Leadership in Supervision: Frameworks to Success

LS: FTS-Student Manual

1st Edition, 4th Printing-April 2018

Leadership in Supervision: Frameworks to Success

FEMA

U.S. DEPARTMENT OF HOMELAND SECURITY

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Acronyms

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ACKNOWLEDGMENTS

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RATIONALE

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

COURSE GOAL

Provide a conceptual foundation and framework for a successful transition by fire and EMS personnel to first line supervisor by exploring concepts of self, others, and teams in developing frameworks for organizational and personal success.

AUDIENCE, SCOPE AND COURSE PURPOSE

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

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

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

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

Unit 1: Self: At the completion of this unit, students will be able to apply the concepts of professionalism to create a roadmap for professional success.

Unit 2: Creating Environments for Growth in Others: At the completion of this unit, students will be able to explain how the concepts of managing conflict, empowerment, empathy, authorization and delegation can contribute to creating an environment for professional growth in others.

Unit 3: Together: At the completion of this unit, students will be able to apply the concepts of failure, collaboration, synergy and team dysfunction to your creation of a personal plan of active engagement as a supervisor and leader in fire and EMS.

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GRADING METHODOLOGY

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

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

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

EXAMINATION ADMINISTRATION PROCEDURES

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

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

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

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

If a student does not obtain a passing grade on the first attempt, the facilitator will provide remediation[1] prior to a retest. Students who do no pass the first exam will be allowed to take one retest of a new exam before departing from the class. A second failure will result in a grade of "F" being recorded on the grade roster.

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

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

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

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SCHEDULE

TIME	DAY 1	DAY 2
8:00 - 8:50	Introduction	Unit 2: Creating Environments for Growth in Others (cont'd)
8:50 - 9:00	*Break*	*Break*
9:00 - 9:50	Unit 1: Self	Unit 2: Creating Environments for Growth in Others (cont'd)
9:50 - 10:00	*Break*	*Break*
10:00 - 10:50	Unit 1: Self (cont'd)	Unit 3: Together
10:50 - 11:00	*Break*	*Break*
11:00 - 12:00	Unit 1: Self (cont'd)	Unit 3: Together (cont'd)
12:00 - 1:00	*Lunch*	*Lunch*
1:00 - 1:50	Unit 2: Creating Environments for Growth in Others	Unit 3: Together (cont'd)
1:50 - 2:00	*Break*	*Break*
2:00 - 2:50	Unit 2: Creating Environments for Growth in Others (cont'd)	Unit 3: Together (cont'd)
2:50 - 3:00	*Break*	*Break*
3:00 - 3:50	Unit 2: Creating Environments for Growth in Others (cont'd)	Exam
3:50 - 4:00	*Break*	*Break*
4:00 - 5:00	Unit 2: Creating Environments for Growth in Others (cont'd)	Evaluation

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

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FIREFIGHTER CODE OF ETHICS
Background

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

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

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

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

FIREFIGHTER CODE OF ETHICS

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

- Always conduct myself, on and off duty, in a manner that reflects positively on myself, my department and the fire service in general.

- Accept responsibility for my actions and for the consequences of my actions.

- Support the concept of fairness and the value of diverse thoughts and opinions.

- Avoid situations that would adversely affect the credibility or public perception of the fire service profession.

- Be truthful and honest at all times and report instances of cheating or other dishonest acts that compromise the integrity of the fire service.

- Conduct my personal affairs in a manner that does not improperly influence the performance of my duties, or bring discredit to my organization.

- Be respectful and conscious of each member's safety and welfare.

- Recognize that I serve in a position of public trust that requires stewardship in the honest and efficient use of publicly owned resources, including uniforms, facilities, vehicles and equipment and that these are protected from misuse and theft.

- Exercise professionalism, competence, respect and loyalty in the performance of my duties and use information, confidential or otherwise, gained by virtue of my position, only to benefit those I am entrusted to serve.

- Avoid financial investments, outside employment, outside business interests or activities that conflict with or are enhanced by my official position or have the potential to create the perception of impropriety.

- Never propose or accept personal rewards, special privileges, benefits, advancement, honors or gifts that may create a conflict of interest, or the appearance thereof.

- Never engage in activities involving alcohol or other substance use or abuse that can impair my mental state or the performance of my duties and compromise safety.

- Never discriminate on the basis of race, religion, color, creed, age, marital status, national origin, ancestry, gender, sexual preference, medical condition or handicap.

- Never harass, intimidate or threaten fellow members of the service or the public and stop or report the actions of other firefighters who engage in such behaviors.

- Responsibly use social networking, electronic communications, or other media technology opportunities in a manner that does not discredit, dishonor or embarrass my organization, the fire service and the public. I also understand that failure to resolve or report inappropriate use of this media equates to condoning this behavior.

Developed by the National Society of Executive Fire Officers

A Student Guide to End-of-course Evaluations

Say What You Mean ...

Ten Things You Can Do to Improve the National Fire Academy

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

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

Actual quotes from student evaluations:	Examples of specific, actionable comments that would help us improve the course:
1 "Update the materials."	• The (ABC) fire video is out-of-date because of the dangerous tactics it demonstrates. The available (XYZ) video shows current practices. • The student manual references building codes that are 12 years old.
2 "We want an advanced class in (fill in the blank)."	• We would like a class that enables us to calculate energy transfer rates resulting from exposure fires. • We would like a class that provides one-on-one workplace harassment counseling practice exercises.
3 "More activities."	• An activity where students can physically measure the area of sprinkler coverage would improve understanding of the concept. • Not all students were able to fill all ICS positions in the exercises. Add more exercises so all students can participate.
4 "A longer course."	• The class should be increased by one hour per day to enable all students to participate in exercises. • The class should be increased by two days so that all group presentations can be peer evaluated and have written abstracts.
5 "Readable plans."	• The plans should be enlarged to 11 by 17 and provided with an accurate scale. • My plan set was blurry, which caused the dotted lines to be interpreted as solid lines.
6 "Better student guide organization," "manual did not coincide with slides."	• The slide sequence in Unit 4 did not align with the content in the student manual from slides 4-16 through 4-21. • The instructor added slides in Unit 4 that were not in my student manual.
7 "Dry in spots."	• The instructor/activity should have used student group activities rather than lecture to explain Maslow's Hierarchy. • Create a pre-course reading on symbiotic personal relationships rather than trying to lecture on them in class.
8 "More visual aids."	• The text description of V-patterns did not provide three-dimensional views. More photographs or drawings would help me imagine the pattern. • There was a video clip on NBC News (date) that summarized the topic very well.
9 "Re-evaluate pre-course assignments."	• The pre-course assignments were not discussed or referenced in class. Either connect them to the course content or delete them. • The pre-course assignments on ICS could be reduced to a one-page job aid rather than a 25-page reading.
10 "A better understanding of NIMS."	• The instructor did not explain the connection between NIMS and ICS. • The student manual needs an illustrated guide to NIMS.

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UNIT 1:
SELF

TERMINAL OBJECTIVE

The students will be able to:

1.1   Apply the concepts of professionalism to create a roadmap for professional success.

ENABLING OBJECTIVES

The students will be able to:

1.1   Define emotional intelligence.

1.2   Define the two domains and five attributes of emotional intelligence.

1.3   Explain the application of mental models and visualization as these concepts relate to your role as a supervisor.

1.4   Describe the Six-Step Pause Model for improving emotional intelligence.

1.5   Describe the elements of professionalism.

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**UNIT 1:
SELF**

Slide 1-1

TERMINAL OBJECTIVE

Apply the concepts of professionalism to
create a roadmap for professional success.

Slide 1-2

ENABLING OBJECTIVES

- Define emotional intelligence.
- Define the two domains and five attributes
  of emotional intelligence.
- Explain the application of mental models
  and visualization as these concepts relate
  to your role as a supervisor.
- Describe the Six-Step Pause Model for
  improving emotional intelligence.
- Describe the elements of professionalism.

Slide 1-3

I.   EMOTIONAL INTELLIGENCE

EMOTIONAL INTELLIGENCE

- The capacity to be aware of, control and express one's emotions, and to handle interpersonal relationships and situations judiciously and empathetically.

Slide 1-4

A.   The capacity to be aware of, control and express one's emotions, and to handle interpersonal relationships and situations judiciously and empathetically.

EMOTIONAL INTELLIGENCE (cont'd)

- Emotional intelligence does not mean wearing one's emotions on one's sleeve, being touchy-feely, or indulging in frequent hugging.

Slide 1-5

B.   Emotional intelligence does not mean wearing one's emotions on one's sleeve, being touchy-feely, or indulging in frequent hugging.

EMOTIONAL INTELLIGENCE (cont'd)

• Emotional intelligence starts with self.
 – Control the emotions of "self."
 – Think, "flight attendant theory."
  -- The oxygen mask drops and we are instructed to place the mask on ourselves before putting it on loved ones.
  -- This is the best chance for survival (for both of us).

Slide 1-6

C. Emotional intelligence starts with the self.

    1. If one cannot control the emotions of the "self," it will be impossible to assist when another is struggling with emotions.

    2. "Flight attendant theory."

        a. The oxygen mask drops, and we are instructed to place the mask on ourselves before putting it on loved ones.

        b. This ensures that we are at our optimal state when helping others.

        c. It is the best chance for survival for us and the ones we love in such a situation.

        d. The same goes for emotional intelligence. If we are not aware of and in control of our own emotions, there is little chance that we will be able to guide others.

    3. There are two domains of emotional intelligence: personal and social.

PERSONAL DOMAINS AND
ATTRIBUTES

- Self-awareness — personal domains.
  - Be candid and authentic.
  - Be honest with yourself and others.
  - Know your limitations.
  - Be self-confident.

Slide 1-7

D. Personal domains and attributes of emotional intelligence.

    1. Self-awareness — personal domains.

        a. Be candid and authentic.

        b. Be honest with yourself and others. No one has all of the answers. Be transparent.

        c. Know your limitations.

        d. Be self-confident, not arrogant.

PERSONAL DOMAINS AND
ATTRIBUTES (cont'd)

- Self-regulation.
  - Show self-control, restraint.
  - Remain calm under fire.
  - Be adaptable — Have change agility.

Slide 1-8

    2. Self-regulation.

        a. Show self-control and restraint.

            - Resist the urge to respond back quickly in a heated discussion.

b.   Remain calm under fire.

c.   Be adaptable — Have agility in change.

-      Remaining flexible provides an environment where change can happen.

-      A supervisor's effectiveness relies on his or her ability to metabolize change and convince others that change is necessary for growth.

3.   Self-motivation.

a.   Chase excellence.

b.   Show initiative.

c.   Optimism — See the glass as half-full.

4.   Social domains and attributes.

a.   Social competency is the application of emotional intelligence with others.

SOCIAL DOMAINS AND ATTRIBUTES

- Empathy.
  - Sympathy.
  - Compassion.

Slide 1-10

b.   Empathy/Sympathy/Compassion.

- Empathy refers to the ability to relate to another person's pain vicariously, as if one has experienced that pain themselves (Merriam-Webster).

- Sympathy means 'feelings of pity and sorrow for someone else's misfortune' (as in they had great sympathy for the flood victims) (Oxford Living Dictionaries).

- Compassion is the broader word: it refers to both an understanding of another's pain and the desire to somehow mitigate that pain (Merriam-Webster).

- Within the mindset of emotional intelligence, it is important to be situationally aware in order to appropriately respond to a given situation.

SOCIAL DOMAINS AND ATTRIBUTES (cont'd)

- Building relationships.
  - Inspirational.
  - Catalyst for change.
  - Manage conflict.
  - Collaborative.
  - Influential.

Slide 1-11

5. Building relationships.

    a. To develop others, one must be inspirational and be an active catalyst for change.

    b. Effective fire and Emergency Medical Services (EMS) supervisors must also effectively manage conflict and develop collaborative work environments and relationships.

    c. Influence, rather than persuasion, is a significant element of relationship building and the exercise of leadership.

VIDEO PRESENTATION

"WHY AREN'T WE MORE COMPASSIONATE?"

http://www.ted.com/talks/daniel_goleman_on_compassion

Slide 1-12

EMOTIONAL INTELLIGENCE
VERSUS EMOTIONAL INCOMPETENCE

- Emotionally intelligent individuals:
  - Are confident, but know they do not have all of the answers.
  - Embrace change and remain composed.
  - Connect through active listening.
  - Are enthusiastic.
  - Can drive synergy through collaboration.
  - Je ne sais quoi.

Slide 1-13

E. Emotional intelligence versus emotional incompetence.

    1. Emotional intelligence.

        a. Individuals who are confident, but know they do not have all of the answers. These individuals maximize resources around them for the common goal of the team.

b.   Individuals who embrace change and remain composed in situations of pressure.

c.   Individuals who connect through active listening and a sincere pursuit of understanding others.

d.   Individuals who are enthusiastic and can bring the team alive.

e.   Individuals who can drive synergy through collaboration.

f.   "Je ne sais quoi" — I know there is something cool about that person, but I don't know what it is.

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EMOTIONAL INTELLIGENCE
VERSUS EMOTIONAL INCOMPETENCE
(cont'd)

• Emotionally incompetent individuals:
  – Are arrogant.
  – Are obstinate.
  – Want to talk and never listen.
  – Believe that they are the only part of a team that is
    important.
  – Believe only their way is the right way.

                                                    Slide 1-14
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2.   Emotional incompetence.

a.   Individuals who are arrogant and believe they have all of the answers.

b.   Individuals who are obstinate and are the first to say a change is not possible.

c.   Individuals who want to talk and never listen. These individuals are mostly concerned with convincing you that understanding them is the most important thing you can do.

d.   Individuals who believe the only part of a team that is important is the "m" and the "e."

e.   Individuals who believe only their way is the right way.

FOSTERING EMOTIONAL
INTELLIGENCE

- Have regular dialogue with your team.
- Welcome feedback, even when it opposes your viewpoint.
- Take opportunities to try to explain change initiatives by providing a perspective that might not be understood.
- If you are summarizing what someone said, it shows you are listening.

Slide 1-15

3.   Fostering emotional intelligence in the fire and emergency service.

   a.   Have regular dialogue with your team. This means having two-way communication.

      -      Discuss hot-button topics of the fire and emergency service and your organization, and facilitate the expression of differing opinions.

      -      The key is to allow others to give their opinion and to learn to understand other perspectives.

   b.   Welcome feedback, even when it opposes your viewpoint.

   c.   Take opportunities to try to explain change initiatives by providing a perspective that might not be understood.

   d.   If you are summarizing what someone said, it shows you are listening.

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ACTIVITY 1.1

Emotional Intelligence

Purpose

Reflect on the two domains and five attributes of emotional intelligence and apply to personal observations.

Directions

1.   The facilitator will break you up into groups of three to five.

2.   Answer the following statements and questions:

   a.   Individually, describe to your group a situation in which you observed someone acting with emotional intelligence.

   b.   What domains and attributes of emotional intelligence did you observe, and how were these demonstrated? Provide specific examples.

   c.   Among all the group members, what were the similarities and dissimilarities noted in the observations made?

3.   After 10 to 15 minutes, select one person to report out to the class the findings of your dialogue.

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II. USING MENTAL MODELS AND VISUALIZATION IN YOUR ROLE AS A SUPERVISOR

USING MENTAL MODELS AND VISUALIZATION

- Paradigm.
  - A model or pattern for something that may be copied.
- Mental models.
  - Personal step-by-step explanation of your thought process.
- Visualization.
  - Mental image of what is about to take place.

Slide 1-17

A. Paradigm.

A theory or a group of ideas about how something should be done, made or thought about; and a model or pattern for something that may be copied.

B. Mental models.

1. Personal and systematic explanation of your thought process.

2. Framework for putting experiences into a more understandable context.

3. Understanding why you have been successful and repeating those behaviors.

C. Visualization.

Mental image of what is about to take place.

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ACTIVITY 1.2

Mental Models and Visualization

Purpose

Explain the application of mental models and visualization to the role of a supervisor.

Directions

1.   The facilitator will break you up into groups of three to five.

2.   Answer the following statements and questions:

      a.   Describe a situation in which you could or did use a mental model or visualization.

      b.   How would you describe the mental model that was chosen?

      c.   How might it, or did it, affect your performance?

      d.   What specific areas of supervision can be improved by the use of mental modeling and visualization?

3.   After 15 minutes, select one person to report out to the class.

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III. SIX-STEP PAUSE MODEL TO IMPROVE EMOTIONAL INTELLIGENCE

SIX-STEP PAUSE MODEL TO IMPROVE
EMOTIONAL INTELLEGENCE

- Practice physical awareness.
- Practice emotional awareness.
- Practice impulse awareness.
- Practice consequence awareness.
- Practice solution awareness.
- Practice benefit awareness.

— Goulston, 2015

Slide 1-19

A. Step 1: Practice physical awareness.

Identify sensations:

1. Tension.

2. Pounding heart.

3. Craving.

4. Lightheadedness.

B. Step 2: Practice emotional awareness.

Attach an emotion to the sensations.

1. Anger.

2. Desperation.

3. Nervousness.

C. Step 3: Practice impulse awareness.

1. This feeling makes me want to …

2. Being aware of an impulse will help you resist it.

D.   Step 4: Practice consequence awareness.

       1.   If I follow through with this urge, what is likely to happen?

       2.   What are the potential blind spots here (unforeseen and unintended consequences)?

E.   Step 5: Practice solution awareness.

      A better thing to do would be …

F.   Step 6: Practice benefit awareness.

      If I do the better thing, the benefits are …

ACTIVITY 1.3

Six-Step Pause Model

Purpose

Describe and apply the Six-Step Pause Model to improve emotional intelligence.

Directions

1.   The facilitator will break you up into groups of three to five.

2.   Answer the following statements and questions:

      a.   Describe a situation in which you saw someone that did not act with emotional intelligence.

      b.   How would you take that situation and apply the Six-Step Pause Model to improve emotional intelligence?

      c.   Pick any job position in your organization and describe how improving emotional intelligence could be crucial to success.

          You do not always have to do all six steps. For instance, you can do three steps if it works for you.

3.   After 15 minutes, select one person to report out to the class.

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IV.   PROFESSIONALISM

A.   Levels of professionalism.

1.   Occupational:

Professionalism by the fact that you are responsible and accountable to perform.

2.   Pragmatic:

Professional by the fact that the rules are followed.

3.   Always developing:

Attending every training opportunity, class and professional development chance to ensure growth.

B.	Where are you going?

VIDEO PRESENTATION

"YOUR FIRE SERVICE CAREER: WHERE ARE YOU GOING? WILL YOU BE READY?"

https://www.fema.gov/media-library/ assets/videos/121905

Slide 1-23

ACTIVITY 1.4

Roadmap to Professional Success

Purpose

Apply the concepts of professionalism to create a roadmap for professional success.

Directions

1.   Take the concepts of professionalism presented in the video and apply them in a short paper.

2.   Write a two- or three-paragraph description of how these concepts will assist you in your personal roadmap to professional success.

3.   After 20 minutes, discuss the following with the class:

   a.   How was this activity challenging?

   b.   How would you describe the importance of following your own personal roadmap?

   c.   In what ways does this activity support your development of a personal plan for professional development?

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ACTIVITY 1.5

Unit 1 Learning Reflections

Purpose

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

Directions

1.   Review and reflect on the enabling objectives for this unit from a perspective of your current degree of competencies. The students will be able to:

    a.   Define emotional intelligence.

    b.   Define the two domains and five attributes of emotional intelligence.

    c.   Explain the application of mental models and visualization as these concepts relate to your role as a supervisor.

    d.   Describe the Six-Step Pause Model for improving emotional intelligence.

2.   From your above reflections, class dialogue, activities and personal notes from this unit, what knowledge, skills and abilities do you currently hold that support you achieving these objectives? How are you maintaining an effective degree of competency in these areas? Be specific. Use additional paper as needed.

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

V.   SUMMARY

SUMMARY

- Emotional intelligence.
- Using mental models and visualization in your role as a supervisor.
- Six-Step Pause Model to improve emotional intelligence.
- Professionalism.

Slide 1-26

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UNIT 2:
CREATING ENVIRONMENTS FOR GROWTH IN OTHERS

TERMINAL OBJECTIVE

The students will be able to:

2.1   *Explain how the concepts of managing conflict, empowerment, empathy, authorization and delegation can contribute to creating an environment for professional growth in others.*

ENABLING OBJECTIVES

The students will be able to:

2.1   *Discuss the supervisor's role in managing conflict.*

2.2   *Identify their own hidden biases.*

2.3   *Differentiate between empowerment and authorization.*

2.4   *Plan for delegation.*

2.5   *Differentiate between empathy and sympathy.*

2.6   *Develop active listening skills by engaging in focused observation.*

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UNIT 2:
CREATING ENVIRONMENTS
FOR GROWTH IN OTHERS

Slide 2-1

TERMINAL OBJECTIVE

Explain how the concepts of managing conflict, empowerment, empathy, authorization and delegation can contribute to creating an environment for professional growth in others.

Slide 2-2

ENABLING OBJECTIVES

- Discuss the supervisor's role in managing conflict.
- Identify their own hidden biases.
- Differentiate between empowerment and authorization.
- Plan for delegation.

Slide 2-3

ENABLING OBJECTIVES (cont'd)

• Differentiate between empathy and sympathy.
• Develop active listening skills by engaging in focused observation.

Slide 2-4

I. MANAGING CONFLICT

MANAGING CONFLICT

• Conflict happens due to:
  – Different personalities.
  – Different work styles and behaviors.
  – Different agendas.
  – Dysfunctional behaviors and lack of interpersonal skills.
  – Emotional issues and stress.

Slide 2-5

A. Conflict happens due to:

1. Different personalities.

2. Different work styles and behaviors.

3. Different agendas.

4. Dysfunctional behaviors and lack of interpersonal skills.

5. Emotional issues and stress.

a. Job-related, unaddressed emotional strains.

b.   Off-duty emotional strains (e.g., financial pressures, family problems, etc.).

c.   Psychological problems (e.g., controlling behaviors, abusive anger, etc.).

MANAGING CONFLICT (cont'd)

– Substance abuse and
  addictions.
– Different values.
– Different cultural
  backgrounds and
  contexts.
– Health problems.
– Relationships.
– Biases — both apparent
  and hidden.

Slide 2-6

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6.   Substance abuse and addictions.

7.   Different values.

8.   Different cultural backgrounds and contexts.

9.   Health problems.

10.   Relationships.

11.   Biases — both apparent and hidden.

12.   In short, it happens because of the diversity of perspectives and issues brought to light in the workplace.

MANAGING CONFLICT (cont'd)

- Organizational contributions to conflict.
  – Lack of information, or misinformation.
  – Work environments.
  – Chronic/Unaddressed conflicts.
  – Leadership and authority issues.
  – Organizational culture.

Slide 2-7

B.   Organizational contributions to conflict:

1.   Lack of information, or misinformation.

a.   Lack of clarity.

b.   Lack of vision.

2.   Workloads, work hours or work environments.

3.   Festering, chronic and unaddressed conflicts that drain energy and morale.

4.   Leadership and authority issues.

5.   Organizational culture — When the culture becomes toxic, conflicts blossom.

ACTIVITY 2.1

Managing Conflict

Purpose

Discuss the supervisor's role in managing conflict.

Directions

1.   Work in groups of four to five.

2.   Assign one member to each of these tasks:

   a.   Facilitate the conversation.

   b.   Transcribe the group's consensus.

   c.   Report out.

3.   Discuss the following questions (you will have 20 minutes):

   a.   What is the supervisor's role in managing conflict?

   b.   What responsibility does the supervisor have to address conflict?

   c.   What authority does the supervisor have to address conflict?

   d.   What is the balance of authority and responsibility for him or her?

   e.   How can a supervisor work to resolve conflict effectively in a toxic working environment?

   f.   What are the supervisor's stressors in managing conflict? How do they contribute to conflict?

   g.   What is the supervisor's responsibility to manage his or her own personal stressors/contributors to the working environment?

4.   Join the larger group for a 20-minute debrief.

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II.   A MODEL FOR CONFLICT MANAGEMENT

A MODEL FOR CONFLICT MANAGEMENT

• We limit our options by regarding conflict resolution as a zero-sum game.
• Five styles:
  – Accommodating.
  – Avoiding.
  – Competing.
  – Compromising.
  – Collaborating.

Slide 2-9

A.   We often limit our options by regarding conflict resolution as a zero-sum game.

   1.   If you win, I must lose.

   2.   Or we assume the corollary, which is the assumption that for me to win, you must lose.

   3.   This eliminates other options before we have an opportunity to consider them.

B.   It is helpful to look at tools that might help us to frame our options. One such tool is the Thomas Kilman Conflict Mode, which presents five distinct styles of engaging conflict spread out across two dimensions (the degree of assertiveness and the degree of cooperation). Here are the styles:

   1.   Accommodating: a style that is low on assertiveness and high on cooperation; it puts other's needs first.

   2.   Avoiding: a style that is low on both assertiveness and cooperation; it avoids the issue or conflict without resolving it.

   3.   Competing: a win/lose approach; competing is high on assertiveness and low on cooperation.

   4.   Compromising: a style with a moderate degree of both assertiveness and cooperation; it focuses on finding a solution when both parties have similar goals. This is not always a win/win situation.

   5.   Collaborating: high on both assertiveness and cooperation; this is a win/win approach that, while time-consuming, is creative.

6.   As we have discussed, we will be implementing each section of these units into our personal plan for professional growth. Remember to take notes on these discussions so you can include them in your personal plan.

ACTIVITY 2.2

Trusted Six

Purpose

Identify your own hidden (unknown to you) biases.

Directions

1.   For the purposes of this exercise, you will need a blank sheet of paper and a pen or pencil.

2.   Follow your facilitator's directions.

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III.   THE POWER OF HIDDEN BIASES

THE POWER OF HIDDEN BIASES

- Each of us bring unconscious biases to the workplace.
- Ways of perceiving reality can impact everything:
  – Interpersonal communication.
  – Hiring and promotion decisions.
  – Disciplinary decisions.
  – Performance evaluations.

Slide 2-11

A.   Each of us bring unconscious biases to the workplace.

B.   These hidden but powerful ways of perceiving reality can affect everything from interpersonal communication, to hiring and promotion decisions, to disciplinary decisions, to performance evaluations.

THE POWER OF HIDDEN BIASES (cont'd)

- Hidden biases block conflict resolution.
- Yet all of us are relatively certain about what "reality" looks like.
- Bias is a part of life. In fact, we are hard-wired for it.
- Everyone makes judgments every day.

Slide 2-12

C.   Most importantly, hidden biases can contribute blockages to conflict resolution that are seemingly intractable.

D.   Yet all of us are relatively certain about what "reality" looks like.

E.   Bias is a part of life. In fact, we are hard-wired for it.

1.   Humans are biased because it is wired into our brains for survival. The brain must perceive dangers in order for us to survive.

2.   When the brain recognizes a danger, the brain's danger-alert system — a fight-or-flight response — goes into effect, and our instinctive response is to avoid what we do not know, and therefore, what could be dangerous.

F.   Everyone makes judgments every day; the brain filters extraneous details in order to make these judgments. However, at any one time, we are exposed to millions of bits of incoming information, so our brains subconsciously apply perceptual filters to sort out what is important. We don't all have the same filters; therefore, we see things differently.

THE POWER OF HIDDEN BIASES
(cont'd)

• We see:
  – Others making seemingly irrational decisions.
  – Others acting irrationally.
  – So, we assume motive.
  – We are perceived by others in the same way.
• Each of us operates from a perspective that we see through our perceptual filters.

Slide 2-13

G.   We see:

1.   Others making seemingly irrational decisions.

2.   Others acting irrationally.

3.   So, we assume motive (prejudice), but that is often not the case.

4.   We are perceived by others in the same way.

5.   Each of us operates from a perspective that we see through our perceptual filters.

THE POWER OF HIDDEN BIASES (cont'd)

- Affinity bias.
- Confirmational behavior.
- Organizational unconscious.

Slide 2-14

H.   Affinity bias.

1.   An "affinity bias" happens when we "like" those who remind us of ourselves, so we gravitate toward, and surround ourselves with, others like ourselves. "Birds of a feather flock together."

2.   We also operate from self-perception (how we perceive ourselves).

3.   This impacts our work performance.

I.   Confirmational behavior.

1.   We tend to make decisions that confirm our own beliefs.

2.   We see reality as others like us see reality. Our reality is formed by the collective opinions and perceptions of others around us. In essence, their reality becomes our reality.

3.   All of this is virtually invisible to us.

J.   Unintentional/Inattentional blindness: the tendency to miss something right in front of your eyes.

        Daniel Simmons (2016) has discussed how our failure to be aware of what's immediately before us can impact our experiences and our lives.

VIDEO PRESENTATION

http://nobaproject.com/modules/
failures-of-awareness-the-case-of-
inattentional-blindness#license

Slide 2-15

K.   Organizational unconscious.

1.   An organization is, at its core, a collective reality made up of the realities that we bring to it. Just as individuals have unconscious, hidden biases, so do organizations. In fact, employment law recognizes this fact by having a term that describes unconscious impact on a group of individuals: "disparate impact."

2.   Organizational change is notoriously difficult under the best of circumstances. If organizations represent the collective reality of the organization's members, with its inherent hidden biases, then it is not hard to see why an organization is resistant to change.

3.   If we, individually, see reality as others like us do, then the organizational unconscious also informs our reality. It becomes part of our view of reality. Organizational psychologists recognize that organizational culture creates a strong pull on the behavior of individuals within the organization, and this phenomenon of the culture informing our individual reality can help explain why.

ACTIVITY 2.3

Understanding Hidden Biases

Purpose

Understand your own hidden (unknown to you) biases.

Directions

1.   Divide into small groups of four to five.

2.   Assign one group member the responsibility of facilitating the below conversation.

3.   Assign a second group member the responsibility of transcribing the group's consensus and/or perspectives.

4.   Assign a third group member the responsibility of reporting out to the class.

5.   You have 30 minutes to discuss the questions below. At the conclusion of the 30 minutes, the groups will come together, each group will report out, and all together will participate in a large-group discussion.

   a.   If it is true that most people don't show biases on purpose, why do they have biases?

   b.   How can we know and understand a bias that we cannot see?

   c.   Howard Ross makes the statement that "reality appears to us as the way the people around us see things." If this is true, what are the implications for you as a supervisor or leader?

   d.   What are some organizational biases that you have seen in your organization?

   e.   How do previous topics fit into this situation?

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IV.   EMPOWERMENT

EMPOWERMENT

• How we create the work environment.
  – Empowerment is a state of mind, not an action.
  – Bureaucracy is also a state of mind, not a place.

Slide 2-18

A.   How we create the work environment.

"For many years, management theorists taught managers and leaders how to empower their followers by delegating responsibility and authority. In a hierarchical organization like the fire and emergency service, it seemed natural to assume that responsibility and authority were bestowed by higher-level leadership. The significant problem with this understanding, however, is that this mindset breeds dependence, rather than initiative, and fosters external control, which enables people to avoid responsibility. The materials herein are taught from the perspective that the ultimate authority and responsibility for our actions come from within, and that each person is responsible for his or her own actions, whatever the larger organizational context is in which those actions occur. This is not incompatible with fire and emergency service hierarchies; rather, it strengthens an organization that is courageous enough to trust its people. This material also draws distinctions between real empowerment, authorization and delegation."

1.   Empowerment is a state of mind, not an action.

2.   Bureaucracy is also a state of mind, not a place.

   a.   Founded on a patriarchal contract — that one must submit to authority.

   b.   Characterized by individuals operating with self-interest.

   c.   Environments in which people manipulate others.

   d.   Organizations that create dependency and are highly politicized (in a negative way).

3. Author Peter Block, in "The Empowered Manager" (1987), defines the patriarchal contract as:

a. Submission to authority.

b. Denial of self-expression.

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EMPOWERMENT (cont'd)

- Hierarchical, power-oriented culture breeds hierarchical, power-oriented people.
- The alternative: empowered people.
- Being empowered versus being authorized.

Slide 2-19
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B. Hierarchical, power-oriented culture breeds hierarchical, power-oriented people.

1. Clarity and submission are valued over accountability and productivity.

2. Those who are not submissive enough are branded as disloyal.

3. Creates helplessness and dependency.

4. Most managers choose higher control/lower performance over lower control/higher performance.

5. Reinforces helplessness.

C. The alternative: empowered people.

1. See themselves as active contributors and/or "owners."

2. Act on their own values.

3. Assume responsibility.

4. Are accountable.

D. Being empowered versus being authorized.

       1.   Empowerment comes from within (internal).

       2.   Authorization comes from permission (external).

       3.   Empowerment releases control.

       4.   Authorization retains control.

V.   DELEGATION

> ## DELEGATION
>
> Sharing of authority, responsibility and accountability between two or more people.
> - Authority is the right to make decisions and take action.
> - Responsibility is having an obligation to make decisions and take action.
> - Accountability is having to answer for results.
>
> Slide 2-20

A.   Definition.

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

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

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

            c.   Accountability means having to answer for results.

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

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

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

B. Relationship to leadership.

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

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

3. If subordinates meet or exceed minimum standards in all areas of their present job — and if they demonstrate a readiness to assume additional responsibility — they are prime candidates for delegated tasks.

ACTIVITY 2.4

Benefits and Barriers

Purpose

Identify the benefits of and barriers to delegation.

Directions

1.   Work in small groups of five to seven.

2.   Half of the groups will brainstorm a list of potential benefits of delegation.

3.   Half of the groups will brainstorm a list of potential barriers to delegation.

4.   Benefits and barriers should be viewed from the perspectives of the leader, the
        subordinate and the organization.

5.   You will have five to 10 minutes to generate your list and pick a group representative to
        present your findings to the class.

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VI.   PRINCIPLES OF DELEGATION

PRINCIPLES OF DELEGATION

• Don't delegate:
– Obvious supervisor-to-subordinate responsibilities.
– Tasks that involve confidential information.
– Tasks that involve great risk.
– Tasks that the organization and/or your supervisor expects you to do yourself.

Slide 2-24

A.   Delegate the right task.

1.   **Don't** delegate:

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

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

c.   Tasks that involve great risk, where mistakes will be unacceptable.

d.   A task that has already been delegated down to you from your supervisor.

PRINCIPLES OF DELEGATION (cont'd)

• Consider delegating tasks that:
– Are routine.
– You've been putting off due to lack of time.
– You've been wrestling with unsuccessfully.
– Are an unexpected, unplanned requirement that will interrupt other projects.
– Are a "royal headache" for you but will be "fun" for someone else.

Slide 2-25

2.   Consider delegating:

a.   Any routine task.

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

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

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

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

PRINCIPLES OF DELEGATION
(cont'd)

• Use the following process to select the "right" tasks:
– List all tasks you currently perform.
– Evaluate each task for potential delegation based on the criteria provided.
– Select one or two tasks you are willing to try delegating.

Slide 2-26

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3.   Use the following process to select the right tasks for delegation:

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

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

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

PRINCIPLES OF DELEGATION
(cont'd)

• Delegate to the right person.
 – Which subordinate is competent?
 – Is the person ready?
 – Is the person self-confident enough to
  assume new responsibilities?
 – Does the person have sufficient credibility?

Slide 2-27

B. Delegate to the right person.

    1. Which subordinate is competent (has the necessary knowledge, skills and abilities (KSAs) to do the job — or can readily acquire what's needed)?

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

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

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

PRINCIPLES OF DELEGATION
(cont'd)

• Define responsibility — What's involved?
 – Clearly define the limits of responsibility
  being transferred.
 – Make sure the person understands exactly
  what's involved.

Slide 2-28

C. Define responsibility — What's involved?

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

    2. Make sure the person understands exactly what's involved.

PRINCIPLES OF DELEGATION
(cont'd)

• Define the task:
– Exactly what must be done?
– How much?
– How well?
– When?
– Who else?

Slide 2-29

Define the task.

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

    b.   **How much?** — Quantity expected (one page, three pages, etc.).

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

    d.   **When** completed (one day, two weeks, etc.)?

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

PRINCIPLES OF DELEGATION
(cont'd)

• Provide necessary information.
– Background.
– Why task is necessary.
– Relevant material.
– Sources of additional information.
• Provide or arrange for any necessary training.
• Emphasize your confidence in the subordinate.

Slide 2-30

    3.   Provide necessary information:

    a.   Background.

    b.   Why the task is necessary.

      c.   Relevant material.

      d.   Sources of additional information.

  4.   Provide or arrange for any necessary training.

  5.   Emphasize **your** confidence in the delegate's ability to do the delegated task.

PRINCIPLES OF DELEGATION (cont'd)

- Delegate authority.
  - Authority makes decisions and takes action.
  - Clearly define limits of authority being transferred.
  - Examples of degree of authority:
    -- Take action only after clearing with supervisor.
    -- Take action and report completed action to supervisor.
    -- Take action.

Slide 2-31

D.   Delegate authority.

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

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

  3.   Examples of degrees of authority you can delegate:

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

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

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

PRINCIPLES OF DELEGATION
(cont'd)

- Limited to actions/decisions related to delegated task.
- Degree of authority must match degree of responsibility.
- If delegated task requires the person to interact with/lead others, you must advise them of the delegate's authority.

Slide 2-32

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

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

6. Finally, if the delegated task requires the person to interact with or lead others, you **must advise those others** of the delegate's authority.

    a. This sanctions the subordinate's role.

    b. It prevents roadblocks and interference from others.

PRINCIPLES OF DELEGATION
(cont'd)

- Get agreement.
  - Allow subordinate an opportunity to accept or refuse the assignment.
  - Can't force someone to do a job outside of their official job description.
  - Subordinate should want the assignment.
  - Make sure subordinate understands what's involved.

Slide 2-33

E. Get agreement.

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

2.   You **cannot force** someone to do something outside of his or her official job description.

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

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

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

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

    a.   Check for "selective listening" (only hearing what they want to hear).

    b.   Ask the delegate to describe the task requirements in his or her own words.

PRINCIPLES OF DELEGATION (cont'd)

- Demand accountability.
  - Having to answer for results.
  - Final product must be evaluated against expected results.
  - Make sure each person knows what they are accountable for.

Slide 2-34

F.   Demand accountability.

1.   Accountability means having to answer for results.

2.   The final product must be evaluated against the expected results to which the subordinate has agreed.

3.   Make sure the subordinate knows what he or she is accountable for.

PRINCIPLES OF DELEGATION
(cont'd)

- Establish feedback mechanisms.
  – Milestone dates.
  – Check-ins.
  – Frequency of feedback determined by:
  -- Complexity.
  -- Importance.
  -- Confidence.
  – Supervisor needs to strike a balance.

Slide 2-35

G.   Establish feedback mechanisms.

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

   2.   Check-ins can be:

       a.   Face-to-face meetings to discuss progress, problems or ideas.

       b.   Written reports.

   3.   Frequency of feedback must be determined by:

       a.   Complexity of the project.

       b.   Importance of the project.

       c.   Your confidence in the subordinate.

   4.   The supervisor needs to strike a balance.

       a.   Get feedback often enough to maintain control.

       b.   Don't request feedback so often that the subordinate gets the message that you don't trust independent work.

       c.   Be careful that you don't abuse the talents of an extremely competent subordinate.

       d.   Over-delegating can look like dumping.

PRINCIPLES OF DELEGATION
(cont'd)

• Provide for emergencies.
 – Supervisor must "let go."
 – Avoid tendency to "jump in and take over."
 – Allow subordinate to correct mistakes without interference.
 – Subordinate may approach task in different way.
 – Let go, but don't drop out completely.
 – Minimal supervision with "open-door" policy.

Slide 2-36

H.   Provide for emergencies.

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

       a.   Back off sufficiently to allow the subordinate independence.

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

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

3.   If the subordinate fails to self-correct significant errors, tactfully correct the **behavior** (not the person), and back off again.

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

       a.   Be willing to tolerate different methods.

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

5.   Although letting go is crucial to effective delegation, it does **not** mean **dropping out entirely.** Going to either extreme can be a problem:

       a.   Showing too much interest — appearing nosy or worried.

       b.   Seeming not to care at all.

6.   The best approach is to provide minimal supervision while establishing an open-door policy, whereby the subordinate can seek assistance or counsel when necessary.

PRINCIPLES OF DELEGATION
(cont'd)

• Reward accomplishments.
– Provide positive reinforcement.
– Reward for final products that meet or exceed criteria established at time of initial delegation.
– Provide constructive feedback if final product failed to meet performance criteria.
– Solicit feedback from subordinate on the total delegation process.

Slide 2-37

I.   Reward accomplishments.

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

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

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

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

VII.   **EMPATHY VERSUS SYMPATHY**

EMPATHY VERSUS SYMPATHY

• "Empathy" is from the Greek word *empatheia*, with the prefix *en* (English "in") + the root *pathos* (feeling or suffering). The word means to be "in feeling."

Slide 2-38

A.   "Empathy" is from the Greek word *empatheia*, with the prefix *en* (English "in") + the root *pathos* (feeling or suffering). The word means to be "in feeling."

EMPATHY VERSUS SYMPATHY
(cont'd)

- "Sympathy" starts with the root "*sum*" (with or together) + *pathos* (feeling or suffering). The word means to be "suffering with" or "suffering together."

Slide 2-39

B.   "Sympathy" starts with the root "*sum*" (with or together) + *pathos* (feeling or suffering). The word means to be "suffering with" or "suffering together."

EMPATHY VERSUS SYMPATHY
(cont'd)

- Exhibiting empathy means to enter into the person's feelings.

Slide 2-40

C.   The two are similar, but not the same.

1.   Exhibiting empathy means entering into another person's feelings.

a.   Empathy means not only being aware of and sensitive to others' feelings, but experiencing those feelings.

b.   The ability to be empathetic means the ability to be vulnerable.

c.   Empathy thus drives emotional connection, and leaders who are empathetic are able to oversee workplaces that are emotionally safe enough to foster learning.

EMPATHY VERSUS SYMPATHY (cont'd)

- Feeling sympathy, on the other hand, means feeling sorry for, or caring about, someone's emotional circumstances, based upon some past similar circumstance that you have experienced.

Slide 2-41

2.   Sympathy, on the other hand, means feeling sorry for, or caring about, someone's emotional circumstances, based upon some past similar circumstance that you have experienced.

We express our sympathy when someone suffers loss.

EMPATHY

- Characterized by four elements:
  – Taking the other's perspective.
  – Remaining nonjudgmental.
  – Recognizing the other's emotion.
  – Communicating to acknowledge to the other that you see, and are experiencing, their emotion.
- Key component in conflict resolution.

Slide 2-42

D.   Empathy is characterized by four elements:

1.   Taking the other's perspective (seeing the situation from the other's perspective).

a.   This requires active listening to what others are saying.

b.   You must remain in the moment and focused and not just on the spoken words, but also how things are being said.

2.   Remaining nonjudgmental (suspending judgment).

3.   Recognizing the other's emotion (reading that emotion correctly).

        This is an element of active listening.

4.   Communicating to acknowledge to the other that you see, and are experiencing, their emotion.

        Empathy does not attempt to reframe the other's circumstances by starting out communication with "at least."

     a.   "At least you can remarry."

     b.   "At least you can find another job."

     c.   "At least you still have your health."

E.   Empathy is a key component of conflict resolution.

1.   Situation 1: Your employee has just come to work after putting her 15-year-old Labrador Retriever down, due to the pet's long illness.

     a.   An empathetic response: Even if you have never experienced this type of loss, you can attempt to imagine what the employee is experiencing. You may relate it to another type of loss that you have had.

     b.   A sympathetic response: You may offer your condolences, and acknowledge her loss.

2.   Situation 2: Your employee is experiencing a divorce and a protracted custody battle for his children. Of late, he has been irritable and distracted, and the other crew members are complaining about it.

     a.   An empathetic response:

          -      Even if you have never experienced divorce, you have experienced fear and loss, and you understand that he must be under great stress at the prospect of losing custody of his children.

          -      You acknowledge his feelings, expressing that you have experienced fear and loss, while working to resolve conflicts with other crew members.

     b.   A sympathetic response: You have experienced fear and loss, and you acknowledge his feelings by expressing your sympathy without diminishing his feelings.

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ACTIVITY 2.5

Unit 2 Learning Reflections

Purpose

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

Directions

1.   Review and reflect on the enabling objectives for this unit from a perspective of your current degree of competencies. The students will be able to:

        a.   Discuss the supervisor's role in managing conflict.

        b.   Identify their own hidden biases.

        c.   Differentiate between empowerment and authorization.

        d.   Plan for delegation.

        e.   Differentiate between empathy and sympathy.

        f.   Develop active listening skills by engaging in focused observation.

2.   From your above reflections, class dialogue, activities and personal notes from this unit, what knowledge, skills and abilities do you currently hold that support you achieving these objectives? How are you maintaining an effective degree of competency in these areas? Be specific. Use additional paper as needed.

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

VIII. SUMMARY

SUMMARY

- Managing conflict.
- A model for conflict management.
- The power of hidden biases.
- Empowerment.
- Delegation.
- Principles of delegation.
- Empathy versus sympathy.

Slide 2-44

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UNIT 3:
TOGETHER

TERMINAL OBJECTIVE

The students will be able to:

3.1 *Apply the concepts and effects of failure, collaboration, synergy and team dysfunction to your creation of a personal plan of active engagement as a supervisor and leader in fire and Emergency Medical Services (EMS).*

ENABLING OBJECTIVES

The students will be able to:

3.1 *Explain the value of failure.*

3.2 *Describe methodologies for building collaboration and synergy.*

3.3 *Describe the five dysfunctions of a team.*

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FEMA

U.S. Fire
Administration

**UNIT 3:
TOGETHER**

Slide 3-1

TERMINAL OBJECTIVE

Apply the concepts and effects of failures,
collaboration, synergy and team dysfunction
to your creation of a personal plan of active
engagement as a supervisor and leader in
fire and Emergency Medical Services
(EMS).

Slide 3-2

ENABLING OBJECTIVES

- Explain the value of failure.
- Describe methodologies for building
  collaboration and synergy.
- Describe the five dysfunctions of a team.

Slide 3-3

I. THE VALUE OF FAILURE

THE VALUE OF FAILURE

- Learning opportunity.
- Avoiding blame.
- Redefining failure.

FAIL

FORWARD

Slide 3-4

A.   Learning opportunity.

1.   Aviation.

VIDEO PRESENTATION

"TERROR IN THE SKIES: SULLY SULLENBERGER'S MIRACLE ON THE HUDSON"

https://www.smithsonianchannel.com/videos/sully-sullenbergers-miracle-on-the-Hudson/22473

Slide 3-5

2.   Goals of a proper investigation:

a.   Isolate a problem that can be solved.

b.   Authorize employees to be upfront and open about mistakes.

c.   Identify a systemic problem that can be fixed.

d.   Empower workforce to be open about honest mistakes.

B.   Avoiding blame.

1. Actually blamable versus treated as blamable.

2. Drawbacks to a culture of blame:

    a. Employees are scared to make mistakes, and are reluctant to be honest when mistakes occur for fear of punishment.

    b. Such a culture can detract from optimal performance since employees are continually worried about making mistakes.

C. Redefining failure.

1. Using the fear of failure as inspiration to succeed.

2. Entrepreneur versus fear.

    Within global areas of the world, fear of failure influences the percentage of individuals with intent to start an entrepreneurial enterprise.

VIDEO PRESENTATION

"THE FRINGE BENEFITS OF FAILURE"

http://www.ted.com/talks/jk_rowling_the_fringe_benefits_of_failure

Slide 3-6

II. BUILDING COLLABORATION AND SYNERGY

A. The true concept of "together," as is the name of this unit, requires the supervisor to make a concerted effort to generate a collaborative and synergetic environment.

COLLABORATION/SYNERGY

- Collaboration = To labor together.
- Synergy = Working together.
- "The whole is greater than the sum of its parts" (Aristotle).

Slide 3-7

B. Collaboration, having its roots in the Latin prefix "com," meaning with or together, and combined with the term "laborare," meaning to labor, generates a definition of "to labor together." (https://www.merriam-webster.com/dictionary/collaboration)

C. Synergy comes from the Greek word "synergos," which simply means working together. According to Merriam-Webster, the broad definition is "combined action or operation." Synergy is often associated with Aristotle's statement, "The whole is greater than the sum of its parts." (https://www.merriam-webster.com/dictionary/synergy)

D. Not all persons are sold on the idea that working as one is better than working individually. To build an environment that fosters collaboration and synergy often requires the use of persuasion.

E. Before one can be persuaded, the supervisor needs to seek an understanding of the other side. Dialogue and shared discussion are the tools of this effort.

BUILDING COLLABORATION
AND SYNERGY

Persuasion cycle.
• From not willing to listen, to listening.
• From listening, to
  contemplating.
• From contemplating,
  to willing to do.
• From willing to do,
  to doing.
• From doing, to willing to keep doing, and
  happy they did.

Slide 3-8

F.   The following is an adaptation of an approach to effective persuasion. In "Just Listen: Discover the Secret to Getting Through to Anyone," Mark Goulston proposes a five-step cycle of persuasion (2009).

    1.   From not willing to listen, to listening.

    2.   Get on even ground.

        a.   Share a conversation; do not lecture.

        b.   Ask questions (inquire) instead of telling (advocate). (Do not look for negative information.)

        c.   Get to know and understand the other's perspective and add depth to the conversation (respect their answers).

G.   From listening, to contemplating.

    1.   Ask the impossible question.

    2.   What is something that you think is impossible to accomplish?

    3.   How could you accomplish this?

H.   From contemplating, to willing to do.

    1.   Tell them what you're not willing to do.

    2.   Be the first to express your weakness.

        a.   Exposing your vulnerability lets others know you are human.

        b.   It creates an environment of trust.

    3.   Ask questions that show a true interest in the other person. Example: What can I do to help you reach your goals?

I.   From willing to do, to doing.

    Use fill-in-the-blank questions versus direct questions.

    1.   How do you think this project will help us?

    2.   This project will help our department by _____.

J.   From doing, to willing to keep doing, and happy they did.

    1.   Thanks with meaning.

    2.   Show true appreciation with a well-thought-out and specific thank-you. Thank people specifically, and they will take notice that you are paying attention to details.

III.   FIVE DYSFUNCTIONS OF A TEAM

FIVE DYSFUNCTIONS OF A TEAM

- Lack of trust.
- Fear of conflict.
- Lack of commitment.
- Lack of accountability.
- Lack of results.

Slide 3-9

A.   Lack of trust.

    1.   Trust is the essential building block of all teams.

    2.   Without trust, a team is just a group of individuals.

    3.   It's almost impossible to have other key components of a team without first having trust.

B. Fear of conflict.

    1. Not all ideas are grand, even if they are the boss's. The boss needs thoughtful input, even if it's in opposition to his or her ideas. This paves the way to the best ideas.

    2. Unintended consequences can be overlooked when fear of conflict exists.

    3. Blind spots — You need all members of your team to have their eyes open and ready to give feedback. This provides the best picture of the situation and prevents the occurrence of problems that you do not see.

C. Lack of commitment.

    1. All members of the team need to buy in.

    2. The team needs a unified voice.

D. Lack of accountability.

    1. The stake in the game has to mean something.

    2. Follow-through is crucial.

E. Lack of results.

    1. Results must be the expectation. Effort alone cannot be enough.

    2. Results should be about the team and not about the individual leading the team. As a supervisor, your failure to recognize the team's efforts and success will come back to haunt you. Do not make it about you.

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ACTIVITY 3.1

Unproductive Teams

Purpose

Recognize the importance of avoiding five major issues that plague unproductive teams.

Directions

1.   Break up into three to five groups.

2.   In the groups, select one individual to report at the end of the exercise (15 to 20 minutes of group time and 15 minutes to report out).

3.   The facilitator will give each group one of the following assignments to implement:

- Red fire apparatus.
- Euro-style helmets.
- Fire inspections by station units.
- Transporting Emergency Medical Services (EMS) patients.

4.   The facilitator will then assign each group one to two of the following five dysfunctions of a team:

- Lack of trust.
- Fear of conflict.
- Lack of commitment.
- Lack of accountability.
- Lack of results.

5.   Assume that for any of the above, the organization has witnessed significant opposition to the proposed change.

6.   Answer the following three questions based on the five dysfunctions:

- Regardless of assignment, what do you see will be the most significant dysfunction and why?

- As a leader, how will you address your assigned dysfunction?

- Why is it important in your leadership role in addressing team-related issues?

7.   Once you have discussed these issues with your group, the individual selected will report out to the class some of the strategies you would implement with your new team to avoid the five major issues that plague unproductive teams.

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IV.   CREW RESOURCE MANAGEMENT

CREW RESOURCE MANAGEMENT
- Teamwork.
- Specific job assignments.
- Strong communication skills.
- Solid decision-making.

Slide 3-11

A.   Crew resource management (CRM) was developed by the aviation industry to reduce the negative impact of errors.

　　　1.   Major development of the process came from naval operations aboard aircraft carriers.

　　　2.   During flight operations, even the lowest ranked enlisted person is empowered to halt operations if a safety or other major issue is noted.

　　　3.   Defining CRM.

　　　"CRM can be defined as a management system which makes optimum use of all available resources — equipment, procedures and people — to promote safety and enhance the efficiency of flight operations." (http://www.crewresourcemanagement.net/)

　　　4.   Fire and EMS in CRM.

　　　　　a.   While the definition is focused on aviation, the applicability to fire and EMS is well-known. From a contextual perspective, CRM is described as follows:

　　　　　"In this context, cognitive skills are defined as the mental processes used for gaining and maintaining situational awareness, for solving problems and for making decisions. Interpersonal skills are regarded as communications and a range of behavioural activities associated with teamwork." (http://www.crewresourcemanagement.net/introduction)

　　　　　b.   In this context, the fire and EMS supervisor must be focused at all times on honing their cognitive skills and those of their crew to apply the practice of CRM at all times.

        c.   While still under continual research, the basic areas of CRM focus often on several key supervisory areas.

B.   Teamwork.

    1.   Know your personnel's strengths and weaknesses.

    2.   Not unlike any other teams, we put people on a fire and emergency service crew where they have the best chance to succeed.

C.   Specific job assignments.

D.   Strong communication skills.

    1.   Weak communication skills garner weak results.

    2.   Supervisors must be proficient in both written and oral forms of communication.

    3.   On the fireground it is critical to life safety, and in other work environments it is the difference between effective and ineffective supervision.

E.   Solid decision-making.

    1.   A highly-functional team cannot be successful without solid decision-making from the leader.

    2.   Training, practice and continual learning will assist in improving decision-making skills.

F.   Situational awareness.

    1.   In simplest of terms, situational awareness is being aware of that which is around you at all times.

    2.   Situational awareness involves a mindset that incorporates not only data that is present but perceptions and the meaning of those perceptions.

    3.   Many after action reports provide indication that a diminished situational awareness was present at the time of significant events leading to injury or death.

    4.   Good situational awareness requires teamwork and strong communication skills.

ACTIVITY 3.2

Unit 3 Learning Reflections

Although this unit reflection is not used for the final essay, you are encouraged to finish your reflection process as a means for professional development.

Purpose

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

Direction

1. Review and reflect on the enabling objectives for this unit from a perspective of your current degree of competencies. The students will be able to:

   a. Explain the value of failure.

   b. Describe methodologies for building collaboration and synergy.

   c. Describe the five dysfunctions of a team.

2. From your above reflections, class dialogue, activities and personal notes from this unit, what knowledge, skills and abilities do you currently hold that support you achieving these objectives? How are you maintaining an effective degree of competency in these areas? Be specific. Use additional paper as needed.

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

ACTIVITY 3.3

Personal Plan for Professional Growth

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

Purpose

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

Directions

1. Review each of the unit reflections developed at the end of each unit.

2. Develop a specific statement of action (answering the "how" question) for how you will address your identified needs. Be as specific as possible.

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

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

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V.   SUMMARY

VI.   EXAM

VII.   COURSE CONCLUSION

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ACRONYMS

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ACRONYMS

CRM	crew resource management
EEO	Equal Employment Opportunity
EMS	Emergency Medical Services
EMT	emergency medical technician
FEMA	Federal Emergency Management Agency
FESHE	Fire and Emergency Services Higher Education
FG	Facilitator Guide
ICS	Incident Command System
IPSLEI	International Public Safety Leadership and Ethics Institute
KSAs	knowledge, skills and abilities
NFA	National Fire Academy
NFPA	National Fire Protection Association
SAW	Student Activity Worksheet
SCBA	self-contained breathing apparatus
SM	Student Manual
SOPs	standard operating procedures
USFA's	U.S. Fire Administration's

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