STUDENT MANUAL

LEADERSHIP:

STRATEGIES FOR PERSONAL SUCCESS

- *MANAGING MULTIPLE ROLES FOR THE COMPANY OFFICER*

- *CREATIVITY*

- *ENHANCING YOUR PERSONAL POWER BASE*

- *ETHICS*

FEDERAL EMERGENCY MANAGEMENT AGENCY
UNITED STATES FIRE ADMINISTRATION
NATIONAL FIRE ACADEMY

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NOTICE:

FEDERAL EMERGENCY MANAGEMENT AGENCY

UNITED STATES FIRE ADMINISTRATION

NATIONAL FIRE ACADEMY

FOREWORD

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

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

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

Designed to meet the needs of the company officer, this course of Leadership provides the participant with basic skills and tools needed to perform effectively as a leader in the fire service environment. This course addresses techniques and approaches to problem-solving, identifying and assessing the needs of the officer's company subordinates, running meetings effectively in the fire service environment, and decision-making for the company officer.

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MODULE

Managing Multiple Roles For The Company Officer

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Enhancing Your Personal Power Base

Ethics

MANAGING MULTIPLE ROLES FOR THE COMPANY OFFICER

OBJECTIVES

The participants will:

*1.   Identify typical multiple roles and responsibilities of a CO.*

2.   Prepare a personal role-set analysis.

3.   Identify four levels of accountability.

4.   Identify possible sources of role conflict for the CO.

5.   Develop and apply a balancing strategy for resolving role conflicts.

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

I. **IDENTIFYING AND PRIORITIZING MULTIPLE ROLES**

   A.   Definition: A role is a set of expected behaviors that characterize your part in a particular situation; a function or office assumed by an individual.

   B.   Each of us plays multiple roles in our day-to-day lives.

   C.   Roles can be formal (station commander, father) or informal (mentor, friend).

   D.   Role-set analysis--a process in which an individual attempts to:

      1.   Identify all roles.

      2.   Prioritize roles.

      3.   Define role expectations.

      4.   Identify conflicts.

      5.   Develop balancing strategies.

   E.   Benefits of role-set analysis.

      1.   Value clarification.

      2.   Understand others.

      3.   Time management.

      4.   Fairness to others.

      5.   Improved performance.

YOUR ROLE-SET ANALYSIS

ME
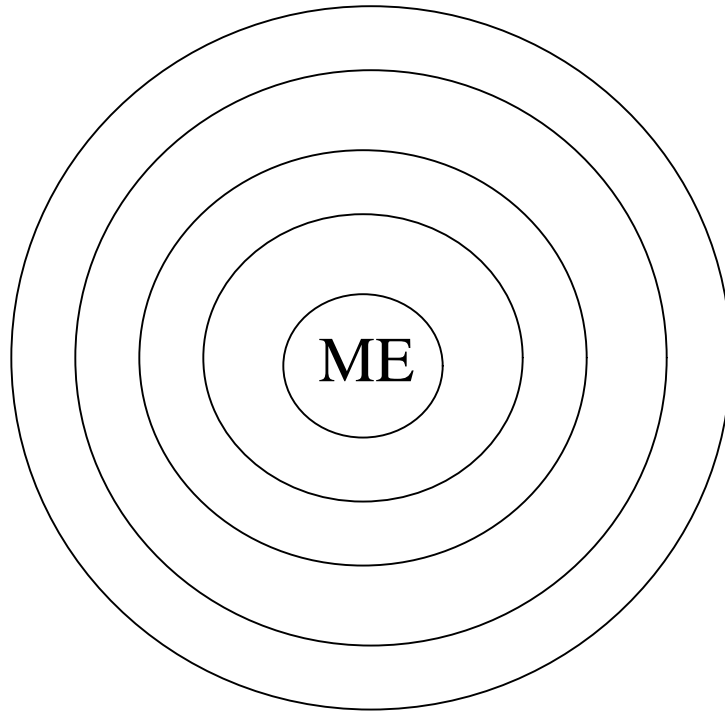
ACTIVITY **1**

PERSONAL ROLE-SET ANALYSIS
IDENTIFYING AND PRIORITIZING ROLES

Step 1:   List all the roles you presently play in your day-to-day activities.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Step 2:   Prioritize the roles according to how important they are to **you**. (Do not confuse the amount of **time** you devote to a role with its importance to you.)

Place each role in the appropriate circle on the Role-Set Analysis Form provided on previous page. (Roles which are most important go in the circle closest to "me"; roles which are least important go in the circle farthest away, etc.)

Example:

HYPOTHETICAL ROLE-SET ANALYSIS OF A FIRE CHIEF

Writer

Fire Science
Board Member

Son or Daughter

Parent

Spouse

Golfer

Church
Member

ME

Fire
Chief

Subordinate of
City Manager

Student

Homeowner

Civic Board Member

Instructor

Consultant
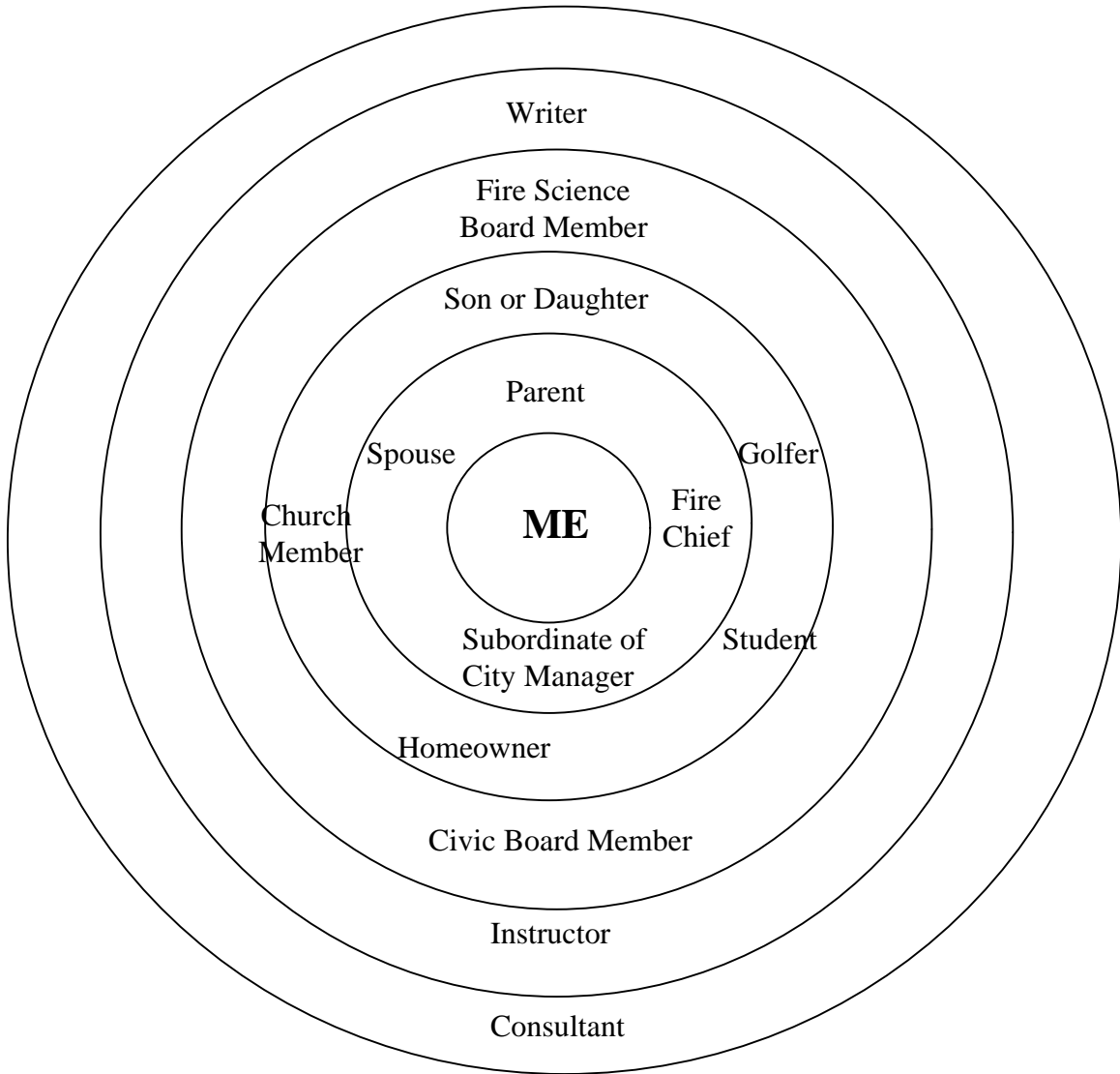
II. ROLE EXPECTATIONS

    A.   Definition: How you are expected to act in any specific role.

    B.   Sources of role expectations.

        1.   Key senders.

        2.   Yourself.

    C.   Role ambiguity--when you're not sure what's expected of you in any role. This causes:

        1.   Stress.

        2.   Confusion.

        3.   Feelings of inadequacy.

        4.   Lack of direction.

    D.   Tools for avoiding role ambiguity.

        1.   Job description.

        2.   Performance standards.

        3.   SOPs

        4.   Effective communication.

III.   ROLE CONFLICTS

A.   Intrarole conflict (a conflict within a specific role).

   1.   Your expectations conflict with the expectations of one or more key senders.

   2.   Expectations of one key sender conflict with the expectations of another key sender.

B.   Interrole conflict (a conflict between two or more separate roles).

   1.   Conflicting simultaneous demands.

   2.   Unbalanced priorities.

C.   Interpersonal role conflict (a conflict between two or more individuals playing parallel roles).

D.   Balancing role conflicts.

   1.   Conflicts are inevitable.

   2.   Establish priorities.

      a.   Intrarole priorities--whose expectations are most important?

      b.   Interrole priorities--which role is most important?

      c.   Interpersonal priorities--how important is the issue? Can you live with it? If not, how can you resolve it?

E.   People who handle role conflict well:

   1.   Take initiative.

   2.   Are confident.

   3.   Display social poise.

   4.   Affiliate with people.

   5.   Desire achievement and power.

   6.   Reach their own conclusions.

   7.   Attain rewards from success.

   8.   Give priority to planning.

   9.   Lack excessive feelings of pressure.

   10.   Agree with department policies.

ACTIVITY 3

PERSONAL ROLE-SET ANALYSIS
ROLE CONFLICTS

Step 6:   Identify serious role conflicts and develop balancing strategies.

INTRAROLE CONFLICTS

1.   Do my expectations conflict with the expectations of any key senders in any priority role(s)?

Role	Identify the conflict(s)	What can I do?

2.   Do expectations of key senders conflict in any priority role(s)?

Role	Identify the conflict(s)	What can I do?

INTERROLE CONFLICTS

1.   Do any of my roles seriously conflict with each other?

2.   Are my role priorities in balance?

Identify the conflict(s)	**What can I do?**

INTERPERSONAL ROLE CONFLICTS

Do I have serious disagreements with other individuals playing parallel roles?

Identify the conflict(s)	**What can I do?**

ROLE AMBIGUITIES

Are there any roles in which I'm not sure what others expect of me?

Role	**Key Sender**	**What can I do?**

IV. THE CO AS ROLE MODEL

A. CO must do the best possible job--your subordinates will be watching.

B. The ABCDE's of professionalism.

    1. **A**ttitude.

    2. **B**ehavior.

    3. **C**ommunication.

    4. **D**emeanor.

    5. **E**thics.

C. Other qualities.

    1. Enthusiasm.

    2. Initiative.

    3. Self-discipline.

    4. Courage.

    5. Integrity.

    6. Loyalty.

    7. Judgment and decisiveness.

    8. Empathy.

    9. Discretion.

    10. Desire for self-improvement.

ACTIVITY 4

ROLE MODEL PROFILE

Indicate how the following characteristics are valued by you as CO, by your fire department, by your company, by the public. Rate on a scale from 1 to 10 (1=not valued; 10=very valued).

	Personal Value	Department Value	Company Value	Public Value
Professionalism				
Enthusiasm				
Initiative				
Self-Discipline				
Courage				
Integrity				
Loyalty				
Good Judgment and Decisiveness				
Empathy				
Discretion				
Desire for Self-Improvement				

Significant differences in scores for any category may indicate serious value conflicts.

V.   ACCOUNTABILITY

    A.   To self.

    B.   To the company.

    C.   To the organization.

    D.   To the public.

VI.   THE LEADERSHIP ROLE--NECESSARY FUNCTIONS

    A.   Interpersonal functions.

        1.   Figurehead.

        2.   Leader.

        3.   Liaison.

    B.   Informational roles.

        1.   Monitor.

        2.   Disseminator.

        3.   Spokesperson.

    C.   Decisional roles.

        1.   Entrepreneur.

        2.   Disturbance handler.

        3.   Resource allocator.

        4.   Negotiator.

ACTIVITY 5

DEVELOPING BALANCING STRATEGIES

Instructions:

The instructor will show two video scenarios and lead the class in a role play. For each scenario or the role play, complete the worksheet below.

Video Scenario #1

Type of role conflict

    Intrarole conflict   _____

    Interrole conflict   _____

    Interpersonal role conflict   _____

What should be done? _____

_____

_____

Role-play Scenario #2

Type of role conflict

    Intrarole conflict   _____

    Interrole conflict   _____

    Interpersonal role conflict   _____

What should be done? _____

_____

_____

Video Scenario #3

Type of role conflict

    Intrarole conflict   _____

    Interrole conflict   _____

    Interpersonal role conflict   _____

What should be done? _____

Course: *Leadership:*
Strategies for Personal Success

Unit: Managing Multiple Roles For the Company Officer

Role-Play Exercise: Activity 5, Scenario 2

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

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

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

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

LIEUTENANT

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

FIREFIGHTER #1

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

The **LIEUTENANT** laughs.

FIREFIGHTER #2

Come on down and party with us.

LIEUTENANT

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

FIREFIGHTER #1

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

FIREFIGHTER #2

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

LIEUTENANT

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

FIREFIGHTER #1

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

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

FIREFIGHTER #2

We'll be waiting for you.

LIEUTENANT

Thanks for the invite.

FIREFIGHTER #1

We'll keep 'em cool for you.

LIEUTENANT

Okay.

BOTH **FIREFIGHTERS** exit.

The **LIEUTENANT** sits down, thinking.

LIEUTENANT (cont'd)

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

END

BACKGROUND

All people, especially managers, engage in multiple interpersonal relationships on a daily basis. As we engage in these various relationships, it may be said that we are acting within different roles. A role may be defined as a set of expected behaviors that characterize your part in a particular situation; or a function or office assumed by someone. The fire officer must learn to apply a balancing strategy in prioritizing various roles. A thorough understanding of the concept of multiple roles will help the fire officer to improve the quality of role relationships, and make performance in any given role more timely and effective.

In short, the fire company officer has many demands placed on his/her time--both from inside and outside of the fire service environment. This module is designed to help **you**--the fire officer--to understand these demands and to develop a balancing strategy for prioritizing roles. Developing a tactful role-balancing strategy will help you to become more efficient in your capacity as a fire officer, and allow you to manage your time more effectively.

IDENTIFYING AND PRIORITIZING ROLES

Roles can be **formal** (lieutenant, father, paramedic, mother, etc.) or **informal** (godfather, mentor, friend, etc.). It is not unusual for any individual to play many roles on a regular basis.

A Personal Role-Set Analysis is a process in which an individual attempts to:

- Define his/her "role set" (all the roles he/she presently engages in).

- Prioritize the roles according to which ones are most/least important.

- Define role expectations for each role.

- Identify conflicts.

- Develop balancing strategies.

ROLE EXPECTATIONS

Role expectations may be defined as behaviors/attitudes which you are expected to adopt/demonstrate when you are playing a specific role. Each role carries with it a set of expectations which are defined by:

- Key senders--significant others with whom you interact in that specific role. (Example: In the husband role, the wife would be a key sender; in the leader role, your subordinates and your boss are key senders.)

- Yourself--in each role you are also guided by your own personal expectations of yourself.

Whenever you're **not sure what's expected** of you in any role, you experience **role ambiguity**. This can cause stress, confusion, feelings of inadequacy, and lack of direction.

ROLE CONFLICT

Intrarole conflict is conflict **within** one specific role. It is a stress associated with performing the duties essential to the role. Intrarole conflict occurs when:

- Your personal expectations conflict with the expectations of one or more key senders. (Example: As CO you expect yourself to act with sensitivity, but your crew expects you to be tough.)

-The expectations of one key sender conflict with the expectations of another key sender. (Example: A CO receiving conflicting demands from superiors and subordinates.)

Interrole conflict is conflict between two or more roles. The demands of one role conflict with the demands of another role and you feel required to fulfill both sets of demands. (Example: Study of police personnel during the Texas City Disaster (Andrews & Baird). Police officers were torn between duty to the department or to their own families. Most chose family over department.

Interpersonal role conflict is conflict between two or more individuals playing parallel roles. (Example: Two parents disagreeing about how to discipline a child; station officers on different shifts disagreeing about station maintenance priorities.)

Resolving or balancing role conflicts is a matter of clearly delineating your priorities. Which roles are most important? Whose expectations have priority?

Individuals who handle role conflict well share some common characteristics. They show a preference for taking initiative; they

exhibit both confidence and persuasiveness; they exhibit social poise, spontaneity, and talkativeness; and show a preference for flexibility when taking action. They exhibit a strong desire to affiliate with people; have moderate desires for achievement and power; possess the ability to reach their own conclusions despite coercive pressure from others; hold a personal view that rewards come from the success of the task or project, not just from personal accomplishment; show the tendency to attach high priorities to planning and goal-setting activities; show a general lack of excessive feelings of pressure; and are in general agreement with the policies of the department.

THE CO AS A ROLE MODEL

The CO has the responsibility to do the best possible job with the resources assigned to his/her control. Remember, your subordinates are watching you. This means becoming an effective **role model**--a person that both subordinates and peers can look up to. Becoming an effective role model means being a professional. Professionalism is a composite of personal skills and attitudes (the "ABCDE's"): Attitude, Behavior, Communication skills, Demeanor, and Ethics.

Attitude: One's state of mind or how you feel about your leadership role. Artifactual communication is the message sent by one's appearance, attire, and adornments; in other words, your personal image. Be physically fit. Be clean and neat in your personal dressing habits. Exhibit good personal hygiene. Maintain a positive attitude.

Remember the adage: "Your attitude is showing!"

ATTITUDE EXAMPLE

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

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

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

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

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

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

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

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

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

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

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

Behavior: Simply put, behavior is **how you act.** Your behavior will directly affect the behavior of your subordinates. Professional COs will: exercise self-discipline, maintain control over their emotions, and exercise moderation and discretion off-duty as well as on-duty.

Communication: How leaders get their message across. The CO accepts the responsibility of being in the "people" business versus the "things" business he/she previously dealt with as a firefighter. Communication skills include: oral communication--command of language, professionalism; written communication--how effectively

can you write?; and nonverbal communication--communicating without words.

Demeanor: The bearing of the supervisor, or the sum total of A, B, and C. Demeanor can be managed. **Conscious awareness** of problems in the areas of appearance, behavior, and communication skills will enable us to work on eliminating these problems. Remembering the mission and goal of the organization can help us to make our attitude more productive. Considering the consequences for poor behavior can help us break bad habits. College courses, speakers' groups, and self-development courses can help us to improve our communication skills.

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

Qualities of the Supervisor as Role Model:

Enthusiasm: You must display enthusiasm if you expect your subordinates to become interested and enthused.

Initiative: Recognize the need for action and act accordingly.

Self-discipline: Control your own behavior and emotions.

Courage: Not only physical, but **moral** courage; the officer must be able to stand up to resistance and criticism if necessary.

Integrity: Being honest and maintaining personal integrity in all aspects of your life.

Loyalty: To both superiors and subordinates.

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

Empathy: Understanding where the other person is coming from.

Discretion: The exercise of prudence and common sense when making decisions.

Desire for self-improvement: The genuine desire to build on our strengths and improve our weaknesses.

Summary of the CO serving as a role model. Professionalism in the form of the "ABCDE" approach will help to ensure status as a

professional. The CO should always remember: "Your employees will be watching you!"

ACCOUNTABILITY

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

Accountability to self. We are all accountable to ourselves first. We must be able to live with our decisions/actions. We are often harder on ourselves than others are.

Accountability to the company. As we have unique personalities and standards, so does our company. The "norm" in one company may not be the same in another company. (Example: Working on personal vehicles on company time.) One job of the supervisor is to look out for the personnel assigned to him/her.

Accountability to the organization. As supervisors, you are a formal (and informal) representative of management. Blaming upper management for your problems will generally come back to haunt you! Your actions and professionalism as a CO can help to motivate others, and, ultimately, the organization itself.

Accountability to the public. We should always remember that our sworn duty is to protect and serve the public. The department mission must be carried out. The more efficient and effective we are as COs, the better the service we can provide. The better our company can work together as a team, the better the job it will do for the community.

THE LEADERSHIP ROLE

Henry Mintzberg analyzed the leadership role through observation and research. He concluded that effective leaders perform 10 critical functions in their assigned area of responsibility.

Interpersonal Functions

Figurehead: The performance of ceremonial duties. (The CO at the annual awards ceremony; the CO awarding prizes to elementary school children participating in a fire prevention poster contest.)

Leader: Taking the direct actions typical of a leader; directing, ordering, counseling, disciplining. (The CO directing personnel on the emergency scene; the CO conducting a counseling session.)

Liaison: Making contacts with others--serving as a link. (CO meeting with builders on a construction site; CO linking management and subordinates.)

Informational Roles

Monitor: Scanning the environment for critical information; staying on top of things. (The CO "360s" the building during size-up; the CO keeps up with new technology.)

Disseminator: Giving out information others would not otherwise have. (CO holding a meeting with personnel; CO acting as a coach with new recruit.)

Spokesperson: Giving information to people outside of your unit. (CO addressing homeowner's association on the value of smoke detectors in the home; CO serving as departmental PIO.)

Decisional Roles

Entrepreneur: Seeking to improve the unit through necessary new approaches resulting from changes in the environment. (CO designing new preplan form on computer; officer "commandeering" the use of heavy construction equipment to help control spill of hazardous materials.)

Disturbance handler: Responding to unexpected conflicts. (CO dealing with an argument between two of his/her subordinates; officer dealing with an unruly crowd on the scene of an emergency incident.)

Resource allocator: Deciding who will get what and do what. (CO assigning daily station maintenance; officer assigning units to tactical positions on the scene of an emergency while serving as IC.)

Negotiator: Settling issues and resolving conflicts. (CO dealing with the first step of a union grievance; officer serving as member of a task group containing wide representation from various segments of the community.)

SUMMARY

1.   In order to be a successful manager, the CO must manage a variety of roles, both inside and outside the organization.

2.   Role conflicts are an inevitable fact of organizational life; it is up to the individual manager to understand the conflicts and apply the proper balancing strategy.

3.   The CO must be able to apply a balancing strategy between roles that will enable him/her to function effectively in various positions.

4.   Four areas of accountability for the CO include accountability to **self,** to the **company**, to the **organization**, and to the **public**.

5.   As a role model, the CO should always remember: "Your subordinates are watching you!"

GLOSSARY

1. **Interpersonal role**--A conflict between two or more individuals in parallel roles.

2. **Interrole conflict**--A conflict between two different roles.

3. **Intrarole conflict**--A conflict within a specific role.

4. **Leadership function**--An organizationally expected behavior pattern because of one's status within the organization.

5. **Professionalism**--A composite of attitude, behavior, communication skills, demeanor, ethics (A,B,C,D,E).

6. **Role**--A part that an actor or actress plays in a performance; a function or office assumed by someone.

7. **Role model**--A person that both subordinates and peers can look up to.

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CREATIVITY

OBJECTIVES

The participants will:

1.   Define creativity and innovation.

2.   Identify the importance of creativity and innovation in fire service organizations.

3.   Analyze the elements of creativity.

4.   Identify the 5 steps of the creative process.

5.   Evaluate personal blocks to creativity.

6.   Identify ways of fostering creativity in subordinates.

7.   Identify effective techniques for selling new ideas.

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

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

    A.   Define creativity in your own words.

    B.   Define innovation in your own words.

    C.   Importance of creativity.

        1.   To keep up with external changes.

        2.   To assure state-of-the-art methods and techniques.

    D.   Debunking prevalent myths.

        (NOTE: All myths and realities are contained in the narrative section.)

II. ELEMENTS OF CREATIVITY
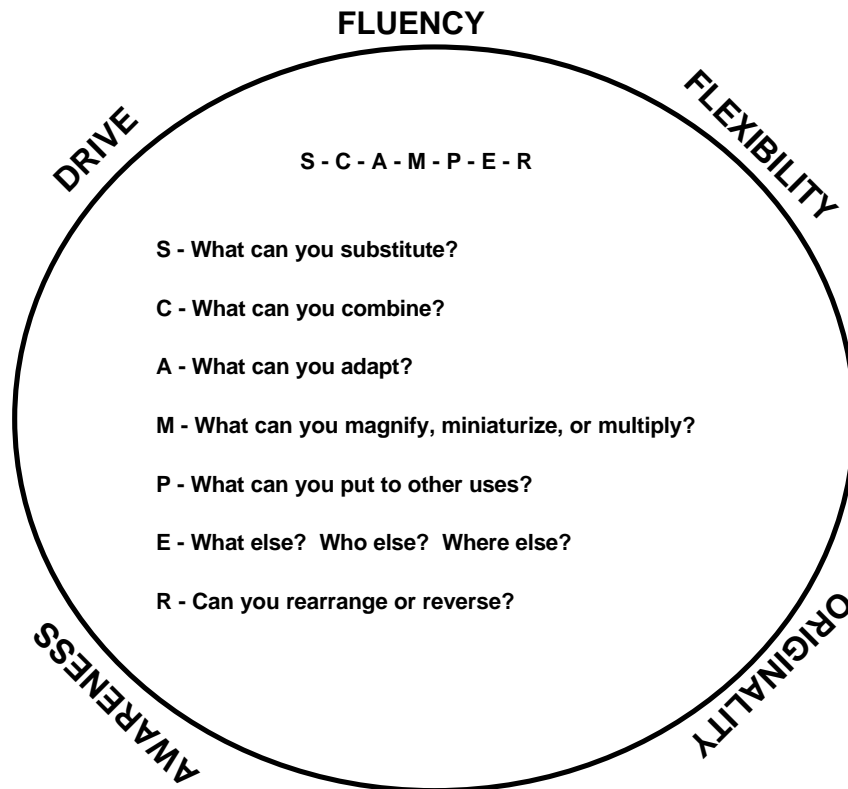
List as many round objects as you can in 4 minutes.

A.   Element #1: Fluency--the **quantity** of ideas you can generate in a specified period of time.

B.   Element #2: Flexibility--the ability to generate ideas in **different categories.**

    1.   Breaking through mental barriers.

    2.   Free association.

C.   Element #3: Originality--the ability to generate **unusual** ideas.

D.   Element #4: Awareness--the ability to see **beyond the obvious.**

E.   Element #5: Drive--refusing to give up.

III.   THE CREATIVE PROCESS

A.   Preparation--getting ready; becoming aware of a need/potential for improvement.

B.   Concentration--generating ideas.

C.   Incubation--"sleeping on it."

D.   Illumination--getting the answer.

E.   Verification/Production--testing.

F.   Using the "SCAMPER" technique to generate ideas.

S - C - A - M - P - E - R

FLUENCY

DRIVE

FLEXIBILITY

S - C - A - M - P - E - R

S - What can you substitute?

C - What can you combine?

A - What can you adapt?

M - What can you magnify, miniaturize, or multiply?

P - What can you put to other uses?

E - What else? Who else? Where else?

R - Can you rearrange or reverse?

AWARENESS

ORIGINALITY

IV.   CREATIVITY BLOCKS

A.   I don't want to look foolish.

B.   I don't want to fail.

C.   I'm not creative.

D.   That's not my area (skill, style, job, etc.).

E.   I don't get paid to have fun!

V.   FOSTERING CREATIVITY IN SUBORDINATES

A.   Avoid killer phrases.

(As the class generates ideas, list below any killer phrases you're guilty of using.)

B.   Rules for stifling innovation.

1.   Be suspicious.

2.   Be inaccessible.

3.   Pass the buck.

4.   Criticize at every opportunity.

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

6.   Control everything carefully.

7.   Make significant policy changes in secret.

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

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

10. Never forget that you, the supervisor, know everything there is to know.

C. Characteristics of supervisors who foster creativity.

1. They are willing to absorb subordinates' risks.

2. They are comfortable with half-developed ideas.

3. They can make quick decisions.

4. They listen.

5. They don't dwell on past mistakes.

6. They enjoy their jobs.

7. They expect subordinates to succeed.

8. They capitalize on subordinates strengths.

VI. SELLING YOUR IDEAS TO TOP MANAGEMENT

A. Assess the "sellability" of your idea.

1. Will it work?

2. Will people accept it?

3. Is it timely?

B. Developing a persuasive argument.

1. Relate your idea to a recognized need.

2. Appeal to positive values.

3. Anticipate objections.

4. Get others involved.

5. Ensure your credibility.

ACTIVITY 1

CREATIVE LEADERSHIP ASSESSMENT

Instructions:

Read each question and select the response which most closely describes you in your present position. Place the appropriate number in the box beside each item.

1.   How often do you get unsolicited ideas/suggestions/proposals from your subordinates?

        5   All the time
        4   Frequently
        3   Occasionally
        2   Rarely
        1   Never

2.   How often do you propose new ideas to upper management?

        5   All the time
        4   Frequently
        3   When the risks aren't too great
        2   Rarely
        1   Only when it's "safe"

3.   How much freedom do you give your subordinates to experiment with new ideas or to help solve tough problems?

        5   All they want
        4   Quite a bit
        3   Some
        2   A little
        1   None

4.   How often do you refrain from doing or saying something because you don't want to look foolish?

        5   Never
        4   Rarely
        3   Occasionally
        2   Frequently
        1   All the time

5.   How often do you use "killer phrases" or do things to stifle creativity?

        5   Never
        4   Rarely
        3   Occasionally
        2   Frequently
        1   All the time

6.   How often are you comfortable with "half-baked" ideas?

        5   All the time
        4   Frequently
        3   Occasionally
        2   Rarely
        1   Never

7.   How often do you allow subordinates to get involved in projects which show their strengths (allow them to "star")?

        5   All the time
        4   Frequently
        3   Occasionally
        2   Rarely
        1   Never

8.   How would you rate your ability to really listen?

        5   Excellent
        4   Good
        3   Average
        2   Not so good
        1   Poor

9.   Do you think you're creative?

      5   All the time
      4   Frequently
      3   Occasionally
      2   Rarely
      1   Never

☐

10. What do you do to generate ideas/suggestions from subordinates?   List
      things you do, and give yourself one point for each item listed. (Maximum
      5 points!)

      1   _____
      2   _____
      3   _____
      4   _____
      5   _____

☐

Self-scoring

Add up your points from each box.

☐

CREATIVE LEADERSHIP INDEX

41-50 Excellent--Keep up the good work!
36-40 Very Good--What can you do to be excellent?
31-35 Good--You're on the right track, keep going!
20-30 Adequate--You're playing it safe--take a risk!
Below 20   Poor--Let yourself go once in a while!

PERSONAL IMPROVEMENT STRATEGIES

List below ideas you'd like to try from the list generated by the class.

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

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

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

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

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

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

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

8.   How can you improve your ability to listen?

9. How can you increase your own creativity?

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

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

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

Creativity and innovation are important in order to keep up with external changes which can impact on the fire service such as demands for new services, demands for more service for less money, and demands for increased productivity.

Creativity and innovation assure state-of-the-art methods and techniques by using technological advances effectively and by adapting principles of private business to public service.

MYTHS ABOUT CREATIVITY

Many people consider creativity mysterious and/or unattainable. We tend to think of being creative as something that others do, not us! Such attitudes stem from a series of prevalent myths related to the creative process. In **The Creative Manager,** Camille Cates Barnett outlines these myths, and their reality counterpoints, as follows:

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

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

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

Reality: It's true. People are born creative--that is, all of us are. But we can acquire skills to help us achieve our creative potential. Creativity can be learned, much as tennis and piano can be learned. Do you remember the first time you ever tried to ride a bicycle?

Myth #3:   Creative ideas come in a flash, like lightning bolts.

Reality: Persistence and concentration are keys to creativity. You can't plant a garden until you have prepared the soil.

Myth #4: Creativity is disruptive to the day-to-day life of an organization.

Reality: Successful organizations are really two parallel, mutually supportive organizations--one innovative, one routine. Remember that every routine was once an innovation.

Myth #5: Creativity is a luxury; it should be encouraged only in times of abundance.

Reality: When you don't have money to throw at a problem you need to be more creative. Necessity is the mother of invention.

Myth #6: True creativity is found primarily in the arts and has little practical business application.

Reality: According to Princeton's Creative Research, Inc., 80% of corporate sales are from products unknown 10 years ago. Forty percent of the gross national product is attributable to research and development during the past 15 years.

THE ELEMENTS OF CREATIVITY

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

Element #1 is **fluency**, which is the **quantity** of ideas you can generate in a specific period of time. The more ideas you have, the more potential for being creative.

Element #2 is **flexibility**, which is the ability to let go of predetermined categories or the ability to break through mental barriers and generate ideas in different categories--to shift from one category to another. Flexibility involves practicing free association (letting your mind wander from one unrelated idea to another) and is measured by your ability to generate ideas in a number of different categories.

Element #3 is **originality**, which is the ability to generate **unusual** ideas. The fewer times an idea appears in any one group, the more **original** the idea.

Element #4 is **awareness**, which is the ability to see with your mind and imagination as well as your eyes; the ability to see possibilities, not just reality.

Element #5 is **drive**, which is the willingness to try and try again. Refusal to give up.

THE CREATIVE PROCESS

Where do new ideas come from? An idea happens when someone suddenly discovers a new combination of existing ideas or puts into effect an adaptation of existing ideas. For example, the increasing use of "slippery" water with 1 3/4" hose results in maneuverability of 1 1/2" hose and gallons per minute of 2 1/2" hose. For another example, computers in stations were originally for dispatch and report writing. Now premise information (special hazards, closest hydrants, best route, etc.) is becoming a common use. Carried even further are the mobile digital terminals (MDTs) which are computers in the cab of the fire truck!

Steps leading to new ideas:

Preparation is an initial awareness of a need for improvement or a scoping out of the situation. (What's going on? What needs to be changed?) The preparation stage lays the groundwork for creativity. It is similar to the problem identification phase of problem-solving, but more intuitive and less logical. The end result is a mental definition (a sense) of your **purpose**--why you need a creative solution.

Once you're "hooked" you become absorbed in generating various ideas. This step is called **concentration**.

When ideas run out, leave it alone for awhile. Sleep on it! This is known as **incubation**.
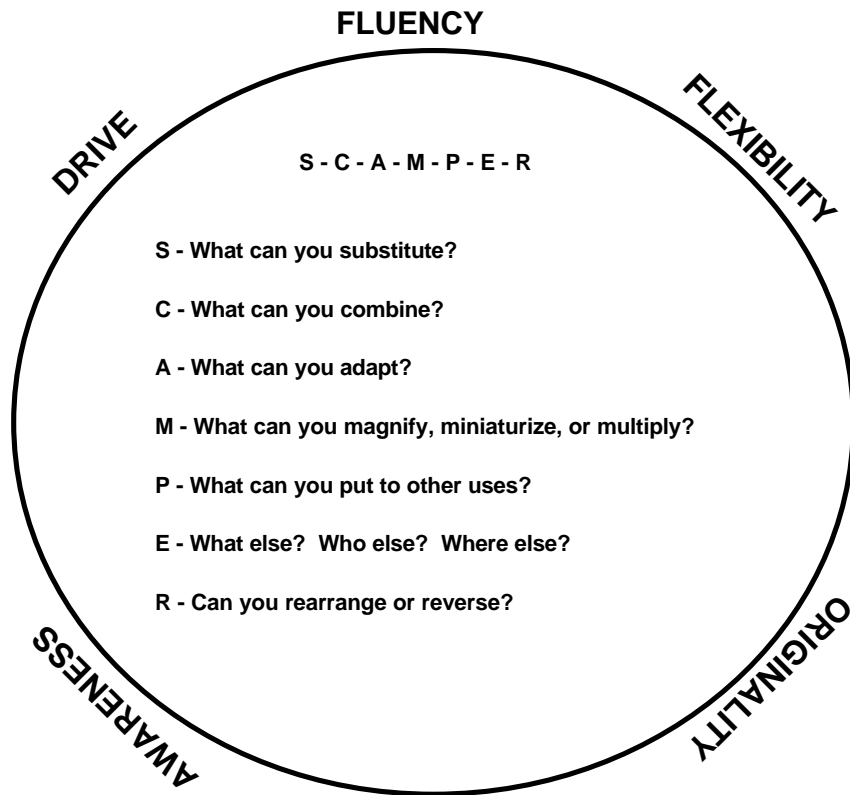
Illumination is what happens when the "light bulb" goes on. It is the "aha!" phase--getting the answer or having a "feeling" or a "hunch" that this is the way to go.

Verification/Production is testing the idea; talking about the idea with others; trying out the solution to see if it works.

THE "SCAMPER" TECHNIQUE

The concentration step described above can be enhanced by using the "scamper" technique. "Scamper" questions are designed to increase the fluency and flexibility of ideas generated. (The figure below is from **Idea Management: How To Motivate Creativity and Innovation.)**

S - C - A - M - P - E - R

FLUENCY

DRIVE

FLEXIBILITY

S - C - A - M - P - E - R

S - What can you substitute?

C - What can you combine?

A - What can you adapt?

M - What can you magnify, miniaturize, or multiply?

P - What can you put to other uses?

E - What else? Who else? Where else?

R - Can you rearrange or reverse?

AWARENESS

ORIGINALITY

CREATIVITY BLOCKS

Each of us has certain "blocks" which inhibit our own creativity. We unconsciously create secret excuses to avoid being creative or innovative. Listed below are some of the most common blocks and how to overcome them.

"I don't want to look foolish." We are not willing to suggest something new in case someone might make fun of us or we fear that looking foolish will undermine our professional image. We

need to accept the fact that most new ideas get laughed at when first proposed.

"I don't want to fail." Don't view failure as the opposite of success, rather as the **way** to success. We need to allow ourselves to fail and recognize that we **learn** from mistakes. A mistake is when we only miss the mark--failure is when we stop trying.

"I'm not creative." Research shows that the major difference between creative and noncreative people is self-confidence.

"That's not my area (skill, style, etc.)." Overemphasis on specialization limits creativity and allows us to build safe boxes around ourselves. We need to open up to new situations, challenges, opportunities.

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

FOSTERING CREATIVITY IN SUBORDINATES

Allowing yourself to be creative and overcoming your personal blocks to creativity are important goals for everyone. But if you're a supervisor, these are just the first steps--you also have a responsibility to encourage and help your subordinates to be creative. In other words, you need to avoid saying or doing things which inhibit creative/innovative ideas.

Killer phrases are responses to ideas or suggestions which make the other person feel stupid and/or unimportant. Killer phrases come in many forms and we've all been on the receiving end of one at some time in our lives. Examples are: "We tried that before and it didn't work;" "What's wrong with the way we do it now?" etc. Supervisors need to be keenly aware of the debilitating effect of killer phrases on others and constantly guard against unintentionally turning off new ideas.

There are lots of other ways in which supervisors inhibit creativity, sometimes without even realizing what they're doing. In **The Change Masters**, Rosabeth Moss Kanter defines ten ways to stifle creativity in subordinates. These "Rules for Stifling Creativity," which follow, are intended to be a humorous way to emphasize those things supervisors must **avoid.**

Be suspicious. After all--tailboard firefighters are dumb. How could **they** possibly have any innovative ideas? Just because

they're the end users of the tools, equipment, and procedures is no reason to believe they can improve on anything.

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

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

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

Discourage people from letting you know when there's a problem. After all, most problems will go away if we just ignore them. Anyway, only troublemakers would tell you about any problems you might have.

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

Make significant policy changes in secret. Change seniority policies just before vacations are selected.

Keep people in the dark as much as possible. If your crew knows too much they'll try to take over your job. Things will go much smoother if only **you** have vital information.

Pass on your dirty work in the name of delegation and participation. Wait until you have a day off and let your fill-in handle those nasty tasks. You have to live there--it wouldn't be fair if you had to do it.

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

CHARACTERISTICS OF SUPERVISORS WHO FOSTER CREATIVITY

They are willing to absorb the risks taken by subordinates. They expect errors when trying something new. They defend subordinate failures to upper management.

They are comfortable with half-developed ideas. They have the ability to pick out incomplete ideas that have potential. They don't immediately focus on all the reasons why a new idea might not work. They don't require all the answers before considering a new idea.

They are able to make quick decisions. They don't procrastinate approving pursuit of a good idea because they're afraid it might fail. They don't use their own fears as an excuse to hold back subordinates.

They are good listeners. They draw out the best ideas of subordinates and add to them. They don't ram new policies down the throats of subordinates; they listen to the other side and take it into consideration.

They don't dwell on past mistakes. They practice the theory which says, "When it's over, it's over." They are future-oriented, not past-oriented.

They enjoy their jobs. They **like** being able to bring out creative ideas from subordinates. They add energy to the workplace.

They **expect** subordinates to succeed. They use praise more than criticism. They genuinely **care** about subordinates. They work at helping subordinates enjoy their jobs.

They capitalize on subordinate strengths. They recognize unusual talent and help it grow. They allow subordinates to get involved in projects which show their strengths.

SELLING YOUR IDEAS TO TOP MANAGEMENT

Selling new ideas to top management is often more difficult than generating them. We commonly make the mistake of assuming that just because we've spent a lot of time and effort developing a new procedure/technique/concept it will be immediately apparent to others that it's a good idea worthy of adopting.

Unfortunately, this is rarely true! Getting others to accept and adopt our ideas requires planning and effort on our part. The planning process outlined below allows us to assess the "sellability" of our ideas and provides pointers on how to persuade others that our ideas are worth trying.

Consider the following questions **before** proposing new ideas to management:

1.   **Will your idea work?** (Test it several times.) Is it practical? Is it distinctly better than the present way?

2.   **Will people accept it?** Will it improve quality? Will it increase productivity? Will it use personnel more effectively? Will it improve present methods of operation or present equipment? Will it improve safety? Will it eliminate unnecessary work? Will it reduce costs? Will it improve working conditions?

3.   **Is your idea timely?** Is it fully developed? Is top management ready for it? If it's approved, are **you** ready to **act** on it? Are you sure it doesn't conflict with other projects that already have top-management approval/priority?

In order to develop a persuasive argument, emphasize how your idea relates to a recognized need. Identify the **most** "sellable" features of your idea. Evaluate the priorities of top management (What's bothering them most right now? What do they care most about?)

Emphasize the feature(s) of your idea which top management will be most interested in.

Appeal to positive values. Emphasize the "ideal" qualities of your idea. Relate your idea to "improved public service." Clearly spell out the benefits to citizens, employees, etc.

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

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

SUMMARY

Most individuals underestimate their own creative potential and have a natural hesitation about getting involved in a creative process. Hopefully, this module has convinced you that everyone can be creative if they're willing to tear down the "blocks" they've established in their lives.

GLOSSARY

1.   **Creativity**--The ability to produce original ideas or products.

2.   **Creative awareness**--The ability to envision possibilities (potential) and not just reality.

3.   **Creative drive**--Willingness to keep trying to find new ideas.

4.   **Creative flexibility**--The ability to generate ideas in different categories; the ability to practice free association.

5.   **Creative fluency**--The quantity of ideas you can generate in a specific period of time.

6.   **Creative originality**--The ability to generate ideas that others don't think of.

7.   **Innovation**--The ability to improve a present practice, method, or product by adaptation or alteration.

8.   **Killer phrase**--A quick response to a proposed idea which "turns off" the proposer.

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ENHANCING YOUR PERSONAL POWER BASE

OBJECTIVES

The participants will:

1.   Identify five types of power.

2.   Identify the sources and limits of different types of power.

3.   Differentiate between use and abuse of different types of power.

4.   Explain how influencing and networking complement one's power base.

5.   Identify potential activities for enhancing their power base.

6.	*Begin to develop a Personal Power Enhancement Plan.*

I. DEFINITION AND IMPORTANCE OF POWER

A.   Power is being able to influence the attitudes and/or behavior of others.

B.   Relationship to leadership.

    1.   Appropriate use of power is an essential leadership skill.

    2.   Leadership is influencing others toward the accomplishment of organizational goals.

    3.   Leader's effectiveness is dependent on cooperation of others.

    4.   Power minimizes this dependency.

C.   Obligations of power.

    1.   Ethical power usage excludes:

        a.   Exploiting others.

        b.   Influencing others to illegal or immoral conduct.

        c   Reducing others' self-esteem.

    2.   Positive power usage assumes:

        a.   Sensitivity.

        b.   Preference for win-win solutions.

        c.   Effective interpersonal skills.

II. TYPES OF POWER

A.   Formal power.

    1.   Tied to your **position.**

    2.   Your position guarantees a certain level of **authority**.

    3.   You can **direct** or **order** subordinates.

    4.   The higher your position the more formal power.

5.   Others comply because they believe you have the **right** to tell them what to do and they have an **obligation** to do it.

Example:

B.   Reward power.

1.   The ability to give rewards in exchange for compliance.

2.   Rewards can be official or informal.

3.   Rewards must be meaningful.

4.   Others comply because they want to obtain some benefit which you control.

Example:

C.   Coercive power.

1.   The ability to punish for noncompliance.

2.   Punishments can be official or informal.

3.   Punishments must be meaningful.

4.   Others comply because they want to avoid some punishment which you control.

Example:

D.   Expert power.

1.   Having more knowledge and/or ability than others in some specific area and using it to your advantage.

2.   Others must be aware of your expertise.

3.   Others comply because they respect your expertise.

Example:

E.   Referent power.

1.   Being liked, admired, and trusted by others.

2.   Using charisma to your advantage.

3.   Others comply because they want to please you and/or want your approval.

Example:

III.   SOURCES AND LIMITS OF POWER

A.   Two sources of power:

1.   Ascribed or position power.

a.   The power goes with an individual's **position**.

b.   Generally, your rank or position determines the amount of formal, reward, and coercive power you possess.

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

2.   Achieved or personal power.

a.   The power is earned.

b.   Expert and referent powers are in this category.

c.   Subordinates comply because they **want to!**

B.   Power has limits.

1.   Formal, reward, and coercive powers only work **downward**.

2.   Formal power is limited by your assigned scope of authority.

3.   Reward power is limited by the desirability of the reward.

4.   Overuse of coercive power leads to covert resistance.

5.   Expert power is limited by other's perception of how important or useful the area of expertise is.

C.   Other facts:

1.   Expert and referent powers can work downward, across, and upward.

2.   Individuals with low self-confidence rely more on formal and coercive power.

3.   Most effective leaders prefer referent and expert power.

4.   Less visible/more creative tasks demand expert or referent power.

5.   More sophisticated/capable individuals respond better to expert or referent power.

6.   The more you use, the more you lose.

The following chart is a handy guide to help you predict how subordinates might respond to your use of power in varying situations.

USING DIFFERENT POWER TYPES
AND LIKELY OUTCOMES

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

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

ACTIVITY **1**

ANALYZING APPROPRIATE USE AND ABUSE OF POWER

Instructions:

You are about to watch 7 video scenarios. As each scenario is shown, complete the worksheet provided below. Use the checklists of "Do's" and "Don'ts" on SM pp-9 and 10 to help analyze behaviors.

Video Scenario #1

Type of Power:

Appropriate Use   ※   or Abuse   ※

What did the leader do which indicated either appropriate use or abuse?

Video Scenario #2

Type of Power:

Appropriate Use   ※   or Abuse   ※

What did the leader do which indicated either appropriate use or abuse?

Video Scenario #3

Type of Power:

Appropriate Use   ※   or Abuse   ※

What did the leader do which indicated either appropriate use or abuse?

Video Scenario #4

Type of Power:

Appropriate Use　　❋　　　　　or Abuse　　❋

What did the leader do which indicated either appropriate use or abuse?

Video Scenario #5

Type of Power:

Appropriate Use　　❋　　　　　or Abuse　　❋

What did the leader do which indicated either appropriate use or abuse?

Video Scenario #6

Type of Power:

Appropriate Use　　❋　　　　　or Abuse　　❋

What did the leader do which indicated either appropriate use or abuse?

Video Scenario #7

Type of Power:

Appropriate Use　　❋　　　　　or Abuse　　❋

What did the leader do which indicated either appropriate use or abuse?

POWER GUIDELINES TO BE MORE EFFECTIVE

By adhering to the following rules you can ensure the most effective and appropriate use of all five power types and you can avoid a reputation of abusing power.

Formal Power	
Do	**Don't**
Be polite.	Make demands outside of your scope of authority.
Make requests in a confident tone.	Be arrogant and/or discourteous.
Be specific.	Give ambiguous orders.
Check for comprehension.	Make needless demands just to prove you are in charge!
Make sure your request is within your scope of authority.	Bully subordinates.
Require compliance.	
Be responsive to subordinate concerns.	

Reward Power	
Do	**Don't**
Make sure request is achievable.	Offer rewards for an undoable task.
Make sure the reward is meaningful (desired).	Offer meaningless rewards.
Make sure you have the ability/ authority to deliver the reward.	Offer rewards you can't deliver.
Make sure your request is proper and ethical.	Offer rewards for improper behavior (bribes).

Coercive Power	
Do	**Don't**
Inform subordinates about rules and penalties for violation.	Make up rules as you go along.
Administer discipline fairly and consistently.	Play favorites.
Stay calm and avoid hostility.	Punish without being sure of your facts.
Administer punishment privately.	Threaten to do something you know is beyond your authority.
Make sure you have the ability/ authority to deliver the threatened punishment.	Punish in public.

Expert Power	
Do	**Don't**
Promote/advertise your own expertise in a subtle way.	Flaunt your expertise.
Prove/demonstrate your expertise.	Claim expertise you don't possess.
Use your expertise to help others.	Use your expertise to reduce others' self-esteem.
Use your expertise to solve organizational problems.	Hoard information which others need.
Stay humble. Get conceited and arrogant.	

Referent Power	
Do	**Don't**
Accept others as they are.	Overuse personal appeals.
Express affection and trust.	Violate others' trust in you.
Show concern for others' welfare.	Take advantage of others because they like you.
Be a good role model.	Ask others to do something improper out of friendship.
Learn how to make personal appeals. (Do it for ME!)	

IV.   POWER SKILLS

A.   Influencing.

1.   Successful leaders map out an **influence plan** whenever an intended influence attempt is important.

2.   To develop an influence plan, answer the following questions:

a.   Whom do you want to influence?

b.   What exactly do you want them to do?

c.   What's in it for them if they agree? (Can you use any reward power?)

d.   Do they lose anything if they refuse? (Can you subtly use any coercive power?)

e.   How do they feel about you?   (Do you have any referent or expert power?)

f.   What will be the main objections offered by the person(s) you wish to influence? (Be specific.)

g.   How will you respond to each objection?   (Be specific.)

h.   What exactly do you plan to say when you make your initial suggestion? (Write it down and rehearse.)

A SAMPLE INFLUENCE PLAN

What do you want to influence?

As CO, you have become aware of the lack of any physical fitness activities of your company. There isn't a mandatory program in the department but you realize that good physical fitness is important to all firefighters' health and safety.

Whom do you want to influence?

- Each member of your company.

What exactly do you want them to do?

- Participate in a walking/jogging program.

- Become stronger.

- Lose some weight.

- Become more agile and flexible.

What's in it for them if they agree?

- Lose some fat.

- Become more fit.

- Feel better.

- Suffer fewer injuries.

- Prevent heart attacks.

- Guaranteed time on duty to work out.

- Maybe play volleyball or softball after working out.

- Look better.

Do they lose anything if they refuse?

- The whole company will be required to go to the park, gym, pool, etc. every duty day--regardless of whether or not they participate.

- Maybe have nonparticipants clean apparatus and equipment if not participating in physical fitness activities while at the park, gym, pool, etc.

How do they feel about you?

- I maintain an exercise program for myself.

- I know a great deal about physical fitness programs.

- I am reasonably fit.

- I have stamina.

- I am trusted.

What will be the main objections offered and how will I respond?

Objection #1	If we jog for 30 minutes, we'll be too tired to fight fires.
Response #1	Walking or jogging should only slightly tire you out if it is done properly.
Objection #2	I'm too old for this.
Response #2	You're never too old to improve your fitness. There are people in their 70's who run marathons!
Objection #3	I'll have a heart attack!
Response #3	Physical fitness is much safer than fighting fires. If we all start slowly and don't overdo, there is practically no risk.
Objection #4	I have a bad back, bad knees, etc.
Response #4	If walking, jogging is too stressful, we'll try to find a site where there is a pool and/or stationary bicycles.
Objection #5	We've started these programs before and they've all fizzled out.
Response #5	I'll give you my word that as long as I'm at this station, we'll go every day to work out, unless there is a major fire or something beyond our control.

What exactly do you plan to say when you make your initial suggestion?

I'll call a meeting when everybody is on duty and outline what I have in mind.

I'll cover the possible objections to the program before the crew raises them. I'll give everyone a chance to air their feelings both for and against it.

I'll make sure the following points are covered:

- We all need to be physically fit.

- It's our duty and responsibility.

- No one will be forced to participate.

- I hope that everyone is at least willing to try it out.

- That I'll need their help with scheduling and site selection.

- That all of us will be stronger, more flexible and have more endurance.

- That all of our chances for line-of-duty injuries and heart attacks will be lessened.

      3.   Characteristics of influential people (Quinn).

          a.   Know what they want.

          b.   Know they have a right to get what they want.

          c.   Are articulate.

          d.   Are sensitive.

          e.   Have credibility.

          f.   Know how to deal with opposition.

          g.   Have good selling skills.

          h.   Know what motivates others.

          i.   Seek visibility.

B.   Networking.

    1.   Developing cooperative relationships with people who can, or might someday be able to, assist you in reaching a goal.

    2.   A **network** is an informal, unstructured support system.

    3.   Look for people with:

          a.   Expertise.

          b.   Power.

          c.   Information.

          d.   Access to decisionmakers.

     e.   Resource control.

    4.   Networking techniques:

V.   INCREASING YOUR POWER BASE.

(From the ideas generated in class, list below those you'd like to try.)

    A.   Formal power.

    B.   Reward power.

    C.   Coercive power.

    D.   Expert power.

    E.   Referent power.

ACTIVITY 2

PERSONAL POWER ENHANCEMENT PLAN

NAME _____   DATE _____

PRESENT POWER BASE ANALYSIS

For each type of power listed below, assess and describe how much you presently possess. Use the following scale to assign a score:

0 = none
1 = a minimal amount
2 = a moderate amount
3 = a lot

1.   FORMAL POWER   Personal Score: _____

List examples of formal power you possess:

_____   _____

_____   _____

_____   _____

_____   _____

2.   REWARD POWER   Personal Score _____

List examples of reward power you possess:

_____   _____

_____   _____

_____   _____

3.   COERCIVE POWER   Personal Score: _____

List examples of coercive power you possess:

_____   _____

_____   _____

_____   _____

_____   _____

4.   EXPERT POWER   Personal Score: _____

List examples of expert power you possess:

_____   _____

_____   _____

_____   _____

_____   _____

5.   REFERENT POWER   Personal Score: _____

List examples of referent power you possess:

_____   _____

_____   _____

_____   _____

_____   _____

Scoring:

Add up each of the scores listed above. Total score: _____

0-5   Means your power base is weak. You need to consciously work on
         enhancing your present power base!

6-9   Means your power base is average. Work on ways to use it effectively.

10-15   Means your power base is extremely strong. Be careful not to overuse
         or abuse it!

POWER ENHANCEMENT STRATEGIES

For each type of power, list specific actions you can take to use your present power base more effectively and/or increase your present power base.

    1.   FORMAL POWER

        a.   Actions I can take to use the power I have more effectively:

        b.   Actions I can take to increase my power base:

    2.   REWARD POWER

        a.   Actions I can take to use the power I have more effectively:

        b.   Actions I can take to increase my power base:

3.   COERCIVE POWER

     a.   Actions I can take to use the power I have more effectively:

     b.   Actions I can take to increase my power base:

4.   EXPERT POWER

     a.   Actions I can take to use the power I have more effectively:

     b.   Actions I can take to increase my power base:

5.   REFERENT POWER

      a.   Actions I can take to use the power I have more effectively:

      b.   Actions I can take to increase my power base:

POWER PLAN IMPLEMENTATION

Make a personal commitment to follow through on your selected strategies. Be persistent--don't expect immediate results. Eventually you'll see an obvious improvement in your leadership effectiveness!

MORE POWER TO YOU!

OPTIONAL ACTIVITY

DEVELOPING AN INFLUENCE PLAN

Instructions:

1.	Each person describes a future influence situation which he/she expects to encounter. (10 min.)

2.	Total group reaches consensus on selecting **one** of the situations to role-play. (5 min.)

3.	On flipchart, write:

	a.	A brief, but complete, description of the situation.

	b.	Role of influencer (CO, union president, etc.).

	c.	Role of influencee (firefighter, etc.). (5 min.)

4.	Divide your group into two subgroups (A and B).

5.	Subgroup A (Influencer role).

	a.	Develop an influence plan for a meeting with the influencee. (Use the process outlined in the Student Manual, p. PP-11.)

	b.	Select a person to play the role of the influencer.

6.	Subgroup B (Influencee role).

	a.	Develop a counterinfluence plan for the influencee.

	b.	Select a person to play the role of the influencee.

POWER

The very mention of the word "power" automatically conjures up a negative image to most individuals. This is unfortunate because power, in itself, is neither good nor bad, neither moral nor immoral! It is a neutral skill which can be used effectively or abused.

Power is the ability to influence the attitudes and/or behaviors of others. In other words, it's your ability to get others to do what you want. When viewed in this way, it becomes clear that most of us use power regularly in our daily lives.

Since effective leadership requires influencing others toward goal achievement, successful leaders are highly skilled at using power effectively. They consciously strive to enhance their own power base, thus, increasing their ability to control their leadership environment.

The use of power over other persons implies their submission. The person using power has an obligation to recognize this submission and protect those being influenced. **Positive** power usage demands a sensitivity to others and a preference for "win-win" solutions. Using power to exploit others, or to encourage illegal conduct, or to reduce others' self-esteem is a **negative** use or **abuse** of power.

TYPES OF POWER

Formal power is tied to your official position within the organization (chief, captain, company officer, etc.). The position you hold guarantees you a certain level of authority over your subordinates. Obviously, the higher your position in the organization, the more formal power you possess. When formal power is used effectively, others comply because they believe **you** have the **right** to tell them what to do and **they** have an **obligation** to do it.

Reward power is the ability to give rewards in exchange for compliance. Rewards may be **official** (raises, awards, promotions, etc.) or **informal** ("Atta-boys/girls," special recognition, etc.). But, whether official or informal, the reward must be desired by the other person in order to work. When reward power is used effectively, others comply because they **want** to get some **benefit** which you control.

Coercive power is the ability to **punish** others for noncompliance-- the opposite side of the coin from reward power. Punishments, like rewards, can be either **official** (reprimand, suspension, etc.) or **informal** (isolation, ignoring, etc.). When coercive power is used effectively, others comply because they want to **avoid** some **punishment** which **you control**.

Expert power is having more knowledge and/or ability than others in some specific area and using this to your advantage. When expert power is used effectively, others comply because they believe **you know more** than they do and they **respect** your greater knowledge.

Referent power is being liked, admired, and trusted by others. When referent power is used effectively, others comply because they **want to please you** and they **want your approval**.

SOURCES AND LIMITS OF POWER

All five types of power come from two basic sources--the **organization** or **oneself**. Power derived from the organization is called **ascribed** or **position** power. **Formal**, **reward,** and **coercive** powers all fall into this category. Generally, your official rank determines how much of these kinds of power you possess.

Power derived from oneself is called **personal power**. **Expert** and **referent** powers fall into this category. Your position in the organization carries no guarantee of these power types--they must be **earned** through persistent accumulation of specialized knowledge/skill and through effective interpersonal relationships.

Personal power carries a lot more weight than position power. With position power, others comply based on an imposed acceptance of your organizational authority. In other words, they comply because they **must!** With personal power, others comply based on respect and/or admiration for you as an individual. They comply because they **want to!**

All five types of power can be used to your advantage, but there are limits.

> **Formal, reward,** and **coercive** power generally only work on subordinates--downward power only! **Formal** power is limited by your assigned scope of authority. **Reward** power is limited by the desirability of the promised reward.

Overuse of **coercive** power leads to covert resistance. Individuals with **low self-confidence** rely more on legitimate and coercive powers.

Expert and **referent** powers can work downward (subordinate), across (peers), and upward (superiors). **Expert** power is limited by others' perception of the importance/usefulness of the area of expertise. The most effective leaders rely more on referent and expert powers.

Compliance in visible, routine tasks can be influenced by formal power alone. Less visible, more creative tasks require referent or expert power. All power types are a **limited** source of energy--the more you use, the more you lose!

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

POWER SKILLS

Two types of power skills that complement and enhance an individual's power base are influencing, and networking. Successful leaders carefully plan their attempts at **influencing** others. An influence plan helps a leader determine which power strategies would be appropriate. To formulate an effective influence plan, answer the following questions:

1. Whom do you want to influence?
2. What exactly do you want them to do?
3. What's in it for them if they agree? (Can you use any reward power?)
4. Do they lose anything if they refuse? (Can you subtly use any coercive power?)
5. How do they feel about you? (Do you have any referent or expert power?)
6. What will be the main objections offered by the person(s) you wish to influence? (Be specific.)
7. How will you respond to each objection? (Be specific.)
8. What exactly do you plan to say when you make your initial suggestion? (Write it down and rehearse.)

Networking is developing cooperative relationships with people who can, or might someday be able to assist you in reaching a goal. A **network** is an informal, unstructured support system which enhances your ability to use power effectively. Successful leaders cultivate relationships with many different individuals. Their **network** includes people who:

1. Have expertise in a variety of areas.
2. Have lots of power.
3. Have access to vital information.
4. Control necessary resources.
5. Have access to decisionmakers.

Once you target an individual as someone you would like to have on your side, you need to **cultivate** your relationship by saying and doing things that make him/her like you, need you, respect you, and want to help you. Capitalize on areas of common interest, trade resources, etc.

INCREASING YOUR POWER BASE

Once you become aware of the potential benefits of effective power usage, you will want to take specific steps to increase your power base. Remember that formal, reward, and coercive powers are largely dependent on your position in the organization. Thus, your ability to increase these powers is somewhat limited, but you **can** work on ways to **use** them more effectively. On the other hand, your ability to increase your own expert and referent powers is unlimited.

SUMMARY

Appropriate use of power is a critical leadership skill. Company officers have a wide variety of powers available to them. The key is to be aware of **position powers** you possess and learn to use them to your own advantage. Then consciously strive to build your **personal powers** so that you can rely more on them and less on your position in order to influence others.

GLOSSARY

1. **Ascribed Power**--Power attained by virtue of one's official position (sometimes called position power).

2. **Coercive Power**--The ability to punish for noncompliance.

3. **Expert Power**--Having more knowledge/ability than others in some specific area.

4. **Formal Power**--Power derived from your official position which gives you the authority to direct or order others. (Sometimes referred to as bureaucratic, legitimate, or position power.)

5. **Networking**--Developing cooperative relationships with people who can or might someday be able to assist you.

6. **Personal Power**--Power earned by the individual.

7. **Power**--Being able to influence the attitudes and/or behavior of others.

8. **Referent Power**--Being liked, admired, and trusted by others. (Sometimes referred to as charismatic power.)

9. **Reward Power**--The ability to give rewards in exchange for compliance.

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ETHICS

OBJECTIVES

The participants will:

1. Identify the importance and impact of ethics upon the fire department and its members.

2. Identify the role of the fire officer in establishing, modeling, and managing ethical behavior.

3. Analyze his/her own department's existing ethical rules and guidelines, and where the gaps might be.

4.   *Demonstrate decision-making involving ethical practices.*

ACTIVITY **1**

ETHICS AT THE COMPANY LEVEL

Typical Ethical Dilemmas

1.   Whether or not to rely on hearsay evidence.

2.   How much "slack" to give those close to retirement.

3.   Honest evaluation of a subordinate who's previously been allowed to "slide" may make other supervisors look bad.

4.   Whether or not to grant a request for anonymity.

5.

6.

7.

8.

9.

10.

I.   ETHICS AND THEIR IMPACT

        A.   What is the meaning of ethics?

                1.   A system of conduct.

                2.   Principles of honor or morality.

                3.   Guidelines for action.

                4.   Rules or standards.

                5.   Expected behavior.

        B.   Ethics have roots in:

                1.   Ancient history.

                2.   Religion.

3.   Law.

4.   Social customs.

5.   Personal code of conduct.

C.   Codes of ethics are standards of behavior for:

1.   Professional life.

2.   Relations with the public.

3.   Relations with employers.

4.   Relations with coworkers.

D.   A sample code of ethics:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

ACTIVITY **2**

DIFFERING EXPECTATIONS AND ETHICAL CONFLICTS

The following scenarios describe situations in which formal (organizational) expectations conflict with informal expectations of the public, a supervisor, subordinates, or oneself. Differing expectations often create ethical conflicts which need to be resolved.

Instructions:

Step #1   In your small group, discuss your assigned scenario, the formal expectations, and the informal expectations.

Step #2   Determine the ethical considerations if informal expectations are allowed to continue.

Step #3   Determine how a CO should handle the situation.

Step #4   List your results and select a spokesperson to report on your ethical considerations and the resolution of the situation.

You have 10 minutes to complete the exercise.

ACTIVITY 2

WORKSHEET

Group #1 Community Expectations

Scenario: Your fire station, located next door to the public tennis courts, has always had citizens come into the station to use the restrooms, water fountain, and cold drink machine. During the summer, cold drink sales made enough money to buy a television set for the rec room. Since the city recently installed lighting for the courts, citizens frequently come in during the evenings. Several attractive young ladies have been spending a few hours after playing tennis watching television and joking around with the male members of the company.

Informal Expectations of Involved Citizens and Subordinates

The fire station is public property and therefore open to the public. They are not interfering with official activities and are causing no harm.

Formal Expectations (Official Department Policy)

Visitors to the fire station should be approved by the station officer and the duration of visits should be limited to the time it takes to conduct whatever business is needed.

ETHICAL CONSIDERATIONS	HOW SHOULD THE CO HANDLE?
1.	
2.	
3.	

ACTIVITY **2**

WORKSHEET

Group #2 Supervisor's Expectations

Scenario: The battalion chief, when visiting your fire station, usually spends a half hour or more talking about the fire chief in a very negative manner. The battalion chief finds fault with every order or policy that comes from the chief's office. The members of your company think the battalion chief is great because he really understands how they think and feel.

Informal Expectations of Your Supervisor

The battalion chief has a duty to keep all members of his/her battalion informed about the orders and policies of the department and he/she also has the right to add personal opinions to policy matters.

Formal Expectations (Department Policy)

All members of the department should demonstrate loyalty to the department, their superiors, their subordinates, and to each other.

ETHICAL CONSIDERATIONS	HOW SHOULD THE CO HANDLE?
1.	
2.	
3.	

ACTIVITY **2**

WORKSHEET

Group #3 Subordinate's Expectations

Scenario: For many years, several times a week, your company has stopped by a local ice cream parlor for ice cream cones. The owner doesn't discount the price, but does give double scoops at no extra charge to the firefighters.

Informal Expectations of Subordinates

This stop for ice cream has become somewhat of a tradition of this company. No one sees any problem if the store owner wants to give a little extra to the firefighters who stop by.

Formal Expectations (Department Policy)

No member of the department shall accept any tips, gratuities, presents, money, etc. as representatives of the department.

ETHICAL CONSIDERATIONS	HOW SHOULD THE CO HANDLE?
1.	
2.	
3.	

ACTIVITY 2

WORKSHEET

Group #4 Self Expectations

Scenario: Your nephew, Al, recently graduated from recruit school and has been assigned to a company officer at a different station from yours. The officer does not know Al is your nephew. Today at a critique you both attended, this lieutenant mentioned that he suspects Al of pilfering some station supplies and is going to try to catch him in the act over the next several days. This would result in Al's termination.

Your Informal Expectations

This young man is my nephew and I owe it to him and his family to warn him.

Formal Expectations (Department Policy)

Any member caught stealing will be immediately suspended without pay and criminal charges sought by the department.

ETHICAL CONSIDERATIONS	HOW SHOULD THE CO HANDLE?
1.	
2.	
3.	

ACTIVITY **3**

ETHICAL DECISION-MAKING

Purpose:

To examine the day-to-day ethics of a group to determine:

a.   Consistency.

b.   Agreement.

c.   Differences.

To discover the actual principles or culture and values which influence certain decisions in the group.

To discover if there is an impact on decisions by missions, goals, policies, procedures, training, performance standards, etc.

To provide an actual opportunity to wrestle with some tough day-to-day decisions, calling into play both personal and organizational ethics.

Instructions:

Step #1:   In your small group select one person to act as coordinator/ timekeeper.

Step #2:   Each person, including the coordinator, lists all others in the group (except himself/herself) on the worksheet.

Step #3:   Coordinator/Timekeeper mixes up the photocopies. The person who volunteers to begin draws a photocopied sheet.

Step #4:   The first volunteer reads his/her scenario (privately), and has **2 minutes** to decide a course of action. If the options are not acceptable, a new one can be created. Each person should decide what is ethical (proper and right) for the situation "in the real world."

Step #5:   He/She then reads his/her scenario aloud, gives his/her decision, and explains why that option was chosen. (**1 minute**.)

Step #6:   Without discussion, others in the group score on the worksheet how much they agree with the choice and the reasons for it. (**1 minute**.)

Step #7: Group members then tell the decisionmaker what scores they gave and why.

Step #8: The group then has 5 minutes to question the decisionmaker, and ask for justification of the choice. (Why **that** option? Why not others?) Do not try to **solve** the original problem or avoid it. Discuss the **ethics** of the decision made.

The coordinator moves on to the next decisionmaker, who draws a scenario. The process is repeated until all (including the coordinator) have made an ethical decision and justified it to the group.

ETHICAL DECISION-MAKING WORKSHEET

Scoring

1	2	3	4	5	6	7	8	9	10
<	<	<	<			>	>	>	>

Shades of Disagreement
I totally disagree with you on this choice and your reasons.

I accept your choice, but disagree with why you chose that option.

Shades of Agreement
I totally agree with you on your choice and your reasons.

Group Members	Score I Gave to Decision	Scores Others Gave
1.		
2.		
3.		
4.		

When you have completed one round, discuss the following questions:

1.   What makes ethical decisions difficult?

2.   How much difference or similarity was there in the scores, and why?

3.   What did your group learn from this exercise?

II.   GUIDELINES AND RESOURCES

A.   Many people have a stake in decisions.

B.   Different people may have legitimate but contradictory expectations.

C.   The CO's own ethics count too.

D.   Ethical decisions need to consider community/organizational/ personal standards.

E.   The clearer the standards, the easier the decision.

F.   Evaluating available resources/guidelines can help you resolve ethical dilemmas.

ACTIVITY 3

GUIDELINES AND RESOURCES TO ASSIST IN DECISION-MAKING

SCENARIO

Lieutenant Margaret Black has been the Company Officer at Station 23 for two months. Annual performance evaluations are due next week and the lieutenant isn't sure how to handle one of her subordinates.

Old Smoky is an engineer with 28 years on the department. He openly admits that he's just counting days until he retires in two years. The lieutenant has noticed that the rest of the crew always "covers" for Smoky. Their attitude seems to be: "He's put in his time; he deserves a little slack."

At first Lieutenant Black thought Smoky just had an attitude problem. He resists and openly criticizes department efforts in EMS and Code Enforcement. He brags that he wasn't hired to be a "nurse" or a "cop."

But, unfortunately, Smoky's shortcomings are more serious than just an attitude problem. He hasn't even kept his firefighting or engineering skills current. Last week he caused some minor damage to one of the pumps and Lieutenant Black had to formally counsel him.

The lieutenant has reviewed Smoky's previous evaluations and officially he has met required standards. Unofficially, prior supervisors have admitted there were lots of times when Smoky fell short of minimum standards.

Today, two other crew members have informed Lieutenant Black that Smoky committed two potentially dangerous errors on the previous shift. He mistakenly cut off the water supply during a working fire and he performed CPR incorrectly. The crew members have received the lieutenant's promise that she would not involve them in whatever action she decides is necessary. They have also admitted that they did not tell the **whole** truth when they completed their reports on the incidents in question.

III.   CHARACTERISTICS OF AN ETHICAL ORGANIZATION

IV.   CHARACTERISTICS OF AN ETHICAL LEADER

V.   TESTS OF AN ETHICAL DECISION

   A.   Do I feel unembarrassed, unashamed, not guilty, not defensive?

   B.   Do I object to my decision being published?

   C.   Am I willing to risk criticism for my decision?

   D.   Could I justify and defend my decision to my greatest critics and enemies?

   E.   Have I considered everyone who will be affected?

   F.   Does it feel right in my gut? Is my conscience clear?

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

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

The key concepts of this module are:

1.   That personal and professional ethics are shaped by such differing sources as:

     a.   Our family's values and culture.

     b.   Community attitudes, including conflicting social and economic expectations.

     c.   The United States Constitution and Bill of Rights, and numerous laws, codes, and ordinances.

     d.   Religious beliefs and teachings.

     e.   Our life and work experience, including the standards, beliefs, and attitudes of peers, superiors, subordinates, and policymakers.

2.   That ethics and standards **change**, causing ethical dilemmas for fire department officers. For example, until recently the dumping of hazardous wastes was rather casual and considered "OK" if done economically and short distances from human activity. Now, with changing public attitudes, new legislation, and rigid restrictions, fire departments must be prepared to enforce the laws, mitigate unsafe storage and transport, and carry out tricky cleanups of hazardous materials spills. Ethical questions arise about the acceptable level of exposure to firefighters and other emergency personnel. The AIDS epidemic is causing

similar soul-searching as well as changes in policies and procedures.

3.   That codes of ethics can only serve as rough guidelines for ethical decisions, since day-to-day ethical dilemmas cannot be specifically anticipated and solved with a formula. Rather, COs must rely on numerous sources of guidance for decisions and anticipate gaps or organizational blind spots where no explicit guidelines exist to help with decisions.

4.   That mid-managers or COs play a difficult and key role in managing and influencing the day-to-day operational ethics of the department. For example, they are primarily responsible for ensuring that the community gets their money's worth (return on investment) by the effective use of personnel, materials, and time on a day-to-day or shift-to-shift basis.

5.   That fire officers, with proper planning and foresight, can avoid falling into ethical traps which would haunt them throughout their fire service careers.

ETHICS AND THEIR IMPACT

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

What is the meaning of ethics? Dictionaries define ethics as a given system of conduct; principles of honor or morality; guidelines for human actions; rules or standards for individuals or professions; and the character of a group based on its agreements about what is proper or expected behavior.

Ethics have their roots in ancient history, religion, law, social customs and our own code of conduct.

Ancient History

The Greek culture adopted rules for its citizens, such as "Do the greatest good for the greatest number."

Religion

1. All of the great religions of the world have the equivalent of the "Ten Commandments" to guide the thinking and actions of their members.

2. These guidelines specifically state how people should act, especially in relationships with other human beings.

3. The golden rule, "do unto others as you would have them do unto you," is universal, as are universal values of honesty, courage, justice, tolerance, and full use of talents.

Systems of Law

1. Laws summarize decisions of technically trained judges as well as juries of peers who decide if a wrong has been committed.

2. New laws also arise as the values and attitudes of the community change.

Social Customs

1. Define what is acceptable and unacceptable in a certain community.

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

3. There is a vast difference between which standards are upheld and which are relaxed. Within some fire departments, a state of constant readiness means equipment only; in others, the standard **also** includes the physical and mental readiness of all personnel.

Our Own Personal Code of Conduct

Based upon a very personal assessment of what's right or wrong, our code of conduct begins with early childhood and matures through our life experiences and the attitudes of people we respect, the confidence we have in our own standards, how often we've been supported or burned by past decisions, etc.

What is often described as a gut feeling about what's right has medical confirmation! **Except for rare sociopaths, people receive a distinct message from the pit of their stomachs when either thinking about or doing what they believe to be wrong!**

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

Codes of ethics arose over centuries to provide specific guidelines to members of a profession, craft, or business. They are designed to inform in-group members of a common set of standards, encouraging them to live by those standards. Their purpose is to protect the integrity and reputation of the whole group **by publishing** what is considered to be correct or expected behavior, and an individual's obligations to the group. A well-known code of ethics is the **Hippocratic oath** of physicians, which states in part, "Above all, do no harm."

CODES OF ETHICS SPELL OUT STANDARDS OF BEHAVIOR FOR:

Professional life.

Example: "Recognize badge of office as a symbol of public faith, and accept it as a public trust to be held as long as he/she is true to the ethics of his/her office." (Fire Marshal's Association of America)

Relations with the public or society.

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

Relations with employers.

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

Relations with other employees/coworkers.

Examples: "Be honest in all my professional relationships." (Data Processing Management Association.) "Handle all matters of personnel on the basis of merit so that fairness and impartiality govern (a member's) decisions, pertaining to appointments, pay

adjustments, promotions, and discipline." (International City Manager's Association) "Share benefits and responsibility; help each other." (Hewlett-Packard Co.) "Maintain the highest standards of personal integrity; be honest and straightforward in dealings with others, and avoid conflicts of interest." (International Association of Fire Chiefs)

GUIDELINES AND RESOURCES

Many groups (and individuals) have a stake in decisions. These groups may all have legitimate but **contradictory** needs. The fire officer's **own personal** ethics, standards, and integrity are always part of the picture.

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

Which guidelines currently exist in your fire department to guide and support your decisions and also determine what gaps might exist? All fire departments, no matter how simple or sophisticated, have a unique jigsaw puzzle of values, standards, expectations, requirements, and legal mandates. These parts of the organizational whole directly reflect **decisions** that have been made in the past about what is right and wrong, proper and improper. Unfortunately, some of these decisions have been made officially and some have been made unofficially, based on the culture and values of the members of the department. This makes it difficult for a fire officer to sort out the formal from the informal, to clarify standards, and to arrive at ethically proper decisions.

What exists in your fire departments right now that helps and guides you in ethical matters? What sets the standards for day-to-day decisions? Use the blank "Checklist For Ethical Decisions" at the end of the module to help resolve any ethical dilemma you face.

Although there are numerous guideposts to assist with decision-making, many of them point in conflicting directions!

Presumably, the more formal the guidelines that exist in the department, the more help an officer has in making decisions. Not necessarily so! Sometimes past organizational decisions are **not** consistent; they are also contradictory. Serious review of department documents and culture may only confuse the responsible officer.

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

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

An ethical decision will:

1.   Honor formal department decisions and documents.

2.   Not violate laws, rules, etc.

3.   Reflect reasonable and positive cultural characteristics.

4.   Reflect the interest of all parties as much as possible.

5.   Feel right!

Tests of an ethical decision (organizational or personal).

1.   Do I feel **un**embarrassed, **un**ashamed, **not** guilty, **not** defensive?

2.   Do I object to my decision being **published** openly?

3.   Am I willing to risk criticism for my decision?

4.   Could I justify and defend my decision to my greatest critics and enemies?

5.   Have I considered all who would be affected by the decision and given them proper priority or weight?

6.   **Does it feel right in my gut--is my conscience clear?**

CHARACTERISTICS OF AN ETHICAL ORGANIZATION

1.   Senior management defines and clarifies standards, values, and ethics.

2.   Senior management demonstrates a commitment to those ethics and expects a similar commitment of all members.

3.   The organization supports and rewards ethical behavior and ethical solutions to problems.

4.   The organization gives consideration to all stakeholders--the community, policymakers, employees, and special interest groups.

5.   The organization as a whole prides itself on its ideals and on striving toward them.

CHARACTERISTICS OF AN ETHICAL LEADER

1.   Models ethical behavior after others.

2.   Attempts to balance personal ethics with those of the organization.

3.   Considers impact of decisions on all others who will be affected.

4.   Operates with integrity, honesty, and courage.

5.   Approaches ethics from a positive point of view, guided by his/her own ethical compass or conscience.

Ideals are like stars--we never reach them.

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

--Author unknown

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

--Winston Churchill

GLOSSARY

1. **Ethics**--A given system of conduct; rules or standards of behavior.

2. **Code of Ethics**--A published set of specific guidelines for members of a profession, organization, etc., which delineates correct and/or expected behaviors.

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