National Emergency Training Center
16825 S. Seton Avenue
Emmitsburg, MD 21727-8998

FEMA

R0671

Dear National Fire Academy Student:

By now you should have received an email notification from the National Emergency Training Center (NETC) Admissions Office. This notification indicates your acceptance into the U.S. Fire Administration (USFA), National Fire Academy (NFA) "Managing Effective Fire Prevention Programs" (MEFPP) course.

Congratulations on your acceptance into the USFA's/NFA's MEFPP course.

The purpose of this 6-day course is to provide fire prevention specialists with the tools and skills to be able to evaluate their fire prevention programs and services. The course units will cover the following subjects: defining your new role, fostering cultural change, building fire prevention and risk-reduction bureau strength, power politics and influence, organizational finances, and establishing bureau priorities and strategies.

There is a pre-course assignment. Read Units 1 to 4 of the attached before class and bring the information detailed in the pre-course material about your organization to class. This information will be used to process in-class activities that will count toward your final grade for MEFPP. You are encouraged to bring a laptop computer (or other electronic device) as well as a thumb drive.

This class is a six day class which starts on Sunday at 8 a.m. Subsequent classes will meet daily from 8 a.m. to 5 p.m., with evening classes possible.

The course materials for this course are now available in a Bring Your Own Device (BYOD) format which will function on any electronic device. Please see the page following this letter for complete instructions on successfully downloading your course materials. Please note: If you plan to bring/use an iPad, you may experience issues saving/storing/printing course assignments since there is no USB/thumb drive capacity for these devices.

The NFA classroom environment is computer based. Increased numbers of students and instructors are bringing laptop computers or other electronic devices to campus; you are responsible for the security and maintenance of your equipment. The NFA cannot provide computer software, hardware (which includes disks, printers, scanners, monitors, etc.), or technical support for your device. For your convenience, we do provide surge protector power strips at each classroom table.

Should you need to access the Student Computer Lab, it is located in Building D and is available for all students to use. The lab is open daily with a technician available Monday through Thursday from 1700 to 2100 (5 p.m. to 9 p.m.) and on Saturdays from 0800 to 1200 (8 a.m. to noon). The lab uses Windows 7 and Office 2013 as the software standard.

If you need additional information related to your course's content or requirements, please contact Mr. Michael Weller, Fire Prevention Management Curriculum Training Specialist, at (301) 447-1476, or by email at michael.weller@fema.dhs.gov. Good luck, and I hope to see you on campus.

Sincerely,

Eriks J. Gabliks, Superintendent
National Fire Academy
U.S. Fire Administration

Enclosure

National Fire Academy Bring Your Own Device (BYOD)
Course Materials/Download Instructions

The **first step** is to download ADOBE Reader to your device. This will enable you to read and manipulate the course materials. ADOBE Reader can be used to comment and highlight text in Portable Document Format (PDF) documents. It is an excellent tool for note-taking purposes.

For Laptops and Computers

ADOBE Reader can be downloaded from www.adobe.com/downloads/. It is a free download. Please note that depending on your settings, you may have to temporarily disable your antivirus software.

For Tablets and Other Similar Hand-Held Devices

ADOBE Reader can be downloaded onto devices such as iPads, android tablets, and other hand-held devices. ADOBE Reader for these types of devices can be found in the device's Application Store using the search function and typing in "ADOBE Reader." Follow the instructions given. **It is a free application.** Note: In order to have the editing capabilities/toolbar, the document needs to be "opened with ADOBE Reader." There should be a function on your device to do this.

After you have successfully downloaded the ADOBE Reader, please use the following Web link to download your R0671, "Managing Effective Fire Prevention Programs" (MEFPP) Student Manual (SM). (You may copy/paste this link into your Web browser.)

https://nfa.usfa.fema.gov/ax/sm/sm_r0671.pdf

Note: Please make sure you download the ADOBE Reader first. To open the SM, you will need to open the ADOBE Reader and then open the SM through the ADOBE Reader in order for the note-taking tools to work properly.

If you need assistance, please contact nfaonlinetier2@fema.dhs.gov.

Managing Effective Fire Prevention Programs

Pre-course Assignment

March 2017

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INTRODUCTION TO THE MEFPP COURSE

Welcome to "Managing Effective Fire Prevention Programs" (MEFPP). MEFPP provides knowledge and helps facilitate the skills/abilities needed to lead a fire prevention/risk-reduction bureau. The audience for the course includes (but is not limited to) those who currently (or aspire to) lead a fire prevention/risk-reduction bureau. The size of the bureau does not matter; all leaders will benefit from MEFPP.

MEFPP includes an introduction plus six units that will be delivered in the following sequence:

- Unit 1: Defining Your New Role
- Unit 2: Fostering Cultural Change
- Unit 3: Building Fire Prevention and Risk-Reduction Bureau Strength
- Unit 4: Power, Politics and Influence
- Unit 5: Organizational Finances
- Unit 6: Establish Bureau Priorities and Strategies

Most National Fire Academy (NFA) courses require completion of a pre-course assignment.

Completion of the pre-course assignment is mandatory for acceptance into MEFPP. Information from the assignment will be used to process in-class activities that count toward the final grade you will receive for MEFPP. **You should bring the information collected as part of the pre-course assignment with you to the NFA.**

You are encouraged to bring a laptop computer (or other word processing device) as well as a thumb drive memory storage stick.

PART 1: IDENTIFY THE VALUES/BEHAVIORS THAT DEFINE YOUR DEPARTMENT'S CULTURE

Please respond to the following directives that relate to the culture of your organization:

1. Locate your organization's mission statement and bring it with you to the NFA.

2. As part of an NFA learning activity, you will be asked to identify if your organization truly supports fire prevention/risk reduction by providing support in the form of people, organizational focus, budget, programs, etc.

3. While you **do not need to write answers to the following questions,** please be prepared to discuss them with peers at the NFA.

   a. What does your organization at large value as being important?

   b. What behaviors are displayed by members that prove these values are important?

   c. What are the values held by your organization at large toward fire prevention and risk reduction?

   d. What behaviors are displayed by members that prove what you identified is true?

   e. What is the unofficial culture and mission of your department?

PART 2: PROFILE OF YOUR DEPARTMENT'S FIRE PREVENTION/ RISK-REDUCTION BUREAU

Please bring the following with you to the NFA:

1. Your job description.

2. The job descriptions of four staff who are assigned to your bureau. Hopefully you will be able to bring the descriptions of different positions such as public educator, fire inspector, plans reviewer, fire investigator, fire marshal, etc.

   a. You should be familiar with the job performance requirements (JPRs) and knowledge, skills and abilities (KSAs) required for each position.

   b. If you represent a small organization and perform multiple duties, please ensure your job description reflects all of the tasks you are responsible for.

PART 3: PERSONNEL MANAGEMENT DOCUMENTS

Please bring the following with you to the NFA:

1. A copy of the performance evaluation that is utilized when evaluating personnel in your bureau.

2. A copy of your department's ethics policy

PART 4: BUDGET DOCUMENTS

Unit 5 of MEFPP is entitled Organizational Finances. To process the activities included in this unit, please bring the following two documents with you to the NFA:

1. An abbreviated summary of your fire department's total budget.

2. A detailed summary of your bureau's budget.

PART 5: FIRE IS EVERYONE'S FIGHT

Sign up for Fire is Everyone's Fight™. This national effort is led by the U.S. Fire Administration (USFA) to lower the number of home fires and home fire injuries in America. Along with USFA and partner organizations across the country, the fire community is speaking out with a unified message of fire prevention and safety to the public. The goal is to change how people think about fire and fire prevention, using social marketing strategies to address the broadest audience.

Go to https://www.usfa.fema.gov/prevention/outreach/fief/. Scroll down a couple lines, and click on Fire is Everyone's Fight. Continue scrolling down the page until you see the box on the right to register as a partner to use the Fire is Everyone's Fight logo on materials you create. The Fire is Everyone's Fight logo is trademarked, so we require that you complete a simple registration form to use it. Once you register, you'll have access to various versions of the logo optimized for website, print and online materials.

You are encouraged to download the Fire is Everyone's Fight Guide at: https://www.usfa.fema.gov/downloads/fief/fief_outreach_guide.pdf. This will help you develop creative ways to engage your community.

PART 6: READING ASSIGNMENT

The MEFPP course includes many activities that require you to have a prerequisite level of knowledge to process them. For this reason, the NFA has formatted the first four units of instruction (less the activities) so you can read the material in advance of the course.

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UNIT 1: DEFINING YOUR NEW ROLE

TERMINAL OBJECTIVE

The students will be able to:

1.1 Define their role in the fire prevention/risk-reduction bureau.

ENABLING OBJECTIVES

The students will be able to:

1.1 Compare and contrast the composition of fire prevention/risk-reduction bureaus.

1.2 Define the roles, responsibilities and beneficial traits of the fire prevention/risk-reduction bureau manager.

1.3 Select common challenges that the leader of a fire prevention/risk-reduction bureau may face.

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I. LEADING A FIRE PREVENTION/RISK-REDUCTION BUREAU

A. Being in command of a fire prevention/risk-reduction unit can be one of the most challenging yet important and rewarding positions in a fire department.

B. The position carries tremendous responsibility because the leader often has authority (or co-responsibility with the chief of department) over a wide range of programs.

C. While the job is sometimes reactionary in nature, it is mostly a proactive position that requires vision, leadership and mastery of a diverse set of skills.

D. The ultimate job of the bureau leader is to ensure that risks in the community are addressed both efficiently and effectively.

E. The bureau leader needs to have a professional skill set so he or she is competent in the following roles:

1. Fire chief/Administrator.

2. Department senior staff member.

3. Mentor.

4. Politician.

5. Problem-solver.

6. Visionary.

F. The most effective risk-reduction strategies are those that employ a broad-based integrated approach utilizing a combination of prevention interventions.

G. The goal of utilizing multiple interventions in parallel is twofold:

1. Prevent incidents from occurring.

2. When prevention fails, reduce (mitigate) the impact of the incident.

H. Prevention interventions include:

1. Education.

a. Informing constituents of the risks that are impacting, or have potential to threaten, the local community.

b. Teaching the community how the risk develops and what they can do to help prevent it and/or mitigate its impact.

c. Creating a sense of urgency through the use of a fact-based rationale that explains why the risk is serious and how a combination of preventive interventions can be utilized for prevention/mitigation.

d. Demonstrating the advantages of utilizing a multifaceted approach to prevention and mitigation that ultimately results in a safer community.

2. Engineering and technology.

a. Suggesting the use of technology to help prevent and/or mitigate targeted risks.

b. Investigating how a living and/or working environment could be modified so that prevention and/or mitigation is accomplished.

c. Examples include:

- Presence of working smoke detection systems.

- Integrated systems that automatically notify the emergency services when incidents occur.

- Automatic suppression systems.

d. Exploring how technology can be utilized to enhance agency performance.

e. Investigating how human behavior during emergencies, such as evacuation, affects incident outcomes.

3. Enactment and enforcement.

a. Exploring how public policy can be utilized as a prevention and/or mitigation tool.

b. Following the community's designated process to help develop and adopt public policy that targets community risk.

c. Applying policies that target identified community risks.

d. Demonstrating professional enforcement practices that reflect positively on the bureau and overall organization.

4. Economic incentives.

Working to incorporate incentives (both positive and negative) that support risk reduction.

a. Positive incentives reward constituents for proactive behavior or provide free/low-cost services to support life safety.

b. Negative incentives penalize people for infractions of adopted public policies and may include civil and criminal sanctions.

5. Emergency response.

a. Supporting the existence of an adequately staffed, equipped and trained group of emergency responders.

b. The presence of emergency response forces in the community serves as a psychological reminder that can be used to reinforce the prevention message.

c. In the environment, it is paramount that prevention bureaus integrate themselves into the entire organization, including emergency response.

I. It is the responsibility of the risk-reduction leader to work with his or her organization and community to identify local risk priorities and address them in a strategic manner.

J. The structure of a risk-reduction bureau will vary based upon the department and community.

1. Some prevention bureaus are responsible for public education, plan review, code enforcement and fire investigation.

2. Others may include a mix of the above.

3. Staffing will obviously vary based upon the types and levels of services provided.

K. The job of the prevention/risk-reduction leader is to close the loop of the fire and life safety cycle.

II. DEVELOPING A LEADERSHIP MINDSET

A. Becoming the leader/manager of a fire prevention/risk-reduction bureau is a career goal for many who are promoted or appointed to the position.

B. In some larger departments, an officer aspiring for further advancement may be required to serve in a variety of leadership positions throughout his or her career. This may include holding a leadership position on a prevention bureau.

C. In fact, time spent in the Operations Bureau can help a prevention leader recognize risks from fire behavior that cannot be adequately described in codes or public education. It also lends credibility to the prevention leader when working with operations members.

D. Whatever the career path, most who assume command of a prevention/risk-reduction bureau quickly realize that developing the right mindset is essential.

E. The bureau leader is part of the department leadership team. He or she must strive to attain competencies to be an integral component of the department for the at large leadership structure.

F. At the same time, the bureau leader must be cognizant of the department's senior leadership and responsible for balancing response capacity with prevention.

G. The mindset/attitude of an effective and efficient prevention bureau leader should include:

1. Effective and efficient risk reduction must follow a strategic process.

   a. The leader of the prevention unit must visualize the big picture of community risk reduction.

   b. The process begins with a comprehensive community risk assessment to identify and prioritize local risks.

   c. It continues as a risk-reduction planning team defines the highest priority problem. A well-defined problem is a problem half-solved.

   d. Planning team members should be from a diverse group of department members (and perhaps outside of the department stakeholders) who bring various experiences and perspectives to the process.

   e. Once specific risks have been identified and targeted, risk sequencing is utilized to study how the risk develops and occurs. At this point, discussion of what combination of prevention interventions to employ occurs.

f. The most effective and efficient strategy entails the use of combined prevention interventions that have been suggested and are supported by the department at large.

g. Public education builds the foundation for use of integrated prevention strategies.

h. However, if it is utilized as a stand-alone intervention, education can be a weak strategy. Education is designed to work in tandem with the other types of intervention.

i. Engineering and technology can be utilized to help create passive protection that requires no action on the part of people.

- Sprinkler systems, fire-resistive building construction and automatic seatbelts/air bags are examples of passive equipment.

- Adopting and enacting public policy can mandate the use of engineering and technology so that prescribed preventive standards are met.

- Policy can also require ongoing maintenance/servicing of equipment to ensure its effectiveness.

j. Enactment of public policy and its application/enforcement can be very powerful prevention components because specific actions on behalf of citizens can be mandated or prohibited.

- Those who apply/enforce policy should be trained to be public educators first, enforcers second.

- Voluntary compliance of a policy or code should be the ultimate aim of an enforcement agency.

- Voluntary compliance is the most effective proof that the community bought into a policy because it demonstrates that people understand and approve its existence.

- In contrast, there is a definite place for enforcement when addressing blatant noncompliance with codes or when tackling criminal law violations, such as arson.

- The bureau leader’s mindset toward how his or her bureau applies/enforces public policy can set the tone (positively or negatively) for community trust and future successes in prevention/mitigation of local risks.

k. Good prevention leaders will find creative incentives to help their communities achieve desired levels of public safety.

- Positive incentives reward people for compliance with safety initiatives. Many can offer free or low-cost support services to help constituents meet safety requirements.

- Negative incentives, in the form of sanctions, penalize people for acts of noncompliance.

l. A prevention leader must recognize that emergency response is a critical component of an integrated prevention strategy.

m. No matter how hard prevention advocates strive to keep incidents from occurring, there will always be a need for an adequately staffed, equipped and trained cadre of responders.

n. The astute prevention leader will consider ways to collaborate and integrate with suppression forces so the overall mission of comprehensive prevention services is delivered.

o. This integration can provide enhanced credibility as the organization is viewed as a trusted and positive force within the community.

2. Proficient leaders are experts at environmental scanning.

a. Environmental scanning is the process of studying the environment of the organization and community to identify both strengths and potential threats that could impact forward progress of the unit.

b. Leaders proficient in environmental scanning are able to identify the following:

- People/Groups that may be supportive or opposed to risk reduction.

- Interpersonal dynamics between people.

- Strengths and attributes of people.

- Organizational and group dynamics.

- The culture of an organization or group of people.

- Political climate within an organization or community.

- The need to recognize contractual agreements with a labor organization (where applicable and as applied to the state/ community/department).

- Emerging issues and future trends that may affect risk.

c. Good leaders will carefully analyze situations and develop an action plan that capitalizes on strengths and efficiently addresses challenges.

3. Effective leaders understand how human behavior is driven by culture.

a. The culture of an organization influences how its members behave.

b. The leadership of an organization is ultimately responsible for facilitating its culture.

c. Leaders must be willing to champion the prevention mission, particularly when it is unpopular in the remainder of the organization.

d. If an organization has institutionalized risk reduction as a core value, most of its members will embrace prevention activities and provide support with a professional, enthusiastic attitude.

e. Even in an organization that supports prevention, some members may not necessarily embrace the activities they are expected to perform. However, most will do what needs to be done in a professional manner and without complaint.

f. Factors that contribute to institutional support of risk reduction include resources dedicated to prevention, staff training on why and how to deliver services, and continuous feedback on the impact of efforts.

g. In departments where a culture supportive of prevention has not been built, there may be dissenters who speak out against performing prevention duties and/or attempt to purposely derail risk-reduction initiatives.

h. The prevention leader must create an environment that portrays the prevention bureau as an elite unit that is selective about who it chooses as members. Resist the “dumping ground” phenomenon that can undermine the perception of prevention as a valued service.

i. One of the main reasons why people may oppose assisting with prevention is their failure to understand the potential value of the service.

j. The wise leader will prepare for all situations and prepare to address them accordingly.

4. The bureau leader must be an effective and efficient team leader.

a. It is important to understand the difference between leading and managing.

- Leadership is a dynamic process. Good leaders are visionaries who are always looking to the future of where the organization could/should be. Leaders take calculated risks and empower others with responsibility so they grow professionally. True leaders set good examples and inspire others to follow.

- Management is the task of ensuring that a job is performed in a safe and efficient manner in accordance with prescribed operating guidelines.

- The person responsible for a fire prevention/risk-reduction bureau must be both a leader and a manager.

b. It is a very unwise and unhealthy practice for a leader to assume that he or she can operate a fire prevention/risk-reduction unit single-handedly.

c. Regardless of the size of a prevention bureau, it is a wise strategy to build and maintain a strong alliance with the response section of the organization.

d. This alliance serves several purposes:

- Responders learn and understand the mission of the prevention bureau.

- Responders provide additional eyes to identify potential problems for referral to the prevention bureau.

- Responders see firsthand how prevention can enhance their personal safety.

- Prevention bureau members remain in touch with the response component of the organization.

- Prevention bureau members can help reduce needless responses (like false activations of alarms), thus improving the availability of responders.

- Resource sharing will increase overall effectiveness of the department at large.

e. The most effective prevention bureau leaders are those who understand the strengths and challenges of their units/staffs.

f. Dynamic leaders will invest time to learn the interests and attributes of team members. They will help team members grow by facilitating continuing education and skill-building opportunities.

g. Finally, the bureau leader must be prepared to address interpersonal relationships among department members. Personnel issues are bound to arise, and effective management will help reinforce team cohesiveness.

5. Budget preparation and management skills are essential for building, sustaining and advancing a prevention unit.

a. Every prevention unit must have a budget.

b. The prevention bureau leader/manager is responsible for developing and managing a budget that supports the goals and objectives of the unit.

c. Risk-reduction practitioners must have the basic tools that are needed to perform their duties safely, effectively and efficiently.

d. The organization and community's budget cycle and spending procedures must be understood.

e. The leader/manager must understand the type of budget utilized by the department.

- Most departments utilize either line-item or service-based budgets.

- Staffing costs (including employee benefits) must be considered in addition to the costs of specific programs.

- The sum of employee costs, specific program costs and the tools needed by practitioners to perform their duties can be considered the total net worth (per se) of the bureau.

f. More information on budgeting will be provided in Unit 5: Organizational Finances.

6. Understand that prevention units are often "resource-challenged."

a. The recent economic recession (crisis) proved that fire departments are not immune to staffing cuts and layoffs.

b. Citizens demand basic services from their local government such as working public utilities, trash collection and police protection.

c. In an era of economic challenges, when pressed to prioritize funding of local government services, many decision-makers have had to make tough choices on spending priorities.

d. Recent history proves that not only can firefighters get laid off, but departments can lose a portion (or in some cases all) of their prevention bureau.

e. Aspiring leaders of prevention units must embrace the mindset that we must do a better job of justifying the essential function of bureaus.

- The bureau leader must commit to developing a strategic evaluation plan so that every function of the unit is measured for both impact and efficiency.

- The worth of prevention must be proven, not just stated. This is best accomplished through a comprehensive program evaluation that begins the minute an idea for a prevention program is conceived and continues throughout its life cycle.

- It is important for key stakeholders in the community to be engaged in the prevention program evaluation process. They are the clients who will influence the political decision of worth.

- The leader must understand the importance of investigating and pursuing creative methods of revenue generation to support his or her unit.

- The leader must also realize that fire departments are often looked upon as an expense and not as a revenue-generating source.

- Once again, this is the mindset: Fire departments must prove how much they are saving the community in property tax revenues through a reduction of incidents or events that occur with less severity because of proactive prevention/ mitigation strategies.

7. Participation in the local political process is essential.

   a. If a bureau is responsible for proposing public policy or applying code, its leader must understand and be adept at participating in the local political process.

   b. This requires understanding the local process of proposing policy and resolving issue.

   c. It also requires a keen analysis of the local political environment and how to participate in an effective manner.

   d. Political environments are dynamic and constantly changing/ evolving. The bureau leader must be able to forecast, recognize and adapt to a changing environment.

8. The bureau leader must have a positive working relationship with the chief administrators of the department and political leaders, as well as administrators from other government agencies and community groups.

   a. The ability to communicate, collaborate, negotiate and compromise are traits that have been mastered by those who lead effective prevention/risk-reduction units.

   b. It is important to remember that there are internal and external partners whose missions may conflict with the goals and objectives of the prevention/risk-reduction bureau.

9. Commitment, integrity and ethical behavior are essential.

   a. The position of bureau leader/manager often carries with it the responsibility of code/law enforcement.

   b. This responsibility brings with it the reality of liability in case ethics violations or acts of gross negligence take place. Failure to accept this responsibility and act accordingly may result in career derailment.

c. Professional development provides opportunities to enhance knowledge and skills so the bureau leader is adequately prepared to address his or her job performance requirements (JPRs).

III. SUMMARY

UNIT 2: FOSTERING CULTURAL CHANGE

TERMINAL OBJECTIVE

The students will be able to:

2.1 Facilitate a cultural change process that increases the fire prevention/risk-reduction focus within the organization at large.

ENABLING OBJECTIVES

The students will be able to:

2.1 Identify impediments to creating an increased fire prevention/risk-reduction focus within an organization's culture.

2.2 Explain how to reconcile personal and organizational values and identify the repercussions of differences.

2.3 Propose how to lead adaptive change to strengthen the risk-reduction focus within the organization's mission, goals and objectives.

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I. INDIVIDUAL CULTURE

A. Every person develops his or her own unique culture.

1. A person's individual culture is heavily influenced by personal and professional life experiences.

2. These experiences often involve interactions with people.

3. The interactions influence the person's assumptions, attitudes, beliefs and ultimately their values.

B. The outputs of a person's values are the behaviors they display.

II. UNDERSTANDING ORGANIZATIONAL CULTURE

A. Organizational culture is displayed through the behaviors exhibited by its members at large.

B. As with individual culture, the behaviors displayed by an organization are driven by its members' assumptions, attitudes, beliefs and values.

C. Organizational culture evolves over a period of time.

1. The culture's foundation is built by individuals who lead its development by influencing people to adopt the leader's system of values.

2. Social, economic and political influences can help drive the development of an organization's culture.

D. Social factors may include:

1. Peer influences/pressure and experiences.

2. Group norms.

3. Stereotypes built about people and groups.

4. Agreement/Disagreement between groups.

5. Interest in the bureau's mission.

E. Economic factors may include:

1. Community and organizational economic conditions.

2. Salary and wage agreements/disputes.

3. Economic support (budget) for fire prevention/risk reduction.

F. Political factors may include influences from:

1. Labor organizations or group associations.

2. Fire department administration.

3. City/County administration.

4. Community groups/associations.

III. UNDERSTANDING ORGANIZATIONAL SUBCULTURES

A. Subcultures are groups of people within an organization that share similar assumptions, attitudes, beliefs and values.

B. The sharing of these values often results in common behaviors displayed by the subgroup.

C. Subcultures may share the values of other subgroups or the organization at large.

D. Subcultures may also develop their own set of values that are either somewhat similar or perhaps totally different from other groups or the organization at large.

E. Subcultures often adopt the assumptions, attitudes, beliefs and values of leaders they respect (either formal or informal leaders).

F. There are many subcultures that may exist within the fire and emergency services.

G. Organizational subcultures are similar to special interest groups that work to influence public policy decision-makers.

1. Special interest groups form because of their common beliefs, concerns and values about a specific topic.

2. The group members then work to advance issues that benefit **their** specific group.

H. Each subculture within an organization has its own set of assumptions, attitudes, beliefs and values that ultimately drive its behavior.

I. An important goal of fire and emergency services leadership is to facilitate a cooperative synergy between all subgroups/cultures within the organization at large so that the agency's mission is achieved.

Obviously, this is a high-order goal. Additional complications can occur when the groups are composed of different generations.

IV. GENERATIONAL DIFFERENCES AND ORGANIZATIONAL CULTURE

A. Current emergency services are comprised of a mix of several generations.

B. The mission of a department can be defined through mission statements, policies and procedures. However, how the mission is applied can be influenced by how the directives are communicated through leadership and interpreted by personnel.

C. Communicating across multiple generations can be a challenging process.

1. Not everyone prefers (or in some cases, accepts) receiving information in the same way.

2. This is an important factor to consider when studying organizational culture.

D. One of the main goals for the leader of a fire prevention/risk-reduction bureau is to facilitate cooperative department and communitywide support for prevention/risk reduction.

E. Knowing the best way to communicate and facilitate cooperation among the various generations is an important part of that process.

F. The following information is provided to help you build a base of knowledge about the preferred communication mediums of various generational age groups.

1. It should be noted that not all people fit into a specific category.

2. Four generations are explored: Traditionalists, Baby Boomers, and Generation X and Y.

G. Generationally speaking, the following section details common characteristics and modes of communication for each group.

H. Traditionalists.

1. Born between the years of 1925-1945.

2. Endured the Great Depression, the affluence of the end of the Roaring ’20s, World War II, and the Korean War. Received the GI Bill of Rights and saw teletypewriter services begin.

3. Characterized by the "waste not; want not" mentality. They are loyal, patriotic and faithful in their institutions.

4. They value logic, loyalty, discipline, tradition, legacy and family.

5. Communication preferences are face-to-face meetings and formally typed or handwritten letters.

6. To "sell" a Traditionalist on an idea, they prefer to make decisions on what has worked well in the past.

I. Baby Boomers.

1. Born between the years of 1946-1964.

2. Boomers endured the Vietnam War and experienced the "suburbia" movement. They bought color televisions, witnessed the rise in use of street drugs, and saw the assassinations of John F. Kennedy and Martin Luther King, Jr. Experienced civil rights protests, Woodstock, invention of the touch telephone and the first video phone.

3. They are characterized by being hardworking, idealistic and highly competitive; keeping up with the Joneses; questioning authority; and climbing the corporate ladder. They represent the first "me" generation.

4. Boomers value hard work. A work week of 70 hours is not abnormal. They like getting ahead, being noticed, or becoming famous. They value money, freedom and being "me."

5. They prefer to communicate via telephone, face-to-face conversations, fax, email, group/team meetings or cellphones (for talking, not texting).

J. Generation X.

1. Born between the years of 1965-1980.

2. This group has experienced the dot-com boom/bust, computer mania, Sesame Street, AIDS epidemic, climbing divorce rates, latchkey syndrome kids, and MTV and VH1. They witnessed the invention of the first cellphone, but it was not widely used. They also saw Apple/Microsoft become technology giants.

3. X'ers are characterized by "Reality Bites", being skeptical of higher institutions, remaining cynical about marriage and life, and questioning everything because nothing makes sense anymore. They are tech savvy and globally concerned.

4. This group values independence, freedom, friends, mobility and security.

5. Communications do not get dictated to this group. They want to choose which way to communicate and how often they do it. Their preferred modes of communication are email, cellphone, texting, blogging, instant messaging and online forums.

6. Prefer to be sold on ideas by listening to people with experience. They don't want to be sold but would rather someone simply "cut to the chase and avoid unnecessary communication and meetings."

K. Millennials or Generation Y.

1. Born during the years of 1981-1994.

2. Significant events that rocked their world included 9/11, high-speed internet, YouTube, helicopter parents and birth of the self-esteem movement. They witnessed the Columbine/Virginia Tech shootings, cellphone mania and the rise of online social networks (Facebook and MySpace).

3. This group is characterized by their willingness to embrace diverse backgrounds. They are very eco-friendly and worry about social and global issues. They are impatient team players and multitaskers who need immediate gratification and depend on thrills and speed.

4. Y'ers value fun, friends, simplicity, balance, saving the world and information/knowledge. They support a "live first; work next" culture.

5. While communication modes are vast among this group, they prefer texting, online social networks, email (only for work or school) and instant messaging. They struggle with face-to-face communications, telephone conversations and letter writing.

L. When communicating with members of various age groups, be aware that a combination of communication strategies may be necessary.

1. "Great communication skills" to a Traditionalist may mean they are superb letter-writers.

2. To a millennial, it may mean that they are "savvy at texting."

M. There are crossover generations, and there are those who don't fit the typical mold at all.

N. As a catalyst for group cooperation, the bureau leader has the responsibility to convey his or her message so that everyone gets the intended output.

V. WHEN SUBCULTURES DISAGREE

A. In a perfect world, cultures would live and work in harmony.

B. In reality, people around the world sometimes kill or give their lives out of loyalty for group culture and its shared values.

C. While our industry's people are not at war with each other, the emergency services can experience organizational strife and dysfunction when disagreements among subcultures regress into unprofessional behavior.

D. Sociology experts refer to the behavior of "protecting our tribe." This type of behavior can occur in the fire service when shifts of firefighters or members of divisions "protect their tribes."

E. When subcultures become polarized and openly (or covertly) oppose one another in ways that negatively impact the organization, the resulting chaos/dysfunction stymies professionalism, credibility, growth and service capabilities.

F. Examples of group polarization may include:

1. Department leadership versus city/county administration.

2. Department leadership versus labor organization.

3. Career versus volunteer.

4. Fire versus EMS.

5. Response versus prevention.

VI. LEADERS CREATE ORGANIZATIONAL CULTURE

A. **Leaders** help shape and define an organization's culture.

B. Leaders set the tone for what they expect the value system to be that will help attain their vision.

C. The various subcultures within an organization are facilitated by formal and informal leaders.

D. Leaders come from two sources:

1. Formal leaders who hold official legitimate authority such as chief or organizational president.

2. Informal leaders such as tenured employees/members, respected peers, etc.

E. Whatever the leader's platform, supportive followers can make his or her vision/goals often become reality.

F. As goals are realized, this positive reinforcement supports and encourages the behaviors being exhibited by the group at large.

G. This synergy perpetuates the development of additional leaders who step forward to advance the mission of the group.

H. Ultimately, a leadership structure is created that supports the culture that has been built.

I. Understanding this structure is an important starting point prior to developing a strategy that seeks support for fire prevention/risk reduction.

VII. CULTURE CAN TAKE ON A LIFE OF ITS OWN

A. Hopefully, everyone will enjoy the experience of facilitating an organizational culture that institutionalizes fire prevention/risk reduction as a core value.

B. Organizations that have achieved this milestone will display behaviors that openly support fire prevention/risk reduction.

C. Institutionalized behaviors will include:

1. Treating fire prevention/risk reduction as equally important to suppression/response.

2. Performing on-going community risk assessment to identify and prioritize local risks.

3. Strategically planning how the prioritized risks will be addressed through the use of combined prevention interventions (the 5 E's).

4. Dedicating resources in the form of time, people, and money to fire prevention/risk-reduction activities.

5. Evaluating the planning, outreach, impact, and outcome of all fire prevention/risk reduction efforts.

D. The above list of behaviors is easy to write in a book. However, it is exponentially more challenging to facilitate in real-world application.

E. As advocates for fire prevention/risk reduction, we know that investing resources into fire prevention/risk reduction makes good sense in terms of cost versus benefit over the long term.

F. While having adequate resources to perform prevention/risk-reduction services is a critical component, true long-term sustainable success will only come when the organization as a whole engages in the operation.

G. Having a supportive organizational culture sets the stage for a successful outcome. In the case of the MEFPP course, the outcome is institutionalized support for fire prevention/risk reduction.

H. Organizational cultures can take on a life of their own; ultimately they may support or resist fire prevention/risk reduction or, in some cases, have no opinion at all.

I. Bureau leaders should monitor and adjust to constantly changing cultures.

J. A stagnant organizational culture often resists change and fights hard to maintain the status quo. Reasons for fighting change may include beliefs such as:

1. We've always done it this way.

2. This might result in more work for us to do.

3. They (other subcultures) support it, so we're against it.

4. If we do more prevention, we'll put ourselves out of work.

K. Fortunately, our industry has less stagnant cultures than we may think.

L. Most firefighters and emergency service providers want to be engaged in their profession (or volunteer activity) and are eager to advance their abilities (often within their area of specialized interest).

M. This is where fire prevention/risk reduction often becomes forgotten in lieu of the more exciting or enticing components of the emergency services such as response.

N. Historically, the emergency response component of our industry has received the greatest amount of attention, recognition and resources.

O. The dangers and heroics associated with our industry are widely respected by the public.

1. Firefighting remains one of the most respected jobs in the world.

2. Firefighters also are one of the most trusted groups of people in society.

P. Our industry recognizes its brave brothers and sisters when they act courageously in dangerous situations.

Q. In some organizations, the synergy of excitement surrounding emergency response (particularly firefighting) has created a culture that has taken on a life of its own.

1. Often, this response-oriented culture does not actively oppose fire prevention/risk reduction; they just don't place value on it because a leader has not stepped up to champion the cause.

2. This lack of value for fire prevention/risk-reduction results in inaction.

R. Having a culture that supports emergency response is **not** a bad thing.

1. Most fire chiefs would be elated if every subculture within their organization exhibited behaviors that positively supported important components of the agency's mission.

2. In the case of a culture that embraces and supports emergency response, it is likely that its members:

a. Have detailed SOPs/SOGs.

b. Are well trained.

c. Have adequate equipment.

d. Strive to advance their personal and professional abilities.

e. Want to use their knowledge, skills and equipment.

f. Exhibit excellent morale.

g. Often attract members from other groups.

S. It is easy for people to become focused on a specialty area (or job title) and develop the mindset that anything beyond that scope of work is not their responsibility.

1. Many who aspired to champion the advancement of fire prevention/risk reduction have been stymied by organizational subcultures proclaiming that risk reduction is not their job.

2. Many of our brother and sister National Fire Academy (NFA) alumni learned how to facilitate the process of institutionalizing prevention as an organizational core value and succeeded in advancing prevention/risk-reduction initiatives at the local level.

T. It is the responsibility of the chief of a department and fire prevention/risk-reduction bureau leader to work collaboratively with all facets of the organization to integrate fire prevention/risk reduction into the overall core mission of the agency.

U. In departments where a lack of support for fire prevention/risk reduction is present (either from above or below), it is paramount to identify what disconnects in values are present and where they originate.

Identifying disconnects and where they are located allows for a strategic analysis of how to build support or rectify dysfunction.

V. While historically the overall culture of the fire service has been primarily reactive in nature, it has improved in many organizations.

W. Credit for this rejuvenation goes to the men and women of our industry who aspire to increase the value of prevention and work to institutionalize it into their department's culture.

X. Much progress has been made by graduates from the NFA Executive Fire Officer (EFO) Program. This four-year program is comprised of a series of four two-week courses on leadership. The second year EFO course is entitled "Executive Analysis of Community Risk Reduction" (EACRR).

VIII. FIRE PREVENTION/RISK-REDUCTION BUREAU CULTURE

A. Because its members share a vision for prevention, the fire prevention/risk-reduction bureau may be viewed as a subculture of the department at large.

B. Recall that larger departments may have multiple people assigned to a fire prevention/risk-reduction bureau. These members may perform very specialized roles that support the overarching goal of prevention and mitigation.

C. The inherent composition of a larger prevention bureau can bring together public educators, plans reviewers/inspectors and investigators.

D. As previously discussed, it is common for people who perform a very specialized or select function to develop a mindset that isolates them to their specific duty and requires certain behaviors — sometimes with just cause.

For example, fire investigators are often not permitted to share certain levels of information about an incident with nonlaw enforcement personnel.

E. A fire prevention/risk-reduction unit may include a unique composition of people who each possess differing skill sets and personalities.

F. It is the fire prevention/risk-reduction bureau leader's responsibility to build a culture within his or her team that supports the overall mission of the bureau and department at large.

G. One of the first tasks the new leader must perform is an environmental scan of the fire prevention/risk-reduction bureau.

H. A thorough environmental scan can provide the leader of the fire prevention/risk-reduction bureau with vital background information such as:

1. Profile of both the department at large and the prevention unit's culture.

2. History of relationships between prevention and suppression personnel.

3. Composition of the prevention bureau's staff to include tenure, duties, skills, needs and opinions.

4. Understanding of the dynamics of the prevention bureau team.

I. In a unit comprised of educators, inspectors and investigators, the bureau leader must recognize the diversity of services being performed and facilitate support for each component in an equitable manner.

1. JPRs for public educators outline a mission to facilitate knowledge/skill building that ultimately results in changes in behavior among target groups that are receiving services.

2. Plans reviewers and inspectors help ensure that local ordinances and codes are applied according to the prescriptive and performance guidelines set by the local authority having jurisdiction (AHJ).

3. Fire investigators have the responsibility of determining the origin and cause of incidents. In jurisdictions where investigators have police powers, they are often responsible for enforcing criminal laws related to intentional incendiary events or threats.

4. Prevention bureau staff members, most especially those who apply any level of enforcement action, can be subject to liabilities specifically related to the duties they perform.

5. Continuing professional development opportunities should be provided for all staff members so each member's knowledge, skills and ability levels are enhanced.

6. The dynamic knowledge environment of prevention requires ongoing training and skill reinforcement not normally found at the local/jurisdictional training academy.

7. The bureau leader should strive to obtain further education and overall professional development for his or her staff.

8. Involvement with and networking among state and national organizations will assist the leader in advancing his or her unit's effectiveness.

J. As types and levels of service increase, so does the level of responsibility for the fire prevention/community risk-reduction bureau leader.

1. When bureaus have enforcement authority, the unit leader (and chief of department) must understand the potential civil and legal ramifications associated with substandard, negligent or illegal actions performed by their staff.

2. In addition, the interpersonal dynamics among the people who constitute a risk-reduction bureau can be complex due to the diversity of services provided and the personalities drawn to those services.

IX. UNDERSTANDING YOUR ROLE AS A LEADER

A. Obviously, a primary goal for a bureau leader is to facilitate institutional support for fire prevention/risk reduction.

B. Reaching this goal requires patience, tenacity, vision, planning and communication skills.

C. The road to institutionalizing fire prevention/risk reduction as a core value should be viewed as a journey.

1. The journey follows a process that will surely include its share of challenges.

2. Those who are unprepared or lack insight into how to lead the process may face a frustrating and painful experience.

D. If the new leader of a fire prevention/risk-reduction bureau identifies that cultural changes are in order, he or she should consider these facts:

1. Cultural change takes time.

2. The larger the organization, the longer the journey may take.

3. The process is driven by dynamic leadership.

4. It begins with a vision, ascends incrementally as short-term goals of cooperation are reached, and culminates when behaviors are displayed, proving that personnel value fire prevention/risk reduction.

E. The new leader of a fire prevention/risk-reduction bureau must learn the answers to the following questions prior to creating a strategy for gaining institutionalized support.

1. What does your supervisor expect of you and your bureau?

2. What are your short-term (one-year) goals for the bureau?

3. Where do you envision your bureau being in five years?

4. What does your team expect of you?

F. While determining what is expected of the bureau leader by the department's executive leadership seems like a logical starting point, it is one that can be easily overlooked or mishandled.

G. Having a productive relationship with your supervisor is essential to those who lead a fire prevention/risk-reduction bureau.

H. A productive relationship with superiors can help build the following:

1. Understanding of department priorities/goals.

2. Understanding of performance expectations for the leader and his or her bureau.

3. Establishment of performance benchmarks.

4. Open lines of communication.

5. Building of trust.

I. Equally important to the relationship with his or her superiors, the fire prevention/risk-reduction bureau leader needs a productive relationship with members of the bureau.

J. This relationship must begin with the leader of the bureau clearly articulating his or her vision of the mission for the bureau.

K. As with the need to communicate with superiors, this task may sound elementary; yet any dysfunctional prevention bureau with a root cause of chaos is likely due to a breakdown in (or lack of) communication.

L. Identifying what the staff expects from him or her is equally as important for the new leader.

M. A productive relationship with bureau team members can help build the following:

1. Communication of the department at large priorities/goals.

2. Cooperative establishment of bureau priorities and goals.

3. Cooperative establishment of performance expectations for the leader and his or her bureau members.

4. Establishment of performance benchmarks.

5. Open lines of communication.

6. Building of trust.

7. Increased morale and bureau productivity.

N. Recall that the new bureau leader has many responsibilities that, if accomplished, will serve to build a strong foundation of support among team members. These responsibilities include but are not limited to:

1. Possess mastery understanding of how to utilize combined prevention interventions (5 E's) in synergy to accomplish the mission of the fire prevention/risk-reduction bureau.

2. Understanding the JPRs of each team member.

3. Ensure that each team member is adequately trained and equipped to perform his or her JPRs in a safe, efficient and effective manner.

4. Understanding the personality, interests, accomplishments, strengths and challenges of each respective team member.

5. Preparing himself or herself to handle personnel challenges (whether interpersonal or skill-related) in a fair, ethical, legal and consistent manner.

6. Utilize bridge-building leadership techniques that facilitate positive growth/capabilities of the bureau.

O. Another key responsibility of the new bureau leader is to attempt the facilitation of cooperative relationships between all groups (subcultures, per se) that comprise the organization.

P. An integral component needed to facilitate this task is finding out what the other groups know about the composition, goals, duties, actions and impact made by the fire prevention/risk-reduction bureau.

Q. Unfortunately, in some departments there remain some long-standing stigmas or stereotypes about the composition of a prevention bureau and its function.

X. FACILITATING COOPERATIVE RELATIONSHIPS

A. The leader of a fire prevention/risk-reduction bureau has an equal responsibility with executive leadership to facilitate cooperative relationships between the groups that comprise the department at large.

B. Once empowered with an understanding of what the department knows and/or believes about the prevention bureau, a strategy can be built for enhancing relationships.

C. In some cases, the bureau leader may need to build a bridge of support between his or her unit and other groups.

D. An important starting point for building support between groups is the bureau leader's ability to articulate the following information to others:

1. Demonstrate the rationale for the bureau.

2. Explain the mission of the bureau.

3. Describe all functions of the bureau.

4. Demonstrate the impact and outcomes created by the bureau that support the overall mission of the department at large.

5. Communicate a vision of what outcomes could be facilitated by departmentwide synergy in support of fire prevention/risk reduction.

E. A fallacy often heard from those who have not yet embraced fire prevention/risk reduction is that it cannot be measured in tangible increments. That stereotype is an absolute myth.

F. One of the first tasks a new bureau leader must complete is ensuring that a system is in place to measure his or her unit's performance. This evaluation is performed in four stages.

1. Formative evaluation should be utilized to measure the development of programs.

2. Process evaluation should track the outreach of bureau programs and explore the delivery performance of staff members.

3. Impact evaluation should measure changes in knowledge, human behaviors, and specific conditions brought about by prevention/risk-reduction programs.

4. Outcome evaluation should measure the long-term effects of programs by indicating if there has been a reduction of incidents, property loss, injuries and deaths due to specific (or a combination of) prevention/risk-reduction programs.

G. In addition to explaining the impact and outcomes created by the bureau, the leader and his or her staff should develop strategies that build value for their bureau among the other groups.

H. Examples of strategies that build value may include but are not limited to:

1. Responding to incidents and assisting with response functions as needed.

2. Responding to incidents and providing bureau-related services (occupant support, investigations, code issue exploration).

3. Developing strategies that prevent or lessen the impact of incidents, which in turn enhances firefighter safety.

4. Creating proactive services that help lessen the frequency of nuisance responses (false alarms abatement, youth firesetting prevention/ intervention, etc.).

I. Identify and seek help from Bridge People.

1. Bridge People are able to span the gap between subcultures and the department at large, facilitating information exchange and dialogue.

2. The traits of Bridge People include:

a. Strong interpersonal and communication skills.

b. Ability to promote collaboration and build relationships among diverse groups of people.

c. Possess a good understanding of the various beliefs, desires, wants and values of subgroups.

XI. UNDERSTANDING MOTIVATIONAL FACTORS

A. The bureau leader must understand how to motivate people, both within his or her bureau and the organization at large, into taking productive action in support of fire prevention/risk reduction.

B. There needs to be a sense of urgency created for people to take such action.

C. The leader must identify the triggers for taking action. These triggers may include, but are not limited to:

1. Staffing increases.

2. Money.

3. Self-esteem.

4. Opportunities to create and lead projects.

5. Conforming to group norms.

6. Altruism.

7. Enhancing firefighter safety.

8. Enhancing citizen safety.

9. Compliance with SOPs/SOGs.

10. Threats of disciplinary action.

XII. LEADING ADAPTIVE CHANGE

A. Adaptive change involves changing an organization incrementally in response to internal and external pressures.

B. Adaptive change requires people to act differently than they have in the past.

C. Acting differently means people need to adapt to the new behavior being suggested or mandated.

D. At present, organizations that have truly institutionalized fire prevention/risk reduction as a core value are still somewhat of a minority in our industry.

E. We learned this is changing, but there is still much work to be done.

F. Obviously, having to resort to disciplinary measures that force department personnel to support/participate in fire prevention/risk-reduction initiatives is a less than desirable strategy.

G. Having to resort to such drastic measures may, in part, be the result of lacking or dated leadership strategies.

H. Historically, many organizations (including fire departments) have been led as if they were machines.

1. People serving the organization may have been treated by management as mindless parts of the machine.

2. This style of leadership fails to place value on its employee's creative abilities.

3. Failing to utilize the latent potential of its workforce, an organization may suffer from a lack of commitment from employees.

4. When the latent potential of people is not cultivated and put to productive use by the organization's official leaders, employee talent is left to stagnate or be utilized by another subgroup to support their special interests.

I. Leaders who treat people like mindless machines, or simply just fail to lead in the first place, often realize too late the necessity to lead their organization in a dynamic manner.

J. Sadly, many leaders only realize their mistake once a combination of subcultures have become entrenched and are effectively undermining the leader's strategic plans and goals or creating their own.

K. In a mechanically managed and structured organization, people in one department or division know little of the missions and contributions of the others.

1. People don't realize the importance of understanding how one division supports the others toward achieving the overall goals of the organization at large.

2. They see only the results of what their specialty area is responsible for.

3. Unfortunately, things that need to be coordinated among divisions may slip through the cracks.

4. Problems, as well as opportunities, go unnoticed.

5. Blame is placed on others.

6. We/They conflicts develop.

7. Teamwork is likely to be poor.

L. The concept of mechanical organizations can be likened to a fire department that has segregated itself into groups or divisions that fail to communicate and interact with one another.

M. This paradigm can be rectified through the use of contemporary leadership strategies that facilitate change among the organization's overall culture.

N. Facilitating organizational change so fire prevention/risk reduction becomes a core value can be one of the most challenging yet rewarding tasks performed by a fire prevention/risk-reduction bureau leader.

O. Creating change can generate resistance because it challenges the status quo and often produces fear of the unknown.

P. In general, people tend to resist being outside their comfort zone.

1. For departments that have historically not utilized comprehensive fire prevention/risk-reduction strategies that involved the organization at large, launching full-force into a major initiative without careful planning may create potentially disastrous conditions.

2. In this type of situation, the process of change management must be carefully orchestrated.

Q. The fire prevention/risk-reduction bureau, with support from executive leadership, should facilitate just enough change so that it becomes exciting and stimulating.

R. The leader needs to understand the balance that must be created (how far, how fast, how much).

S. One strategy is adaptive change management.

T. Adaptive change management entails changing an organization **incrementally** in response to internal or external pressures.

U. In the case of fire prevention/risk reduction, pressures for change could be created by:

1. Departmental leadership.

2. City administration.

3. Political leaders.

4. Special interest groups.

5. Community at large.

V. Adaptive change management is a proven, successful way to facilitate organizational change so the strengths of members are utilized in a productive manner.

W. When facilitating adaptive change, the following principles are utilized:

1. Attention is focused on value-added outcomes.

2. Job descriptions are intentionally broad-based to allow for flexibility.

3. Roles are fluid. Within limits, people are expected to substitute for one another instead of fulfill role expectations that are narrow and rigid.

4. Contacts are open and networks are encouraged to form instead of communication always being channeled by higher management.

5. Policies encourage people to take a “can-do” mindset to find solutions instead of policies that are mostly oriented toward control (what people can’t do).

6. Authority is accorded a place, but reliance on it is played down. Greater influence is accorded to people who demonstrate an ability to add value.

7. Achievement, innovation and change are sought and rewarded.

8. Turf guarding is disdained. Cooperation is a highly regarded value in the organization and is far more easily gained. This replaces antiquated philosophies where cooperation among departments was subject to a lot of formalization and clearances.

9. Information is widely available to facilitate work accomplishment and permit more opportunities for more people to add value to operations. There is minimal tolerance for those who withhold information to protect their turf.

10. Values such as cooperation and responsiveness, along with treating other units as internal "customers," replace traditional values such as unit loyalty and obedience, to the extent that they stifle initiative and hamper teamwork across departments.

X. Leaders who are proficient in adaptive change management will exhibit some of the following traits:

1. Think and act to exert strategic influence on their environments.

2. Act to ensure that their organizations are well-positioned competitively.

3. Are proactive, foresee opportunities, and put the resources in place to go after them.

4. Employ a broad-based style of leadership that enables them to be personally more flexible and adaptive.

5. Entertain diverse and divergent views, when possible, before making major decisions.

6. Can admit when they are wrong and alter or abandon a nonproductive course of action.

7. Are astute students of their environments.

8. Can generate creative options for action.

9. Build their organization's capacities to learn, transform structure, change culture, and adapt technology.

10. Stay knowledgeable of what their stakeholders want.

11. Are willing to experiment and take risks.

12. Strive to improve their personal openness to new ideas and stay abreast by being lifelong learners.

13. Encourage innovation from the ranks of their organizations.

Y. These qualities are not new in leadership. What is new is the extraordinary pressure leaders face to assist their organizations to adapt successfully at a time when the traditional (all too comfortable) models of leadership no longer work.

XIII. SUMMARY

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UNIT 3: BUILDING FIRE PREVENTION AND RISK-REDUCTION BUREAU STRENGTH

TERMINAL OBJECTIVE

The students will be able to:

3.1 Assess the job performance requirements (JPRs) of the fire prevention/risk-reduction bureau and recommend technical/interpersonal development opportunities to enhance staff performance.

ENABLING OBJECTIVES

The students will be able to:

3.1 Evaluate the benefits to a bureau whose members maintain current technical proficiencies established by national consensus organizations.

3.2 Describe the JPRs of fire prevention/risk-reduction bureau members.

3.3 Identify gaps between desired and existing knowledge, skills and abilities (KSAs) of team members.

3.4 Identify sources for professional development pertinent to members of the fire prevention/risk-reduction bureau.

3.5 Facilitate methods to enhance interpersonal skills possessed by members of the fire prevention/risk-reduction bureau.

3.6 Develop an action plan for resolving gaps in the KSAs of prevention unit members.

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I. INTRODUCTION TO PROFESSIONAL DEVELOPMENT

A. Professional development of fire prevention/risk-reduction bureau staff is paramount in facilitating proficiency in the core skills and competencies necessary to successfully meet organizational goals.

B. The need for professional development within the officer corps of the fire service was recognized over 40 years ago and reported in the original publication of "America Burning" in 1973.

C. In 1979, the Carter Administration introduced public law that placed the U.S. Fire Administration (USFA) under the newly created Federal Emergency Management Agency (FEMA) and opened the National Fire Academy (NFA).

D. Dedication of the NFA took place in October of 1979 and its mission was "to advance the professional development of fire service personnel and of other persons engaged in fire prevention and control activities."

E. Since that time, many fire service organizations such as the International Association of Fire Chiefs (IAFC), International Association of Fire Fighters (IAFF), and the National Fire Protection Association (NFPA) have identified education and officer development as critical challenges that the fire service is facing.

These organizations underscored the need for the development of advanced level educational programs delivered on a national scale to enhance the knowledge, skills and abilities (KSAs) of the current base of staff members and help cultivate the next generation of fire service leaders.

F. "Professional development is the planned, progressive, life-long process of education, learning, self-development and experience" (IAFC and NFPA, 2010, p. 1).

G. Professional development includes many dynamic elements that encompass a comprehensive and continual approach to improving or increasing technical skills, education, leadership and interpersonal skills that ultimately benefit both staff members and the organization as a whole.

H. Technical development focuses on broadening the vocational skills and abilities of staff members in their performance of specific job functions within the organization.

I. Within the contemporary fire prevention/risk-reduction bureau, obtaining and honing requisite technical skills is a key component in successfully performing job-related tasks associated with public education, fire inspections, fire investigations and other prevention-related activities.

J. Technical programs and certifications help to underscore the training and knowledge of the staff within the fire prevention bureau and establish a high degree of professionalism which has direct benefits to the entire organization.

K. In 1972, the National Professional Qualifications Board (NPQB) established five sets of national standards that addressed the development of firefighters, fire officers, fire service instructors, fire inspectors and fire investigators. These standards were precursors to the current NFPA standards in the 1000 series that set the stage for professional qualifications consistent with a national performance standard.

II. PRESCRIBING TECHNICAL PROGRAMS

A. NFPA standards help our industry develop minimum requirements so an AHJ can qualify providers to deliver a professional service in a safe, ethical and efficient manner.

B. NFPA Standards 1031, 1033, 1035 and 1037 set detailed criteria for technical KSAs of fire prevention bureau leaders and specialists.

1. NFPA 1031, *Standard for Professional Qualifications for Fire Inspector and Plan Examiner*.

2. NFPA 1033, *Standard for Professional Qualifications for Fire Investigator*.

3. NFPA 1035, *Standard for Professional Qualifications for Fire and Life Safety Educator, Public Information Officer, and Juvenile Firesetter Intervention*.

4. NFPA 1037, *Standard for Professional Qualifications for Fire Marshal*.

C. Each standard identifies the professional level of performance required for the commensurate position or title, specifically identifying the minimum JPRs that ensure requisite subject matter knowledge and professional competence.

1. The NFPA defines a JPR as “a written statement that describes a specific job task, lists the items necessary to complete the task, and defines measurable or observable outcomes and evaluation areas for the specific task” (NFPA, 2012, p. 6).

2. Through the promotional and development cycle, fire service personnel must meet and maintain the criteria set forth in preceding standards in the series.

3. Each standard builds on the KSAs to provide personnel with the tools necessary to function at increasingly higher levels within the organization.

D. At present, certifications that can be obtained from the NFPA include:

1. The four disciplines of Fire Inspector I.

2. Fire Inspector II.

3. Certified Fire Prevention Specialist.

4. Certified Fire Plan Examiner I.

E. Other than the certifications listed above, NFPA neither tests nor certifies personnel to a particular title, leaving evaluation of the JPRs set forth in a particular standard to the AHJ.

F. There are also various certification and testing agencies that will certify personnel to corresponding NFPA standards for fire inspection, investigation and public education. Successful candidates will receive National Board on Fire Service Professional Qualifications (Pro Board) certificates.

G. The NFPA is aware that fire service agencies across the nation vary in size, function and composition.

1. NFPA recognizes that job requirements of fire prevention specialists and bureau leaders often vary significantly from organization to organization.

2. NFPA encourages a flexible approach to development and training program design that incorporates both formal and informal training, education and experience.

3. Due to wide variations in organizational structure and specific community needs, utilizing a **one size fits all** approach to fire prevention/risk-reduction bureau training program design is simply unrealistic on a national level.

4. For this reason, the NFPA professional development series model on fire prevention/risk-reduction outlines broad-based performance expectations.

H. The astute fire prevention/risk-reduction bureau leader should understand that gaps will exist (or develop) between the KSAs of team members as JPRs change or as staff members move into other areas of specialization.

I. Through a consistent approach of ongoing technical training, personnel can bridge gaps in technical knowledge and continue to develop the skill set required to enhance performance.

J. The bureau leader must also understand the potential liability assumed by the department (and community) if personnel are performing specific tasks without the requisite KSAs to operate safely and proficiently.

K. All personnel in the fire prevention/risk-reduction bureau have a moral responsibility to conduct themselves in a professional manner with the highest levels of integrity.

1. Inspectors, plans reviewers and investigators must also have the skills to perform their job to ensure the safety of the public so that levels of trust continue.

2. This requires dedication on the part of staff members to continually update their technical skills as well as the supervisor who must be committed to providing a positive environment with opportunities to enhance personal abilities.

L. Organizations that fall short in respect to technical development are encouraged to review their efforts and focus on a comprehensive approach that implements core components of NFPA standards that are not currently included in their training and development programs.

M. Training and education manuals are provided from a variety of sources that closely follow the NFPA standards for job-specific positions within the fire prevention/risk-reduction bureau. Professional manuals are available to support the following professions:

1. Fire and Life Safety Educator.

2. Fire Inspection and Code Enforcement.

3. Fire Investigator.

N. Many of the publications strive to meet Fire and Emergency Services Higher Education (FESHE) learning objectives that support performance standards and prepare candidates for NFPA certification status from the local AHJ.

O. Technical certifications and credentials are available for fire marshals from certifying agencies such as the International Code Council (ICC) and the Center for Public Safety Excellence (CPSE).

1. ICC was developed in 2006 and certifies candidates through a testing process that measures competence and abilities in a variety of subject areas that include:

a. Effective communication.

b. Fire prevention program development.

c. Data analysis.

d. Best practices utilized in fire investigation.

2. Candidates for certification must exhibit competency in a wide variety of technical subject matter that includes:

a. Ability to communicate fire and life safety information to the public.

b. Development of education strategies.

c. Data analysis.

d. Identification of youth firesetting candidates.

e. Understanding of how to assess, secure and plan a fire scene and its perimeter.

f. Determine fire origins, document fire behavior, identify burn patterns, and reconstruct fire scenes.

3. The CPSE added Chief Fire Marshal (CFM) to their professional credentialing portfolio in 2011. CFM complements Chief Fire Officer (CFO), Chief Medical Officer (CMO), and Fire Officer.

a. CPSE sets minimum eligibility requirements for fire marshal certification through educational achievements, practical experience and personal contributions to the fire prevention field.

b. CPSE offers various programs including online educational platforms that apply self-development workshops, technical development and mentoring programs.

c. Research has indicated that the benefits of mentored staff members include better job performance, rapid advancement within the organization, and higher levels of career satisfaction.

P. Attaining professional certifications have both individual and organizational benefits.

1. Individual benefits include:

a. Increases in knowledge and skills pertaining to job function.

b. Increases in technical performance, job satisfaction, staff retention and peer recognition.

c. Marketability within the emergency services industry.

2. Organizational benefits include:

a. Increases in organizational performance.

b. Improved customer satisfaction.

c. Reductions in training redundancy.

d. Building staff engagement to meet organizational goals.

e. Savings in the form of time and money.

f. Achievement of organizational accreditation.

Q. The increase of higher learning institutions that foster professional development models for fire and Emergency Medical Services (EMS) degree programs has led to the creation of FESHE.

1. The FESHE mission "establishes an organization of postsecondary institutions to promote higher education and to enhance the recognition of the fire and emergency services profession to reduce loss of life and property from fire and other hazards" (USFA, 2008, p. 1).

2. FESHE's model curriculum identifies coursework that recognizes core competencies at the associate, baccalaureate, and graduate levels for incorporation into fire service degree programs.

3. The curriculum incorporates specific development paths for discipline-specific concentrations.

R. Working with a model curriculum helps reduce redundancy in training that may result in excessive program costs. In addition, it also offers the potential of attaining a college degree.

S. The FESHE model curriculum recognizes the significance of prevention and risk reduction activities within the fire service and includes discipline-specific courses with concentrations in fire prevention and pre-fire protection engineering that include:

1. "Fire and Life Safety Education."

2. "Principles of Code Enforcement."

3. "Fire Plans Review."

4. "Performance-Based Design Fire Protection."

5. "Advanced Concepts in Structural Fire Protection Systems."

6. "Human Behavior in Fire."

T. The current FESHE Model Fire Prevention curriculum closely mirrors NFPA Standard 1037 by clearly defining the roles and responsibilities of fire prevention/risk-reduction bureau personnel.

U. Other development opportunities for fire prevention and public education professionals include:

1. Prevention Advocacy Resources and Data Exchange (PARADE).

a. The PARADE organization is modeled after the NFA's 30-year-old Training Resources and Data Exchange (TRADE) program, which has been highly successful in its efforts.

b. PARADE was developed in 2003 as a professional network for the dissemination of fire prevention and protection-related information across a national platform that includes federal, state and local resources.

c. The network consists of state fire marshals, fire marshals from metropolitan departments across the nation and representatives from 10 federal regions appointed by the International Fire Marshals Association (IFMA).

d. The organization works closely with the USFA to address emerging issues within the realm of prevention and public education, specifically:

- Identifying key aspects critical to life safety and protection of property from fire.

- Pinpointing best practices and interoperability opportunities as well as assisting with resource and data exchange.

- Meeting with the USFA and providing annual reports on how the organization can help meet federal, state and local goals in respect to fire prevention and education.

- Identifying and developing partners and trends that impact the fire problem in the United States.

2. NFA courses.

The NFA provides resident courses in Emmitsburg, regional training throughout the nation, and online offerings to enhance the technical skills of personnel working in many different job scopes within the fire prevention/risk-reduction bureau. These tracks include:

a. Fire Arson and Explosion Investigation Curriculum.

b. Fire Prevention: Technical Curriculum.

c. Fire Prevention: Public Education Curriculum.

d. Fire Prevention: Management Curriculum.

3. Specific state-sponsored offerings.

State training academies and local outreach programs also provide technical development opportunities for bureau professionals that include:

a. Code enforcement certification and continuing education credits.

b. Fire investigation certification and specialization training.

c. Fire prevention/Public education training and certification classes.

V. A new development on the horizon to bring an organizational framework to the fire prevention/risk-reduction bureau.

1. NFPA 1730, *Standard on Organization and Deployment of Code Enforcement, Plan Review, Fire Investigation, and Public Education Operations to the Public*.

2. While still in the developmental stage, but close to release for public comments, NFPA 1730 is a natural progression of:

a. NFPA 1710, *Standard for the Organization and Deployment of Fire Suppression Operations, Emergency Medical Operations, and Special Operations to the Public by Career Fire Departments*.

b. NFPA 1720, *Standard for the Organization and Deployment of Fire Suppression Operations, Emergency Medical Operations, and Special Operations to the Public by Volunteer Fire Departments*.

3. The NFPA Standards 1710 and 1720 focus on the organizational structure and deployment of resources for fire and rescue operations in the career and volunteer sectors.

4. Standard 1730 references applicable developmental standards 1031, 1033, 1035 and 1037 to ensure the technical qualifications of job-specific functions within the fire prevention/risk-reduction bureau.

5. The standard will help leaders develop a bureau structure through the use of a detailed organizational statement focusing on providing efficient and effective management of resources for fire prevention, inspection, plans review and public education services.

W. Standard 1730 will incorporate risk reduction through a community risk assessment and also provide input into staffing requirements for division activities based on workload analysis.

III. PROFESSIONAL DEVELOPMENT/LEADERSHIP

A. Professional development of fire prevention/risk-reduction bureau personnel provides distinct benefits to staff members by increasing levels of competency, confidence and self-actualization.

B. Staff members engaged in professional development programs benefit the organization through increased motivation, productivity, loyalty and performance.

C. Historical documents from the IAFC Wingspread conferences held every decade dating back to 1966 show a continued need for professional development with the fire service profession that is firmly grounded in a nationally recognized training and education system.

Fire service leaders from two generations ago understood that "success is largely dependent upon the caliber of leadership of the individual fire chiefs, and there is no assurance that this progress will continue…when there is a change in leadership…" (IAFC, 2010, p. 2).

D. The changing landscape in the fire service has created numerous adaptive challenges for fire service leaders including:

1. Financial issues that have forced budget cuts and staff reductions.

2. Labor/Management disputes.

3. Increased pressures from lawsuits.

4. Legal challenges to proposed codes and ordinances.

5. Changes in the social fabric and cultural norms within the work environment.

6. Increased scrutiny by the public.

E. Technical problems versus adaptive challenges.

1. Extreme differences exist between technical problems and adaptive challenges.

2. These extremes require a vastly different approach in finding and implementing viable solutions.

3. Technical problems are generally easy to identify because there are often clear-cut solutions available that can be readily implemented within the scope of organizational boundaries.

4. The fire service has traditionally been **proficient** in addressing problems of a **technical nature** and implementing viable solutions from within the ranks.

5. **Conversely,** adaptive challenges are often difficult to identify and require changes in values, beliefs, roles, relationships and approaches to the task or work.

6. Adaptive challenges are most often related to people/human behavior issues.

7. Problems associated with adaptive change are sometimes met with resistance from within the organization.

8. These types of challenges are ultimately solved from within through sweeping change.

9. Solutions typically occur over a long period of time and may involve many variations before being successful.

10. It is important to understand that changes or modifications to an applied solution should not be viewed as a sign of failure but rather as helpful in identifying the complexity of the problem.

11. Leaders who incorporate technical solutions to adaptive challenges are destined for failure as this approach often falls far short of addressing the true issues that plague an organization.

12. Adaptive challenges have forced sharp changes in the approach to problem-solving and decision-making while creating the need for new skill sets, extensive critical thinking skills and higher levels of expertise among the fire service leaders.

13. For these reasons, an increased focus on development which provides training, education and experience to develop critical thinking, decision-making and different approaches to problem-solving is paramount for fire service professionals.

F. Commitment to lifelong learning is the cornerstone of professional development and should be considered a journey in lieu of a defined destination.

G. Professional development is a dynamic process that requires detailed preparation, planning, management and especially commitment on behalf of the organization and individual.

1. A comprehensive and sustained approach to learning should align individual and organizational goals with the training, education and experience needed to achieve desired outcomes.

2. Individual success is measured through:

a. Academic achievement.

b. Increased technical and interpersonal skills.

c. Procuring quality experience which produces transferrable skills that add strength and depth to the organization.

H. Professional development programs have numerous positive effects on an organization that include:

1. Succession planning.

2. Facilitating an effective promotional process.

3. Staff member retention.

4. Keeping personnel motivated and focused on organizational goals.

I. It is important to understand that staff members' aspirations, desires and commitment levels change at various times during their career for a number of reasons that include:

1. Family and personal issues.

2. Values and beliefs.

3. Experiences and education.

J. Organizations are best served when they provide a high degree of development paths and career options that keep staff members engaged and productive.

K. The fire prevention/risk-reduction bureau provides a wealth of development opportunities and career paths that include:

1. Fire Marshal, Deputy or Division Chief.

2. Fire Inspections.

3. Plans Examiner/Reviewer.

4. Fire Prevention/Risk Reduction.

5. Public Education Officer.

6. Fire Investigation.

7. Public Information Officer (PIO).

L. As the leader of a fire prevention/risk-reduction bureau, you need to seek and find people that are the right fit for your unit.

M. Motivation of staff.

1. The fire prevention/risk-reduction bureau leader should engage and motivate his or her personnel to develop into career paths that benefit both the staff member and organization.

2. The bureau leader is responsible for motivating and leading a team focused on a variety of different job scopes needing diverse skills and abilities to perform their jobs safely, effectively and efficiently.

3. Motivation comes in many forms for staff members, and these factors often change during the course of one's career. It is also likely that a bureau leader will supervise a diverse workforce that spans multiple generations of seasoned veterans and spry, young newcomers at the beginning stages of their career.

4. Recall from Unit 2: Fostering Cultural Change that age, gender and cultural diversity play an important role in determining different values, behaviors and factors that motivate staff members in the workplace.

5. The skilled fire prevention/risk-reduction leader will understand the importance of engaging his or her personnel in a discussion to learn more about them and understand their personalities and motivations for success.

N. Challenges and barriers to professional development may come from a variety of sources, including funding; the direct and ancillary costs associated with education such as tuition costs, textbooks, stipends and overtime hours can become a challenge to fund in the economy.

1. Although funding is widely recognized to be a strong barrier to professional development, agencies continue the arduous task of justifying and fighting for funding for training and development of their personnel.

2. It is imperative that a formal training/education line item be developed during the budgeting process to enable the fire prevention bureau leader to fund initial and ongoing technical training as well as professional development growth of personnel.

3. During tough economic times, budget cuts to prevention and training/professional development are consistent targets for city managers and district budget committees.

4. The fire prevention/risk-reduction bureau leader should be prepared for some difficult discussions on the need to fund these activities as well as the benefits that they provide to the staff members, division, fire department and the community.

5. Redundancy within training programs can force departments to expend excessive funds that could be utilized more effectively if following a national model or standard.

6. Integrating training, education and work experience in tandem with a model curriculum such as FESHE could help to reduce coursework redundancy and overall costs for fire departments.

7. An added benefit to working in tandem with a model curriculum is the potential of earning a formal degree.

8. Lack of access to quality training and availability of certifications.

O. Narrow focus on technical skills.

1. Some fire departments have training programs that place sole focus in on-the-job training and skill development rather than an all-encompassing approach that builds on training, education and experience.

2. Historically, the fire service has done well at fostering technician level proficiency.

3. As an industry, we have often fallen short in developing the core competencies needed to meet the leadership challenges of the future.

P. Adaptive change management can assist an organization in developing a high quality professional development program that sets clear organizational objectives and expectations.

Q. Professional development of bureau personnel, especially technical skill development, is rarely met with resistance from within the ranks. This is because staff members can directly connect the benefit of training to job performance enhancements.

R. Cultural views within the profession also support the need for technically competent personnel as part of the team that supports the organizational mission.

S. Organizations risk losing personnel for a variety of reasons that include:

1. Lack of motivation.

2. Boredom.

3. Inability to achieve personal goals.

4. Lack of career growth and advancement opportunities.

T. Facilitating growth within the organization.

1. Four key tools have been identified to promote professional development and growth of staff members within the organization.

a. Coaching.

b. Mentoring.

c. Counseling.

d. Performance evaluations.

2. Using these tools can help:

a. Benchmark progress.

b. Foster a positive learning environment.

c. Transfer knowledge across the bureau or organization.

3. Each tool has a distinct application and unique benefits.

4. A common element in ensuring success is the leader's ability to truly communicate and use effective listening skills to build trust and a supportive professional development process.

5. Coaching.

   a. Utilized to develop KSAs needed for job performance.

   b. Utilizes a one-on-one relationship between the coach and staff member centering on trust, communication and sometimes compromise.

   c. Develops a single skill at a time and, once mastery is demonstrated, moves on to another.

   d. Sets high, yet achievable goals and standards for developing personnel.

   e. Assists in developing a strong organizational vision for growth and potential.

6. Mentoring.

   a. Assists with the transference of knowledge across the organization.

   b. Uses a one-on-one, mentor/mentee relationship.

   c. Good mentors set the tone for what is expected of the mentee.

   d. Mentors within the organization should be carefully vetted to ensure they possess desire, integrity, character, commitment, professionalism, emotional intelligence and a positive attitude.

   e. A thoughtful mentor selection process can help to ensure that poor qualities, traits, habits or cultural baggage is not transferred throughout the organization as a byproduct of the mentoring process.

   f. Understandably, not all personnel in the higher ranks within the organization will be suitable candidates as a mentor.

   g. Formal program adoption by an organization underscores its commitment to the mentoring program, development process and staff member growth.

h. Incorporating well-developed organizational goals, objectives, subject matter and evaluation tools are paramount to the success of any mentoring program.

i. A mentor provides influence or direction in six core areas that include:

- Critical assessment.
- Application versus theory.
- Work environment.
- Decision-making.
- Community involvement.
- Reassurance and encouragement.

j. Evaluation of the mentees helps to assess their strengths and areas where opportunities exist for their development.

k. Each program should allow flexibility of formal program components to meet the individual needs of the mentee and be progressively dynamic to adapt to higher levels of competence.

l. It is critical that mentors understand the concept of emotional intelligence so they are acutely aware of their personal emotions and are sensitive to the emotions of the mentee.

m. Successful mentors help engage the mentee to understand the importance of organizational goals while building strong levels of commitment and have the ability to articulate and communicate the nuances of organizational culture.

n. Research has indicated that mentored staff have higher performance levels, advance within the organization more rapidly, and report more job and career satisfaction.

o. Mentoring also helps to build a succession pipeline for promotions and future leaders within the organization.

7. Counseling.

a. Counseling focuses on correcting negative behavior or outcomes with a staff member.

b. Always done privately, counseling is a time-sensitive, one-on-one approach that seeks to uncover the root causes of poor performance and modify attitudes or behavioral issues through positive reinforcement.

c. Counseling has the ability to correct negative consequences and channel effort and energy back toward positive outcomes.

d. Sometimes, there will be moments when a staff member lacks the knowledge and understanding of his or her performance-related work issues or personal behavior.

e. Counseling creates the pathway to provide feedback and to jointly develop a plan to address these situations.

f. Team leaders who are proficient in counseling will refer to the following documents as a baseline to help a staff member understand why a change in behavior is in order:

- Organizational mission and value statements.

- Staff member's job description.

g. In addition, they will provide (or ask the person being counseled for) an example of how his or her action had a negative impact on the organization.

h. The primary purpose of the strategies listed above is to help the staff member being counseled set goals for behavioral change.

i. Once a staff member has been counseled, there must be follow-up so he or she receives feedback on progress toward changing behavior.

j. Unfortunately, of the four key tools identified to assist in the development and growth of personnel, counseling has a higher rate of use than coaching, mentoring and performance evaluations.

k. Programs that rely on counseling as a main approach to promoting development and positive behaviors miss the positive opportunities afforded by mentoring, coaching and performance evaluations.

l. Often perceived as having negative overtones, supervisors must make an extra effort to have the staff member understand the value of using counseling as a professional development tool.

m. This is accomplished through the staff member clearly understanding the expectations of the job or task and discussing where there is a development opportunity where expectations are not being met.

n. Supervisors who counsel staff members must remain objective and understand that their focus must always be on the behavior, not the person.

8. Performance evaluations.

a. Performance evaluations should always be utilized to complement mentoring, coaching and counseling.

b. The goal of performance evaluations should be to draft clear-cut, obtainable goals and expectations for staff.

c. Evaluations are a supervisory tool to evaluate performance and behaviors against a defined set of organizational standards so that useful feedback outlining future development opportunities is provided to the staff member.

d. While evaluation formats vary, most organizations utilize some form of biannual performance assessment.

e. This approach provides a continual 360-degree assessment with clear goals and objectives for the staff member to focus on for the next six-month period.

f. Evaluations or assessments provide benefits to the staff member by communicating:

- Work behaviors.
- Work quality.
- Supervisor's perceptions of performance and areas of concern.
- How to improve and develop performance.

g. Supervisors also receive the ability to provide feedback on a staff member's positive contributions, measurable improvements and accomplishments.

h. Performance evaluations benefit the organization by communicating strategic plans and linking them back to the staff member's performance.

i. Ancillary benefits to the organization include:

- Strategic planning and planning for the future.
- Encouraging staff member retention through development, recognition and feedback.
- Increasing staff member and workforce morale.
- Increasing quality of work and staff member relations.

j. Performance evaluations may have inherent drawbacks that are based on human emotion and interaction that can cause unintended consequences in the evaluation process.

- Both supervisors and staff members can experience anxiety toward the evaluation interaction process that can be uncomfortable.
- Other common errors revolve around the rater's approach to scoring the evaluation and fit into one of the following categories:
  - -- Halo effect — judging or rating all aspects of a candidate on a single characteristic.
  - -- Central tendency — tendency to rate candidates as average.
  - -- Contamination — nonrelevant outside information is used in scoring the candidate.

IV. DECISION-MAKING, PROBLEM-SOLVING AND CRITICAL THINKING

A. Decision-making is the crux of professional development for supervisory personnel leading an organization.

B. While there are various models for the process of decision-making, there are core principles that are central to the process regardless of the model used.

C. In simple terms, decisions require evaluation and a choice of two or more alternatives.

D. Decisions should be based upon evaluation of objective data.

E. While we all make decisions in the course of our everyday lives, the focus here is on great leaders who consistently make high-quality decisions resulting in positive impacts on their staff members and the organization at large.

F. Essential to the process is the knowledge and desire to proactively step up and effectively meet the challenges presented. Successful leaders have the ability to "combine the presence of mind with knowledge, understanding and educated and prepared instinct to correctly analyze the situation of the moment" (Lindner, 2005, p. 12).

G. The Rational Model is considered the abridged model for decision-making and includes four steps:

1. Identifying the problem.

2. Generating alternative solutions.

3. Selecting a solution.

4. Implementing and evaluating the solution.

H. In a perfect world, this simplified approach typically works well for technical problems that have two or more viable solutions.

I. Here is a simple example of the process:

1. There are 4,000 buildings to inspect in the community.

2. There are only three inspectors to perform the task.

3. Generate alternative solutions to solve the staffing challenge:

a. Prioritize the order of inspections.

b. Create a self-inspection process for low hazard occupancies.

c. Enlist help from the response section or use outside support.

4. Create a plan.

5. Implement and evaluate the plan.

J. However, the realities of complex emerging issues within the fire service require a much more intricate process that includes consideration of:

1. Organizational values.

2. Acceptable levels of risk.

3. If applicable, the labor/management environment.

K. All decisions involve an element of risk.

L. A successful leader evaluates an environment, takes calculated risks and moves a problem toward resolution.

M. Great leaders understand that good decisions are made after having a clear understanding of a problem, evaluating alternatives and knowing the limits of one's knowledge.

N. Organizational leaders should be focused on the professional development of their personnel so they can lay the framework that creates the structure and process for generating consistency in making high-quality decisions.

O. The professional development process lends itself to effectively developing creative problem-solvers throughout the organization.

P. Problem-solving skills are considered key for many occupations, especially within the fire and emergency services sector.

Q. Many individuals' jobs focus around solving a problem, supporting those who are solving a problem or finding problems to solve.

R. This is especially important within the fire prevention/risk-reduction bureau, as much of the work done by personnel is performed independently in the field without the immediate input from a supervisor.

S. While not undervaluing the decision-making or problem-solving skills of suppression forces, it is important to understand the difference in their application in the field.

1. Response personnel normally work under the close supervision of a Company Officer (CO).

2. COs often receive direct orders from a battalion or Division Chief when operating at an incident.

T. Successful problem-solving incorporates strong decision-making skills along with core competencies such as:

1. In-depth technical knowledge.

2. Understanding of the environment.

3. Critical thinking skills.

4. Emotional intelligence.

   Emotional intelligence is the ability to identify, manage and use one's emotions to communicate effectively and have a positive impact on the relationships in life.

U. Complex problem-solving takes decision-making to another dimension as it incorporates deeper levels of thought while having a thorough understanding of the complexity of the reaction to the solution applied.

   1. Differences between simple decision-making and complex problem-solving lie in the intricacy of the interrelated issues that are at the root of the problem and how those issues impact all parties involved.

   2. Complex problem-solving scenarios encompass three distinct characteristics in that they are:

      a. Dynamic — The environment has the ability to consistently change, forcing subsequent decisions.

      b. Time-dependent — Decisions must be made in relation to environmental variables and demands.

      c. Complex — The decision-making process is protracted or early decisions condition later ones.

V. Theorists agree that much research is needed to further define the intricacies surrounding complex problem-solving and the implications of sound decision-making within the process.

W. Professional development of personnel in the organization helps to build the core competencies that support strong decision-making and complex problem-solving skills within the organization.

X. When these skills are applied proficiently, organizations can develop great focus and clarity to define a critical path to success.

Y. With the complex issues that the fire service is facing, a critical path to success is the most direct route to a viable solution which eliminates wasted time, energy, money and emotional toil.

V. DEVELOPING INTERPERSONAL SKILLS FOR PERSONNEL WITHIN THE FIRE PREVENTION/RISK-REDUCTION BUREAU

A. Interpersonal skills are utilized by departmental personnel to successfully interact with internal and external customers in the work environment.

B. Commonly referred to as “soft” or “social” skills, interpersonal skills are the building blocks that help a person:

1. Communicate effectively.

2. Gain respect and credibility.

3. Develop strong relationships that are conducive to high levels of performance in the workplace.

C. At the top of the list of interpersonal skills is emotional intelligence.

1. Emotional intelligence is the ability to identify, manage and use one’s emotions to communicate effectively and have a positive impact on the relationships in life.

2. Emotional intelligence is founded under four principles that include:

a. Self-awareness — understanding how values, beliefs and emotions impact one’s own behavior.

b. Self-management — the ability to keep emotions in check and react appropriately even under difficult situations.

c. Social awareness — a genuine concern for the feelings of others that involves understanding a person’s needs and desires.

d. Relationship management — the importance of building strong relationships that are centered on mutual respect and trust.

D. The following interpersonal skills have been identified as necessary for working effectively with others in the workplace:

1. Emotional intelligence.

2. The ability to manage conflict.

3. Problem-solving.

4. Communication.

5. Listening.

6. Demonstrating responsibility.

7. Being accountable for one's actions.

8. Showing appreciation.

9. Flexibility.

E. Due to the overarching benefits of good interpersonal skills, the department should offer professional development on the topic through practical experience opportunities, mentoring, coaching and counseling. It should also be assessed during performance evaluations.

F. The benefits of strong interpersonal skills to personnel within the bureau are far-reaching and help an individual connect with the environment and other staff members to meet organizational goals and drive success.

G. Research has found that many executive failures are directly attributed to flaws in interpersonal skills that include the ability to lead teams, inspire trust and deal with change within the organization.

H. Interpersonal skills such as communication, listening and problem-solving are critical to the success of the organization.

Bureau staff members have extensive contact with workers within the department, other governmental entities, complementing organizations, and with citizens.

I. A particularly high degree of success in leadership is directly attributed to emotional intelligence.

1. This correlation comes from the strong relationships that are built from emotional management and empathy toward others.

2. People with high levels of intelligence and low levels of emotional intelligence often fail in positions of leadership.

3. This failure can be attributed to the leader's lack of understanding of what creates:

a. Strong bonds and relationships.

b. Trust.

c. Good morale.

d. The desire of staff to perform for the organization.

J. Proficiency in a diverse set of interpersonal skills complement the organizational mission of providing quality service and public education with a strong customer focus.

K. Employers have found that they can train staff members the technical skills to perform effectively, but it is much more difficult to find staff members who possess:

1. Interpersonal skills to communicate effectively.

2. Highly developed problem-solving skills.

3. Emotional intelligence to operate successfully in a team environment.

L. Many employers believe interpersonal skills are considered the most important factor in career advancement and are a strong predictor of career success.

M. The successful bureau leader will create opportunities for all staff members to enhance their interpersonal communication abilities.

VI. SUCCESSION PLANNING

A. Succession planning is a systematic approach of assessing, identifying, and developing internal candidates to assume key roles and leadership positions within the organization.

B. Critical to succession planning is identifying key staff members who regularly demonstrate core competencies and skill sets that are above and beyond comparable levels of others within the organization.

C. These transferrable skills are a predictor of future performance in levels of higher responsibility.

D. Will versus skill.

1. Technical/Practical skills and leadership theory can be taught.

2. Inherent to the individual is the internal drive to succeed. This is not a coachable skill.

3. Coined the “will to succeed,” highly motivated individuals have the internal passion to:

a. Embrace new challenges.

b. Welcome new tasks, roles and responsibilities that are outside of their comfort zone.

E. Considered one of the key components of true leadership, individuals with high levels of internal drive see each new challenge as a learning opportunity to grow professionally.

F. A direct connection exists between building the succession pipeline of an organization and professional development of staff.

G. The commitment to professional development by organizational leaders is critical to the success of succession planning.

H. Professional development can help nurture staff members by setting high, yet attainable goals and standards.

VII. SUMMARY

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APPENDIX A

FESHE MATRIX

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BUILDING COMPETENCY-BASED FESHE PROGRAMS: RECOMMENDED UNDER- & POST-GRADUATE COURSES & COMPETENCIES

NATIONAL FESHE MODEL UNDER-GRADUATE CURRICULUM

FESHE Associate's Curriculum	FESHE Bachelor's Curriculum
Core Courses	DDP/FESHE Model Courses
Fire Prevention (FP)	Fire Prevention Organization and Management (FPOM)
Fire Protection Hydraulics and Water Supply (FPHWS)	Fire Protection Structures and Systems (FPSS)
Fire Protection Systems (FPS)	FPSS
Fire Behavior and Combustion (FBC)	Fire Dynamics (FD)
Principles of Emergency Services (PES)	
Building Construction for Fire Protection (BCFP)	
Non-Core Courses	
Legal Aspects (LA)	Political and Legal Foundations of Fire Protection (PLFFP)
Hazardous Materials Chemistry (HMC)	Managerial Issues in Hazardous Materials (MIHM)
Introduction to Fire and Emergency Services Administration (IFESA)	Fire and Emergency Services Administration (FESA)
Occupational Health and Safety (OHS)	Personnel Management for the Fire and Emergency Services (PMFES)
Fire Investigation I (FI1) (First Responders)	Fire Investigation and Analysis (FIA)
Fire Investigation II (FI2) (Investigators)	FIA
Strategy and Tactics (ST)	Disaster and Fire Defense Planning (DFPD)
Fire Prevention Concentration	
Fire and Life Safety Education (FLSE)	
Principles of Code Enforcement (PCE)	FPOM
Fire Plans Review (FPR)	
Fire Protection Engineering Concentration	
Advanced Concepts in Structural Fire Protection Systems (ACSFPS)	FPSS
Human Behavior in Fire	Fire-Related Human Behavior
Performance-Based Design	
Line of Duty Death Prevention	
Principles of Fire Fighter Safety and Survival (PFFSS)	Advanced Principles of Fire Fighter Safety and Survival (APFFSS)

4
First Edition

Associate's continued	Bachelor's continued
EMS Management (Lower- and Upper-levels TBD)	
Foundations of EMS Systems (FEMSS)	
EMS Operations (EMSO)	
Human Resource Management (HRM)	
Management of EMS (MEMS)	Managerial Issues in Emergency Medical Services (MIEMS)
Quality Management and Research (QMR)	
EMS Educator/Instruction (EMSEI)	
Safety/Risk Management (SRM)	

Competency-Related Course Recommendations (Reference: National Professional Development Matrix Competency)

Supervisory Fire Officer (Fire Officer I; Fire Prevention Officer I; EMS Officer I)

English Composition (SFO-01)	
Public Speaking/Oral Communications (SFO-02)	
Business/Written Communications (SFO-03)	
Biology or Physical Science (SFO-04)	
Chemistry (SFO-05)	
General Psychology I (SFO-06)	
Introduction to Sociology (SFO-07)	Community Risk Reduction for the Fire and Emergency Services (CRRFES) (SFO-07)
Beginning/Intermediate Algebra (SFO-08)	
Basic Computer Applications (SFO-09)	
Personal Health and Wellness (SFO-10)	
American Government (SFO-11)	PLFFP (SFO-11)
Human Resource Management (SFO-12)	PMFES (SFO-12)
FBC (SFO-13)	FD, FIA (SFO-12)
BCFP (SFO-14)	
IFESA (SFO-15)	FESA (SFO-15)

Benchmark: Associate's in Fire Science, Fire Administration or Fire Technology

Managing Fire Officer (Fire Officer II; Fire Prevention Officer II; EMS Officer II)

Associate's	Bachelor's
Statistics (MFO-01)	Analytical Approaches to Public Fire Protection (AAPFP) (MFO-01)
Public Speaking/Oral Communications (MFO-02, SFO-02) American Government (MFO-03, SFO-11) Research, Critical Reasoning (MFO-04) Ethics and Values in the Workplace (MFO-05) Report Writing (MFO-06) Public Finance, Budgeting (MFO-07) Fire Service Management (MFO-08) Law (MFO-09) Planning (MFO-10) Prevention and Education (MFO-11) FPS (MFO-12) FPHWS (MFO-13)	Applications of Fire Research (AFR), AAPFP (MFO-04) PMFES (MFO-05) PMFES, FESA, PLFFP (MFO-08) PLFFP (MFO-09) FESA (MFO-10) FPOM, CRRFES (MFO-11) FPSS (MFO-12)

Administrative Fire Officer (Fire Officer III; Fire Prevention Officer III; EMS Officer III)

Economics (AFO-01)
Principles of Management, FESA (AFO-02)
Management in the Public Sector, Political Science, Public continued--Administration, PLFFP, FPOM (AFO-03)
History, Leadership (AFO-04)
Human Resource Management, PMFES (AFO-05)
Risk Management, FPOM, CRRFES (AFO-06)
Organizational Behavior, FES (AFO-07)
Statistics, AAPFP (AFO-08)
PLFPP (AFO-09)
Managerial Budgeting and Accounting, FESA (AFO-10)
Organizational Development or Behavior, Industrial Psychology, continued--PMFES (AFO-11)
Professional Ethics, Decision Making (AFO-12)

Benchmark: Bachelor's in Fire Scienc, Fire Administration, Fire Technology or Social Sciences

Executive Fire Officer (Fire Officer IV; Fire Prevention Officer IV; EMS Officer IV)

Graduate

Public Management I (EFO-01)
Public Management II (EFO-02)
Decision Making for Public Managers (EFO-03)
Public Finance, Financial Management in the Public Sector (EFO-04)
Public Policy, Management of Policy Process (EFO-05)
Executive Leadership (EFO-06)
Legal Aspects of Public Administration, Public Administrative Law (EFO-07)
Ethics in Public Administration, Ethics and Public Policy (EFO-08)
Mediation and Negotiation (EFO-09)
Advanced Organizational Behavior, Organizational Development in Public Agencies (EFO-10)
Program Management or Evaluation (EFO-11)
Strategic Planning (EFO-12)
Strategic Planning or Plan Implementation (EFO-13)
Quantitative Analysis (EFO-14)

Benchmark: Master's of Public Administration or Business Administration

APPENDIX B

FESHE MODEL CURRICULUM FOR FIRE PREVENTION

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National Fire Academy

FESHE Model Curriculum

Fire Prevention

February 2008

FEMA

Fire and Life Safety Education

Course Description: This course provides information relating to the field of fire and life safety education.

Prerequisite: Demonstration of a competency in high school level language arts or the equivalent.
Completion of *Fire Prevention* or instructor approval.

Outcomes:

1. Differentiate between Public Education, Public Information and Public Relations/Marketing.
2. Demonstrate the need for establishing fire and life safety education as a value within the fire service culture.
3. Identify stakeholders; develop partnerships and coalitions to work on fire and life safety education activities.
4. Identify and use local, regional and national sources of data for fire and injury prevention programs.
5. Identify budget needs for program delivery and the process for requesting funds.
6. Select, design, implement, and evaluate fire and life safety education programs that address specific community risk issues.
7. Develop an accountability system to measure program delivery.

Available Text: *Fire and Life Safety Education*; IFSTA, Fire Protection Publication

Supporting References/Research for Faculty and Students:

U. S. Fire Administration
Publications: http://www.usfa.fema.gov/applications/publications
See Fire Protection, Fire Service Operations
Applied Research:
http://www.usfa.fema.gov
Research Reports:
http://www.usfa.fema.gov/research
Learning Resource Center:
http://www.lrc.fema.gov

Supporting References/Research for Faculty and Students:	**References** Lessons Learned Information Sharing: http://www.llis.dhs.gov/member/secure/index.cfm http://www.homefiresprinkler.org Society of Fire Protection Engineers: http://www.pentoncmg.com/sfpe/index.html **Current Events/News** http://www.firehouse.com http://www.fireengineering.com http://www.withthecommand.com
Assessment:	Students will be evaluated for mastery of learning objectives by methods of evaluation to be determined by the instructor.
Points of Contact:	Gerri Penney, M.Ed., Palm Beach County Fire Rescue (561) 616-7024, gpenney@co.palm-beach.fl.us

Course Outline

Fire and Life Safety Education

I. Introduction to Public Education, Public Information and Public Relations/Marketing

- A. Definitions
- B. Roles and Responsibilities

II. Fire and life safety education and the fire service culture

- A. Identify cultural components
- B. Value of fire and life safety education
- C. Customer benefit
  - 1. Internal (staff)
  - 2. External (public)

III. Stakeholders, partnerships and coalitions

- A. Define and Identify
- B. Building partnerships
- C. Establishing coalitions

IV. Fire and injury data collection and use

- A. Sources
- B. Interpretation
- C. Relevance and prioritization
- D. Utilization

V. Budget

- A. Needs assessment
- B. Development
- C. Funding sources

VI. Fire and Life Safety Education Programs

- A. Select
- B. Design
- C. Implement
- D. Evaluate

VII. Accountability systems

- A. Define
- B. Collect data
  - 1. staffing and resources
  - 2. audience
  - 3. program type
- C. Compile data
- D. Analyze

Principles of Code Enforcement

Course Description: To provide the students with the fundamental knowledge, of the role of code enforcement in a comprehensive fire prevention program.

Prerequisite: *Principles of Emergency Services, Fire Prevention, Fire Protection Systems*, or Instructor approval.

Outcomes:

1. Explain the code enforcement system and the fire inspector's role in that system.
2. Describe the codes and standards development and adoption processes.
3. Describe the difference between prescriptive and performance based codes.
4. Describe the legal authority and limitations relevant to fire code inspections.
5. Describe the importance of thorough documentation.
6. Recognize ethical practices for the code enforcement officer.
7. Explain the application, and interrelationship of codes, standards, recommended practices and guides.
8. Describe the differences in how codes apply to new and existing structure.
9. Indentify appropriate codes and their relationship to other requirements for the built environment.
10. Describe the political, business, and other interest that influence the code enforcement process.
11. Identify the professional development process for code enforcement practitioners.

Suggested Student Texts: *Fire Protection Handbook, NFPA*

Supporting References/Research for Faculty and Students:

U. S. Fire Administration
Publications: http://www.usfa.fema.gov/applications/publications
Applied Research:
http://www.usfa.fema.gov

Research Reports:
http://www.usfa.fema.gov/research
Technical Reports:
http://www.usfa.fema.gov/applications/publications/browse.cfm?mc=29
Topical Fire Research Series:
http://www.usfa.fema.gov
Learning Resource Center:
http://www.lrc.fema.gov

National Institute for Standards and Technology
http://www.fire.nist.gov: Fire Tests/Data, Software/Models, Publications, FIREDOC (under Publications)

References

Current Events/News
http://www.firehouse.com
http://www.fireengineering.com
http://www.withthecommand.com

Assessment: Students will be evaluated for mastery of learning objectives by methods of evaluation to be determined by the instructor.

Points of Contact: Jim Goodloe, bureau Chief of Fire Prevention
FL Division of State Fire Marshal, 850-413-3620
Jim.Goodloe@fldfs.com

Course Outline

Principles of Code Enforcement

VIII. Introduction to Code Enforcement System

- A. Which codes are adopted
- B. Code interpretation
- C. Permits and appeals process
- D. Organizational structure
- E. Establishment of the AHJ

II. Legal authority and limitations for code enforcement

- A. Governmental structure:
  Federal, state, county, municipality
- B. Statues/laws, rules/regulations, codes and ordinances
- C. Right of entry

III. The Codes of Standards Development Process

- A. Historical overview
- B. NFPA, ICC, ANSI, UL, FM etc. processes
- C. The code adoption process

IV. Prescriptive vs. Performance based codes

- A. Definitions
- B. Development of performance based code concepts
- C. Role of each

V. Documentation

- A. Concise written communication
- B. Reason for documentation
  1. for legal requirements
  2. records retention

VI. Codes, standards, recommended practices and guides

- A. Definitions
- B. Enforcement applicability
- C. Application in new and existing structures

VII. Interrelationship of codes

- A. Fire and Life Safety
- B, Building
- C. Plumbing, Mechanical, Electrical
- D. Zoning and other local ordinances
- E. Regional and local code amendments

VIII. Influences on code enforcement

- A. Political
- B. Business
- C. Other special interests and advocacy groups

IX. Professional development for code enforcement

- A. Training
- B. Education
- C. Certification

X. Ethical practices in government and customer service

- A. Ethical standards
- B. Interpersonal relationships
- C. Conflict resolution

Fire Plans Review

Course Description: This course provides for the application of fire codes and standards in developing an understanding of a building's fire protection features including the design of fire alarm systems, water-based fire suppression systems, special hazard fire suppression systems, water supply for fire protection and egress arrangements through the evaluation of 2D drawings and schematics.

Prerequisite: Demonstration of a competency in high school level algebra or the equivalent.
Completion of Fire Protection Systems, Fire Inspection Principles, Fire Protection Hydraulics and Water Supply, Building Construction for Fire Protection or the equivalent or instructor approval.

Outcomes:

5. Describe at least three reasons for performing plan checks, the objectives of a proposed plans review program, the impact of such a program, and how the program will enhance current fire prevention programs.

6. Develop a graphic illustration of a model plans review system, identifying at least four components involved in the system including the use of plans review checklists.

7. List three methods to monitor and evaluate the effectiveness of code requirements according to applicable standards.

8. Determine fire department access, verify appropriate water supply, and review general building parameters.

9. Determine occupancy classification, construction type; calculate occupant load and, the height and area of a building.

10. Determine the appropriateness of the three components of a building's egress system (exit access, exit, and exit discharge), verify building compartmentation and the proper enclosure of vertical openings.

11. Identify special hazards, verify interior finish and establish the proper location for pre-engineered fire extinguishing systems.

12. Verify the compliance of a heating, ventilating, and air conditioning (HVAC) system, review sources requiring venting and combustion air, verify the proper location of fire dampers, and evaluate a stairwell pressurization system.

13. Verify the proper illumination for exit access, the arrangement of exit lighting and perform a life safety evaluation of the egress arrangement of a building.

14. Verify the design of a fire alarm and detection system, and an offsite supervisory system for compliance with applicable standards.

Available Texts:

Automatic Sprinkler and Standpipe Systems; John L. Bryan, NFPA
Design of Special Hazard and Fire Alarm System; Robert Gagnon, Thomson
Design of Water Based Fire Protection Systems; Robert Gagnon, Thomson
Fire Protection Handbook, NFPA
Fire Suppression and Detection Systems; John Bryan, MacMillan Publishing
Operation of Fire Protection Systems; NFPA
Private Fire Protection and Detection; Fire Protection Publication

Supporting References/Research for Faculty and Students:

U. S. Fire Administration
Publications: http://www.usfa.fema.gov/applications/publications
See Fire Protection, Fire Service Operations
Applied Research:
http://www.usfa.fema.gov
Research Reports:
http://www.usfa.fema.gov/research
Technical Reports:
http://www.usfa.fema.gov/applications/publications/browse.cfm?mc=29
Topical Fire Research Series:
http://www.usfa.fema.gov
Learning Resource Center:
http://www.lrc.fema.gov

National Institute for Standards and Technology
http://www.fire.nist.gov: Fire Tests/Data, Software/Models, Publications, FIREDOC (under Publications)

References
Lessons Learned Information Sharing:
http://www.llis.dhs.gov/member/secure/index.cfm
http://www.homefiresprinkler.org
Society of Fire Protection Engineers:
http://www.pentoncmg.com/sfpe/index.html

Current Events/News
http://www.firehouse.com
http://www.fireengineering.com
http://www.withthecommand.com

Assessment: Students will be evaluated for mastery of learning objectives by methods of evaluation to be determined by the instructor.

Points of Contact: Chief Daniel Uthe, Tucson Fire Department
(530) 791-5630 dan.uthe@tucsonaz.gov

Course Outline

Fire Plans Review

IX. Introduction to Plans Review

- A. The role plans review plays in protecting the life and safety of building occupants and emergency responders
- B. The various approaches utilized in plans review programs
- C. Relationships between the codes (Fire, Building, Mechanical, Electrical, Plumbing, Zoning, Conservation, etc.)
- D. Understanding level of authority

II. Plans Review of Life Safety Issues

- A. Means of Egress
- B. Occupancy classification and occupant load
- C. Construction Type
- D. Height and Area

III. Site plans review issues related to fire protection

- A. Fire Department access
- B. Secondary containment
- C. Special hazards and exposures
- D. Temporary requirements

IV. Introduction to plans review of Fire Protection Systems

- A. The role fire protection systems play in protecting the life, safety and welfare of the general public and firefighters
- B. Overview of the different types of fire protection systems
- C. The role of codes & standards in fire protection system design

V. Plans review of water supply for fire protection

- A. Sources of fire protection water supply
- B. Distribution networks
- C. Piping
- D. Hydrants
- E. Utility company interface with the fire department

VI. Plans review of water-based fire suppression systems

- A. Properties of water
  1. Water as an effective extinguishing agent
  2. How water extinguishes fire
- B. Sprinkler Systems
  1. Types of systems & applications

2. Types of sprinklers & applications
3. Piping, valves, hangers & alarm devices
4. Fire department operations in buildings with sprinkler systems

C. Residential sprinkler systems

D. Standpipe systems
1. Types & applications
2. Fire department operations in buildings with standpipes

E. Foam systems

F. Water mist systems

G. Fire pumps
1. Types
2. Components
3. Operation
4. Fire pump curves

VII. Plans review of non-water-based fire suppression systems and portable fire extinguishers

A. Carbon dioxide systems
1. Applications
2. Extinguishing properties
3. System components

B. Dry/Wet Chemical Extinguishing systems
1. Extinguishing properties
2. Applications
3. UL 300

C. Clean agent system

D. Plans review of portable fire extinguishers
1. Types & applications
2. Selection
3. Placement

VIII. Plans review of fire alarm systems

A. Components

B. Types of fire alarm systems

C. Detectors
1. Smoke
2. Heat
3. Flame

D. Audible/visual devices

E. Alarm monitoring

F. Testing & maintenance of fire alarm systems

IX. Plans review of smoke management systems

A. Identification of smoke management systems

B. Firefighter interface with smoke management systems

APPENDIX C

TECHNICAL PROBLEMS VERSUS ADAPTIVE CHALLENGES

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TECHNICAL PROBLEMS VS. ADAPTIVE CHALLENGES

The single biggest failure of leadership is to treat adaptive challenges like technical problems.

TECHNICAL PROBLEMS	ADAPTIVE CHALLENGES
1. Easy to identify	1. Difficult to identify (easy to deny)
2. Often lend themselves to quick and easy (cut-and-dried) solutions	2. Require changes in values, beliefs, roles, relationships, & approaches to work
3. Often can be solved by an authority or expert	3. People with the problem do the work of solving it
4. Require change in just one or a few places; often contained within organizational boundaries	4. Require change in numerous places; usually cross organizational boundaries
5. People are generally receptive to technical solutions	5. People often resist even acknowledging adaptive challenges.
6. Solutions can often be implemented quickly—even by edict	6. "Solutions" require experiments and new discoveries; they can take a long time to implement and cannot be implemented by edict

EXAMPLES

▪ Take medication to lower blood pressure	▪ Change lifestyle to eat healthy, get more exercise and lower stress
▪ Implement electronic ordering and dispensing of medications in hospitals to reduce errors and drug interactions	▪ Encourage nurses and pharmacists to question and even challenge illegible or dangerous prescriptions by physicians
▪ Increase penalty for drunk driving	▪ Raise public awareness of the dangers and effects of drunk driving, targeting teenagers in particular

Adapted from Ronald A. Heifetz & Donald L. Laurie, "The Work of Leadership," *Harvard Business Review*, January-February 1997; and Ronald A. Heifetz & Marty Linsky, *Leadership on the Line*, Harvard Business School Press, 2002

GROUPSMITH

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UNIT 4: POWER, POLITICS AND INFLUENCE

TERMINAL OBJECTIVE

The students will be able to:

4.1 Assess the use of social power bases and political influence to increase the effectiveness of the fire prevention/risk-reduction bureau.

ENABLING OBJECTIVES

The students will be able to:

4.1 Identify the social power bases within the organization at large and evaluate their potential impact on the prevention unit's mission.

4.2 Choose strategies and select appropriate tactics to achieve optimum political outcomes in the organization and community to support the mission of risk reduction.

4.3 Propose how to enhance political influence within the organization and community.

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I. SOCIAL POWER BASES

A. While there are many definitions of power, the most appropriate for organizational power is the "capacity of a person, team, or organization to influence others" (Northouse, 2010, p. 300).

B. Understanding the power of influence within the workplace is the cornerstone of developing:

1. Strong teams that are committed to organizational goals.

2. Employees who are motivated to reach set goals.

C. To appreciate the potential of power and influence, we first must understand its sources within the organization.

1. Psychologists John French and Bertram Raven (1959) identified five social power bases that are utilized to influence others in the workplace.

2. The five social power bases are:

a. Legitimate.

b. Reward.

c. Coercive.

d. Expert.

e. Referent.

D. There is a dynamic relationship between social power bases, organizational politics, and a leader's ability to influence the behavior of peers and subordinates.

1. The realities of a changing workplace environment have resulted in vast differences in organizational behavior.

2. Contemporary organizations are peeling away layers of management and giving workers more autonomy to drive change and work more effectively.

E. Social power bases can drive consequences and/or outcomes depending on their use and desirability within an organization.

F. The fire prevention/risk-reduction bureau leader needs to understand:

1. How people are influenced.

2. How to build his or her own social power within the organization.

G. The five social power bases can be subdivided into two categories:

1. Positional sources that include legitimate, reward and coercive power.

2. Personal sources that include expert and referent power.

H. Legitimate power.

1. Legitimate power (also known as positional, authority or formal power) is derived from the positional status within the organizational chart.

2. It allows a leader/manager to request certain behaviors from staff members.

3. It is conceived when organizational staff members agree that people appointed or elected to certain positions are granted defined powers of authority.

4. It empowers a person, through his or her formal position in the organization, to delegate or assign duties that support the organization's mission.

5. While managers and supervisors all have some degree of legitimate power, it is important to understand that this power also applies to all members of the organization.

6. This social power base encompasses both formal job descriptions and informal rules of conduct within the confines of the organizational structure.

7. Due to its paramilitary structure, the fire service has traditionally incorporated a leadership structure that utilizes legitimate power.

8. In a paramilitary organization, legitimate power is attained through advancements in rank within the organization.

a. It is assumed that a promotion in rank will involve additional responsibilities.

b. Staff members should accept that specific people within the organization will be granted authority.

9. A big point to remember — legitimate power is **not** absolute.

a. Promotions in rank do not automatically mandate a direct increase in respect from those who are being supervised.

b. True gains or losses of respect within this social power base will be determined by the supervisor's actions and how well his or her decisions are accepted by the staff.

10. Research has shown that legitimate power, when utilized appropriately, has a direct correlation to motivation, job satisfaction and commitment from staff.

11. The fire prevention/risk-reduction bureau leader must understand that legitimate power is the foundation of his or her organizational power base, and when utilized appropriately, it can be an effective tool to motivate and build support across the division.

I. Reward power.

1. Reward power is derived from a person's ability to control the distribution of rewards that are valued by organizational staff.

2. Rewards/Incentives can include:

a. Pay.

b. Awards.

c. Promotions.

d. Time off, including vacation scheduling, and work assignments.

3. Reward power includes the delivery of positive rewards and removal of negative sanctions (also known as negative reinforcement).

4. The social power base of reward power directly correlates to legitimate power.

5. Managers and supervisors are given control over rewards through their positional power in the organization.

6. The strength of reward power is directly proportional to the staff members' perception regarding the magnitude of rewards that can be provided to them.

7. Also known as exchange power, reward power is effective because staff members will exchange a request to do something for a reward that they find desirable.

8. Ultimately, the power rests with understanding what organizational staff members desire and the ability to control, influence or mediate that outcome.

9. Introducing 360-degree feedback can have profound effects on how reward power is utilized by supervisors.

   a. This is a contemporary strategy whereby the team leader and staff analyze program operations as a group.

   b. Also known as multirater feedback, 360-degree feedback is a professional development/assessment tool that utilizes feedback from multiple sources.

   c. Together, the immediate supervisor and several staff members assess their effectiveness within the organization.

   d. For the process to be effective, everyone must agree that rank is not considered and the group at large is free to engage in open dialogue about program effectiveness, challenges and proposed enhancements.

   e. Distinct benefits of 360-degree feedback include:

      - Reducing discrimination.

      - Reducing evaluation errors.

      - Building a strong team environment.

      - Providing staff with valuable information from a number of sources that can assist with professional development.

J. Coercive power.

1. Coercive power is the output of staff understanding that someone within the organization has the ability to apply a form of punishment.

2. It is strongly connected to legitimate power through positional power within the organization.

3. It has subtle similarities to reward power in that staff fear punishment if they fail to comply or submit to the request.

4. Remember, reward power also deals with the supervisor's ability to remove negative sanctions against the employee.

5. The strength of coercive power is directly proportionate to the negative consequences for noncompliance.

6. The ultimate goal of deploying coercive power is to gain compliance to a request or to meet a desired objective.

7. Staff has the ability to utilize coercive power among peers to ensure that co-workers are upholding the standards and norms of the bureau or organization at large.

8. The difference is that the punishment can be in the form of criticism, peer pressure or even exclusion from the team.

9. Coercing employees is a compliance tactic that ultimately takes its toll on morale, provokes staff resistance, and negatively impacts performance.

10. Long-term use (or abuse) of this social power base can also negatively affect a person's ability to be a successful leader.

11. Even within strong labor environments that have collective bargaining agreements, civil service law and other legal protections, ample opportunity exists for supervisors to exercise coercive power within the rank and file.

12. Likewise, strong and cohesive labor groups can utilize coercive power on their supervisors by slowing productivity through overly strict adherence to policy and procedure.

K. Expert power.

1. Expert power is derived from special knowledge, expertise or information that is particularly valued by others within the organization.

2. Expert power originates from within the individual and is not directly linked to legitimate, reward or coercive social power bases.

3. Both technical knowledge of work processes and the organization's social system are necessary for an individual to tap into the structure of power within an organization.

4. To increase one's expert power, he or she must be technically competent in the business processes at work in the industry.

5. Within the fire prevention/risk-reduction bureau, expert power is gained by individuals who have strong technical knowledge and skills regarding fire prevention practices, fire codes, fire investigation principles and practices, public education, and data analysis.

6. Expert power develops when lower level subordinates within the organization gather and retain a specialized skill set.

7. This is especially common in highly technical subject matter areas in which the staff members become more proficient than the supervisor at performing a specific skill.

8. This makes the staff members a valuable resource to the organization and provides them with bargaining power to seek greater rewards for skills.

9. It is common for personnel to develop advanced skills or expertise through education and professional development.

10. Changes in the work environment and a focus on a knowledge-based economy have increased the use of expert power.

11. Expert power has shown to be most effective when combined with other developed social power bases, such as legitimate and referent power.

12. In order to access power in organizations, you must possess knowledge.

13. There are two types of knowledge:

    a. Technical knowledge about the work process.

    b. Knowledge of the organization's social system.

L. Referent power.

1. Referent power is the perception of likeability, respect or identification with someone.

    a. The connection is readily made where people we like and respect can easily influence our behavior.

    b. Referent power is available to all employees within the organization from entry level firefighters to division leaders and chief officers.

2. Like expert power, referent power is a personal power source and is largely attributed to strong interpersonal skills.

3. Charismatic leaders have a strong referent power base that produces likeability, trust and respect.

4. Referent power is the most influential of the five social bases of power.

5. It is solidly grounded in the identification with the power holder and therefore has deeper meaning for subordinate employees.

6. Strong interpersonal relationships help to build power and influence across the organizational structure and outside the typical positional power bases of legitimate, reward and coercive power.

7. Caution: Referent power used alone is **not** an effective long-term leadership strategy.

8. Referent power should be integrated with other social power sources such as legitimate and expert power to form a solid leadership platform.

M. Social power bases and their influences are often complex.

1. Power bases and associated influences depend on dynamic interdependent relationships which need considerable attention from an individual.

2. A supervisor's power, influence and effectiveness are directly related to the perception of his or her power by subordinates in the organization.

N. The perceptions of a supervisor's power can affect how workers relate, interact and function with the organization because they know the supervisor controls items that workers desire.

1. Whether in the form of praise, raises, promotions or other tangibles, the supervisor is the direct link that can help the worker attain desirable items.

2. Perception of the supervisor's power can be a strong motivational factor for employees and can directly correlate to increases in efficiency and productivity.

O. Legitimate power was shown to have a direct correlation to employee motivation, satisfaction and commitment (Elangovan and Jia, 2000).

P. Conversely, due to its invasive nature, coercive power had negative affects on employee productivity.

Q. The astute fire prevention/risk-reduction bureau leader will appreciate where organizational power is derived from and what is the most effective application of social power to gain support for organizational goals as well as motivate his or her personnel.

II. MORAL AND ETHICAL PERSPECTIVES ON PERSONAL POWER

A. The words “moral” and “ethical” are synonyms; both are utilized in the definition of one another.

B. “Moral” is defined as “of or relating to principles of right and wrong in behavior; expressing or teaching a conception of right behavior; conforming to a standard of right behavior; sanctioned by or operative on one's conscience or ethical judgment” (“Moral,” n.d.).

C. “Ethics” is similarly defined as “the discipline dealing with what is good and bad and with moral duty and obligation; a set of moral principles; a theory or system of moral values; the principles of conduct governing an individual or a group; a guiding philosophy; a consciousness of moral importance” (“Ethics,” n.d.).

D. In today’s social media environment, a momentary lapse in judgment can go viral in a matter of minutes, forever damaging a person’s career and tarnishing his or her organization.

E. The attainment of power brings with it great responsibility.

F. Those who wield power must have a clear understanding of the moral responsibility they have to stakeholders across a wide platform of people, organizations and the community at large.

G. The leaders and staff of a fire prevention/risk-reduction bureau are subject to moral and ethical obligations to:

1. Their employer.

2. Peers and subordinate employees.

3. Business owners and corporations within the community.

4. The public at large.

H. Organizational leaders must make sound ethical decisions.

1. Internal and external stakeholders often have a vested interest in the decisions made by leadership of organizations.

2. The damaging scandals involving organizations such as Enron, WorldCom, and Bernie Madoff created an outrage in society.

3. People demand integrity of character from those in positions of leadership.

4. The same demand applies to the public sector.

I. Creating a culture of ethics can best be accomplished through the adoption of a value-based code of ethics that applies to everyone within the organizational structure (Nadler, n.d.).

J. Unfortunately, many times this step is undertaken after some incident or event brings discredit to a leader or staff member, which ultimately affects the entire organization.

K. Personal character is defined as "the stable and distinctive qualities built into an individual's life which determines his or her response regardless of circumstances" (Drexel University, n.d., p. 1).

L. Character is commonly framed as "what we do when no one is looking" or "how you treat people that can do nothing for you."

M. Institutional integrity is the strength, unity, clarity and purpose that upholds and sustains all of the elements of the organization and helps it to achieve its mission (Bracher Center for Integrity in Leadership, 2012).

N. When integrity is engrained deep within the organizational culture, it becomes the guiding principle for the vision of the leaders and employees.

O. Studies of charismatic, visionary and transformational leaders often lead to discussions on the ethical behavior, character and integrity for which many great leaders have been known.

P. Unethical politics hurt the organization in the long haul and many times create win-lose situations.

1. While support is garnered for an organizational objective, the ethical costs may be disparaging to its personnel and overall mission.

2. In an attempt to increase their power within the organization, supervisors can have negative effects on employees' perceptions through the unethical use of reward and/or coercive power.

3. If employees are impacted in a negative way, their perceptions of management as well as organizational politics and goals can get distorted.

4. This hurts the organization's performance and ability to position itself for positive growth.

5. Extended periods of time are required to remediate these types of issues and sometimes can only be resolved by removing the problematic supervisor.

Q. While unethical actions are the fast track to career derailment, there are also other issues that jeopardize the leadership potential of the fire prevention/risk-reduction bureau leader.

1. Personal power bases can become corrupt through the actions of a leader.

2. McFarland (2001) suggests three actions that leaders sometimes take that sabotage their careers:

a. Winning at all costs.

b. Multitasking to the extreme whereby focus on critical issues becomes lacking.

c. The desire to "take care" of people.

3. Other issues that can hurt leadership and power include:

a. Stress and anxiety within the workplace caused by organizational politics.

b. A poor economic environment.

c. Personal issues that lead to poor decision-making.

4. All of these factors can erode a leader's strengths and positive attributes.

5. Ultimately, it can transform the leader into a liability to the organization.

III. PROTECTING YOURSELF

A. The fire prevention/risk-reduction bureau leader should understand there is a possibility that he or she can become the target of coercive efforts by his or her peers, subordinates, and other organized groups or personnel.

B. Coercive actions can come from members of the bureau leader's own organization or from outside the department.

C. These challenges should be approached with care and diligence.

D. Negative character attacks are coercive tactics that may be utilized to influence supervisors to:

1. Change their opinion.

2. Reverse a decision.

3. Support a topic that is against their value system.

E. Strategies to combat destructive character attacks need a well-developed plan that begins with a self-assessment process.

F. The fire prevention/risk-reduction bureau leader should review the points within this plan early on in his or her career and continually revisit them throughout the professional development process.

G. A self-assessment plan should include the following detailed objectives to isolate and protect one's character, career and health:

1. Self-assess your character, integrity and values.

a. Everyone has regrets about a decision they have made in the past.

b. The reality is that we are ultimately defined by our actions and someone will likely point to a time when our character and/or integrity was in question. This includes distorting the underlying facts regarding the subject.

c. We are all human and make mistakes. It is how you react to and learn from those situations that help create character and develop respect from others.

d. Take note of what is important to you in your personal and professional life, revisit those values often, and use them as your guiding principles.

2. Take responsibility.

a. Taking responsibility for one's own actions is paramount.

b. A personal breach of integrity is excruciatingly damaging to one's career and comes with considerable cost; yet remedial action done swiftly (and with remorse) assists in controlling feelings of frustration, guilt and defensiveness (Gebelein et al., 2004).

c. Another important reason to make a self-assessment or an immediate personal development goal is to prevent or immediately discontinue unethical and self-destructive behavior.

3. Document well.

a. Leaders who take the time to document their efforts and intentions will have ample information to contradict and combat character attacks.

b. Many character attacks occur out of pure conjecture and distortion of the facts to exaggerate the importance of an issue.

c. Presenting facts of record can have considerable effect in discrediting the allegation, attacker, and his or her motivation.

4. Don’t make assumptions.

a. Bureau leaders should evaluate their conditions of employment and request documentation on any benefits they receive that are not precisely detailed within their contract or agreement.

b. A very common area for personal character assassination occurs when an administrator receives a benefit that is not in documented form, even if it has been done for years with previous administrators.

c. Request documentation so these issues do not arise and put you in a compromising situation at the mercy of coercive influence.

5. Limit your exposure.

a. Understand the importance of developing strong relationships with mayors, city managers, fire chiefs, peers and labor groups.

b. Use your emotional intelligence to build open lines of communication that enable you to address problems that emerge.

c. Proactively addressing these issues prevents shutting off productive discussions that lead to animosity and can be used to target you.

d. Understand that the coercive tactics being applied may not necessarily be meant for you, but actually for your supervisor in an attempt to influence his or her behavior or actions.

6. Get good advice.

    a. Seek advice from trusted colleagues and even legal counsel.

    b. The latter should advise you to refrain from going on the offensive to seek retribution.

    c. This is especially the case when dealing with organized labor because aggressive tactics will likely result in actions such as grievances and improper practice charges.

    d. A carefully crafted written response detailing and documenting the facts is the best initial action to reduce the effects of an attack.

    e. Media statements do not always provide the message that you wish to relay.

    f. Five-second sound bites from a 20-minute interview can add confusion to a message.

7. Take care of yourself first.

    a. Remember that during a negative event such as a character attack, you can quickly get caught up and consumed in the entire process.

    b. Things seem surreal and your energy and entire thought process is engaged in developing strategies to fight off the attack.

    c. Your stress levels rise, you lose sleep, and you are quick-tempered with your family and loved ones.

    d. Your professional **and** personal life suffers.

    e. When this happens, the attacker has been successful in his or her efforts to influence your behavior.

    f. Resist these temptations and do something positive that rids you of that negative energy.

    g. Exercise, go for a walk, or partake in an enjoyable activity.

8. Remain positive.

    a. Things always seem worse than they really are.

    b. Stay away from newspapers, television, blogs and other social media outlets that can do nothing positive for your well-being.

c. The whole intention of a character attack is the negative press that distorts and exacerbates the situation even further.

d. Understand that the lifestyles of people have changed considerably over the last decade, and they receive their news in many different formats.

e. While it is an unfortunate truth, the likelihood of going through a character attack during the course of one's career increases with lateral moves up the organizational chart.

f. Remember that many great leaders have been subjected to character attacks, but they used the event to strengthen their careers.

g. Maintaining a positive outlook, however difficult, will allow you to regain control of your personal and professional life to continue moving forward and focus on productive tasks.

H. While coercive power has been used by many supervisors, staff, and organized groups, it is evident that there are considerable costs and negative attributes associated with its use.

I. In summary, coercive power exertion is generally ineffective, especially over the long term. It can take away employee motivation, creativity and morale within the work environment.

IV. ORGANIZATIONAL POLITICS

A. Just like within a community, political action occurs inside organizations.

B. An Internet search will reveal a plethora of definitions for organizational politics.

C. When applied to leading a fire prevention/risk-reduction bureau, a simple explanation of organizational politics is people or groups working to influence decision-makers so that actions are taken to support the person or group's goal.

D. Political action can impact stakeholders.

1. Stakeholders are people or groups impacted by the decisions made by leaders.

2. Stakeholders may be organizational leaders, subordinate staff, labor organizations, other government agencies or third party entities.

3. For the sake of organizational politics, stakeholders are members of the organization with an interest in how decisions will affect their livelihood, success or viability within the organization.

E. Organizational politics often lead to the creation of give-and-take relationships between stakeholders.

1. "Quid pro quo" is an age-old concept that involves delivering a favor or advantage in exchange for something in return.

2. While quid pro quo often takes on a negative connotation, it will still appear within organizational politics.

3. It is the unethical use of these tactics that can present serious consequences.

F. There can be considerable challenges associated with learning the nuances of organizational politics.

1. Many newly appointed (and sometimes even seasoned organizational leaders) have made poor or untimely decisions that ultimately derailed their career.

2. Leadership can be a challenging and sometimes painful exercise when dealing with employee groups, organized labor and upper management.

G. The fire prevention/risk-reduction bureau leader needs to develop the savvy to understand and operate within the environment created by organizational politics.

1. New leaders must quickly learn the politics of their organizational structure and how to build their social bases of power. This will enable them to influence decision-makers so resources such as funding, staffing and advocacy for program support are attained.

2. Success in navigating organizational politics requires an understanding of the political landscape, its participants and the rules of engagement.

H. Negative effects of organizational politics.

1. The interpersonal dynamics at play within the workplace lend themselves to organizational politics.

2. No organization completely escapes the strain of organizational politics.

3. The fire service is no different than a small business or Fortune 500 company.

4. Organizational politics can tear at the internal components of trust and cooperation that allow an entity to be successful in meeting its goals.

5. The perceptions and actions of employees acting within the context of the organizational structure can produce anxiety and stress for employees by placing them in difficult situations which include:

   a. Conflict between individual employees.

   b. Conflict between groups.

   c. Struggles with personal beliefs and values.

6. The misuse of organizational politics can create stress and anxiety that challenges the ability of staff members to make decisions that involve others in the organization.

7. This misuse can also erode referent power.

8. The fire prevention/risk-reduction bureau leader should have an understanding of the negative effects of organizational politics.

9. A strategy that includes transparency and trust is paramount to building and maintaining a cohesive unit.

I. Bolander (2011) developed a comprehensive list of methods to reduce the impact of organizational politics:

1. Be data-driven.

2. Foster alliances.

3. Admit when you are wrong.

4. Tell the truth.

5. Use email appropriately.

6. Always look out for the best interest of the organization.

7. Foster relationships.

8. Help others.

9. Stand up for yourself.

10. Try and find common ground and agree to disagree.

11. Be the peacemaker.

12. Know when to say “I don’t know.”

13. Adjust your tactics and strategies to fit the situation at hand.

J. There is a strong connection between reducing the impact of organizational politics and the development of strong, ethical leadership qualities.

V. INFORMATION CONTROL AND POWER

A. Information flow within an organization is a strong basis of power for those who control its dissemination.

B. Information control involves the manipulation of access to information for the purpose of influencing employees’ behavior.

C. Information is power.

1. Employees able to tap into the information flow within an organization build informational power.

2. Understanding the organizational structure and where to go for information needed to meet your job requirements is essential.

3. Equally important is developing the relationships to get essential information.

4. Both of the above are vital to the professional success of both staff members and leaders.

5. Control, and therefore power, is generated when people with information determine what items are shared with others within a group or organization.

D. Withholding information through the use of gatekeepers within an organization is also a form of legitimate power.

1. Organizational staff may become dependent on gatekeepers to release the information required to perform jobs.

2. Gatekeepers can be anyone in the organization who controls the release of information, from the lowest levels of the organization to the executive officer of the department.

E. Information control can have a strong influence on the expectations and behaviors within an organization.

F. Known as a hard influence tactic, information control is sometimes employed when resistance to influence does not achieve the desired effect.

G. McShane and Von Glinow (2010) note that people and employees generally react more favorably to soft tactics of influence such as persuasion, ingratiation and impression management.

VI. INFLUENCING FOR SUCCESS

A. Influencing is the act of putting your power to work to change the thoughts or actions of others.

B. Most people, both external stakeholders and members within the organization, would rather be persuaded through positive influence rather than simply be told what to do.

C. There are two types of influencing tactics: hard and soft.

D. Hard tactics exert pressure on people or groups in an attempt to intimidate them into changing behavior.

E. Hard influence tactics include:

1. Legitimating — using your power as a supervisor to exert pressure and force compliance within the organization.

2. Coalition — enlisting others to increase pressure on the target.

3. Pressure tactics — utilizing threats and demands to influence behavior.

F. Soft influencing tactics are considered to be friendly, noncoercive attempts at making measurable change in attitudes, values, beliefs or behaviors (Kovack, 2008).

G. Soft influence tactics include:

1. Rational persuasion — attempting to convince others with logical arguments, reason and evidence of fact.

2. Consultation — offering inclusion of participation in justification, planning and decision-making to gain support.

3. Ingratiating — using praise, flattery, and friendly or helpful behavior to soften the target before asking for something (Yukl, et al., 1993).

   a. Ingratiation is commonly utilized on a wide variety of targets.

   b. It can be found in all levels of the organization to soften targets before asking for something.

   c. Giving praise to peers, subordinates and even superiors is universally used to gain influence and obtain a desired response within the target.

   d. Ingratiation would be used as a first level tactic to influence behavior.

4. Exchange — offers an exchange of favors or indicates a willingness to reciprocate if the target helps to accomplish some specific task (Yukl, et al., 1993).

   a. Ingratiation and exchange are two of the most highly used influence tactics.

   b. Exchange can be utilized as a **hard** influence tactic across the organization in a quid pro quo maneuver.

   c. Yukl, et al. (1993) found that exchange tactics have greater use in a downward and lateral direction in the organizational setting rather than faced upward toward superiors.

   d. Through reward tactics, peers and subordinates are promised or agree to an exchange of something valuable for their allegiance or task performance. Exchange is also normally utilized as a first level tactic to influence behavior.

5. Inspirational appeals — building support by appealing to others' emotions and values.

6. Personal appeals — making a plea based on friendship or loyalty.

H. Hard and soft influence tactics can be utilized by themselves or in conjunction with one another, depending on the situation.

I. Supervisors within an organization normally utilize a mix of soft and hard influencing tactics to gain support depending on:

   1. The audience.

2. Their relationship with that audience.

3. The value of the needed support.

4. The time frame to gain it.

J. The art of negotiation.

1. Negotiation is the process of reaching agreement through discussion and compromise.

2. As his or her power and influence increases within the organization, the fire prevention/risk-reduction bureau leader can build strong coalitions that help enhance both personal and bureau effectiveness.

3. However, there will be times when negotiation is necessary to reach common ground on a particular problem or issue.

4. Because of the differing facets of people's personality, views and biases, the process of negotiation can be a challenging effort.

5. Effective negotiation is the culmination of preparation, knowledge and understanding of opposing positions.

6. Good negotiators are creative in developing solutions to challenging situations.

7. Both negotiating parties need an open mind to allow positive solutions to develop.

8. Negotiation can create suspicion and separate agendas.

9. Collaboration is based on the foundation of trust and shared goals.

10. The negotiation process should not create win-lose scenarios for either party.

11. One of the rules of negotiation is to prevent an outcome of having two mutually exclusive positions.

K. The value of collaborative negotiation.

1. Collaboration must undertake a change that "moves away from command-and-control, internally-competitive, star-oriented cultures to embrace cultures in which people across the enterprise gain access to the same data and information and provide input into process improvements, market creation, innovation, and other key issues and decisions" (Rosen, 2008, p. 1).

2. Ness and Ward (2007) promote a number of techniques that are successful in building collaboration:

   a. Deep listening.

   b. Appreciative inquiries.

   c. Exploring possibilities rather than focusing on problems.

3. Having an understanding of the needs of the other party is paramount to building a foundation of trust.

4. Negotiation should focus on shared goals that have mutual benefit.

5. Utilizing appreciative strategies can help keep negotiations on track and build strong lines of communication.

6. These strategies can also help parties understand where their interests and needs intersect (Kolb and Williams, 2001).

L. Contract or collective bargaining negotiation can create strong emotions and feelings from both sides of the aisle.

M. Successful negotiations depend on the following critical factors:

1. Mutual respect.

2. Emotional intelligence.

3. Proper preparation.

4. Outside influences such as timing, funding and varied levels of support.

VII. BUILDING ORGANIZATIONAL TRUST

A. Establishing organizational trust is founded on the principles of ethical behavior and high levels of integrity when dealing with the employees and the use of resources allocated to the organization.

B. Trust is the backbone of every action in which the organization is engaged, including all relationships, communications, transactions and projects (Covey, n.d.).

C. Organizational trust guides the people, processes and decisions that make an agency successful at meeting its goals.

D. Actions, **not** intentions, are what define a leader and impact the building of trust with peers and subordinates.

E. The following represent common behaviors that create high levels of trust:

1. Talk straight.
2. Demonstrate respect.
3. Create transparency.
4. Right wrongs.
5. Show loyalty.
6. Deliver results.
7. Get better.
8. Confront reality.
9. Clarify expectations.
10. Practice accountability.
11. Listen first.
12. Keep commitments.
13. Extend trust.

F. The behaviors listed above are not mutually exclusive and must be balanced with each other. For example, talk straight should be tempered with demonstrate respect.

G. Trust is gained and sustained through a number of interrelated dependencies that need constant monitoring and attention.

1. Organizational trust is built from a top-down approach.

2. Leaders of the organization must be the first to set the example and clarify expectations for others to follow.

3. Organizational trust is difficult to gain and exceptionally easy to lose through a simple slip of one's integrity and character.

4. These reasons reinforce the essential necessity of high moral and ethical standards and the value of personal character in leading a division or organization.

5. There are ramifications that are damaging for both the person as well as the organization.

6. Many times these can be attributed to a character slip that is exacerbated by lies and cover-ups that do nothing more than to destroy the trust of those around them.

H. The fire prevention/risk-reduction bureau leader should develop organizational citizenship, which creates a strong bond between the needs of the employees and organizational goals.

1. Relationship development through highly developed interpersonal skills is the cornerstone for building strong coalitions with stakeholders.

2. Building support through the alliance of cohesive units helps to link the team's mission to that of the organization.

3. It assists in linking the mission of fire prevention and risk reduction to the broader scope of protecting life and property.

I. Coalitions are teams that can provide technical skills or additional resources to deliver a positive impact on reaching a set goal. Sherow (2002) underscores that coalitions have five distinct features that include:

1. Set priorities for action.

2. Identify specific data and informational needs from other groups and agencies.

3. Carry out the plan.

4. Report the results of coalition activities.

5. Improve the capacity for providing information to the community interest groups, and policymakers.

J. Building coalitions assists the fire prevention/risk-reduction leader in bringing together stakeholders from inside and outside the organization to support projects and policy for community risk reduction.

1. The benefits of a coalition include:

   a. Presenting a unified image.

   b. Saving time.

   c. Building support for the promotion of a new program or service.

2. Building and utilizing coalitions within the division, department and community enables the bureau leader to address large or complex issues that need additional resources.

3. Coalitions can also help build the support for the implementation of a program or policy necessary to impact risk-reduction efforts.

VIII. BUILDING AN ENVIRONMENT TO CHAMPION SUCCESS

A. It is inevitable that a fire prevention/risk-reduction bureau leader will need to address conflict, organizational politics and other challenges.

B. The following section provides an overview of the attributes that leaders should strive to maintain:

1. Flexibility, adaptability and optimism will help the leader overcome challenges and reach organizational goals.

2. View challenges as an opportunity for growth and development.

3. Visionary leaders inspire others by using their imagination, thinking strategically, and displaying the innate ability to maintain a positive outlook of the future.

4. Provide the support necessary for personnel to adapt to the ever-changing conditions and business climate.

5. Plan for the future with the realistic expectation that change is a process constantly in motion.

6. Proactively manage change by helping staff understand the need to be adaptive.

7. Fully explain the reasons why change is necessary.

8. Maintain a continued evaluation of processes and procedures to deliver quality services.

9. Increase cultural diversity and competence in the work environment.

    a. Prepare your personnel to be successful in working with people from other cultures, backgrounds and countries.

    b. Avoid prejudging others.

    c. Address prejudice or cultural bias in yourself to raise the bar within your division and organization.

10. Empower staff members to take charge, be leaders, and build organizational commitment/citizenship.

11. Allow staff members to have input to the decision-making process.

12. Promote inclusion and the feeling that they help to control their own destiny.

13. Many newly appointed (and even seasoned leaders) attempt to remain in control of all aspects of the work flow and processes.

    a. This practice ultimately causes added anxiety and lower performance, and it limits the professional growth of staff members.

    b. The process of controlling staff members' efforts is a time consuming task for supervisors.

    c. The trend toward delegation and empowerment has led many organizations to move away from strong top-down controls and place more emphasis on professional development, which allows staff members to monitor their efforts and self-correct issues that arise (Daft, 2010).

14. True empowerment within an organization is achieved when leaders provide their staff members with the KSAs to make informed, ethical decisions that support the goals of the organization.

15. The overarching goal of delegation and empowerment should be for staff members to achieve performance at the level of the supervisor.

a. Falling short of these objectives would necessitate the need for coaching to improve performance (Stone, 2004).

b. Supervisors should have an understanding that cultural elements have an impact on the success of empowerment within the organization.

c. Staff members who have come from strong top-down control environments will see employee empowerment as an adaptive change that will need additional attention from administrators.

d. Staff members may initially have a fear of failure that will prevent them from working outside their traditional comfort zone.

e. Education and training will develop the skills and abilities that can reduce this anxiety as well as benefit staff members and ultimately the organization.

16. Foster a positive work environment by clearly communicating your expectations of staff members.

a. Focus on your commitment to your personnel and the public that you protect.

b. Build strong and effective teams through continued professional development.

c. Continually manage the relationships that have provided for your success.

d. Inspire those around you through courageous leadership.

17. Lead by example through strong moral convictions.

a. Fight for what is right and just.

b. Support those within your organization who show these same leadership qualities.

c. Remember that as fire marshal or deputy chief, you are held to a higher standard by your employees and the public you serve.

d. Your words, decisions and actions should support the organizational mission and be ethically sound.

18. Have the managerial courage to make the difficult decisions that are in the best interest of the organization.

Temper this with emotional intelligence and compassion to send the strong message that you and the organization truly care for the well-being of staff members and have their best interests in mind.

19. Celebrate your success.

    a. Praise your staff members for the work they perform.

    b. The simple task of saying “thank you” for a job well done is an enormous motivating factor for many within the workplace.

    c. Acknowledging the positive attitude, efforts and success of staff members keeps them engaged and keeps performance levels high.

    d. Taking the time to mention their accomplishments at a departmental meeting or in a newsletter, website or other social media outlet reinforces the value of hard work and dedication across the organization.

IX. PUTTING IT ALL TOGETHER

A. Understanding the roles that power, politics and influence play in the organization and political arena is vital for:

    1. Developing and honing your leadership skills as the bureau chief.

    2. Securing the resources to be successful.

    3. Avoiding the pitfalls that can steal your power and derail your career.

B. While derailment is never intentional, it can cause irreparable damage to both the individual and the organization.

    1. Unethical conduct is the primary source of career sabotage, but there are many other variables in the work environment that can present serious issues for the bureau leader.

    2. D.W. Prince (2005) cited that career derailment is often a predictable circumstance that is the culmination of a number of common characteristics that include:

        a. Difficulty in changing or adapting.

        b. Poor interpersonal skills.

c. Failure to build and lead strong teams.

d. Failure to meet the goals and objectives of the organization.

C. D.W. Prince (2005) promoted the idea that successful leaders shared the following attributes:

1. Expand diversity in their career paths.

2. Maintain composure under stress.

3. Handle mistakes with poise.

4. Are accomplished and focused problem-solvers.

5. Get along with all kinds of people.

D. Good interpersonal skills and creating strong cohesive teams are precursors to building a successful fire prevention/risk-reduction bureau.

E. Continued professional development and self-assessment can increase a bureau leader's KSAs in many of these areas.

F. As the fire prevention/risk-reduction bureau leader, you will assume greater roles and responsibilities within the organization.

1. You should be prepared to change your focus and level of organizational engagement.

2. You will often be asked to chair or sit on various committees both inside the organization and out in the community.

3. To some people, this may seem uncomfortable at first since they are used to working in the confines of the cultural environment of the division or agency.

4. In reality, this is a natural progression as the agency pushes forth their highest trained, most influential personnel to support organizational goals and interests.

G. External stakeholder analysis is critical to assessing the environment that includes considerations of political, economic, social and technological issues. Wallace (2006) derives the following six fundamental questions that are answered by completing an external stakeholder analysis:

1. Who are we as an organization?

2. What are the basic social and political needs that we must address in our community?

3. How do we recognize, anticipate and respond to these needs and problems?

4. How should we respond to our key stakeholders?

5. What is our philosophy, and what are our core values?

6. What makes us distinctly different as an organization?

H. Understanding the answers to these questions will assist the bureau chief in crafting the vision, position and response required to meet the needs of the community while maintaining strong character values that match those of the organization.

I. Organizational leaders spend much of their time working with governmental leaders to address a wide variety of community issues that include:

1. Emergency response.

2. Prevention and risk-reduction efforts.

3. Strategic planning.

4. Finances.

5. Human resources.

6. Drafting public policy.

J. Hidden within an organizational leader's job description is the requirement to become a political actor within the community.

1. The levels at which a leader becomes engaged in these activities is the catalyst that thrusts him or her into the political arena to defend policies, explain departmental practices, and seek the resources necessary to provide quality services to the community.

2. Honing your external political savvy comes from having intimate knowledge of the political landscape, the players and their interests, as well as selecting the appropriate influencing tactic(s) to gain support.

3. Being active in the political arena, as well as civic organizations, will help others to see that you are a knowledgeable resource within the community and proactive in your approach to helping others.

a. Communication skills, especially good listening skills, are the foundation of the interaction between these parties and set the stage for productive exchanges.

b. Many people who attempt to negotiate a specific outcome fail to put enough emphasis on effective listening and instead make articulating their own views the sole focus of their efforts.

c. The drawback to this approach is that collaboration on alternatives that may have required less resources (money, staffing or time) or provide added value may be missed.

K. The same rules of power and influence apply to the bureau leader in the political arena; however, their levels and applicability can vary significantly.

1. Levels of legitimate power and referent power can change for the bureau chief as he or she enters the political arena.

2. This often entails working with people who have power levels equal to or greater than the bureau leader's.

3. The bureau leader must approach these situations with caution and scan the landscape for allies and potential opposition.

L. As you assume the position of fire prevention/risk-reduction bureau leader, the number of stakeholders with whom you continually interact will grow substantially.

1. These stakeholders will include political officials and their constituents who will have agendas that may either support or oppose your interests/ goals.

2. Political influence and equity is gained by assisting these individuals and groups in an ethical manner.

3. Careful consideration must precede a decision to support a politically charged plan or proposal.

a. What may initially seem like a win-win proposal or situation can have underlying negative factors or unintended consequences.

b. Understand that the process of government action can sometimes progress in a slow manner.

c. Avoid gut decisions; rather, be data-driven and open to the discussion of alternatives.

d. Always have the best interests of the organization and community in mind.

M. The theory of exchange is also prevalent in the political arena.

1. A strong resource for elected officials is a quid pro quo maneuver.

2. Recognize that the art of politics is a two-way street that requires building alliances and trading offers of support for various plans, projects or policies.

3. Leaders must refrain from unethical transactions that can ultimately erode their power and presence within the community.

4. Unethical conduct leads to lies and cover-ups that are unsustainable and compromise individual/organizational integrity.

N. Because of organizational hierarchy in municipal government, top level fire executives are part of the political process.

O. While this can be an uncomfortable situation for some bureau leaders, their participation is essential to the political process because the creation and implementation of public policy can assist the organization in meeting its goals of community risk reduction.

P. The fire prevention/risk-reduction bureau leader's roles and responsibilities are numerous both inside and outside of the organization.

1. A leader's interests are best served through gaining the requisite KSAs to provide technical expertise while honing his or her interpersonal skills to engage employees in a way that will build strong, cohesive teams.

2. Continued professional development, self-assessment and engagement with the community can bring a leader untold strengths to continually draw from.

3. Maintaining a positive outlook and building dynamic relationships with personnel, political allies and external customers will provide exceptional opportunity to exercise ethical power and influence for mission success.

X. SUMMARY

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