corrected by the subordinate, tactfully correct the **behavior** (not the person) and back off again.

OHT DG.35

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

   a.   Be willing to tolerate different methods.

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

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

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

    b. Seeming not to care at all.

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

I. Reward accomplishments.

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

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

Ask for examples of how to reward. Possible responses include: sincere compliments, "atta-boys/girls," public recognition, more delegation.

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

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

60 min.
Large or Small
Group Activity 2

ACTIVITY 2

EVALUATING THE DELEGATING PROCESS

SM p. DG-9

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

Refer participants to activity worksheets in Student Manual.

Read activity directions and answer any questions.

Have participants act out role-play scenario #1. Allow time for individuals (or small groups) to complete worksheet. Lead a discussion on the responses to the worksheet questions.

Follow same procedure for role-play scenarios 2 through 5.

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

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

Each scenario is printed here and is also printed in the Student Manual. A guide to suggested responses follows the final scenario script.

ROLE-PLAY SCENARIO SCRIPTS AND SUGGESTED RESPONSES

Role-Play Scenario 1

Course: *Leadership: Strategies for Supervisory Success*

Unit: Delegating

Role-Play Exercise: Activity 2, Scenario 1

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

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

A knock on the door.

OFFICER

(irritated at interruption)
Come on in.

FIREFIGHTER enters, stands before the desk.

OFFICER (cont'd)

Yeah, what is it?

FIREFIGHTER

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

OFFICER

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

FIREFIGHTER

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

OFFICER

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

FIREFIGHTER

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

OFFICER

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

END

Role-Play Scenario 2

Course: *Leadership: Strategies for Supervisory Success*

Unit: Delegating

Role-Play Exercise: Activity 2, Scenario 2

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

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

CAPTAIN is on the telephone.

CAPTAIN

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

CAPTAIN hangs up the telephone.

A knock on the door.

CAPTAIN (cont'd)

Come in.

FIREFIGHTER enters.

FIREFIGHTER

Good morning. You sent for me, Captain?

CAPTAIN

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

FIREFIGHTER sits down.

FIREFIGHTER

Sure. What can I help you with?

CAPTAIN

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

FIREFIGHTER

Yes, I know. That's great.

CAPTAIN

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

FIREFIGHTER

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

CAPTAIN

Well, that takes a load off my mind.

FIREFIGHTER

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

CAPTAIN

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

CAPTAIN hands her several papers.

CAPTAIN (cont'd)

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

FIREFIGHTER

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

END

Role-Play Scenario 3

Course: *Leadership: Strategies for Supervisory Success*

Unit: Delegating

Role-Play Exercise: Activity 2, Scenario 3

*The scenario is inside a firehouse break room, where an **officer** and **two firefighters** are seated at a conference table.*

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

OFFICER

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

FIREFIGHTER #1 nods.

DELEGATING

OFFICER (cont'd)

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

FIREFIGHTER #1

Yes, we've all been involved in that.

OFFICER

Right.

FIREFIGHTER #2

Dynamite. We've needed the program for a while.

OFFICER

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

FIREFIGHTER #1

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

OFFICER

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

FIREFIGHTER #2

(interrupting)
You want a checklist? Or…

OFFICER

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

FIREFIGHTER #1

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

FIREFIGHTER #2

(interrupting)
What about overtime?

OFFICER

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

FIREFIGHTER #2 nods.

OFFICER (cont'd)

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

FIREFIGHTER #1

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

OFFICER

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

FIREFIGHTER #1

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

OFFICER

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

FIREFIGHTER #2

You just want the final package delivered to you.

OFFICER

That's right.

FIREFIGHTER #2

Okay, we can handle that.

OFFICER

(stands up)
Bye.

FIREFIGHTER #2

Take it easy.

OFFICER leaves. **FIREFIGHTERS** talk among them-selves.

FIREFIGHTER #1

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

FIREFIGHTER #2

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

FIREFIGHTER #1

Absolutely.

FIREFIGHTER #2

Sure.

FIREFIGHTER #1

We can do this.

END

Role-Play Scenario 4

Course: *Leadership: Strategies for Supervisory Success*

Unit: Delegating

Role-Play Exercise: Activity 2, Scenario 4

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

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

FIREFIGHTER #1

(refers to newspaper he is holding)
You guys see this film?

FIREFIGHTER #2

Where's it playing?

OFFICER walks in with stack of papers.

FIREFIGHTER #1

Playing down at the Overwhelming.

FIREFIGHTER #2

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

FIREFIGHTER #1 looks disgusted.

OFFICER

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

FIREFIGHTER #1

Oh, my word.

THREE **FIREFIGHTERS** look reluctant.

OFFICER

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

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

FIREFIGHTER #1

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

OFFICER

Good.

FIREFIGHTER #1

Actually, you're asking for a lot…

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

OFFICER

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

FIREFIGHTER #3

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

OFFICER

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

FIREFIGHTER #1

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

OFFICER

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

FIREFIGHTER #2

That means we can just sit back and fight some more fires then, with our call letters?
        (grins)

OFFICER

        (acknowledges his sarcasm, then moves on)
Right. Are there any questions?

(no response)

Well…good. I want you to know that assuming your schedules meet the parameters outlined in this master plan, I'll go with what you decide. Final plans are due four weeks from today. Now, I'd like to meet with you in about two weeks to see how you're doing and make sure you're on track, but besides that, everything should work out okay. Any other questions?

(no response)

Good.

FIREFIGHTER #2

Sounds good. We can handle this.

OFFICER

This is our chance to start honing up on some of the skills that we really need. All right?

(no response)

Okay.

FIREFIGHTER #1

Okay.

OFFICER gets up and leaves the room.

FIREFIGHTER #3

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

FIREFIGHTER #1

Over at the Overwhelming.

END

Role-Play Scenario 5

Course: *Leadership: Strategies for Supervisory Success*

Unit: Delegating

Role-Play Exercise: Activity 2, Scenario 5

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

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

A knock on the door.

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

LIEUTENANT

Thanks for coming in.

FIREFIGHTER

(shaking his hand)
No problem.

LIEUTENANT

Sit down, sit down.

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

LIEUTENANT

I really need to talk to you.

FIREFIGHTER

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

LIEUTENANT

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

FIREFIGHTER

(laughing)

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

LIEUTENANT

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

FIREFIGHTER

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

LIEUTENANT

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

FIREFIGHTER

(correcting him)

16!

LIEUTENANT

(acknowledging correction)

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

FIREFIGHTER

(anticipating)

So?

LIEUTENANT

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

FIREFIGHTER

And then what happens?

LIEUTENANT

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

FIREFIGHTER

(shaking his head, hesitating)

I don't know.

LIEUTENANT

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

(gestures to papers on his desk)

…and the different styles of apparatus that we have in the department all laid out here.

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

FIREFIGHTER

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

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

LIEUTENANT

This is a real important project.

FIREFIGHTER

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

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

LIEUTENANT

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

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

FIREFIGHTER

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

LIEUTENANT

Absolutely.

FIREFIGHTER

100 percent? In the supervisors' meeting?

LIEUTENANT

Absolutely. Yes.

FIREFIGHTER

You'd go that far?

LIEUTENANT

Absolutely. I certainly value your 15…

>   (re-emphasizing number)

…16 years of experience.

FIREFIGHTER

When would you need my recommendations?

LIEUTENANT

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

FIREFIGHTER

Yes, I can handle three weeks.

LIEUTENANT

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

FIREFIGHTER

Yes.

LIEUTENANT

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

FIREFIGHTER

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

LIEUTENANT

(nodding)
Uh-huh.

FIREFIGHTER

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

LIEUTENANT

…the 17th…

FIREFIGHTER

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

LIEUTENANT

To discuss your rough draft.

FIREFIGHTER nods.

LIEUTENANT (cont'd)

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

FIREFIGHTER

Well, I appreciate it.

LIEUTENANT

I appreciate it very much…

FIREFIGHTER

Sounds like a good project.

LIEUTENANT

…a great deal.

END

SUGGESTED RESPONSES

Role-Play Scenario 1

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

    - Two tasks appropriate for delegation.

    - Confident and capable subordinates.

2. What leadership weaknesses did you observe?

    - Thinks he has to do everything.

    - Thinks delegation requires constant supervision.

    - Underutilization of subordinates.

    - Poor time management.

Role-Play Scenarios 2 through 5

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

10 min.
Lecture

VII.   REVERSE DELEGATION

Ask participants what they think this means.

OHT DG.38

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

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

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

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

OHT DG.39

B. Consequences of reverse delegation.

Ask participants to discuss the negative consequences of accepting responsibility for a subordinate's assignment. Responses should include:

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

2. Rewards subordinate for unacceptable performance.

3. Reduces supervisor's leadership credibility.

4. Prevents subordinate growth and development.

OHT DG.40

C. How to avoid reverse delegation.

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

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

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

5 min.
Lecture

VIII. SUMMARY

OHT DG.41
OHT DG.42

   A. Principles of delegation process.

   Show OHTs to reemphasize the critical factors required for successful delegation.

   B. Taking the first step.

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

OHT DG.43

      2. Success depends on:

         a. Knowing yourself.

         b. Knowing your subordinates.

         c. Following the basic rules (principles).

         d. Taking your time.

         e. Believing you can do it.

   C. The payoff.

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

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

OHT DG.44

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

COACHING

OBJECTIVES

The participants will:

1.   Identify characteristics of effective coaches.

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

3.   Identify four critical coaching techniques.

4.   Match coaching techniques with subordinate performance.

POINTS FOR THE INSTRUCTOR

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

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

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

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

METHODOLOGY

The module uses lectures, discussions, brainstorming, and activities. A series of overhead transparencies is provided to guide the instructor through the module presentation.

ESTIMATED TIME
(Total Time: 3 hr.)

5 min.	Lecture	
	Objectives and Overview	IG C-5
10 min.	Activity 1	
	Characteristics of Effective Coaches	IG C-7
5 min.	Lecture	
	The Leader As Coach	IG C-7
15 min.	Interactive Lecture	
	Vision	IG C-11
20 min.	Activity 2	
	Recognizing Trends	IG C-17
15 min.	Interactive Lecture	
	Self-Confidence and Humility	IG C-19
15 min.	Interactive Lecture	
	Confidence in Others	IG C-25
40 min.	Interactive Lecture	
	Flexibility	IG C-33
50 min.	Activity 3	
	Matching Coaching Techniques to	
	Subordinate Performance	IG C-61
5 min.	Lecture	
	Conclusion	IG C-65

AUDIOVISUAL

OHTs C.1 to C.57
Overhead projector

INSTRUCTOR PREPARATION

1.   Review lesson plan and activities.

2.   Assemble necessary supplies.

3.   Set up and test overhead projector.

COACHING

5 min.
Lecture

OHT C.1

I.   **OBJECTIVES**

The participants will:

A.   Identify characteristics of effective coaches.

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

C.   Identify four critical coaching techniques.

D.   Match coaching techniques with subordinate performance.

OHT C.2

II.   **OVERVIEW**

A.   Characteristics Of Effective Coaches

B.   The Leader As Coach

C.   Vision

D.   Self-Confidence And Humility

E.   Confidence In Others

F.   Flexibility

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.
Introductory
Activity 1

ACTIVITY 1

CHARACTERISTICS OF EFFECTIVE COACHES

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

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

Flipchart

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

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

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

5 min.
Lecture

OHT C.3

III.   THE LEADER AS COACH

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

Emphasize the critical components of coaching/leadership which are included in this definition, as follows:

If your audience includes volunteers, as you cover each point, ask why each factor is particularly relevant to a volunteer officer.

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

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

   a. Accepting individual differences, while

   b. Encouraging teamwork and cooperation.

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

   a. Demanding the best from everyone.

   b. Holding people accountable.

   c. Rewarding accomplishments.

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

   a. Mutual trust and respect.

   b. Willingness to listen.

   c. Willingness to compromise.

B. Characteristics of an effective coach.

Refer back to the list of characteristics generated by the group during the introductory activity.

Point out that the following list will closely mirror the original list; however, now the focus is on isolating those specific

behaviors and attitudes which an effective coach/leader must demonstrate.

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

OHT C.4

    1.   Vision.

    2.   Self-confidence.

    3.   Humility.

    4.   Confidence in others.

    5.   Flexibility.

15 min.
Interactive
Lecture

IV.   VISION

*Ask participants what **vision** means in the context of coaching. Responses should include:*

> *- Being able to picture a mediocre team transformed into a winning team.*

> *- Conjuring up images of victory in team members' minds.*

> *- Focusing individual and team efforts on the future. (Losing today's game is "history" and all energy is devoted to tomorrow's win!)*

Let's see how this applies to effective leaders.

    A.   Definition.

OHT C.5

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

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

Ask participants how a CO might demonstrate/communicate vision to his/her subordinates.

COACHING

OHT C.6

3.   A leader with vision:

a.   Sees beyond the obvious.

b.   Visualizes the big picture.

c.   Has a future orientation.

Let's look at these ideas more closely.

OHT C.7

B.   Seeing beyond the obvious.

Ask for examples or ways a CO does this:

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

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

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

Point out that volunteer fire companies are particularly good at doing this.

Ask for examples of off-duty skills which could improve company effectiveness.

OHT C.8

C.   Visualizing the big picture.

Ask participants what "big-picture" concepts COs need to recognize and communicate to subordinates. Responses should include:

1.   The importance of the company's role in the overall success of the entire department.

    2.   The importance of each individual in the overall success of the company.

    3.   The importance of the services provided by the department to the community.

  D.   Future orientation.

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

Examples:

OHT C.9

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

OHT C.10

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

OHT C.11

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

Relate the following true story.

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

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

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

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

    a.   Personally willing to try out new ideas.

    b.   Receptive to ideas offered by subordinates.

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

20 min.
Small Group
Activity 2

ACTIVITY 2

RECOGNIZING TRENDS

Instructions

SM p. C-5

Divide class into 4 small groups.

Refer participants to activity worksheet. Read through directions and answer any questions.

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

Group Reports

Flipchart

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

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

Summarize by asking participants to reflect on the concept of vision and the ideas discussed in this section. Then ask what effect a leader with vision is apt to have on subordinates.

Responses should include:

- Feeling good about themselves.

- Pride in their own accomplishments.

- Having a sense of purpose.

- Enthusiasm and commitment.

- Feeling safe enough to make mistakes and learn from them.

- Having a sense of importance.

15 min.
Interactive
Lecture

V.   SELF-CONFIDENCE AND HUMILITY

*Ask participants how an effective coach balances self-confidence and humility. The message here is that the effective coach has a strong belief in himself/herself, has confidence that he/she can **make a difference** in the team's performance, and acknowledges his/her own technical expertise. At the same time, the effective coach never forgets his/her dependence on the team in order to be successful.*

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

A.   Self-confidence--Self-esteem.

OHT C.12

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

             a.   Past performance evaluations.

             b.   Positive comments by peers or superiors.

             c.   Successful performance during promotional procedures.

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

       2.   They are rightly proud of their own success, and recognize their value to the organization.

3. But they don't let their egos get in the way.

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

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

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

OHT C.13

B. Self-confidence--Making a difference.

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

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

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

OHT C.14

C. Technical expertise.

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

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

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

D. Humility.

This section is based on material from Fournies. (See Bibliography.)

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

2. Leadership involves getting things done through others.

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

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

OHT C.15

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

Allow participants to comment on this.

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

Allow several participants to respond. Most will say between 70% to 100%.

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

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

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

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

OHT C.16

        a.   If subordinates fail, so does the leader!

        b.   If subordinates succeed, so does the leader!

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

    E.   Leadership priorities.

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

OHT C.17

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

OHT C.18

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

OHT C.19

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

OHT C.20

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

15 min.
Lecture

VI.   CONFIDENCE IN OTHERS

Show the following OHTs and discuss.

OHT C.21

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

OHT C.22

*"Indiana basketball coach, Bobby Knight, rants and raves-- and wins. San Francisco Forty-Niner coach, Bill Walsh, is so cool and collected he's known as 'The professor'--and wins. Despite different styles, both exhibit compassion, empathy, and a belief in the ability of each team member." (Tom Peters, **A Passion for Excellence**.)*

Ask participants if they think a leader's opinion of subordinates has an impact on their performance.

    A.   You get what you expect.

Many scientific research projects have demonstrated that:

OHT C.23

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

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

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

OHT C.24

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

OHT C.25

    B.   The Pygmalion effect.

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

    2.   A British author, George Bernard Shaw, wrote a play entitled **Pygmalion.** The

popular musical, **My Fair Lady**, is based on this play.

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

*If participants have not seen **My Fair Lady,** they may have seen **Educating Rita, An Officer and a Gentleman,** or **Trading Places**, other films in which the Pygmalion effect was illustrated.*

Discuss the following OHT.

OHT C.26

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

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

4.   Thus, the leader's behavior and attitude initiates and reinforces effective or ineffective subordinate performance.

OHT C.27

a.   High expectations lead to high performance which, in turn, reinforces the high expectations, producing even higher performance, etc.

OHT C.28

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

Ask for examples of situations participants have observed which illustrate the fact that people tend to do what's expected.

Ask for examples of what coaches do to transmit high expectations to their players. (Pep talks, cheering on, encouraging, etc.)

OHT C.29

C. Personal feelings.

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

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

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

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

Ask participants how we usually act around those we like. Responses should include:

4. When we like someone, we:

   a. Spend more time with them.

   b. Smile more in their presence.

   c. Find it easier to talk to them.

   d. Feel more comfortable with them.

   e. Find it easy to compliment them.

Ask participants how we usually act around those we dislike. Responses should include:

5. When we dislike someone, we:

COACHING

a.   Spend as little time with them as possible.

COACHING

	b. Smile infrequently in their presence.
	c. Find it difficult to talk to them.
	d. Feel uncomfortable when in their presence.
	e. Find it easy to criticize them.

OHT C.30

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

7. **Feeling** dislike for a subordinate should be a warning that you're probably **communicating** that as well and you need to start paying more attention to him/her in a **positive** way.

40 min.
Interactive
Lecture

VII.   FLEXIBILITY

Ask participants to give examples of how effective coaches vary their individual coaching techniques based on each player's present performance level.

Possible responses:

- *When a player is performing adequately, but not optimally, the coach pushes him/her to "stretch."*

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

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

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

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

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

OHT C.31

    A.   Every player is important.

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

        2.   Ineffective leaders focus attention on a few.

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

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

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

OHT C.32

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

OHT C.33

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

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

OHT C.34

Emphasize this point: "He is the smartest football coach who ever lived. He is very sensitive to other people's needs,

and players respond well to that." (A Miami Dolphins player about Don Shula.)

OHT C.35

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

  a. Training.

  b. Counseling.

  c. Challenging.

  d. Mentoring.

Let's look at each of these techniques a little more closely.

*Emphasize that an effective leader must be proficient and comfortable using **each** of the following techniques.*

Overhead transparencies C-36 to C-41 should be displayed using a revealing technique.

OHT C.36

B. Training.

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

1. What is it?

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

  b. Maintaining proficiency in necessary skills.

  c. Providing feedback on performance.

  d. Bringing new employees up to speed.

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

2.   How can it be done?

     a.   Postincident analyses.

     b.   Drills.

     c.   One-on-one skill-building.

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

     e.   Demonstration.

     f.   Videotaping and critiquing.

     g.   External training opportunities.

OHT C.37

C.   Counseling.

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

1.   What is it?

     a.   Working with someone to help solve a problem.

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

     c.   Helping him/her to identify the cause.

     d.   Helping him/her to work out a solution.

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

     f.   Monitoring progress.

OHT C.38

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

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

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

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

        d.   Discuss alternative solutions.

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

        f.   Follow up and encourage.

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

OHT C.39

    D.   Challenging.

        1.   What is it?

            a.   Helping individuals maximize their potential.

            b.   Building on existing strengths.

            c.   Setting attainable goals for improvement.

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

Ask participants to give examples of ways to challenge subordinates. Responses may include the following.

2.   How can you do it?

     a.   Assign additional tasks.

     b.   Increase level of responsibility.

     c.   Delegate an important project.

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

E.   Mentoring.

OHT C.40

Ask participants to define mentoring.

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

OHT C.41

1.   What's involved?

     a.   Recognizing above-average potential for advancement.

     b.   Fine-tuning already good technical skills.

     c.   Providing opportunities to develop leadership skills.

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

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

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

Ask participants for examples of things a CO can do when he/she wants to serve as a mentor. Responses should include the following:

2.   How can you do it?

      a.   Serving as a role-model.

      b.   Personal tutoring prior to promotional exam.

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

      d.   Special recommendations on performance appraisal forms.

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

Emphasize that the preceding discussion on the various coaching techniques was not intended to provide an in-depth treatment of any of the techniques.   However, the bibliography contains excellent sources of information for those who wish to build their proficiency levels in any area.

F.   Matching technique to performance.

1.   It's not enough to know **how** to use each of the coaching techniques, you also need to know **when** to use them.

OHT C.42
SM p. C-9

2.   The chart in your Student Manual provides an easy-to-use analysis to help you match the most effective technique to present performance of each subordinate.

*Emphasize that this is **not** a performance appraisal in the formal sense. It's an analysis of an individual's development level for the purpose of **helping** the individual to **maximize** his/her potential.*

*Emphasize that you must analyze **each** employee in order to select the best technique for him/her.*

Ask participants to follow along on the chart on SM p. C-9. Discuss each part of the model, as follows:

OHT C.43

3. How would you describe his/her **present** performance?

4. Is all required performance satisfactory?

    a. Do all skills/techniques meet minimum standards?

    b. Are work assignments completed satisfactorily and on time?

    c. Are orders followed?

    d. Are policies, procedures, etc. understood and followed?

    e. A satisfactory employee meets minimum standards in all areas for the job. He/She does whatever is required but not much beyond either in quantity or quality.

5. If performance is generally **satisfactory**, the leader needs to **challenge** the individual.

    a. Urge him/her to stretch.

    b. Help him/her to be more productive.

    c. Encourage him/her to contribute more to the overall effectiveness of the unit.

OHT C.44

6. Is required performance above satisfactory?

    a. Do most skills/techniques exceed minimum standards?

b.   Are work assignments generally completed with high quality and timeliness?

      c.   Are routine tasks completed without direct orders?

      d.   Does he/she frequently take the initiative? (Suggest improvements, assume additional responsibility, etc.)

      e.   An above-satisfactory employee consistently excels in most areas of the job. He/She usually does more than required and frequently initiates new projects, ideas, improvements, etc.

7.   If performance is generally **above satisfactory**, the leader needs to be a **mentor** to the individual.

      a.   Start preparing him/her for advancement.

      b.   Help him/her design a career development plan.

      c.   Provide opportunities to assume leadership roles.

*Mention here that some above-average employees have no desire for promotion. They like what they do and want to continue doing it. In such situations the mentor's job is **not** to insist on advancement, but rather to assure that the present job provides continuous challenge and motivation to excel!*

OHT C.45

8.   Is **any** required performance unsatisfactory?

*Answering "yes" does **not** imply that **overall** you believe the individual's performance is unsatisfactory; simply that some behavior is below minimum standards.*

a.	If the answer is yes, you need to describe what's wrong in specific behavioral terms, such as:

- Has been late for work three times in the past month.

- Does not follow proper procedure in raising ladder.

- His/Her last five inspection reports have been incomplete and sloppy.

Point out that an individual may have more than one performance problem. If so, each problem needs to be addressed separately.

b.	Once you have clearly defined the problem, you need to determine whether it is due to a skill deficiency or not. (See 8 a. above.)

9.	Unsatisfactory performance due to a skill deficiency will need **training.**

10.	Unsatisfactory performance not caused by skill deficiency will need **counseling.**

11.	If the cause is not clear and **could** be either a skill deficiency (he/she doesn't know how to complete an inspection report and/or doesn't know what quality is expected) or some other reason (he/she doesn't like to do reports), the leader should first select the training option.

Emphasize that sometimes we assume that someone doesn't care or has a bad attitude but later discover that no one ever took the time to explain what was expected, demonstrate how to do it, etc.

12. In any case, whether it's a problem which needs training or counseling, additional analysis is required prior to determining how to correct the problem.

Before moving on to the next section, make the following points.

OHT C.46

1. *The analysis model is not something you do once a year.* ***Coaching is a dynamic process which responds to changing individual needs/performance.*** *The best employees sometimes hit a slump or have trouble mastering a new assignment.*

OHT C.47

2. *Thus, Subordinate A may need a leader who challenges this week but may require training next week.* ***An effective leader continually monitors performance and adjusts his/her approach as needed.***

OHT C.48

3. *Similarly, a leader may have to use different techniques* ***simultaneously*** *on the same subordinate. (Example: The above-average subordinate you are mentoring needs a new skill in order to complete a special assignment you've given him/her.)*

OHT C.49

4. *The leader cannot* ***ignore*** *a performance problem. Training or counseling must become the primary approach until performance reaches minimum standards.*

If you ignore a performance problem:

- It usually gets ***worse***.

- ***You're liable*** *if someone gets hurt.*

- ***You're subject to disciplinary action*** *for not doing your job.*

- Other subordinates get the message that ***poor performance is acceptable***.

COACHING

OHT C.50

*5. Training and counseling are **not punitive** techniques. Just like mentoring and challenging, the focus is on personal development and the leader is always **supportive.***

G.   Training analysis.

SM p. C-11

1.   The chart in the Student Manual provides a map for analyzing training and counseling needs in more detail.

OHT C.51

Discuss each part of the model, as follows.

OHT C.52

2.   Before you can determine how to correct the skill deficiency you need to ask some questions.

3.   Is it something the person used to know how to do but no longer does well?

a.   If not (he/she has never done it correctly), it's time for formal training.

b.   If it is, move on.

4.   Is the skill used very often?

a.   If not, arrange for supervised practices/drills.

b.   If it is, provide feedback when the skill is being used or immediately after until corrected.

OHT C.53

H.   Counseling analysis.

Explain each part of the model, as follows:

1.   Before you begin the counseling process, you need to try to determine what is contributing to the problem.

2.   Answer all the questions on the model based on what you can **observe.**

3.   The counseling style, you will recall, relies primarily on a face-to-face private discussion with the individual.

4.   Thus, in preparing for the counseling session, the leader gathers as many facts as possible, using the analysis as a guide.

5.   Then, during the actual counseling session, the subordinate is encouraged to add additional information on what is causing the problem. Again, the analysis provides a guide for eliciting the subordinate's views.

Now let's examine each question.

6.   Is good performance punishing?

a.   If he/she performs well, does it lead to punishment? (Example: if he/she writes good reports, does he/she get this assignment more often?)

Ask for other examples of how we sometimes punish good behavior.

b.   If this is the case, we need to remove any punishments for good performance.

7.   Is nonperformance rewarding?

a.   If he/she performs poorly, does it lead to a reward of some kind? (Example: when he/she turns in an incomplete report, do you correct it yourself or give it to

someone else instead of
returning it to him/her?)

Ask for other examples of how we sometimes reward bad behavior.

            b.   If this is the case, we need to remove any rewards for poor performance.

OHT C.54

Pause here briefly to assure that participants understand the **concept** *of positive and negative reinforcement. People tend to* **avoid** *behaviors which lead to negative consequences. People tend to* **repeat** *behaviors which lead to positive consequences.*

OHT C.55

     8.   Does performance matter?

            a.   Does the individual understand the impact of poor performance? (Example: not raising the ladder correctly could be a safety concern.)

Ask for other examples of situations where individuals may not perceive the impact of poor performance.

            b.   If this is the case, we need to carefully explain how the poor performance is hurting quality of service, other team members, etc.

     9.   Is good performance rewarded?

            a.   Does the individual see any reason to perform well? Is good performance rewarded?

            b.   If not, start providing meaningful recognition for good performance.

Ask for examples of rewards available to a CO.

10.   Is nonperformance punished?

   a.   Does the individual see any reason to avoid poor performance? Are there any punishments in place for continued poor performance?

   b.   Make sure the individual understands that if he/she refuses to allow you to help it will lead to formal discipline. Avoid using this as a threat. Focus on your sincere desire to help him/her avoid this.

11.   Are there obstacles to performing?

   Are there factors which prevent the individual from performing? (Example: have you given conflicting assignments?)

Ask for other examples of obstacles which might be in the way.

12.   Now you are ready to schedule the formal counseling session. You have a clear picture of the problem and possible causes. Remember, you don't have **all** the answers yet. You still need to hear your subordinate's views before developing a final plan to correct the problem.

50 min.
Activity 3

ACTIVITY 3

MATCHING COACHING TECHNIQUES TO SUBORDINATE PERFORMANCE

5 min.

Instructions

SM p. C-13

Read through directions and answer any questions.

Divide class into small groups of 6 or 7 persons and assign breakout room.

If time is a problem, assign one or two scenarios to each group and reduce small group time to 15 minutes.

25 min.

Small Group Work

Circulate among groups to answer questions if needed.

20 min.

Group Reports

*Allow each group to report on **one** scenario only. As reports are completed, allow other groups to offer additional suggestions, comments, etc.*

Suggested responses:

Scenario 1

- *Above-satisfactory performance.*

- *A good candidate for **mentoring.***

- *Also needs to be **challenged** in the area of public speaking.*

Scenario 2

- *Has displayed unsatisfactory behavior (relay pump operation).*

- *Needs **training** (arrange practice).*

Scenario 3

- *Has several unsatisfactory performance areas.*

- ***Counseling** is critical immediately (good performance is being punished, there are obstacles in his/her way, doesn't seem aware of possible consequence of termination).*

- ***Training** will also be necessary.*

Scenario 4

- *Satisfactory performance.*

- *Has much greater potential to achieve.*

- *Needs to be challenged.*

Follow-up discussion.

After all reports have been completed, ask what happens if counseling fails to work.

Response: If you're sure you've provided sufficient opportunity and support during the counseling process, and if you're sure you've allowed enough time for improvement to occur, and if you're sure you've eliminated all the contributing factors, then it's time to begin formal discipline.

Effective discipline is covered in the next module.

5 min.
Lecture

VIII.   CONCLUSION

Summarize the unit by reviewing the major points covered.

OHT C.56

A.   Effective leaders have many of the same characteristics as effective coaches.

1.   Vision.

2.   Self-confidence.

3.   Humility.

4.   Confidence in others.

5.   Flexibility.

OHT C.57

B.   "Coaching involves praise and recognition (for each individual). But it also requires helping the individual/team withstand tough times and inevitable setbacks, maintaining momentum and building small successes into a solid track record." (Peters and Austin)

DISCIPLINE AT THE COMPANY LEVEL

OBJECTIVES

The participants will:

1.   Identify the value of positive discipline.

2.   Describe how to use discipline to correct improper employee behavior.

3.   Describe how to apply discipline consistently, fairly, and impartially.

4.   Identify the value of progressive discipline.

POINTS FOR THE INSTRUCTOR

Discipline is not necessarily synonymous with punishment. In many cases problems with employee behavior can be solved merely by pointing out to the employee that his/her behavior is not acceptable.

This module is designed to give a company officer the technical and personal skills needed to effectively change improper employee behavior and to further organizational goals by properly utilizing disciplinary procedures.

METHODOLOGY

This module uses lecture, video, group discussion, role play, and a small group activity.

ESTIMATED TIME
(Total Time: 3 hr.)

5 min.	Lecture	
	Objectives and Overview	IG DP-5
5 min.	Lecture	
	Introduction	IG DP-7
20 min.	Activity 1	
	Reasons Discipline is Avoided	IG DP-11
5 min.	Lecture	
	Positive and Negative Discipline	IG DP-13
5 min.	Lecture	
	Rules and Regulations	IG DP-15
5 min.	Lecture	
	The Importance of Discipline	IG DP-17
15 min.	Interactive Lecture	
	Common Violations and Actions	IG DP-21
15 min.	Lecture	
	Progressive Discipline	IG DP-27
10 min.	Lecture	
	The Disciplinary Interview	IG DP-33
30 min.	Activity 2	
	Evaluating Disciplinary Processes	IG DP-39
10 min.	Interactive Lecture	
	Bizarre Behaviors	IG DP-47
5 min.	Lecture	
	Employee Values	IG DP-51
45 min.	Activity 3	
	Determining Proper Discipline	IG DP-53
5 min.	Lecture	
	Final Tips	IG DP-57

AUDIOVISUAL

OHTs DP.1 to DP.41
Overhead projector
Video: "Evaluating Disciplinary Processes" (Scenarios 1, 3, 4)
Video player

INSTRUCTOR PREPARATION

1.   Review lesson plan and activities.

2.   Assemble necessary supplies.

3.   Preview videos and rewind.

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

5.   Set up and test overhead projector.

DISCIPLINE AT THE COMPANY LEVEL

5 min.
Lecture

I.   OBJECTIVES

The participants will:

OHT DP.1

A.   Identify the value of positive discipline.

B.   Describe how to use discipline to correct improper employee behavior.

C.   Describe how to apply discipline consistently, fairly, and impartially.

D.   Identify the value of progressive discipline.

OHT DP.2

II.   OVERVIEW

A.   Introduction

B.   Positive And Negative Discipline

C.   Rules And Regulations

D.   The Importance Of Discipline

E.   Common Violations And Actions

F.   Progressive Discipline

G.   The Disciplinary Interview

H.   Bizarre Behavior

I.   Employee Values

J.   Final Tips

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.

Ask participants if there are any questions regarding the objectives or contents.

5 min.
Lecture

III.   INTRODUCTION

In order to put participants at ease and to let them know you understand their discipline problems, describe the "perfect" organization as if each participant were an officer in that perfect department. Lead with a statement such as, "Let me see if I can describe the department you're from..."

OHT DP.3

A.   The perfect fire department.

1.   You have a perfect set of rules and procedures that are up-to-date and that everyone knows, understands, and with which everyone agrees.

2.   Management supports 100% of all disciplinary actions instituted at the company level.

3.   All employees know appeal procedures.

4.   All COs in your department enforce the rules and procedures.

5.   Transferring of problem personnel at the first opportunity never occurs.

6.   All COs have received training in, and understand how discipline can effectively improve employee performance.

That perfect department does not exist! Some departments come close, but every department has some difficulties.

OHT DP.4

        B.   Difficulties.

                1.   Rules that are inappropriate or obsolete.

                2.   Administration and/or management that does not support all disciplinary actions.

                3.   Reductions in severity or reversals of decisions when appealed.

                4.   Some officers who do not enforce rules.

                5.   Officers transferring problem personnel rather than dealing with the improper behavior.

                6.   Little or no training in handling formal disciplinary actions.

*Despite whatever difficulties might exist in **your** organization, discipline is a critical CO activity.*

This module is designed to help you properly use disciplinary procedures.

OHT DP.5

        C.   Definition.

                1.   Discipline is behavior and order maintained by training and control.

                2.   A disciplinary system spells out specific punishments for specific infractions.

*Point out that each organization has its own disciplinary system which may or may not coincide with the principles covered in this module. Emphasize that each participant **must** follow his/her own organizational process.*

20 min.
Small Group
Activity 1

ACTIVITY 1

REASONS DISCIPLINE IS AVOIDED

SM p. DP-5

Refer participants to activity worksheet in Student Manual.

Read through directions and answer any questions.

Divide class into 4 small groups. Have the groups stay in the classroom to save time.

Flipchart

After allowing groups to work for 10 minutes, solicit responses from each group in round robin fashion. List responses on flipchart. Keep listing responses until all ideas are presented.

Possible responses include:

1. *"The fire chief's office doesn't care, so why should I?"*

2. *"I'm not going to be a bad guy; these guys are my buddies."*

3. *"I do not need to resort to formal discipline to correct behavior."*

4. *"I do not want the crew to turn against me."*

5. *"I'm not trained to do it so I will not take any action."*

6. *"The other officers don't, so why should I be the only one enforcing rules?"*

7. *"No matter what I do, the chief's office will reverse me or reduce what I've recommended, so why bother?"*

Summarize this activity with the following remarks:

If you are a senior CO and you are using any of these excuses, it's time to begin owning up to your responsibilities.

If you are a new CO or about to be promoted, don't begin by shirking your responsibilities.

Discipline is not easy on you or the firefighter being disciplined.

Every supervisor has a natural reluctance to discipline others--that's normal; but discipline and rules are critical for any organization to succeed in their mission.

5 min.
Lecture

OHT DP.6

IV.   POSITIVE AND NEGATIVE DISCIPLINE

A.   Negative discipline involves:

1.   Punishment, often harsh.

2.   Win-lose climates.

3.   Interpersonal resentment.

Ask: Must discipline always be negative or is there a better way?

The answer is that there is a potentially more effective way that should be tried before resorting to negative discipline.

OHT DP.7

B.   Positive approach to discipline.

1.   Encourages self-discipline (built on mutual respect and self-control).

2.   Treats disciplinary actions as a necessary educational process.

3.   Used to correct undesirable and unacceptable behavior by letting person know through concrete experience and example what is expected.

4.   Disciplinary actions should be aimed at guiding the member, strengthening his/her self-discipline, and improving work behavior.

5.   The penalty should be the mildest that will bring about these changes.

C.   Positive discipline is an attitude that must be accepted by the supervisor as an approach and developed in the subordinate.

5 min.
Lecture

V.   RULES AND REGULATIONS

OHT DP.8

A.   Hot stove theory.

Explain to the participants what the "hot stove" theory is.

1.   It gives warning--sizzles, radiates heat.

2.   It reacts immediately--burns!

3.   It is consistent--always burns.

4.   It is impersonal--it always burns whomever touches it. It doesn't play favorites.

5.   It does not apologize or gloat--it is silent after it burns.

6.   It does not get emotional--does not yell or berate the person.

OHT DP.9

B.   Rules are the key to effective discipline in an organization if:

1.   They are thoroughly understood and communicated.

2.   They are applied equally to all employees.

3.   They are enforced.

4.   They are written.

5.   They are needed.

C.   Officers and firefighters who do not follow rules because the rules do not reflect their own

assessment of the situation can endanger
other crew members and themselves.

OHT DP.10

D. Rules should be reviewed periodically and modified, dropped, or expanded.

1. Obsolete rules can cause a disrespect for all rules (malicious obedience).

2. Obsolete rules weaken control and morale.

3. COs should work toward changing unfair or obsolete rules by:

a. Pointing out needed revisions to management.

b. Demonstrating negative results if "bad" rules are enforced.

c. Seeking employee input when revising rules.

Emphasize that your rule book should be a dynamic document--not a document cast in stone.

5 min.
Lecture
OHT DP.11

VI. THE IMPORTANCE OF DISCIPLINE

A. To the department.

1. Enhances organizational efficiency and effectiveness.

2. Reinforces departmental values.

3. Reinforces hierarchical relationships.

4. Fosters order, not chaos.

5. Clarifies management's expectations of subordinates.

6. Resolves problems at an early stage.

7. Reduces organizational liability.

OHT DP.12

    B.   To the CO.

        1.   Provides the tools to deal with improper behavior.

        2.   Increases company efficiency.

        3.   Provides the framework for equitable and fair treatment.

        4.   The authority to discipline contributes to the CO's power base (coercive power).

        5.   Earns respect.

        6.   Improves individual subordinate's performance.

        7.   Increases self-discipline.

OHT DP.13

    C.   To the firefighter.

        1.   Provides a certain level of security.

            He or she knows what is expected of him/her.

        2.   Sets boundaries.

        3.   Makes organizational goals clear.

        4.   Rewards employees for good behaviors.

        5.   Corrects problems before it's too late.

OHT DP.14

    D.   A major feature of a bureaucracy is that it ensures fair treatment for all employees by management. (Max Weber, a German sociologist.)

        1.   Each employee has specified and official areas of responsibility controlled by rules.

        2.   There is a clearly ordered system of supervision and subordination.

3. Written rules are maintained as a means of managing.

15 min.
Interactive
Lecture

VII. COMMON VIOLATIONS AND ACTIONS

A. Common violations COs must deal with:

Flipchart

List participant answers to these questions on flipchart.

Ask: What are the most common disciplinary problems in a career department?

Suggested answers:

1. Tardiness.

2. Absenteeism.

3. Abuse of sick leave.

4. Insubordination.

5. Missed alarms.

6. Failure to carry out assignments.

7. Sloppy work.

8. Sloppy appearance.

9. Improper conduct.

10. Failure to adequately perform at emergencies.

Ask: What are the most common disciplinary problems in volunteer departments?

Suggested answers:

1. Poor attendance at emergencies.

2. Poor attendance at training.

        3.   Poor participation at other departmental functions.

4.   *Poor performance at emergencies.*

5.   *Driving private vehicles recklessly while responding to alarms.*

6.   *Responding to alarms while under the influence of alcohol or drugs.*

7.   *Fighting.*

8.   *Improper care of equipment.*

9.   *Failure to use proper personal protective equipment at emergency scenes.*

10.   *Insubordination.*

Ask: What are the similarities and differences between disciplinary problems encountered in career and volunteer departments?

Although there are some obvious differences, you should point out that most of the problems are similar and that the ideas presented in this unit apply equally well to both. Most of the actions listed below are also applicable to both. To the statement, "volunteer officers have no club to beat them with," you should respond that pride and self-discipline can exist in volunteer departments and it is a matter of the way in which the volunteers have been oriented. The new member should be told that the department and the community appreciate that he/she has volunteered but that they are now professionals and must abide by the discipline of the organization and then consistently demand this. The volunteer organization must also be sure that the rules governing the organization provide progressive alternatives for dealing with disciplinary problems.

Point out that some of these violations might be symptoms of an emotional problem or a substance abuse problem. In most cases, as a CO, you should seek help from your superior officer. Many departments have an employee assistance plan (EAP) to assist employees with these particular problems, and, at the very least, the administration has more experience in dealing with problems of this nature.

Any bizarre disciplinary problems should be held until the section dealing with bizarre employee behaviors.

OHT DP.15

B.   Common disciplinary actions.

1.   Informal discussion is first option.

2.   Verbal warning or admonishment.

Emphasize that these are "typical" actions. The CO must follow his/her department's policy.

a.   Usually a first attempt to correct minor violations.

b.   Gives employee a chance to correct behavior without a permanent entry in his/her official records.

3.   Written reprimand.

a.   An official action for failure to correct behavior after one or two verbal warnings.

b.   Sometimes the initial discipline for more serious violations of rules and procedures.

c.   Usually part of employee's official record.

d.   Usually recommended by the CO and acted on by the fire chief.

4.   Fine.

a.   Forfeiture of pay.

b.   Forfeiture of time.

c.   Demotion (if appropriate).

d.   Extra work during the regular duty day.

      e.   Small fines sometimes used in volunteer organizations.

       f.   Usually recommended by the CO and acted on by the fire chief.

    5.   Suspension.

       a.   Given for repeated violations.

       b.   Given initially for serious violations.

       c.   Last step before termination.

       d.   Usually from 1 to 30 days in length.

       e.   Usually recommended by the CO and acted on by the fire chief.

    6.   Termination.

       a.   After all else fails.

       b.   Used only if employee cannot be rehabilitated or made to conform to departmental standards or if public safety or health is endangered.

       c.   Usually recommended by the CO and acted on by the fire chief.

One fairly new approach in the private sector is called "The Positive Discipline Theory." The errant employee is verbally warned on the first offense, receives a written reprimand on the second offense, and if behavior isn't corrected, on the third offense is given one day's paid leave to decide whether he will correct behavior or be terminated.

15 min.
Lecture
OHT DP.16

VIII.   PROGRESSIVE DISCIPLINE

    A.   Definition.

1.   A positive corrective plan, rather than a negative approach. The proposed punishment should:

OHT DP.17

    a.   Be reasonable.

    b.   Fit the offense.

    c.   Become increasingly severe for repeated infractions of the same rule.

OHT DP.18

    2.   Progressive discipline is a process that has the greatest potential to correct improper employee behavior with minimal punishment.

OHT DP.19

B.   The value of progressive discipline:

    1.   Gives employees the minimum amount of punishment needed to produce positive changes in behavior.

    2.   Is fair to employee.

    3.   Is required to implement more severe punishment if previous, less severe punishment failed to correct behavior.

    4.   Is vital for successful outcome if action is appealed.

    5.   Gives employee a chance to show he/she can meet job standards.

OHT DP.20

C.   Progressive discipline versus the "zapping" approach.

    1.   "Zapping" takes place when you have a marginal employee who is barely performing, yet you're never able to pinpoint a specific punishable offense. Eventually, the employee does **something** which is punishable and you "zap" him/her with a punishment much greater than is warranted for the specific violation.

2.   "Zapping" is usually an attempt to "get" the employee for all past, unpunished behaviors.

3. "Zapping" is usually overturned upon appeal because the punishment does not fit the infraction.

4. COs need to ask themselves two questions in such situations:

OHT DP.21

a. Does the proposed discipline fit the present violation?

b. Is the proposed discipline likely to correct behavior?

SM p. DP-9

Refer to Typical Actions Chart.

TYPICAL ACTIONS CHART

OHT DP.22

Offense	First	Second	Third
Tardiness	Verbal Warning	Reprimand	Suspension (Progressive)
Insubordination	Suspension	Termination	
Missed Alarm	Warning/ Suspension	Suspension	Termination
Sloppy Work	Warning	Reprimand/ Suspension	Suspension/ Termination
Improper Conduct	Warning/ Suspension	Reprimand/ Suspension	Termination
Violation of Safety Regs	Warning	Reprimand/ Suspension	Suspension/ Termination
Stealing	Suspension/ Termination	Termination	
Fighting	Suspension/ Termination	Termination	

Point out that:

Progressive discipline does not mean all actions must begin with a verbal warning.

Example: Using drugs on duty or stealing requires more severe first steps; suspension or termination.

Ask participants for examples of any offenses not covered in chart they would like to discuss. Have participants decide what actions should be taken for first, second, and third offenses.

OHT DP.23

D.   Considerations when applying progressive discipline.

   1.   Prior violations of similar rules.

   2.   Extenuating circumstances. The supervisor must always be fair and impartial.

   3.   Seriousness of the offense.

10 min.
Lecture

IX.   THE DISCIPLINARY INTERVIEW

OHT DP.24

A.   Steps in conducting a disciplinary interview.

   1.   Prepare for the interview.

      a.   Thoroughly investigate problem.

      b.   Have all your facts ready.

         - Who was involved?

         - Exactly what happened?

         - When and where did it happen?

         - What did you say to the employee?

         - What did the employee answer?

      c.   Know what you want to accomplish.

   2.   State your case clearly and immediately.

   3.   Let the employee respond with his/her side. (Be willing to change if new facts are convincing.)

   4.   Indicate the seriousness of the problem.

   5.   State your expectations for future behavior.

OHT DP.25

6.   Try to get a commitment to change from the employee.

7.   End the session on a positive note. Do not leave the employee feeling hopeless.

8.   Document your actions.

   a.   Would be done whenever one or two verbal warnings do not correct behavior or if the offense is serious.

   b.   Should specify exactly what the improper behavior was--not general statements.

   c.   Be sure that you keep only information that has to do with the job and the employee's performance and behavior on the job.

Example:

OHT DP.26

   Wrong--"Firefighter Smith was verbally warned about improper behavior on this date."

   Right--"Firefighter Smith verbally warned about his failure to check batteries and fuel level in Engine #3 on this date."

Example:

OHT DP.27

   Wrong--"Firefighter Smith admonished for tardiness."

   Right--"Firefighter Smith admonished for failure to appear at roll call until 0735 hours this date. Firefighter Smith was 5 minutes late."

9.   Inform employee of appeal procedures.

OHT DP.28

B.   A checklist for a successful disciplinary interview.

    1.   Select the proper setting. Have complete privacy (praise in public, criticize in private).

    2.   Listen!

    3.   Do not interrupt.

    4.   Do not lose your temper.

    5.   Do not argue.

    6.   Stick to the facts. Explanations of violations should be very specific, not generalizations.

    7.   Focus on specific improper behavior, not the person. (What are the standards?)

OHT DP.29

C.   Common errors.

    1.   Not being clear about violations.

        a.   Is not fair to employee.

        b.   Will not succeed in correcting improper behavior.

        c.   Can damage morale.

        d.   Everyone is a loser.

    2.   Improper or no documentation.

        a.   Most cases lost on appeal are due to insufficient or improper documentation.

        b.   Do not make idle threats.

30 min.
Large Group
Activity 2

ACTIVITY **2**

EVALUATING DISCIPLINARY PROCESSES

SM p. DP-11

Refer participants to activity worksheet in Student Manual. Read through directions and answer any questions.

Show video Scenario #1. Allow participants time to complete worksheet. Then lead a discussion to ensure that participants noted all the incorrect behaviors. (Suggested responses are listed below.)

Follow same procedure for the video Scenarios #3 and #4.

Select 2 participants 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

> *- CO did not check out the facts first.*

> *- CO was abusive, lost his temper.*

> *- CO didn't listen to employee.*

> *- CO did not advise of appeal procedures.*

> *- Wrong setting--not private.*

> *- Did not end on a positive note.*

Role-Play Scenario #2

- *CO overreacted.*

- *CO did not use progressive discipline.*

- *Punishment did not fit the infraction.*

- *CO lost his temper.*

- *CO did not advise subordinate of appeal procedures.*

- *Did not end on a positive note.*

Video Scenario #3

- *CO never really gets to the point.*

- *Firefighter doesn't even know he/she was disciplined.*

- *No commitment to change received from employee.*

Video Scenario #4

*This scenario illustrates a **positive** example of a disciplinary action.*

- *CO is prepared and has facts ready.*

- *Setting is appropriate.*

- *Case is stated clearly.*

- *CO listens to employee.*

- *CO emphasizes the seriousness of the problem.*

- *Employee makes a commitment to change.*

- *Session ends on a positive note.*

Course: *Leadership: Strategies for Supervisory Success*

Unit: Discipline at the Company Level

Role-Play Exercise: Activity 2, Scenario 2

*The scenario is inside a firehouse office, where a **lieutenant** is sitting at a desk, working on papers. A **firefighter** will enter. There should be a chair by the desk.*

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

A knock on the door.

The **LIEUTENANT** looks up from paperwork as **FIREFIGHTER** comes in.

FIREFIGHTER

Hi, Lieutenant. You wanted to see me about missing the call last shift?

LIEUTENANT

(sternly, gesturing to chair)
Sit down.

FIREFIGHTER sits.

LIEUTENANT (cont'd)

Darn right I do. I can't have anyone not getting on that fire apparatus when the alarm rings. You blew it…
(hits desk with his hand and stands up, shouting)
…and I'm going to make an example out of you.

FIREFIGHTER

(squirming in his chair)
I'm really sorry about missing the call. I promise it won't happen again.

LIEUTENANT

(still standing, voice raised)
It's too late. It should never have happened in the first place. I've been on the job for eight years now, and I've never missed a run.

FIREFIGHTER

(trying to protest)
But…

LIEUTENANT

(stopping him with a raised hand)
But nothing. Empty out your locker. I'm relieving you of duty and recommending that you be fired.

FIREFIGHTER

(pleading)
Please, Lieutenant. I've never been in any trouble before. Can't I have just one last chance?

LIEUTENANT

(remaining firm)
I'm going to teach you a lesson. And the other guys in the crew will know I mean business when I say we can't tolerate rule breakers.

(raising voice, pointing to the door)
Now get out of here!

FIREFIGHTER gets up and leaves. **LIEUTENANT** sighs.

END

10 min.
Interactive
Lecture

OHT DP.30

X. BIZARRE BEHAVIORS

    A.   Behaviors which are unusual in nature and for which there may not be written rules or procedures that cover the behavior.

Ask participants for some examples. Prompt with the following if necessary:

        1.   Member shows up for work with large dangling earring and refuses to remove it.

        2.   Member shouts abuses at a citizen walking by station.

        3.   Member writes obscenities on restroom walls.

        4.   Member preaches religious beliefs to owners while on code enforcement.

        5.   Member(s) engage in horseplay or practical jokes.

Ask participants for other examples of bizarre behavior and what the final outcomes were.

    B.   Remember that what is bizarre in the eyes of one person may be normal to another.

OHT DP.31

    C.   COs need to guard against overreacting to the strangeness of the incident and focus on the seriousness of the behavior.

OHT DP.32

    D.   Bizarre behavior checklist.

        1.   Was there damage to equipment or property?

2.   Was work interrupted?

3.   Did behavior create an unsafe situation?

4.   Did the employee know better?

5.   Is the behavior correctable?

6.   Did the behavior violate the law?

7.   Was your department's image damaged?

8.   Did the behavior damage morale?

OHT DP.33

E.   As CO, you must deal with this type of behavior just as you do with routine disciplinary problems.

1.   Avoid inappropriate reactions.

2.   Make sure your normal procedures are followed.

3.   Advise employee of appeal procedures.

OHT DP.34

F.   If there is no specific rule in place, consult management. Management should:

1.   Determine policy.

2.   Transmit policy.

3.   Enforce new policy.

4.   Continue disciplinary actions even if it is felt the actions will be reversed on appeal.

OHT DP.35

G.   In many cases involving inexperienced supervisors or managers, termination is their primary reaction to any type of bizarre behavior. These inappropriate reactions are almost always lost when appealed.

H.   The CO should seek advice from his/her superiors when dealing with any type of bizarre behavior.

Discuss the fact that public employees are usually held to higher standards of behavior than their private sector counterparts.

5 min.
Lecture

OHT DP.36

XI.   EMPLOYEE VALUES

A.   Wouldn't it be wonderful if all employees in our department had:

1.   The proper attitude.

2.   The willingness to work.

3.   Commitment to departmental goals.

B.   They don't! There will **always** be some**:**

1.   Undisciplined personnel.

2.   Incompetent personnel that put a drain on your company despite tough selection criteria and excellent training.

3.   Personnel who will not do the work expected of them and/or will not conform to organizational goals and values.

OHT DP.37

C.   Three types of subordinates:

1.   The employee with positive self-imposed discipline that matches organizational goals and values who has his own and the public's best interest at heart.

2.   The employee with goals and values that don't match the organization, but will adapt to the organization's goals and values.

3.   The third type will not adapt to the department's goals and values, and proper steps are needed to bring the employee in line or remove him/her from the organization.

D.   Do not ignore problems.

1.   Do not let improper behavior slide--take action.

You are the company officer--taking action goes with the territory.

2.   Be sure you inform an employee he/she has violated a rule as soon as it occurs and that disciplinary action may result.

OHT DP.38

E.   Most marginal employees can be coached and motivated into becoming productive employees.

45 min.
Small Group
Activity 3

ACTIVITY 3

DETERMINING PROPER DISCIPLINE

SM p. DP-17

Divide the participants into four groups and assign one of the scenarios to each group. Scenario 1 has a career department emphasis and Scenario 2 has a volunteer department emphasis. You may want to make the assignments of participants to each group based on this fact. Allow 30 minutes for the small group work and 20 minutes for group reports and discussion.

Limit reports to 2-3 minutes and have the first group reporting on each scenario, give an overview of the situation described for the benefit of those who were working on the other scenario.

Have each group report without interruption. After all groups have reported on each scenario ask the class to comment briefly on the recommended courses of action.

For Scenario 1, participants should have:

1.   Considered Firefighter Jones's prior tardiness.

2.   Considered that the mistakes of the acting officer might be a training problem.

3.   *Separated sloppiness out.*

4.   Dealt with the drunk firefighter.

5.   Dealt with tardiness.

6.   Made recommendation for severe discipline.

7.   Dealt with Lt. Maxwell's own violation of the rules.

For Scenario 2, participants should have:

1.   Dealt with failure to acknowledge radio transmissions.

2.   Dealt with sarcastic replies on radio, and with consequent public relations problems resulting from citizens monitoring radio.

3.   Considered the potential for injury to citizens and firefighters because of delay in supplying water.

4.   Dealt with the lack of respect shown for officer.

5.   Dealt with public criticisms of other firefighters.

6.   Considered the degree to which Firefighter Franklin's personal opinions, judgments, and dislikes interfere with departmental morale.

7.   Considered the extent to which Captain Alexander has the authority to take action and the advantages and disadvantages of passing the problem to higher authority.

8.   Recommended severe disciplinary action.

9.   Evaluated Firefighter Franklin's overall value to the department in view of his performance since the election.

SM p. DP-19

The Student Manual contains a sample worksheet to assist you in planning positive discipline for subordinates.

5 min.
Lecture

OHT DP.39

XII. FINAL TIPS

A. Treat every case as if it will be appealed.

B. When discipline is given, it is over. Do not keep referring to someone's mistakes.

C. Apply discipline consistently, fairly, and impartially.

D. Deal with behavior, not personality.

E. Never discipline when you are angry.

F. Reinforce good behavior.

OHT DP.40

G. Set a good example.

H. Do not "save up" discipline--act as soon as possible.

I. Do not threaten punishment you cannot deliver.

J. If you suspect substance abuse, get help from the chief's office.

K. If in doubt on any disciplinary action, ask the chief's office.

L. Do not play games with union by giving too much discipline, figuring it will be reduced when appealed.

OHT DP.41

M. Do not transfer your problems; solve them.

N. Be familiar with union contract's grievance procedures and employee rights.

O. Know your rules and regulations thoroughly.

P. Praise in public--criticize in private.

Q. Be willing to treat an honest mistake as an honest mistake.