

# Leadership in Supervision: Creating Environments for Professional Growth

LS: CEPG-Student Manual

*1st Edition, 4th Printing-April 2018*



**FEMA**

FEMA/USFA/NFA  
LS: CEPG-SM  
April 2018  
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***Leadership in Supervision: Creating  
Environments for Professional Growth***



**FEMA**

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Acronyms

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## **ACKNOWLEDGMENTS**

The development of any National Fire Academy (NFA) course is a complex process aimed at providing students with the best possible learning opportunity we can deliver.

There are many players in course development, each of whom plays an equally important part in its success. We want to acknowledge their participation and contribution to this effort and extend our heartfelt thanks for making this quality product.

The following people participated in the creation of this course:

Kevin S. Brame, MA EFO  
Training Specialist — Curriculum Manager  
Leadership and Executive Development Programs  
U.S. Fire Administration, National Fire Academy  
Emmitsburg, Maryland

Stacey Harmon, Instructional Systems Specialist  
Leadership and Fire Risk Reduction Branch,  
U.S. Fire Administration, National Fire Academy  
Emmitsburg, Maryland

Byron Kennedy, Ed.D.  
1st Deputy Chief  
Atlanta Fire Rescue Department  
Atlanta, Georgia

Laurie Reinhart, MA SPHR, SHRM-SCP  
Senior Human Resources Analyst (retired)  
Orange County Fire Authority (California)

Jeff Buchanan, MBA, MPA, EFO  
Deputy Fire Chief  
Clark County FD (Nevada)

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## **RATIONALE**

The NFA supports courses for federal, state and local fire and Emergency Medical Services (EMS) personnel to include professional development within the disciplines of leadership and executive development. This curriculum is intended to serve the professional development needs of fire and emergency services personnel who are at or are preparing for first line supervisory positions. The curriculum is also intended to serve as prerequisite course work for participants of the NFA Managing Officer Program.

## **COURSE GOAL**

Provide a conceptual foundation and framework for a successful transition to effective communications, authority, responsibility, ethics, and methods of active engagement for the exercise of supervision and leadership in fire and EMS.

## **AUDIENCE, SCOPE AND COURSE PURPOSE**

The primary target audience for this course are those individuals who are at the first line of supervision. For purposes of student selection, first line level is considered to be those at the Company Officer or Unit (fire prevention, fire education, communications, EMS, etc.) Supervisor level. More specific primary selection criteria is as follows:

- First line supervisors in fire and EMS organizations.
- Fire and EMS personnel due for promotion/appointment to a first line supervisory position within 18 months.
- Fire and EMS personnel who are regularly assigned acting supervisory positions.
- Fire and EMS personnel currently enrolled in the NFA Managing Officer will be provided priority selection.

The secondary target audience are fire and EMS personnel at the first line management level (chief officer or above). Students at this level may be given consideration on a space available basis.

This two-day course presents the student with the basic leadership and supervisory knowledge, skills and tools needed to perform effectively in the fire and EMS environment. The course includes:

Unit 1: Transition to Supervisor: At the completion of this unit, students will be able to apply concepts related to a successful transition to supervisory and leadership roles, including models of leadership, change management, active followership, and active engagement in fire and EMS.

Unit 2: Effective Communication: At the completion of this unit, students will be able to identify effective communication processes across a multitude of scenarios and environments, to include written, oral, paraverbal, nonverbal, dialogue-focused, inquiry- and advocacy-based, and crucial conversations.

Unit 3: Ethics, Authority and Responsibility: At the completion of this unit, students will be able to apply an ethical perspective to responsibility, authority, power, decision-making and discipline in a supervisory or leadership role in fire or EMS.

Unit 4: Active Engagement: At the completion of this unit, students will be able to create a personal plan for active engagement as a supervisor and leader in fire and EMS, using concepts presented in this course.

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**GRADING METHODOLOGY**

The required performance to successfully complete the course is attained by completing the examination with a grade of “C” or better by correctly answering a minimum of 18 out of 25 questions.

The following course grading plan should be used to determine the assigned course grade for each student in the class.

<b>Minimum Number of Questions Answered Correctly</b>	<b>Number of Incorrect Answers</b>	<b>Letter Grade to be Assigned to Student</b>
23	0-2	A
20	3-5	B
18	6-7	C
17 or less	8 or more	F

**EXAMINATION ADMINISTRATION PROCEDURES**

Students will be given exams at the end of the class, and only the facilitator will grade the exams. While the exams are being graded by the facilitator, students will be asked to complete end-of-course evaluations.

Exams are to be completed individually and not as a group or a group activity, unless specifically directed within the facilitator guide for the specific course. Students should use pencils to complete answer sheets if bubble sheets and a scoring key overlay are being used.

There should only be one answer for any given question marked by the student. A question with multiple answers is considered incorrect. Please mark number of incorrect answers on completed exam sheets, record score (percentage), and mark the appropriate letter grade.

Transfer the letter grades to the corresponding student name on the course roster.

If a student does not obtain a passing grade on the first attempt, the facilitator will provide remediation<sup>1</sup> prior to a retest. Students who do not pass the first exam will be allowed to take one retest of a new exam before departing from the class. A second failure will result in a grade of “F” being recorded on the grade roster.

Once all exams have been graded, facilitators should review the exam as a group.

In the event of unusual events (storm, fire response, family emergency) or early departure, the host agency or state representative may be asked to proctor the exam at a later date. The facilitator is responsible to notify the Training Specialist as soon as practical of the situation and name of person responsible for the exams and testing process.

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<sup>1</sup> The goal of remediation during a 2-day class is to assist students in order to achieve expected competencies in the course. It may involve review, discussion, explanation and other needs to allow the student to understand the course competencies and how to apply them to their work environment, as well as how to successfully complete the examination.

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**SCHEDULE**

<b>TIME</b>	<b>DAY 1</b>	<b>DAY 2</b>
8:00 - 8:50	Introduction, Welcome and Administrative	Unit 3: Ethics, Authority and Responsibility
8:50 - 9:00	<i>Break</i>	<i>Break</i>
9:00 - 9:50	Introduction, Welcome and Administrative Unit 1: Transition to Supervisor	Unit 3: Ethics, Authority and Responsibility (cont'd)
9:50 - 10:00	<i>Break</i>	<i>Break</i>
10:00 - 10:50	Unit 1: Transition to Supervisor (cont'd)	Unit 3: Ethics, Authority and Responsibility (cont'd)
10:50 - 11:00	<i>Break</i>	<i>Break</i>
11:00 - 12:00	Unit 1: Transition to Supervisor (cont'd)	Unit 3: Ethics, Authority and Responsibility (cont'd)
12:00 - 1:00	<i>Lunch</i>	<i>Lunch</i>
1:00 - 1:50	Unit 1: Transition to Supervisor (cont'd)	Unit 4: Active Engagement
1:50 - 2:00	<i>Break</i>	<i>Break</i>
2:00 - 2:50	Unit 2: Effective Communication	Unit 4: Active Engagement (cont'd)
2:50 - 3:00	<i>Break</i>	<i>Break</i>
3:00 - 3:50	Unit 2: Effective Communication (cont'd)	Unit 4: Active Engagement (cont'd)
3:50 - 4:00	<i>Break</i>	<i>Break</i>
4:00 - 5:00	Unit 2: Effective Communication (cont'd)	Final Exam Evaluation

Note: Times listed reflect approximate instructional time blocks and may be adjusted to meet individual course preferences.

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# FIREFIGHTER CODE OF ETHICS

## Background

The Fire Service is a noble calling, one which is founded on mutual respect and trust between firefighters and the citizens they serve. To ensure the continuing integrity of the Fire Service, the highest standards of ethical conduct must be maintained at all times.

Developed in response to the publication of the Fire Service Reputation Management White Paper, the purpose of this National Firefighter Code of Ethics is to establish criteria that encourages fire service personnel to promote a culture of ethical integrity and high standards of professionalism in our field. The broad scope of this recommended Code of Ethics is intended to mitigate and negate situations that may result in embarrassment and waning of public support for what has historically been a highly respected profession.

Ethics comes from the Greek word ethos, meaning character. Character is not necessarily defined by how a person behaves when conditions are optimal and life is good. It is easy to take the high road when the path is paved and obstacles are few or non-existent. Character is also defined by decisions made under pressure, when no one is looking, when the road contains land mines, and the way is obscured. As members of the Fire Service, we share a responsibility to project an ethical character of professionalism, integrity, compassion, loyalty and honesty in all that we do, all of the time.

We need to accept this ethics challenge and be truly willing to maintain a culture that is consistent with the expectations outlined in this document. By doing so, we can create a legacy that validates and sustains the distinguished Fire Service institution, and at the same time ensure that we leave the Fire Service in better condition than when we arrived.



# FIREFIGHTER CODE OF ETHICS

**I understand that I have the responsibility to conduct myself in a manner that reflects proper ethical behavior and integrity. In so doing, I will help foster a continuing positive public perception of the fire service. Therefore, I pledge the following...**

- Always conduct myself, on and off duty, in a manner that reflects positively on myself, my department and the fire service in general.
- Accept responsibility for my actions and for the consequences of my actions.
- Support the concept of fairness and the value of diverse thoughts and opinions.
- Avoid situations that would adversely affect the credibility or public perception of the fire service profession.
- Be truthful and honest at all times and report instances of cheating or other dishonest acts that compromise the integrity of the fire service.
- Conduct my personal affairs in a manner that does not improperly influence the performance of my duties, or bring discredit to my organization.
- Be respectful and conscious of each member's safety and welfare.
- Recognize that I serve in a position of public trust that requires stewardship in the honest and efficient use of publicly owned resources, including uniforms, facilities, vehicles and equipment and that these are protected from misuse and theft.
- Exercise professionalism, competence, respect and loyalty in the performance of my duties and use information, confidential or otherwise, gained by virtue of my position, only to benefit those I am entrusted to serve.
- Avoid financial investments, outside employment, outside business interests or activities that conflict with or are enhanced by my official position or have the potential to create the perception of impropriety.
- Never propose or accept personal rewards, special privileges, benefits, advancement, honors or gifts that may create a conflict of interest, or the appearance thereof.
- Never engage in activities involving alcohol or other substance use or abuse that can impair my mental state or the performance of my duties and compromise safety.
- Never discriminate on the basis of race, religion, color, creed, age, marital status, national origin, ancestry, gender, sexual preference, medical condition or handicap.
- Never harass, intimidate or threaten fellow members of the service or the public and stop or report the actions of other firefighters who engage in such behaviors.
- Responsibly use social networking, electronic communications, or other media technology opportunities in a manner that does not discredit, dishonor or embarrass my organization, the fire service and the public. I also understand that failure to resolve or report inappropriate use of this media equates to condoning this behavior.

**Developed by the National Society of Executive Fire Officers**

## A Student Guide to End-of-course Evaluations

**Say What You Mean ...**

### Ten Things You Can Do to Improve the National Fire Academy

The National Fire Academy takes its course evaluations very seriously. Your comments and suggestions enable us to improve your learning experience.

Unfortunately, we often get end-of-course comments like these that are vague and, therefore, not actionable. We know you are trying to keep your answers short, but the more specific you can be, the better we can respond.



Actual quotes from student evaluations:	Examples of specific, actionable comments that would help us improve the course:
1 "Update the materials."	<ul style="list-style-type: none"> <li>The (ABC) fire video is out-of-date because of the dangerous tactics it demonstrates. The available (XYZ) video shows current practices.</li> <li>The student manual references building codes that are 12 years old.</li> </ul>
2 "We want an advanced class in (fill in the blank)."	<ul style="list-style-type: none"> <li>We would like a class that enables us to calculate energy transfer rates resulting from exposure fires.</li> <li>We would like a class that provides one-on-one workplace harassment counseling practice exercises.</li> </ul>
3 "More activities."	<ul style="list-style-type: none"> <li>An activity where students can physically measure the area of sprinkler coverage would improve understanding of the concept.</li> <li>Not all students were able to fill all ICS positions in the exercises. Add more exercises so all students can participate.</li> </ul>
4 "A longer course."	<ul style="list-style-type: none"> <li>The class should be increased by one hour per day to enable all students to participate in exercises.</li> <li>The class should be increased by two days so that all group presentations can be peer evaluated and have written abstracts.</li> </ul>
5 "Readable plans."	<ul style="list-style-type: none"> <li>The plans should be enlarged to 11 by 17 and provided with an accurate scale.</li> <li>My plan set was blurry, which caused the dotted lines to be interpreted as solid lines.</li> </ul>
6 "Better student guide organization," "manual did not coincide with slides."	<ul style="list-style-type: none"> <li>The slide sequence in Unit 4 did not align with the content in the student manual from slides 4-16 through 4-21.</li> <li>The instructor added slides in Unit 4 that were not in my student manual.</li> </ul>
7 "Dry in spots."	<ul style="list-style-type: none"> <li>The instructor/activity should have used student group activities rather than lecture to explain Maslow's Hierarchy.</li> <li>Create a pre-course reading on symbiotic personal relationships rather than trying to lecture on them in class.</li> </ul>
8 "More visual aids."	<ul style="list-style-type: none"> <li>The text description of V-patterns did not provide three-dimensional views. More photographs or drawings would help me imagine the pattern.</li> <li>There was a video clip on NBC News (date) that summarized the topic very well.</li> </ul>
9 "Re-evaluate pre-course assignments."	<ul style="list-style-type: none"> <li>The pre-course assignments were not discussed or referenced in class. Either connect them to the course content or delete them.</li> <li>The pre-course assignments on ICS could be reduced to a one-page job aid rather than a 25-page reading.</li> </ul>
10 "A better understanding of NIMS."	<ul style="list-style-type: none"> <li>The instructor did not explain the connection between NIMS and ICS.</li> <li>The student manual needs an illustrated guide to NIMS.</li> </ul>

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# **UNIT 1: TRANSITION TO SUPERVISOR**

## **TERMINAL OBJECTIVE**

*The students will be able to:*

- 1.1 *Apply concepts related to a successful transition to supervisory and leadership roles, including models of leadership, change management, active followership, and active engagement in fire and Emergency Medical Services (EMS).*

## **ENABLING OBJECTIVES**

*The students will be able to:*

- 1.1 *Articulate the challenges in transitioning into a supervisory role.*
  - 1.2 *Differentiate between leadership models.*
  - 1.3 *Describe the correlation between change management and adaptive leadership.*
  - 1.4 *Differentiate between the leadership role and the responsibility of active followership.*
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## ACTIVITY 1.1

### Address Transitional Areas

#### Purpose

Articulate the challenges in transitioning into a supervisory role.

#### Directions

1. Using markers and easels to record your results, brainstorm challenges in the following three transitional areas:
  - a. Relational/Interpersonal changes.
  - b. Responsibility changes.
  - c. Role changes.
2. After 20 minutes, be prepared to participate in a facilitated discussion.

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- b. Experimentation is required. An experimental mindset is accepting of failures and false starts.
  - c. As in biology, adaptation requires diversity.
  - d. New adaptations mean loss. Loss means pain. Pain means resistance.
  - e. New adaptations take time — it means shifting the culture.
3. Adaptive leadership differentiates between technical problems (for which the organization already has the answers) and adaptive problems/challenges (which require new ways of conceptualizing and innovating).
- a. Because experimentation is required, adaptive change cannot be driven from the top down.
  - b. The people with the adaptive problem must internalize it, experiment and discover how to move forward.
  - c. Because it is transformational, it is deeply personal.
4. Technical problems are ones in which the nature of the problem is clear, the nature of the solution is clear, and the challenge is met by those with organizational authority.
5. Adaptive challenges, on the other hand, require learning in order to identify the problem or the solution. The solution lies with the stakeholders — all stakeholders.
6. You may be facing an adaptive challenge if:
- a. The solution requires operating in a way different from the way you do now.
  - b. The problem **and** the solution requires learning.
  - c. The solution requires shifting authority and responsibility to the people who are actually affected.
  - d. The solution requires some sacrifice of past ways of working or living.
  - e. The solution requires experimenting before you're sure of the answer.
  - f. Implementing the solution will take a long time.



2. It employs rewards and punishments to motivate employees.
3. The leader relies upon positional authority and power.
4. It focuses on planning and execution, and on preserving and developing the existing culture and status quo.

## TRANSFORMATIONAL LEADERSHIP

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- Leader motivates followers.
- Personal/Psychological motivators.
- Change and innovation.



Slide 1-8

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- C. Transformational leadership describes a leadership style wherein the leader uses influence and inspiration to motivate followers.
1. It was first described by James MacGregor Burns in 1978.
  2. The focus is on the values and needs of the followers, rather than on the positional power of the transactional leader.
  3. Thus, the motivators are pride, esteem and accomplishment, rather than tangible rewards and punishments.
  4. The focus is on changing the existing culture and on innovation.

## SITUATIONAL LEADERSHIP

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- Style varies as situation dictates.
- Flexibility is key.
- At ease with variation.



Slide 1-9

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- D. Situational leadership is a term used to describe leaders who assess and analyze their own natural leadership style to determine whether it is the best approach to use in all situations. The Situational Leadership model comes from the work of Paul Hersey and Ken Blanchard (Hersey & Blanchard, 2012).
1. No one style is always appropriate; each style is appropriate at certain times.
    - a. Sometimes the task needs more attention than the person.
    - b. Sometimes the person and the task require equal attention.
    - c. Sometimes the person needs more attention than the task.
    - d. Sometimes neither the person nor the task require much attention.
  2. Situational leadership requires three basic skills:
    - a. Flexibility: the ability to change your leadership style to fit the needs of the follower.
    - b. Diagnosis: the ability to accurately assess the needs of the follower.
    - c. Communication: the ability to reach a mutual understanding with each follower regarding the leadership style which most effectively meets the present needs of each follower.
  3. The development level of an individual must be assessed with a specific task in mind.
  4. An individual's development level varies from task to task.
  5. Any decline in performance will probably require the leader to move back to the previous style in order to correct performance.

### SERVANT LEADERSHIP

- Leads by helping others.
- Puts followers first.
- Ancient method, modern applicability.



Slide 1-10

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E. Servant (Service) Leadership Model.

1. Based on the work of Robert K. Greenleaf (Greenleaf & Spears, 2002), servant (or service) leadership is a leadership model which emphasizes serving others by putting them first — employees, customers, community and family.
2. This approach to leading by being a servant first is the complete opposite of the norm in much of 21st-century corporate environments, which tend to operate on a “leader-first” model.
3. It is an ancient approach to leadership, but Robert Greenleaf was the one who articulated it in the 20th century for the organizational context.
4. While some later organizational theorists have put forth the terminology of “service leadership” to avoid what 21st-century practitioners might see as a negative connotation associated with the term “servant,” the terms are not interchangeable in the view of the Robert K. Greenleaf Center for Servant Leadership.
5. The notion of “servant leadership” remains radically countercultural in 21st-century America.
6. While all leaders must have good communication skills, servant leaders should excel in listening and having empathy, self-awareness and a commitment to the growth of others.

**SERVANT LEADERSHIP (cont'd)**

“The best test is this: do those served grow as persons; do they, while being served, become healthier, wiser, freer, more autonomous, and more likely themselves to become servants?”

— Robert Greenleaf  
Slide 1-11

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7. In fact, Robert Greenleaf stated, “The best test is this: do those served grow as persons; do they, while being served, become healthier, wiser, freer, more autonomous, and more likely themselves to become servants?” (2002).

8. Greenleaf believed that organizations, as well as individuals, can be servant leaders in society.
9. These are organizations which operate by a credo of service to others.

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## ACTIVITY 1.2

### Leadership Models

#### Purpose

Differentiate between leadership models.

#### Directions

1. Considering the relational/interpersonal changes, responsibility changes, and role changes identified in Activity 1.1, discuss how each leadership theory (adaptive, transactional, transformational, situational, servant) might apply.
2. Answer the following questions:
  - a. Which leadership theory's principles can help the new supervisor navigate the relational/interpersonal changes identified in Activity 1.1? How?

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- b. To what extent do these relational/interpersonal changes require a transformational approach?

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- c. Why does a transition to supervisor require an adaptive approach?

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**TRANSITION TO SUPERVISOR**

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- d. If your promotion to supervisor is a transaction, how might your transformation enable you to succeed?

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- e. How might situational leadership be applied to help clarify role ambiguity?

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- f. Which leadership theory may be best to mitigate role conflict and how?

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- g. Which leadership model most appeals to you and why?

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## ACTIVITY 1.3

### Technical Problems and Challenges

#### **Purpose**

Differentiate between technical problems and adaptive challenges.

#### **Directions**

As a group, you will brainstorm a list of technical problems and adaptive challenges from within your own organizations, and list on the easel pad.

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**II. CHANGE MANAGEMENT AND ADAPTIVE LEADERSHIP**

**CHANGE MANAGEMENT AND  
ADAPTIVE LEADERSHIP**

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The nature of change:

- Incremental versus transformational.
- “Deep Change: Discovering the Leader Within” — Dr. Robert E. Quinn.

Slide 1-14

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The nature of change.

- A. To understand change, we must examine the differences between incremental change and transformational change (deep change). Each type of change is a profoundly different experience.
  
- B. Work of Robert E. Quinn:
  - 1. Dr. Robert E. Quinn has researched and written extensively on organizational change.
  - 2. His work “Deep Change: Discovering the Leader Within” (1996) is a comprehensive treatment of the differences between incremental change and transformational change.
  
- C. Incremental change.
  - 1. The result of rational planning.
  - 2. A desired goal with steps to reach it.
  - 3. Can usually be reversed.
  - 4. Does not usually disrupt our past; it is an extension of the past.
  - 5. Involves us using our knowledge and ability.
  - 6. Enables us to feel in control.
  
- D. Deep change (transformational change).

1. Requires new ways of thinking and behaving.
2. Major in scope.
3. Discontinuous with the past. It represents an entirely new paradigm.
4. It is generally irreversible.
5. Creates a situation in which we realize we don't have the knowledge or ability.
6. Requires that we surrender control.
7. Deep change — which is transformational in nature — places us in the position of being where we have never been before, demanding tools we have never used before; it is therefore a very uncomfortable experience.

## ACTIVITY 1.4

### Application of Adaptive Leadership Practices

#### Purpose

Analyze adaptive challenges and describe approaches to facilitate change.

#### Directions

1. Working in small groups, look again at the adaptive challenges within your own organizations that were identified earlier.
2. Answer the following questions:
  - a. Do these adaptive challenges appear to be incremental changes or deep changes? Why?

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- - b. What adaptive leadership approaches may be used to facilitate these types of changes?

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    - c. In what ways might the adaptive leadership approaches described above be different or similar to what you have observed in previous change processes?

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**III. LEADERSHIP ROLE AND ACTIVE FOLLOWERSHIP**

**LEADERSHIP ROLE AND ACTIVE FOLLOWERSHIP**

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- What are the differences between a leadership role and active followership?
- Is active followership a prerequisite to leadership?



Slide 1-16

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- A. Differentiate between the leadership role and the responsibility of active followership.
- B. Active followership is a prerequisite for leadership.
1. Everyone spends more time as followers than as leaders.
  2. Roles are simultaneous; no one is purely a “leader” or a “follower.” Rather, we each live out both simultaneously.
  3. According to Dr. Robert E. Kelley, two elements are required: critical thinking and participation (1988).
  4. According to Kelley, “What distinguishes an effective from an ineffective follower is enthusiastic, intelligent and self-reliant participation — without star billing — in the pursuit of an organizational goal.”
  5. Effective followers are both actively engaged and thinking critically.
  6. Effective followers know that they must be fully committed to high performance (performance initiative) and to developing effective relationships with others including, the leader (relational initiative).

### LEADERSHIP ROLE AND ACTIVE FOLLOWERSHIP (cont'd)

- Four characteristics of followers with performance initiative:
  - Working effectively with others.
  - Embracing change.
  - Doing the job (being competent).
  - Seeing self as a resource that is valuable to the group.



Slide 1-17

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- C. Four characteristics of followers with performance initiative.
1. Working effectively with others.
  2. Embracing change.
  3. Performing the job (being competent).
  4. Seeing self as a resource that is valuable to the group.

### LEADERSHIP ROLE AND ACTIVE FOLLOWERSHIP (cont'd)

- Four characteristics of followers with relational initiative:
  - Building trust (their word is good).
  - Communicating courageously.
  - Identifying with the leader.
  - Adopting the leader's vision.



Slide 1-18

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- D. Four characteristics of followers with relational initiative.
1. Building trust (their word is good).
  2. Communicating courageously.
  3. Identifying with the leader.

4. Adopting the leader's vision.

**LEADERSHIP ROLE AND ACTIVE FOLLOWERSHIP (cont'd)**

- Five types of followers in Kelley's model:
  - Alienated.
  - Passive.
  - Conformist.
  - Pragmatic.
  - Exemplary.



Slide 1-19

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E. There are five types of followers in Kelley's model:

1. Alienated followers: These individuals commit to no one; they are passive, but think independently.
2. Passive followers: These individuals do as they are asked, but do not think independently.
3. Conformist followers: These followers conform and are more participative than the passive followers, but because they lack independent thinking, they offer no inherent challenge to the leader.
4. Pragmatic followers: These individuals are "middle-of-the-road" survivors. They will engage as needed, enough to get by.
5. Exemplary followers: Strongly engaged, these followers offer leaders both challenge and support. They are active and engaged followers and are the individuals on whom leaders can rely to carry the organization forward.

F. Kelley's model offers leaders ways in which to identify followers and to use followers.

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- What types of followers have you seen in the fire service?
- What type of follower have you been?
- How can you increase your people's capacity to be effective followers?
- What kind of courage does it take to be an effective follower?



Slide 1-20

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- Which type of follower is most important to leaders' success in achieving transformational change?
- Which type of follower is most detrimental?



Slide 1-21

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## ACTIVITY 1.5

### Unit 1 Learning Reflections

#### Purpose

As a portion of your personal and professional development, reflections on your learnings and identified development needs are essential. This activity provides you the opportunity to reflect and critically assess your development needs, within the topics of this unit, which will lead to a personal plan of action.

#### Directions

1. Review and reflect on the enabling objectives for this unit from a perspective of your current degree of competencies. The students will be able to:
  - a. Articulate the challenges in transitioning into a supervisory role.
  - b. Differentiate between leadership models.
  - c. Describe the correlation between change management and adaptive leadership.
  - d. Differentiate between the leadership role and the responsibility of active followership.
  
2. From your above reflections, class dialogue, activities and personal notes from this unit, what knowledge, skills and abilities do you currently hold that support you achieving these objectives? How are you maintaining an effective degree of competency in these areas? Be specific. Use additional paper as needed.

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3. From the above reflections, what knowledge, skills and abilities are you, personally and professionally, **most in need of developing** in order to apply the unit objectives? Be specific. Use additional paper as needed.

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**IV. SUMMARY**



**SUMMARY**

- Models of leadership.
- Correlating change management and adaptive leadership.
- Active leadership and active followership.

Slide 1-23

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## **UNIT 2: EFFECTIVE COMMUNICATION**

### **TERMINAL OBJECTIVE**

*The students will be able to:*

- 2.1 *Relate effective communication processes across a multitude of scenarios and environments, to include written, oral, paraverbal, nonverbal, dialogue-focused, inquiry- and advocacy-based, and crucial conversations.*

### **ENABLING OBJECTIVES**

*The students will be able to:*

- 2.1 *Identify what makes communications effective, given different situations.*
  - 2.2 *Describe paraverbal and nonverbal communications.*
  - 2.3 *Define the inquiry- versus advocacy-based conversation.*
  - 2.4 *Describe the components of a crucial conversation.*
  - 2.5 *Describe the model process to conduct an effective crucial conversation.*
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**ENABLING OBJECTIVES (cont'd)**

- Describe the components of a crucial conversation.
- Describe the model process to conduct an effective crucial conversation.

Slide 2-4

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**I. COMPONENTS OF EFFECTIVE COMMUNICATION**

**SUPERVISOR'S ROLE**

- Humans communicate in many ways.
- We can't use just one sense or one sensor to determine the actual meaning of communication.
- Supervisors have to set the example.
- Be aware of how you communicate — not just talk. Walk the talk.

Slide 2-5

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**A. Supervisor's role in effective communication.**

1. Humans communicate in many ways, and most of the time we do a pretty good job of knowing what is said and what is meant.
2. However, there are so many ways in which we communicate; we can't use just one sense or one sensor to determine the actual meaning of communication.
3. Supervisors have to set the example of effective communication for their crew.
4. Be aware of how you communicate — not just talk. Walk the talk.

## WRITTEN COMMUNICATION

- All written communications, especially documentation of work-related events, are extremely critical for the supervisor.
- Poor writing leads to:
  - Lack of credibility.
  - Lack of professionalism.
  - Lack of trust.



Slide 2-6

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### B. Written communication.

1. All written communications, especially documentation of work-related events, are extremely critical for the supervisor.
2. Poor writing leads to:
  - a. Lack of credibility.
  - b. Lack of professionalism.
  - c. Lack of trust.

## WRITTEN COMMUNICATION (cont'd)

- Types of written communication.
  - Business writing.
  - Report writing.
  - Personnel documentation.
  - Personal correspondence.
  - Email.
  - Social networking sites and blogs.



Slide 2-7

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3. Types of written communication.
  - a. Business writing: Supervisors need to know how to write a professional letter, a memorandum, and a formal thank-you letter.

- b. Report writing: Fire/Emergency Medical Services (EMS) department reports are read by many people (e.g., lawyers, insurance adjusters, news media, medical professionals and judges). Your reports need to be:
  - Complete.
  - Accurate.
  - Factual.
  - Legible.
  - Consistent.
  - Per policy.
  - Objective, not subjective.
  
- c. Personnel documentation:
  - “If you didn’t write it down, it didn’t happen.”
  - All written communication is immortalized and discoverable.
  
- d. Personal correspondence:
  - Personal notes.
  - Thank-you notes.
  - Letters of commendation:
    - Best if handwritten.
    - Legible.
    - Short, but from the heart.
  - Texting — dangers of shorthand, abbreviations and misinterpretations.
  
- e. Email:
  - If at work, keep them professional.

- Grammar and spelling are important.
- Do not use “texting” shorthand when writing work-related emails.

f. Social networking sites and blogs.

4. Most work communications are subject to the Freedom of Information Act (FOIA) and can be retrieved through legal discovery. Check with your legal counsel for your state’s laws.

All employees should understand that in most cases in an employment status, they should never assume that they have a right to privacy in the use of employer provided communication instruments and methods.

**VIDEO PRESENTATION**

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**“SOCIALNOMICS 2018”**

<https://www.youtube.com/watch?v=2lcpwISszbQ>

Slide 2-8

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## ACTIVITY 2.1

### Effective Written Communication

#### Purpose

Discuss components of effective written communication.

#### Directions

1. Read each of the examples below.
2. Have students discuss the possible impacts of the different examples.

#### Media Release Example

On Thursday, March 18, 2016 at approximately 5:20 p.m., the Spartan Fire Department (SFD) responded to a report of a fire at 3344 Izzone Avenue. The SFD dispatched a “high-level” structural fire response, sending four engines, one truck, one rescue, and two battalion chiefs. Upon arrival, personnel reported a single-story home with smoke and flame coming from the structure. Crews made an offensive attack and had the fire extinguished at a reported time of 5:36 p.m. Firefighters contained the fire to the incident address and prevented extension of the fire to neighboring homes. Damages have not been estimated. There were no injuries reported, and the fire is under investigation.

#### Vague Example

The fire department arrived at a house today because of a fire. They were able to put the fire out. No one knows why the fire started.

#### Nonobjective Example

The SFD responded to a fire today at 3344 Izzone Avenue. The brave personnel entered the building and were able to put the fire out through their heroic efforts. Without the intervention of the fire department, the lives of humans and pets would have been lost. Firefighters are suspicious that wrongdoing could have been the cause of the fire because they found a pot of rice unattended on a stove.

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I. COMPONENTS OF EFFECTIVE COMMUNICATION (cont'd)

**VERBAL COMMUNICATION**

- Know your audience — vocabulary, slang, industry terminology.
- Important to have a consistent way to communicate as in the Incident Command System (ICS).
- Acronyms.

Slide 2-10

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C. Verbal communication.

1. Know your audience — vocabulary, slang, industry terminology.
2. Important to have a consistent way to communicate, as in the Incident Command System (ICS).
3. Acronyms.

Need to be cautious with acronyms as they can cause confusion (e.g., USC could be University of Southern California or University of South Carolina).

**PARAVERBAL**

Paraverbal — it's not what you say, but how you say it.

- Tone of voice.
  - Sarcasm can be sensed.
  - Condescending tone can be sensed.
- Volume.
- Inflection.
  - Emphasis on the wrong word can give different meaning.

Slide 2-11

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D. Paraverbal.

1. Tone of voice — emotions can be transmitted (e.g., anger, happiness, contrition, etc.).
  - a. Sarcasm can be sensed.
  - b. Condescending tone can be sensed.
2. Volume.
3. Inflection.

**NONVERBAL**

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- Greatest amount of communication is transmitted via nonverbal communication.
- Body language.
  - Face.
  - Arms, hands.
  - Movement, posture.

Slide 2-12

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E. Nonverbal.

1. Greatest amount of communication is transmitted via nonverbal communication.
2. Body language.
  - a. Face.
  - b. Arms, hands.
  - c. Discuss the emphasis that can be added with proper hand motions.
  - d. Movement, posture.

II. **ADVOCACY- VERSUS INQUIRY-BASED CONVERSATION**

**ADVOCACY VERSUS  
INQUIRY**

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Two key communication behaviors with critical implications:

- Advocacy = stating one’s views.
- Inquiry = asking questions (to gain understanding).

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A. “Advocacy and Inquiry are two key communication behaviors with critical implications for interpersonal, group, and organizational effectiveness. Advocacy refers to stating one’s views; inquiry refers to asking questions.” Source: <http://www.actiondesign.com/resources/readings/advocacy-and-inquiry>.

The material below has been adapted from sources including Fred Kofman (Kofman, F., 2010) and Rick Ross and Charlotte Roberts (Ross & Roberts, n.d.).

**PRODUCTIVE ADVOCACY**

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- Disclose assumptions.
- Disclose reasoning, data, concerns and goals.
- Share the “why.”
- Disclose the doubts about the data in the beginning.
- Encourage others to ask about your views and seek to understand their reactions.

Slide 2-14

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- B. Productive advocacy.
1. Disclose assumptions.
  2. Disclose reasoning, data, concerns and goals.
  3. Share the “why.”
  4. Disclose the doubts about the data in the beginning.

5. Encourage others to ask about your views and seek to understand their reactions.

**PRODUCTIVE ADVOCACY**  
(cont'd)

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- Be upfront that this assumption could be wrong.
- Make your thinking process more visible.
- Publicly test your conclusions and assumptions.

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6. Be upfront that this assumption could be wrong.
7. Make your thinking process more visible.
  - a. State your assumptions; describe the data that led to them and say, “Here’s what I think, and here’s how I got there.”
    - Explain your assumptions and comment, “I assumed that ...”
  - b. Make your reasoning explicit and say, “I came to this conclusion because ...”
  - c. Explain the context of your point of view: Who will be affected by what you propose, how will they be affected, and why?
  - d. Give examples of what you propose, even if they’re hypothetical or metaphorical, and say, “To get a clear picture of what I’m talking about, imagine that you’re a customer who will be affected ...”
  - e. As you speak, try to picture the other people’s perspectives on what you are saying.
8. Publicly test your conclusions and assumptions.
  - a. Encourage others to explore your model, your assumptions, and your data, and ask, “What do you think about what I just said?”; “Do you see any flaws in my reasoning?”; “What can you add?”

- b. Refrain from defensiveness when your ideas are questioned. If you're advocating something worthwhile, then it will only get stronger by being tested.
- c. Reveal where you are least clear in your thinking. Rather than making you vulnerable, this defuses the force of advocates who are opposed to you, and invites improvement. Also ask, "Here's one aspect which you might help me think through."
- d. Even when advocating, listen, stay open and encourage others to provide different views; ask, "Do you see it differently?"

**PRODUCTIVE INQUIRY**

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- Be open and honest. Explain why you are questioning.
- Focus questioning on education and not on confirmation or proving yourself right.
- Be open to other perspectives and ideas.
- Approach the other person's perspective on data and reasoning with curiosity.
- Ask open-ended questions.

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C. Productive inquiry.

- 1. Be open and honest. Explain why you are questioning.
- 2. Focus questioning on education and not on confirmation or proving yourself right.
- 3. Be open to other perspectives and ideas. Remain flexible. Be ready to accept that your judgment can be flawed.
- 4. Approach the other person's perspective on data and reasoning with curiosity.
- 5. Ask open-ended questions: "Do you have a different view? What led you to think that? What is your conclusion?"

**PRODUCTIVE INQUIRY**  
(cont'd)

- Ask the person about your role in the problem or the solution.
- Ask for examples.
- Confirm your understanding.
- Ask others to make their thinking process visible.
- Compare your assumptions to theirs.

Slide 2-17

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6. Ask the person about your role in the problem or the solution: “How do you think I am contributing to our continual breakdowns in communication?”
7. Ask for examples: “How would your perspective and way of thinking affect this differently?”
8. Confirm your understanding by asking if you are summarizing correctly.
9. Ask others to make their thinking process visible.
  - a. Gently find out what data they are operating from by asking, “What leads you to conclude that?” or, “What causes you to say that?”
  - b. Use unaggressive language and ask in ways that do not provoke a defensive response by asking, “Can you help me understand your thinking here?”
  - c. Find out why they are saying what they are saying by asking, “How does this relate to your concerns? Where does your logic go next?”
  - d. Explain your reasoning for inquiry by stating, “I am asking you about your line of thinking because ...”
10. Compare your assumptions to theirs.
  - a. Test what they say by asking for broader contexts, or for examples. Ask, “How would your proposal affect ...?”; “Is this similar to ...?”; “Can you describe a typical example?”
  - b. Check your understanding of what they have said and ask, “Am I correct that you’re saying ...?”

- c. Explore, listen and offer your own views in an open way. Ask, “Have you considered ...?”
- d. Listen for the new understanding that may emerge. Don’t concentrate on preparing to destroy the other person’s argument or promote your own agenda.

**PRODUCTIVE INQUIRY**  
(cont’d)

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- How do you face a point of view with which you disagree?
- What do you do when you are at an impasse?

Slide 2-18

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- 11. Understand how to face a point of view with which you disagree.
  - a. Again, inquire about what has led the person to that view. Ask, “How did you arrive at this view?”; “Are you taking into account data that I have not considered?”
  - b. Make sure you truly understand the view: “If I understand you correctly, you’re saying that ...”
  - c. Explore, listen and offer your own views in an open way. Ask, “Have you considered ...?”
  - d. Listen for the larger meaning that may come out of honest, open sharing of alternative mental models: “When you say such-and-such, I worry that it means ...”
  - e. Raise your concerns and state what is leading you to have them. Ask, “I have a hard time seeing that, because of this reasoning ...”
- 12. What do you do when you are at an impasse?
  - a. Embrace the impasse, and tease apart the current thinking. You may discover that focusing on “data” brings you together.

- b. Ask, “What do we know for a fact?”; “What do we sense is true, but have no data for yet?”; “What don’t we know?”
- c. Look for information which will help people move forward. Ask, “What do we agree on, and what do we disagree on?”
- d. Ask if there is any way you might design an experiment or inquiry together which could provide new information.
- e. Listen to ideas as if for the first time.
- f. Consider each person’s mental model as a piece of a larger puzzle. Ask, “Are we starting from two very different sets of assumptions here? Where do they come from?”
- g. Ask what data or logic might change their views. For example, “What, then, would have to happen before you would consider the alternative?”
- h. Ask for the group’s help in redesigning the situation: “It feels like we’re getting into an impasse, and I’m afraid we might walk away without any better understanding. Do you have any ideas that will help us clarify our thinking?”
- i. Don’t let the conversation stop with an “agreement to disagree.” State, “I don’t understand the assumptions underlying our disagreement.”
- j. Avoid building your “case” when someone else is speaking from a different point of view.

**III. WHAT IS A CRUCIAL CONVERSATION?**

**WHAT IS A CRUCIAL CONVERSATION?**

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- Any conversation with the potential for high emotions.
- Any conversation where the stakes are high.
- Any conversation with the potential for conflict.



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- A. Any conversation with the potential for emotions to be high.
- B. Any conversation where the stakes are high.
- C. Any conversation with the potential for conflict.

### HOW TO SOLVE A CRUCIAL CONVERSATION

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- S: Share facts.
- T: Tell a story.
- A: Ask for the other's perception.
- T: Talk tentatively.
- E: Encourage testing.

Slide 2-20

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- D. How to solve a crucial conversation — STATE:
- 1. S: Share facts.  
Give the objective information that is available.
  - 2. T: Tell a story.  
Explain to the individual how the facts are shaping the issue.
  - 3. A: Ask for the other's perception.  
Invite the person to explain their perspective of the situation.
  - 4. T: Talk tentatively.
    - a. Use a curious tone, not an accusatory one.
    - b. There might be something that you are not aware of.
  - 5. E: Encourage testing.
    - a. This is not about being right; it is about developing a clear understanding of the entire situation.
    - b. "Help me understand."

c. “What am I missing here?”

**STEPS TO A SUCCESSFUL  
OUTCOME**

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- Step 1: Inquiry.
- Step 2: Acknowledgment.
- Step 3: Advocacy.
- Step 4: Problem-Solving.



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E. Steps to a Successful Outcome, according to Judy Ringer.

1. Step 1: Inquiry.
  - a. Create an attitude of curiosity.
  - b. Gather as much information as possible to better understand the situation.
  - c. Watch body language.
  - d. Actively listen.
2. Step 2: Acknowledgment.
  - a. Demonstrate that you understand and have been listening by summarizing what you think the other person is saying.
  - b. Respect their viewpoint.
  - c. Acknowledge if you believe you are being defensive. Be open.
3. Step 3: Advocacy.
  - a. “Help me see your viewpoint”; “What have I missed?”
  - b. Find a way to define your position without dismissing theirs.

4. Step 4: Problem-solving.
  - a. Brainstorm.
  - b. Ask the other person what they believe would work.
  - c. Find something you like in what they say and develop it.
  - d. If the discussion becomes confrontational, go back to the inquiry step.

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## ACTIVITY 2.2

### Crucial Conversations

#### Purpose

Describe the model process to effectively conduct a crucial conversation.

#### Directions

1. In table groups, each individual will describe a crucial conversation that they should have had but didn't, and explain why they didn't.
2. Consider the "STATE" process and "Ringer" steps used to reach successful outcomes. Which one would be most effective for each individual, crucial conversation presented? Why?
3. Choose the model that you are most comfortable with, and be prepared to discuss how you could have dealt with this crucial conversation.

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## ACTIVITY 2.3

### Unit 2 Learning Reflections

#### Purpose

As a portion of your personal and professional development, reflections on your learnings and identified development needs are essential. This activity provides you the opportunity to reflect and critically assess your development needs, within the topics of this unit, which will lead to a personal plan of action.

#### Directions

1. Review and reflect on the enabling objectives for this unit from a perspective of your current degree of competencies. The students will be able to:
  - a. Identify what makes communications effective, given different situations.
  - b. Describe paraverbal and nonverbal communications.
  - c. Define the inquiry- versus advocacy-based conversation.
  - d. Describe the components of a crucial conversation.
  - e. Describe the model process to conduct an effective crucial conversation.
2. From your above reflections, class dialogue, activities and personal notes from this unit, what knowledge, skills and abilities do you currently hold that support you achieving these objectives? How are you maintaining an effective degree of competency in these areas? Be specific. Use additional paper as needed.

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3. From the above reflections, what knowledge, skills and abilities are you, personally and professionally, **most in need of developing** in order to apply the unit objectives? Be specific. Use additional paper as needed.

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**IV. SUMMARY**

	<h2>SUMMARY</h2>	
<ul style="list-style-type: none"><li>• Components of effective communication.</li><li>• Advocacy- versus inquiry-based conversation.</li><li>• What is a crucial conversation?</li></ul>		
<small>Slide 2-24</small>		

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# **UNIT 3: ETHICS, AUTHORITY AND RESPONSIBILITY**

## **TERMINAL OBJECTIVE**

*The students will be able to:*

- 3.1 *Apply an ethical perspective to responsibility, authority, power, decision-making and discipline in a supervisory or leadership role in fire or Emergency Medical Services (EMS).*

## **ENABLING OBJECTIVES**

*The students will be able to:*

- 3.1 *Identify five types and two sources of power, and the inherent limits of different types of power.*
  - 3.2 *Recognize the consequences of the use of power.*
  - 3.3 *Define the concept of ethics and ethical dilemmas.*
  - 3.4 *Demonstrate ethical decision-making.*
  - 3.5 *Examine the supervisor's role in ethical leadership and the promotion of professional conscience.*
  - 3.6 *Recognize the boundaries of authority.*
  - 3.7 *Discuss how positive discipline is derived from the balance of authority and responsibility.*
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 FEMA  U.S. Fire Administration

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**UNIT 3:  
ETHICS, AUTHORITY AND  
RESPONSIBILITY**

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**TERMINAL OBJECTIVE**

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Apply an ethical perspective to responsibility, authority, power, decision-making and discipline in a supervisory or leadership role in fire or Emergency Medical Services (EMS).

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**ENABLING OBJECTIVES**

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- Identify five types and two sources of power, and the inherent limits of different types of power.
- Recognize the consequences of the use of power.
- Define the concept of ethics and ethical dilemmas.

Slide 3-3

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**ENABLING OBJECTIVES (cont'd)**

- Demonstrate ethical decision-making.
- Examine the supervisor's role in ethical leadership and the promotion of professional conscience.
- Recognize the boundaries of authority.
- Discuss how positive discipline is derived from the balance of authority and responsibility.

Slide 3-4

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**I. FIVE TYPES OF POWER**

**TYPES OF POWER**

- Formal.
- Reward.
- Coercive.
- Expert.
- Referent.



Slide 3-5

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The following description and analysis of types of power and sources of power is adapted from a theory first proposed by John French and Bertram Raven in 1959. More information pertaining to these concepts can be found in Gary Yukl's book "Leadership in Organizations" (2013).

- A. Formal power.
  1. Formal power is tied to your official position within the organization (chief, captain, fire/Emergency Medical Services (EMS) officer, etc.).
  2. The position you occupy guarantees you a certain level of authority over your subordinates.
  3. Within your assigned level of authority, you can direct or order your subordinates.

4. The higher your position is within the organization, the more formal power you possess.
5. When formal power is used, others comply because they believe you have the right to tell them what to do, and they have an obligation to do it.

B. Reward power.

1. Reward power is the ability to give rewards in exchange for compliance.
2. Rewards may be official (raises, awards, promotions, citations, etc.) or informal (“atta boy/girl,” special recognition, favors, etc.).
3. Rewards must be meaningful to and desired by the person you are trying to influence.
4. When reward power is used effectively, others comply because they want to obtain some benefit that you control.

C. Coercive power.

1. Coercive power is the ability to punish for noncompliance.
2. It is the opposite side of the coin from reward power.
3. Punishments, like rewards, can be official (reprimand, suspension, loss of pay, termination, etc.) or informal (isolation, ignoring, peer pressure, etc.).
4. Punishments must also be meaningful to the person you are trying to influence.
5. When coercive power is used effectively, others comply because they want to avoid some punishment that you control.

D. Expert power.

1. Expert power involves having more knowledge and/or ability than others in some specific area and using this to your advantage.
2. It is not enough to be an expert; others must be aware of your expertise.
3. When expert power is used effectively, others comply because they believe you know more than they do, and they respect your expertise.

- E. Referent power.
  - 1. Referent power involves being liked, admired and trusted by others.
  - 2. You use charisma to your advantage.
  - 3. When referent power is used effectively, others comply because they want to please you, and they want your personal approval.

**II. TWO SOURCES OF POWER**

**SOURCES OF POWER**

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- Ascribed or position power.
- Achieved or personal power is earned.



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- A. All five types of power come from two basic sources.
  - 1. Ascribed or position power.
    - a. Given to an individual by virtue of his or her position within the organization.
    - b. Generally, your official rank determines the amount of formal, reward and coercive power you possess.
    - c. Subordinates' compliance with position power is based on their required acceptance of your organizational authority.
    - d. Subordinates comply because they must.
  - 2. Achieved or personal power is earned by an individual.
    - a. Expert and referent powers fall under this category.
    - b. Your formal position within the organization — no matter how high — carries no guarantee of these powers.

- c. In fact, quite often, those individuals with no position power manage to build an extremely effective power based on personal power alone.
- d. Individuals earn personal power through accumulation of knowledge, skills, and effective interpersonal relations.
- e. Subordinate compliance is based on respect and/or admiration for you.
- f. Subordinates comply because they want to!

**LIMITS OF POWER**

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All five types of power can be used effectively and work to your advantage. But there are limits!

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- B. All five types of power can be used effectively and work to your advantage. But there are limits!
  - 1. Formal, reward and coercive powers generally only work on subordinates — downward power only!
  - 2. Formal power is limited by your assigned scope of authority.
  - 3. Reward power is limited by the desirability of the promised reward.
  - 4. Overuse of coercive power leads to covert resistance.
  - 5. Expert power is limited by others' perception of the importance/usefulness of the area of expertise.
- C. Other facts about use of power.
  - 1. Expert and referent powers can work downward (subordinate), across (peers), and upward (superiors).

2. Individuals with low self-confidence rely more on formal and coercive powers.
3. The most effective leaders rely more on referent and expert powers.
4. Compliance in visible, routine tasks can be influenced by formal power alone. Less visible, more creative tasks require referent or expert powers.
5. The more sophisticated/self-confident/capable individuals are apt to be influenced more by expert and referent powers.
6. Use of power expends a limited source of energy — the more you use, the more you lose!

**Using Different Power Types and Likely Outcomes**

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

Adapted from Yukl (2013).

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## ACTIVITY 3.1

### Analyzing Appropriate Use and Abuse of Power

#### Purpose

Recognize the consequences of the use of power.

#### Directions

1. You are going to read a scenario. After reading it, respond to the questions provided at the end. Use the Do's and Don'ts Checklist to help analyze behaviors.
2. Discuss the following scenario to determine which type of power is being used and whether the power being exercised is appropriate or abusive.

#### Scenario: The Case of the Ambitious Fire Captain

The Paradise County Fire Department provides fire and emergency services to approximately 2.5 million citizens of Paradise County, an area of some 725 square miles. The Paradise County Fire Department is a large, urban department, having 60 or more fire stations spread out over its service area. Captain Meefurst and his crew of three are stationed at Fire Station 13, one of the department's busiest areas. His engineer is a longtime friend, having worked with him for over 15 years. One firefighter is new to him and has worked with him for three months. The second firefighter is on his probationary period, having just graduated from the department's internal fire academy.

Each fire captain is responsible to maintain completed training documentation for each of his or her crew members. This training can vary from fire prevention to manipulative skills, such as confined-space rescue training, to new department policies and procedures. Each crew member is responsible for completing a minimum of 10 hours per month, and each captain is responsible to see that the crew completes the training. The captain is then responsible to sign off on the documentation.

Captain Meefurst has been studying for his test for a potential battalion chief promotion. He has not completed any required training for four months, nor has he facilitated any training for the crew members during this time. The engineer has completed no training during this four-month period. The tenured firefighter has completed a total of 12 hours of the required 40 by taking off-duty training to prepare him for promotion in the future, and the new firefighter has been so busy studying for his probationary exam that he has not completed any training.

The operations chief recently sent a memorandum to all members of the department advising them that adhering to the training schedule is a high priority in the organization. In that memorandum, he advised everyone that it would be the responsibility of the respective battalion chiefs to inspect the training records on the first shift of each month to ensure that they have been completed.

Upon receipt of this memorandum, Captain Meefurst met with his crew and informed them that he had delegated responsibility for signing off on the training records to his engineer.

Three weeks later, the battalion chief dropped by the station to inspect the records. The probationary firefighter was present for this inspection, and was surprised to see that there were completed training records in the file for the previous four months, which documented that the 40 hours of training required had been met by all crew members for the four months in which there had been no scheduled training completed.

The probationary firefighter realized that the training records had been falsified. Not wanting to cause trouble, he waited until the battalion chief left and then spoke with the engineer. He asked whether the engineer had completed the training records, and when the engineer replied that he had, the firefighter said, "That's wrong. We didn't do that training." The engineer responded by getting quite irritated and telling him to "butt out" of things that "aren't your business."

Not knowing what to do next, the probationary firefighter said nothing else. However, later that shift, Captain Meefurst called the firefighter into his office. He demanded to know why the firefighter had questioned the engineer, and reminded him, "It is NOT your place to question your superiors!" He ended the conversation by adding, "It would be a shame if you were spending so much time poking your nose into other people's business that you didn't pass probation." He then told him, "I am giving you a directive to refrain from speaking to anyone else about it. It is not your concern."

### Type of Power

1. What did the leader do which indicated either the appropriate use or abuse of power?

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2. What are the possible consequences of the use of power?

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**ACTIVITY 3.1 (cont'd)**

**Do's and Don'ts Checklist**

<b>Formal Power</b>	
<b>Do</b>	<b>Don't</b>
Be polite.	Be arrogant and/or discourteous.
Make requests in a confident tone.	Bully subordinates.
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.	Make demands outside of your scope of authority.
Require compliance.	
Be responsive to subordinate concerns.	

<b>Reward Power</b>	
<b>Do</b>	<b>Don't</b>
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).

<b>Coercive Power</b>	
<b>Do</b>	<b>Don't</b>
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.	Punish in public.
Make sure you have the ability/authority to deliver the threatened punishment.	Threaten to do something you know is beyond your authority.

<b>Expert Power</b>	
<b>Do</b>	<b>Don't</b>
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 that others need.
Stay humble.	Become conceited and arrogant.

<b>Referent Power</b>	
<b>Do</b>	<b>Don't</b>
Learn how to make personal appeals. (Do it for ME.)	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.
Accept others as they are.	

III. CONSEQUENCES OF THE USE OF POWER

**CONSEQUENCES OF THE  
USE OF POWER**

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- The exercise of any type of power has moral implications.
- Our ability to choose how we will exercise our power is the very essence of being human.
- Power used well brings health to the organization.

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- A. The exercise of any type of power has moral implications.
- B. Our ability to choose how we will exercise our power is the very essence of being human.
- C. Power used well brings health — both personal and organizational.

**CONSEQUENCES OF THE  
USE OF POWER (cont'd)**

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- Power used poorly is destructive and detrimental to the mission of the organization.

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- D. Power used poorly is destructive and detrimental to the mission of the organization.

## CONSEQUENCES OF THE USE OF POWER (cont'd)

Type of Power	Positive Effects	Negative Effects
Formal	Providing resources and direction for the good of the organization.	Relying on position power to control, manipulate or punish.
Reward	Using rewards to motivate and acknowledge contributions.	Withholding rewards to control or exclude.
Coercive	Used judiciously, can be a tool for progressive discipline.	Using coercion to manipulate others or take away their power.
Expert	Sharing knowledge, teaching.	Withholding knowledge to control.
Referent	Moving others in a positive direction.	Moving others in a negative direction.

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Type of Power	Positive Effects	Negative Effects
Formal	Providing resources and direction for the good of the organization.	Relying on position power to control, manipulate or punish.
Reward	Using rewards to motivate and acknowledge contributions.	Withholding rewards to control or exclude.
Coercive	Used judiciously, can be a tool for progressive discipline.	Using coercion to manipulate others or take away their power.
Expert	Sharing knowledge, teaching.	Withholding knowledge to control.
Referent	Moving others in a positive direction.	Moving others in a negative direction.

## ACTIVITY 3.2

### Please Everyone, Please No One

#### Purpose

Apply a decision-making approach to a given scenario using differing influences.

#### Directions

1. You will play the role of a hospital organ transplant committee.
  - a. Your committee has to make an important decision.
  - b. Seven patients need a heart transplant.
  - c. There is only one donor at this time.
  - d. All of the patients are physically able to undergo surgery.
  - e. All are eligible.
  - f. All are compatible.
  - g. Time is of the essence in order to ensure viability of the donated heart.
  - h. All will die without a transplant.
2. Decide which patient should receive the heart and why. Your group must agree on the choice. Patients will not automatically die if they are not selected.
  - a. Review the list. Discuss as a group and develop consensus.
  - b. List of patients in priority order. You may not use a lottery or “name out of a hat” approach.
  - c. Select a representative to present the priority list and rationale.

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IV. RECOGNIZE THE CONCEPT OF ETHICS AND ETHICAL DILEMMAS

**THE CONCEPT OF ETHICS**

- Definition of ethics:
  - Given system of conduct.
  - Principles of honor or morality.
  - Guidelines for human action.
  - Rules or standards for individuals or professions.
  - Character of a group.



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A. The concept of ethics.

1. Definition.

- a. A given system of conduct.
- b. Principles of honor or morality.
- c. Guidelines for human action.
- d. Rules or standards for a society, organizations, individuals or professions.
- e. The character of a group based on its agreements about what is proper or expected behavior.
- f. Values driven.

**THE CONCEPT OF ETHICS  
(cont'd)**

- Ethics have roots in:
  - History.
  - Systems of law.
  - Social customs.
  - Our own personal code of conduct.

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2. Roots.

a. History.

- Prominent in Ancient Greek culture, which adopted rules for its citizens, such as, “Do the greatest good for the greatest number.”
- All of the great religions of the world have the equivalent of the Ten Commandments to guide the thinking and actions of their members.
- These guidelines specifically state how people should act, especially in relationships with other human beings.
- The concept of a Golden Rule is often considered a basic principle of human behavior rooted in biblical writings and indicative of “commonsense ethics.”

b. Systems of law.

- Laws summarize decisions of technically trained judges, as well as juries of peers, who decide if a wrong has been committed.
- New laws also arise as the values and attitudes of the community change.
- Ethics often begin where the law leaves off.

c. Social customs.

- Define what is acceptable and unacceptable in a certain community.
- Members of any community either condone (support) or condemn (resist) specific actions.
- Examples:
  - Dry counties (no alcohol sold).
  - X-rated bars and films allowed or not allowed.

d. Personal code of conduct.

- Based on a very personal assessment of what is right or wrong.

- Begins with early childhood and matures through our life experience.
- Related to attitudes of people we respect, the confidence we have in our own standards, how often we have been supported or burned by past decisions, etc.
- Examples: cheating the IRS or falsifying training reports.

**THE CONCEPT OF ETHICS**  
(cont'd)

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- Codes of ethics:
  - Provide specific guidelines.
  - Inform of a common set of standards.
  - Encourage members to live by those standards.
  - Protect integrity and reputation.
  - Promote a professional conscience.

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B. Codes of ethics.

1. Provide specific guidelines.
2. Inform of a common set of standards.
3. Encourage members to live by those standards.
4. Protect integrity and reputation.
5. Promote a professional conscience.

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- How many of you belong to an organization that has a published code of ethics?
- What types of statements are included?

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C. Hippocratic Oath.

The modern version of the well-known Hippocratic Oath of physicians brings to light a comprehensive guide of behaviors and attitudes for physicians to follow. In effect, it is a code of ethics.

**THE AMERICAN SOCIETY FOR  
PUBLIC ADMINISTRATION**

- Serve the Public Interest.
- Respect the Constitution and the Law.
- Demonstrate Personal Integrity.
- Promote Ethical Organizations.
- Strive for Professional Excellence.

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D. American Society for Public Administration (ASPA) Code of Ethics.

1. Serve the Public Interest.
2. Respect the Constitution and the Law.
3. Demonstrate Personal Integrity.
4. Promote Ethical Organizations.
5. Strive for Professional Excellence.

**FIREFIGHTER CODE OF  
ETHICS**

If this were your department's code of ethics,  
what would this mean to you as a supervisor?



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- E. Firefighter code of ethics.
- F. Ethical dilemmas and decision-making.
  - 1. Rushworth Kidder, Ethicist, defines an ethical dilemma as being a situation that pits two rights against each other. Or simply stated, “Right versus Right” (Kidder, 2003).
  - 2. Ethical dilemmas can be manifested in all walks of life because they involve decisions based on values, whether personal or organizational.
  - 3. Ethical dilemmas can be created when a decision must be rendered that challenges deeply held beliefs and customs.
  - 4. Confronting ethical dilemmas requires active leadership willing to examine issues and challenge current thinking.
  - 5. Decision-making for ethical dilemmas is similar to any problem-solving process. The different moral implications of the decision, or those in play within the situation, modify the choices available to the decision-maker.
  - 6. Basic decision-making includes:
    - a. Fact finding.
    - b. Alternative solutions review.
    - c. Solution selection.
    - d. Solution implementation.
    - e. Observations and evaluation.
    - f. Reflection and modifications if needed.

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## ACTIVITY 3.3

### Ethical Decision-Making

#### Purpose

Examine the supervisor's role in ethical leadership, the promotion of professional conscience, codes of ethics and apply it to an ethical decision-making scenario.

#### Directions

1. Assume your small group is a fire and EMS agency, and you are all newly appointed first-line supervisors. The agency director has requested your group review and determine the salient points of the Hippocratic Oath (Modern Version) the firefighter code of ethics, and the ASPA Code of Ethics.

From this review, the director requests that you develop a brief code of ethics for the agency. The code is to be placed on an easel pad and will be presented at the next all supervisory staff meeting.

2. Using your newly developed code of ethics, the director has further requested you develop a succinct and easy to use ethical decision-making model. The model is to be placed on an easel pad and will be presented at the next all supervisory staff meeting.
3. Using your newly developed code of ethics and ethical decision-making model, the director is requiring you to apply those concepts to a specific ethical dilemma that has just been brought the director's attention.
4. Review your group's assigned ethical scenario, apply your new concepts, and prepare a group response to present to the director. Your response must be specific and linked to the new concepts developed above. The director is very thorough and uses an inquiry-based approach to projects. Be prepared to state what the ethical dilemma is and why the group sees it as an ethical dilemma. Your response will be presented at the next all supervisory staff meeting.

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### ACTIVITY 3.3 (cont'd)

#### Ethical Decision-Making Scenarios

1. Your unit is dispatched to a medical-aid call. When you arrive, you find a patient who has suffered severe burns to his right arm and his face. The patient states that he was burned while cooking. You do note an odd burning smell, but it does not really smell like food. While treating and packaging him for transport, you notice there are several 8-by-10 photographs of significant local landmarks on the walls. While you and the crew are carrying the patient out of the house, you note a large box with sawed portions of pipe in it along the side of the house. What do you do? Why?
2. You are a firefighter in a large metropolitan fire department. A “not guilty” verdict has just been announced this morning in a police shooting incident that resulted in a young man’s death. Protestors have been gathering in the downtown area all afternoon, and as night has fallen, there are increasing reports of violence and vandalism breaking out. Your unit is dispatched to a staging area, and the city manager has ordered the fire department to direct the deck gun on the protestors surrounding city hall. What do you do? Why?
3. You are the paramedic on your crew. The crew responds to a medical aid call for an 18-month-old child. When you arrive, you find a child who is very sick with a high fever. The mother reports that the child has been unable to hold down anything for three days. You determine that the child needs to be transported to the hospital, and you get the child ready for transport. You notice that the child also has several bruises on his arms and one on his cheek, though they appear to be several days old. You ask the mother how the child was bruised, and she replies that he fell out of his brother’s bunk bed several days ago. You also notice that she has bruises on her arms and one on her collarbone area. When it is time to transport the child to the hospital, the mother says that she will stay behind with their older boy, who is about four years old, and the father will ride to the hospital with the toddler. What do you do, if anything? Why?
4. Your community has been hit very hard with an economic downturn. Many business have closed, and those that are still open are struggling. As you go about conducting a fire code inspection, you note several items needed to bring a small business into compliance. The owner is accompanying you on the inspection. He tells you he can barely keep the doors open, and he has not taken a paycheck in several weeks in order to stay open and pay his employees. What you note in your inspection that is needed for compliance, you also know will cost the owner several thousands of dollars. What do you do, now knowing if you write up the inspection as found, the business will most likely close?

5. Upon arrival at a vehicle accident, you begin patient treatment. The patient in one of the vehicles is your best friend's spouse. Law enforcement on the scene tells you that this patient was the cause of the accident and asks if you note anything peculiar with the patient, such as possibly being impaired. You know your friend's spouse has had trouble with alcohol. From your vantage point, you can see an open container on the floor of the car, but the law enforcement officer cannot. Knowing who you are, the patient looks up at you and whispers, "Please. Please. Do not say anything." What do you do now? Why?
  
6. As a new supervisor, you are on probation, and you have been assigned to a very seasoned crew. As a crew, they are very competent and effective in their job responsibilities. They can be edgy at times, particularly when it comes to the agency policy on human dignity and zero tolerance for bullying. They believe that fire station pranks are part of history and serve to make "real firefighters" out of the "new breed." The senior member of the crew is the sibling to the chief who serves as your probationary evaluator. You have over heard conversations between the two that seem to be about planning a new prank to pull on the agency's first female firefighter. What do you do? Why?

**V. BOUNDARIES OF AUTHORITY**

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- What perception does the public have about your boundaries of authority?
- By what guidelines can a supervisor establish his or her foundational expectations for ethical behavior on the part of the crew?
- How can supervisors instill ethical behaviors in employees?

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Characteristics of an ethical leader:

- A. Models ethical behavior.
- B. Attempts to balance personal ethics with those of the organization.
- C. Considers impact of decisions on all others who will be affected.
- D. Operates with integrity, honesty and courage.
- E. Approaches ethics from a positive point of view, guided by their own ethical compass or conscience.

**VI. BALANCE OF AUTHORITY AND RESPONSIBILITY**

**BALANCE OF AUTHORITY AND RESPONSIBILITY**

Supervisory effectiveness within the concept of exercising ethical leadership lies, in part, between balancing the authority with the responsibilities that the supervisor possesses.

- Authority without responsibility (accountability) = ineffectiveness.
- Responsibility without authority = burnout.
- “Discipline” = “to mold or to teach” — not to punish or retaliate.

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Supervisory effectiveness within the concept of exercising ethical leadership lies, in part, between balancing the authority with the responsibilities that the supervisor possesses.

- A. Authority without responsibility (accountability) = ineffectiveness.
- B. Responsibility without authority = burnout.
- C. “Discipline” = “to mold or to teach” — not to punish or retaliate.

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- What images come to mind when you hear the phrase “a disciplined crew”?
- What types of power can a supervisor bring to bear on the disciplinary process that will lead to a positive result?
- What examples can you think of where a supervisor has misused coercive power in the disciplinary process? What was the result?

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**PUNITIVE VERSUS POSITIVE DISCIPLINE**

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- Punitive discipline attempts to change behaviors by negative actions.
- Positive discipline is the use of a balance of authority as responsibility.

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Punitive versus positive discipline.

1. Punitive discipline attempts to change behaviors by negative actions.
2. Positive discipline is the use of a balance of authority as responsibility.

## ACTIVITY 3.4

### Unit 3 Learning Reflections

#### Purpose

As a portion of your personal and professional development, reflections on your learnings and identified development needs are essential. This activity provides you the opportunity to reflect and critically assess your development needs, within the topics of this unit, which will lead to a personal plan of action.

#### Directions

1. Review and reflect on the enabling objectives for this unit from a perspective of your current degree of competencies. The students will be able to:
  - a. Identify five types and two sources of power, and the inherent limits of different types of power.
  - b. Recognize the consequences of the use of power.
  - c. Define the concept of ethics and ethical dilemmas.
  - d. Demonstrate ethical decision-making.
  - e. Examine the supervisor's role in ethical leadership and the promotion of professional conscience.
  - f. Recognize the boundaries of authority.
  - g. Discuss how positive discipline is derived from the balance of authority and responsibility.
  
2. From your above reflections, class dialogue, activities and personal notes from this unit, what knowledge, skills and abilities do you currently hold that support you achieving these objectives? How are you maintaining an effective degree of competency in these areas? Be specific. Use additional paper as needed.

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3. From the above reflections, what knowledge, skills and abilities are you, personally and professionally, **most in need of developing** in order to apply the unit objectives? Be specific. Use additional paper as needed.

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**VII. SUMMARY**



**SUMMARY**

- Five types of power.
- Two sources of power.
- Consequences of the use of power.
- The concept of ethics and ethical dilemmas.
- Boundaries of authority.
- Balance of authority and responsibility.

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# **APPENDIX**

## **HIPPOCRATIC OATH, MODERN VERSION**

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## HIPPOCRATIC OATH, MODERN VERSION

The origin of the “modern” Hippocratic Oath is not 100% certain, despite the credit to Dean Lasagna.

The Encyclopedia of Bioethics (2003) says:

- “A document patterned after the Oath of Hippocrates appeared in 1948, when the newly organized World Medical Association (WMA) adopted the Declaration of Geneva. In 1991, 47 U.S. medical schools used it (Dickstein et al.). (Of the remainder, 14 schools used the Prayer of Maimonides or more recently written oaths.)”

I swear to fulfill, to the best of my ability and judgment, this covenant:

I will respect the hard-won scientific gains of those physicians in whose steps I walk, and gladly share such knowledge as is mine with those who are to follow.

I will apply, for the benefit of the sick, all measures which are required, avoiding those twin traps of overtreatment and therapeutic nihilism.

I will remember that there is art to medicine as well as science, and that warmth, sympathy, and understanding may outweigh the surgeon’s knife or the chemist’s drug.

I will not be ashamed to say “I know not,” nor will I fail to call in my colleagues when the skills of another are needed for a patient’s recovery.

I will respect the privacy of my patients, for their problems are not disclosed to me that the world may know. Most especially must I tread with care in matters of life and death. If it is given me to save a life, all thanks. But it may also be within my power to take a life; this awesome responsibility must be faced with great humbleness and awareness of my own frailty. Above all, I must not play at God.

I will remember that I do not treat a fever chart, a cancerous growth, but a sick human being, whose illness may affect the person’s family and economic stability. My responsibility includes these related problems, if I am to care adequately for the sick.

I will prevent disease whenever I can, for prevention is preferable to cure.

I will remember that I remain a member of society, with special obligations to all my fellow human beings, those sound of mind and body as well as the infirm.

If I do not violate this oath, may I enjoy life and art, respected while I live and remembered with affection thereafter. May I always act so as to preserve the finest traditions of my calling and may I long experience the joy of healing those who seek my help.

Written in 1964 by Louis Lasagna, Academic Dean of the School of Medicine at Tufts University, and used in many medical schools today.

The Hippocratic Oath and the Ethics of Medicine.

Use/adaption of this page with permission of Tim Ruggles of Dalhousie University.

Retrieved March 9, 2017 <http://guides.library.jhu.edu/c.php?g=202502&p=1335759>

# **UNIT 4: ACTIVE ENGAGEMENT**

## **TERMINAL OBJECTIVE**

*The students will be able to:*

- 4.1 *Create a personal plan for active engagement as a supervisor and leader in fire and Emergency Medical Services (EMS), using concepts presented in this course.*

## **ENABLING OBJECTIVES**

*The students will be able to:*

- 4.1 *Differentiate between active and passive engagement.*
  - 4.2 *Identify the building blocks needed to be successful in a supervision or leadership role in fire and EMS.*
  - 4.3 *Assess an appropriate problem-solving and critical decision-making process.*
  - 4.4 *Develop a personal plan for active engagement using the relevant building blocks.*
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## ENABLING OBJECTIVES (cont'd)

- Develop a personal plan for active engagement using the relevant building blocks.

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### I. ACTIVE AND PASSIVE ENGAGEMENT

## ENGAGEMENT

- Ongoing process that occurs when people:
  - Undertake tasks related to their interests and competence.
  - Learn about them continuously.
  - Participate freely with (equal) associates.
  - Immerse themselves deeply.
  - Continue the task with persistence and commitment.

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#### A. Definitions of engagement.

1. Engagement is an ongoing process that occurs when an individual or group undertakes tasks related to their interests and competence, learns about them continuously, participates freely with (equal) associates, immerses themselves deeply, and continues the task with persistence and commitment because of the value they attribute to the work.
2. Engagement can also be defined as a key blend of three existing operational business concepts:
  - a. Job satisfaction.
  - b. Commitment to the organization.

- c. Extra-role behavior — i.e., discretionary effort to go beyond the job description.
3. There are two types of engagement — active and passive.

**ENGAGEMENT (cont'd)**

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- Active engagement.
- Passive engagement.

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B. Active engagement.

The collaborative use of motivation, conceptual knowledge, cognitive strategies and social interactions.

- 1. Characteristics of active engagement:
  - a. Employee engages in collaboration.
  - b. Employee engages in participation.
  - c. Employee perceives role as important.
  - d. Employee seeks the involvement of various levels within the organization.
  - e. Employee cares about the process and destination.
- 2. Facilitating active engagement:
  - a. Paraphrase.
  - b. Compliment.
  - c. Elaborate.
  - d. Energize (humor).

- e. Disagree.
- f. Mediate.
- g. Pull together.
- h. Influence perspectives.
- i. Summarize.

C. Passive engagement.

- 1. The minimum or status quo level of involvement.
- 2. Characteristics of passive engagement:
  - a. Feeling isolated (silo effect).
  - b. Routine (just going through the motions).
  - c. Perceiving role as passive issuer of directives.
  - d. Minimizing interaction with various levels of the organization.

**ANALYZING ENGAGEMENT**

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- Does the organization promote active engagement?
- Does the employee promote active engagement?
- Does the employee speak with the terms "I" or "we"?
- Do employees collaborate for success?

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D. Analyzing organizational and employee engagement.

- 1. Does the organization promote active engagement by:
  - a. Department vision?
  - b. Department mission?
  - c. Department values statement?

- d. Department culture and values?
  - e. Departmental strategic and operational initiatives?
2. Does the employee promote active engagement by:
- a. Personal vision?
    - Creating a positive future desired state.
    - Very positive and persuasive.
    - Very assertive in a positive way.
    - Confident.
  - b. Interpersonal skills?
    - Maintaining appropriate levels of comfort with others.
    - Approachable.
    - Building strong relationships.
    - Issuing and receiving performance feedback.
    - Feeling comfortable managing conflict.
  - c. Communication?
    - Being skilled at sending, receiving and interpreting messages.
    - Using appropriate grammar/vocabulary.
    - Making eye contact.
    - Using appropriate gestures.
3. Does the employee use the terms “I” or “we”?
- a. The use of the term “I” means that the employee is not engaged with the organization. They are practicing passive engagement.
  - b. The organization can be classified as a “group of individuals” and not a team.



- a. Source of the risk is from within the organization.
  - b. It can be controlled.
  - c. Examples include employees' unethical behavior or inappropriate actions as the result of deteriorating operational procedures.
  - d. Strategic risks.
    - Voluntary risks that are taken on by the organization.
    - Big risks for big gains.
2. External risks.
- a. Outside of the organization's control.
  - b. Unpreventable.
  - c. Focus is to identify and mitigate risks.
3. Resources for managing strategic risks.
- a. Independent experts (for slow-evolving risk environments):
    - Can be handled at the project level.
    - Expert will execute periodic risk assessments.
  - b. Facilitators (for predictable risk environments):
    - Risks can remain hidden for years.
  - c. Embedded experts (for volatile risk environments):
    - Continuously monitor and influence the organization's risk profile.

**PLANS AND ACTIVE ENGAGEMENT**

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- Personal plan.
- Strategic plan.
- Operational plan.

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G. Plans and active engagement.

1. Personal plan.

A personal plan is a way to manage risk as an individual.

2. Strategic plan.

a. Based on organization's values, mission and vision.

- Values — things that are important to the organization.
- Mission — things that the organization does on a daily basis (the standard).
- Vision — things that the organization is striving to achieve.

b. Usually long-term (12 to 18 months).

c. Management tool.

d. High probability of significant financial or resource impact.

e. Used for only one purpose: to do a better job.

f. Ensures that members are working toward the same goal(s).

g. Assesses and adjusts organization's direction in response to a changing environment.

3. Operational plan.
  - a. Middle management's, supervisor's or team leader's tool.
  - b. Executed without significant financial or resource impact.
  - c. Can be achieved in less than 12 months.
  
4. Promoting active engagement.
  - a. Be enthusiastic.
    - Describe/Discuss in an enthusiastic manner (hand gestures, voice tone, eye contact, etc.).
    - Ambitious.
    - Push employees to challenge the status quo.
  
  - b. Include not exclude.
    - Use the terms:
      - We.
      - Us.
      - Our.
  
    - Avoid terms such as:
      - They.
      - Their.
      - Them.
      - You (tends to isolate or point a finger).
  
  - c. Make everyone relevant.
    - It may be difficult for some employees to immediately recognize how this affects them.
  
    - Mention specific jobs, positions, tasks, procedures, etc., that employees are able to relate to their day-to-day responsibilities. Buy-in is always a plus.

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## ACTIVITY 4.1

### Organizational and Employee Engagement

#### Purpose

Analyze your current organizations to identify either active- or passive-engagement workplace environments.

#### Directions

1. Individually reflect on your organization's vision, mission and values.
2. Also reflect on your current department culture to see what types of engagement it fosters.
3. Based on these reflections, document what type of engagement environment your organization currently fosters (active or passive). What observation have you made that support your conclusion?
4. Share your findings with your designated group.
5. Discuss each similarity with your group; members of the group will reflect on each other's analysis.
6. One volunteer from each table will be asked to share their reflections with the class.

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**II. THE BUILDING BLOCKS OF LEADERSHIP**

**THE BUILDING BLOCKS OF LEADERSHIP**

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- Building Block 1: Vision.
- Building Block 2: Interpersonal skills.
- Building Block 3: Leadership communication.
- Building Block 4: Problem-solving.

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- A. Building Block 1: Vision.
  - 1. A vision is defined as a clear, distinctive, specific and desired view of the future; it is usually connected with strategic goals for the organization. Effective leaders define a vision and build followers' commitment to it.
  - 2. A leader develops a vision of what is important for future direction, communicates this with urgency in meaningful ways, and can persuade others to align their efforts to strive for results.
  - 3. A leader is assertive and self-confident when working with others and takes initiative in getting things done.
  - 4. A leader has a special way to gauge and vary authority and its impact on others.
  
- B. Building Block 2: Interpersonal skills.
  - 1. Interpersonal skills are the life skills we use every day to communicate and interact with other people, both individually and in groups.
  - 2. A leader can show an appropriate level of comfort with others and builds lasting relationships and connections.
  - 3. A leader is socially perceptive, modeling consideration and tact while maintaining focus on tasks at hand.
  - 4. A leader can objectively give and receive candid performance feedback.
  - 5. A leader is comfortable with managing conflict and differences of opinion.

C. Building Block 3: Leadership communication.

1. Leadership communication is the controlled, purposeful transfer of meaning by which leaders influence a single person, a group, an organization or a community.
2. Leaders need to be able to communicate well. In order to be effective, a leader needs to foster three important leadership elements: mission, people and teamwork.
3. A leader is skilled in sending and receiving/interpreting verbal, nonverbal and written messages.
4. A leader uses appropriate grammar and vocabulary, as well as eye contact, gestures and inflection.
5. A leader shows comfort and poise in presenting ideas to (often large) groups and can readily respond to ideas and questions.

D. Building Block 4: Problem-solving.

1. A leader is expected to get the job done.
2. A leader must learn to plan, analyze situations, identify and solve problems (or potential problems), make decisions, and set realistic and attainable goals for the organization.
3. Problem-solving is the thinking or creative requirements of leadership, and they set the vision and direction.
4. These critical leadership actions provide vision, purpose and goal definition.
5. A leader uses analytical, fact-based, logical and impartial methods to decide what needs to be done.
6. A leader balances this deductive approach with the use of speculation and intuition to recognize information gaps when forming judgments and opinions.
7. A leader is curious and broad-minded, and uses inference and intuition to solve complex business problems.
8. A leader will link short-term planning with strategic thinking to anticipate future consequences of current goals and objectives.

## ACTIVITY 4.2

### Leadership Building Blocks and Leadership Roles

#### Purpose

Identify the building blocks needed to be successful in a supervision or leadership role in fire and Emergency Medical Services (EMS).

#### Directions

##### Part 1

1. For the first part of the activity, select an ideal leader you have heard about, but who you don't know personally. It could be someone like Mother Teresa, Martin Luther King Jr., Abraham Lincoln, or any national or international figure that you admire.
2. Write down the chosen person's name.
3. Write down three building blocks or leadership skills you admire about the person.

##### Part 2

1. Select an ideal leader who you know personally. This can be anyone from your life experiences, or anyone that has impacted your life.
2. Write down the person's name.
3. Write down three building blocks or leadership skills you admire about the person.

##### Part 3

1. Review your personal list for similarities and differences.
2. Share your findings within your designated group.

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III. PROBLEM-SOLVING

**PROBLEM-SOLVING**

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- Problem-solving is the process of finding solutions to difficult or complex issues.
- Problem-solving skills:
  - Objective position.
  - Fact-based decisions.
  - Linking operational planning (short-term) with strategic thinking to anticipate future.

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- A. Definition: the process of finding solutions to difficult or complex issues (Oxford Dictionary).
- B. Problem-solving skills:
1. Objective position.
  2. Fact-based decisions.
  3. Links operational planning (short-term) with strategic thinking to anticipate future.

**EIGHT STEPS TO PROBLEM-SOLVING**

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1. Identify the problem.
2. Gather information — fact finding.
3. Define the problem.
4. Find ideas.
5. Evaluate and select.
6. Undertake action planning.
7. Gain acceptance.
8. Take action.

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- C. Eight steps to problem-solving:
1. Identify the problem. If you can identify a problem, you can solve it.

2. Gather information — fact finding.
3. Define the problem. Clearly list the challenges.
4. Find ideas — ways of solving the problem.
5. Evaluate and select.
  - a. Consider criteria.
  - b. Avoid jumping to conclusions.
  - c. Convert ideas into a practical solution.
6. Action planning.
  - a. Taking steps for success.
  - b. Focusing on end result.
7. Gain acceptance.
  - a. Understand resistance and roadblocks.
  - b. Show others how solution can benefit them and problems can be minimized.
8. Take action — executing the steps in the action plan.

## ACTIVITY 4.3

### Problem-Solving

#### Purpose

Identify and articulate the appropriate problem-solving skills for a given scenario.

#### Directions

1. Individually review the scenario.
2. Work in your designated groups.
3. Develop a plan while applying the eight steps to problem-solving in order to address the issue in the scenario.

Eight steps:

- a. Identify the problem.
  - b. Gather information.
  - c. Define the problem.
  - d. Find ideas.
  - e. Evaluate and select.
  - f. Action planning.
  - g. Gain acceptance.
  - h. Take action.
4. Use any support material available to you while addressing the stated issue (e.g., department policies, training guidelines or programs, internet, etc.).
  5. The information and group responses can be placed on printed material or an easel pad.
  6. One volunteer from each table will be asked to share their reflections with the class.

## Scenario

The fire and EMS department currently contracts with a private company to conduct and deliver the departmentwide fire and EMS training program. The current program is executed through video feeds with the private company on topics selected and mandated by both the National Registry of Emergency Medical Technicians (NREMT) and firefighting job performance requirements (JPRs). The current system is not interactive or dynamic. The personnel are required, at certain times during their shifts, to sit together and watch the video or live feed as a group.

Fire department personnel have stated that the training is “boring, not conducive to learning, and provides no real skill application or retention. Sometimes, this educational platform is a waste of time.”

The fire chief has tasked this group to study methods to deliver fire and EMS training that meets the state and national mandates. This training must be delivered on shift and must be cost-effective, as budgeting or financing this training can be an issue. The proposed training plan must be more dynamic and conducive to firefighter learning and skill retention.

**IV. PERSONAL DEVELOPMENT PLAN FOR ACTIVE ENGAGEMENT**

**PERSONAL DEVELOPMENT PLAN  
FOR ACTIVE ENGAGEMENT**

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- What is a personal development plan?
- Key questions for engagement planning.
  - Where are we now?
  - Where do we want to go?
  - How are we going to get there?

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- A. What is a personal development plan?
1. Fire and EMS personal development planning is a designed process of creating a future action plan based on designated skills, awareness, values, reflection, goal-setting and planning for personal development within the context of a career, for education or for self-improvement.
  2. Fire and EMS organizations are increasingly using personal development plans as a way to form the basis of training and career development of their individuals to ensure that they acquire the appropriate leadership knowledge, skills, abilities and experience to be successful in the future.
- B. Key questions for engagement planning.
1. Where are we now?
    - a. Identifying existing skills, training, education for active engagement.
    - b. Identifying our strengths.
    - c. Identifying our weaknesses.
  2. Where do we want to go?
    - a. Identifying long-term vision.
    - b. Identifying future required skills/training/education.

3. How are we going to get there?
  - a. Setting timeline.
  - b. Setting short-term goals.
  - c. Celebrating small wins and accomplishments.

**PERSONAL DEVELOPMENT PLAN  
FOR ACTIVE ENGAGEMENT (cont'd)**

- What are the benefits of completing a personal development engagement plan?
- What are the risks of completing a personal development engagement plan?

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C. What are the benefits of completing a personal development engagement plan?

There are benefits for both the individual and organization:

1. Individual's point of view: The plan can be a motivating factor.
2. Individuals become focused on self-improvement and understand the long-term implications of efforts.
3. Organization's point of view: The plans encourage employees to be proactive about their career planning.

D. What are the risks of completing a personal development engagement plan?

1. Not meeting deadlines.
2. No buy-in.
3. Resistance to change.
4. Not well-communicated.
5. Plan failure.

**ACTIVITY 4.4**

**Unit 4 Learning Reflections**

**Purpose**

As a portion of your personal and professional development, reflections on your learnings and identified development needs are essential. This activity provides you the opportunity to reflect and critically assess your development needs, within the topics of this unit, which will lead to a personal plan of action.

**Directions**

1. Review and reflect on the enabling objectives for this unit from a perspective of your current degree of competencies. The students will be able to:
  - a. Differentiate between active and passive engagement.
  - b. Identify the building blocks needed to be successful in a supervision or leadership role in fire and EMS.
  - c. Assess an appropriate problem-solving and critical decision-making process.
  - d. Develop a personal plan for active engagement using the relevant building blocks.
  
2. From your above reflections, class dialogue, activities and personal notes from this unit, what knowledge, skills and abilities do you currently hold that support you achieving these objectives? How are you maintaining an effective degree of competency in these areas? Be specific. Use additional paper as needed.

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3. From the above reflections, what knowledge, skills and abilities are you, personally and professionally, **most in need of developing** in order to apply the unit objectives? Be specific. Use additional paper as needed.

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## ACTIVITY 4.5

### Personal Plan for Professional Growth

Although this personal plan for professional growth is not used for your course grade, you are encouraged to finish your reflection process as a means for professional development.

#### Purpose

At the conclusion of each prior unit, you identified specific areas of personal and professional development needs. This activity provides you an opportunity to develop your unit reflections into a specific course of action.

#### Directions

1. Review each of the unit reflections developed at the end of each unit.
2. Develop a specific statement of action (answering the “how” question) for how you will address your identified needs. Be as specific as possible.

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3. Describe what will be your first milestone of achievement in each identified area and the time frame to accomplish the action.

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**Note:** As you complete each of the courses within the leadership in supervision series, this concurring post course activity should be completed. Through the series, you will then have developed a comprehensive approach to your continued professional and person growth.

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# ACRONYMS

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## ACRONYMS

<b>ASPA</b>	American Society for Public Administration Code of Ethics
<b>EMS</b>	Emergency Medical Services
<b>FEMA</b>	Federal Emergency Management Agency
<b>FG</b>	Facilitator Guide
<b>ICS</b>	Incident Command System
<b>IPSLEI</b>	International Public Safety Leadership and Ethics Institute
<b>KSAs</b>	knowledge, skills and abilities
<b>NFA</b>	National Fire Academy
<b>PDP</b>	Personal Development Plan
<b>SAW</b>	Student Activity Worksheet
<b>SCBA</b>	self-contained breathing apparatus
<b>SFD</b>	Spartan Fire Department
<b>SM</b>	Student Manual
<b>USFA</b>	U.S. Fire Administration

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