

Politics and the White Helmet

PWH-Student Manual

1st Edition, 3rd Printing-September 2014



FEMA

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ACKNOWLEDGEMENTS

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

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

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COURSE GOAL

The goal of this course is to prepare department heads and other senior officers in fire departments and EMS agencies to be able to successfully promote and pass public policy initiatives. This critical skill is needed to ensure the organization continues to meet its mission and purpose through changing times. Typically, senior officers and department heads are not prepared to work in a local political environment.

The students will examine the nature of local politics; the role of ethics in building personal and professional credibility; the role of influence in politics and how influence is developed; the role of leadership in politics; how to create and lead strategic change; and how to develop a strategy for changing public policy on a fire department or emergency services issue.

AUDIENCE, SCOPE, AND COURSE PURPOSE

The target audience for the *Politics and the White Helmet* course includes chief officers in fire and emergency services organizations with a focus on volunteer and combination departments. This includes any chief officer or senior official in a leadership position in the department who desires to influence the future of the organization.

Students should have an understanding of their local community and its political system prior to the course. A precourse assignment is provided which will help answer important questions about the local community. The precourse assignment should be completed prior to the beginning of class.

The purpose of *Politics and the White Helmet* is to prepare senior officers and leaders to be successful in local politics and emergency services policy.

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SCHEDULE

TIME	DAY 1	DAY 2
8:00 - 9:00	Introduction; Welcome and administrative	Unit 2: Leadership Essentials (cont'd) Activity 2.4: Negotiations in the Political Environment
9:00 - 9:10	<i>Break</i>	<i>Break</i>
9:10 - 10:40	Unit 1: Politics 101	Unit 3: Creating the Future
10:40 - 10:50	<i>Break</i>	<i>Break</i>
10:50 - 11:55	Unit 1: Politics 101 (cont'd) Activity 1.1: Community Needs and Expectations	Unit 3: Creating the Future (cont'd) Activity 3.1: Identifying a Current Local Issue With Political Implications and Establishing the Urgency and Guiding Coalitions Activity 3.2: Developing and Communicating a Vision for a Current Local Issue With Political Implications
11:55 - 12:55	<i>Lunch Break</i>	<i>Lunch Break</i>
12:55 - 2:20	Unit 1: Politics 101 (cont'd) Activity 1.2: Maintaining Political Influence	Unit 3: Creating the Future (cont'd) Activity 3.3: Empowering Subordinates To Act and Generate Short-Term Wins for a Local Political Issue Activity 3.4: Defining the Future
2:20 - 2:35	<i>Break</i>	<i>Break</i>
2:35 - 5:00	Unit 2: Leadership Essentials Activity 2.1: Impact of Behavior on Credibility Activity 2.2: Personal and Professional Credibility Activity 2.3: Credibility Assessment	Unit 3: Creating the Future (cont'd) Activity 3.5: Creating Public Policy

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FIREFIGHTER CODE OF ETHICS

Background

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

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

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

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



FIREFIGHTER CODE OF ETHICS

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

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

Developed by the National Society of Executive Fire Officers

A Student Guide to End-of-course Evaluations

Say What You Mean ...

Ten Things You Can Do to Improve the National Fire Academy

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

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



Actual quotes from student evaluations:	Examples of specific, actionable comments that would help us improve the course:
1 "Update the materials."	<ul style="list-style-type: none"> 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)."	<ul style="list-style-type: none"> 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."	<ul style="list-style-type: none"> 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."	<ul style="list-style-type: none"> 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."	<ul style="list-style-type: none"> 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."	<ul style="list-style-type: none"> 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."	<ul style="list-style-type: none"> 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."	<ul style="list-style-type: none"> 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."	<ul style="list-style-type: none"> 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."	<ul style="list-style-type: none"> 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: POLITICS 101

TERMINAL OBJECTIVE

The students will be able to describe the local political process used to establish public policy.

ENABLING OBJECTIVES

The students will:

- 1. Define politics.*
 - 2. Define public policy.*
 - 3. Explain the fire and emergency service leader's role in creating and implementing public policy.*
 - 4. Explain the local government political environment.*
 - 5. Distinguish between a community's formal and informal power structure.*
 - 6. Summarize strategies for maintaining political influence.*
-

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UNIT 1: POLITICS 101

Slide 1-1

ENABLING OBJECTIVES

The students will:

- Define politics.
- Define public policy.
- Explain the fire and emergency service leader's role in creating and implementing public policy.

Slide 1-2

ENABLING OBJECTIVES (cont'd)

- Explain the local government political environment.
- Distinguish between a community's formal and informal power structure.
- Summarize strategies for maintaining political influence.

Slide 1-3

I. DEFINING PUBLIC POLICY

POLITICS DEFINED

- Politics is the art of building and using influence to achieve an individual or group public policy goal.
- Introduction to the concept of public policy and the relationship of politics to policy.
- The department head has direct responsibility for public policy and must be involved in the local political process.

Slide 1-4

A. Politics defined.

Politics are the science and art of building and using influence to achieve an individual or group public policy goal.

1. Because politics involves human relationships, it is not a well-defined science. It is a skill that is learned through experience. This is the "art" of politics.
2. Politics require establishing influence through the building of relationships. **No relationships = no influence.**
3. Affecting public policy is ultimately the goal of local politics.

PUBLIC POLICY DEFINED

- Public policy is the set of laws, standards, policies, and procedures which direct the actions of public officials and employees.
- Embodies what the government does and does not do.
- Always political.

Slide 1-5

B. Public policy.

Public policy is the set of laws, standards, policies and procedures which direct the actions of public officials and employees.

1. Public policy is developed by elected and appointed officials, including the department heads of emergency services agencies.
2. Public policy embodies not only what the local government does but also by what it deliberately does **not** do.
3. Public policy is always political in nature. It may not be the product of analysis, facts, or a rational approach.

PUBLIC POLICY AREAS

- Mission
- Funding
- Cooperation: regional and intergovernmental
- Staffing and compensation
- Facilities and equipment
- Working conditions and safety

Slide 1-6

4. There are six policy areas impacting most local organizations. The level of impact varies with local situations.
 - a. Mission and range of services provided to the public.
 - b. Funding.
 - c. Cooperation: regional and intergovernmental.
 - d. Staffing and compensation.
 - e. Facilities and equipment.
 - f. Working conditions and safety.

PUBLIC POLICY IMPLEMENTATION

- Implemented locally.
- Officials exercise significant discretion in applying policies.
- Allows responsiveness but also inconsistency.

Slide 1-7

C. Implementation of public policy.

1. Policy is generally administered by local officials and employees.
2. Local officials typically exercise significant discretion in applying policies in day-to-day operations.
3. Discretion in application of policy at the "street level" allows officials to be more responsive to citizen needs, but this may result in greater inconsistency in service delivery.

LEADERS' ROLES IN PUBLIC POLICY

- Department head:
 - Provides technical information
 - Introduces policy
 - Forecasts future policy
 - Communicates citizen and community needs

Slide 1-8

D. Leaders' roles in public policy.

1. Department head's role.
 - a. Provide technical information and recommendations on policy issues, which pertain to the mission of the organization.

- b. Introduce policy for political consideration, which pertains to the mission of the organization. For example, updates of fire and building codes.
- c. Forecast future policy issues, which require planning.
- d. Communicate citizen and community needs to elected and appointed decisionmakers.

LEADERS' ROLES IN PUBLIC POLICY (cont'd)

- Department head (cont'd):
 - Effectively implements policy
 - Trains staff
 - Analyzes the impact
 - Advocates for policy consideration

Slide 1-9

- e. Effectively implement the policy once it is adopted by elected officials.
- f. Train staff on the policy and how to implement it.
- g. Analyze the impact and effectiveness of current policies.
- h. Advocate for public policy being considered by State and Federal agencies, e.g., State legislation on fire-safety cigarettes.

LEADERS' ROLES IN PUBLIC POLICY (cont'd)

- Company Officers (COs)/First-line supervisors:
 - Apply public policy to dynamic situations
 - Provide feedback to supervisors on how well the current or new policy is meeting its intent

Slide 1-10

2. Company Officer (CO)/First-line supervisor's role.
 - a. Apply public policy to dynamic situations in the field where it may be necessary to modify policy in order to better serve the citizens.
 - For example, local policy may prohibit a citizen riding in an apparatus. On the way back to the station during a hard rain storm an elderly woman is walking home, unprotected. In this situation the needs (welfare) of the citizen are more critical than the letter of the policy.
 - b. Provide feedback to supervisors on how well current or new policy is meeting its intent.

CREATING PUBLIC POLICY

- Identify the policy issue:
 - Occurs as a result of an event, problem, or planning process
 - Some are brought by concerned citizens
 - Analysis of the issue precedes the next step

Slide 1-11

- E. Creating public policy.
 1. Identify the policy issue.
 - a. This generally occurs as a result of an event or recognized problem. It may be the result of a planning process where a future issue is identified.
 - b. Some issues are brought to local government by concerned citizens. For example, trash accumulation in alleys which may be a fire and health hazard.
 - c. Analysis of the issue is beneficial and should always be done prior to moving the issue to the next step.

CREATING PUBLIC POLICY (cont'd)

- Build a community agenda:
 - "What does this mean to my constituents?"
 - Meeting with stakeholders to create public support
 - Department head may be the government official leading this process
 - Most feasible solutions are identified and promoted

Slide 1-12

2. Build a community agenda around the issue.
 - a. Political decisionmakers will judge the merit of a proposed policy in political terms, i.e., what does this mean to my constituents.
 - b. In today's political environment, a community agenda involves meeting with stakeholders, having public discussions about the issue, and creating a support.
 - c. When a policy issue has the support of the community and the stakeholders it is more likely to be supported.
 - d. The department head's involvement in building the community agenda will depend on the relationship between the policy issue and agency. In some cases the department head will be the government official leading the process.
 - e. It is during this process that the most feasible solution(s) to the issue is identified and promoted. These solutions are generally addressed by the public policy.
 - For example, a change in the fire code may be a policy solution to an increase in fires caused by unregulated outdoor burning.

CREATING PUBLIC POLICY (cont'd)

- Adopt public policy designed to resolve the issue:
 - Follows the local laws
 - Department head involved in policy language
 - Consider cost
 - Identify expected outcomes

Slide 1-13

3. Adopt public policy designed to resolve the issue.
 - a. Policy adoption follows the local law for that jurisdiction. The policy may require approval by the elected board, a vote of the eligible voters, etc.
 - b. It is critical that the department head be involved in the policy language. This is to ensure that the policy is feasible and achievable. It also ensures the policy is general and department procedures/guidelines allow discretion and flexibility.
 - c. Consideration must also be given during this stage to the cost of the policy. Additional funding or resources may be required in order to meet the intent of the policy.
 - d. Part of this process should include identifying the outcomes expected from the policy. For example, a specific reduction in fire loss, reduction injuries, reduction in response times, and increase in services, etc.

CREATING PUBLIC POLICY (cont'd)

- Implement the policy:
 - Responsible to implement policy as it is intended
 - Policies may be difficult to implement in the "real world"
 - All staff must be trained and briefed

Slide 1-14

4. Implement the policy.
 - a. Once the policy is adopted, it becomes the responsibility of the organization to implement it as intended.
 - b. There are instances when policies are adopted that become difficult to implement in the "real world."
 - c. All staff that is part of the implementation must be briefed or trained on how to implement the policy. The training must include the reasons for the policy and the benefits to the community and organization.

CREATING PUBLIC POLICY (cont'd)

- Evaluate the outcomes:
 - Desired outcomes should have been identified earlier
 - Methods of measuring outcomes decided earlier
 - Outcomes should be communicated
 - Outcomes are used to make revisions
 - Policies involving social or cultural change may take years

Slide 1-15

5. Evaluate the outcomes from the policy.
 - a. Desired outcomes should have been identified earlier in the policy process.
 - b. The methods for measuring the desired outcomes should have been considered and addressed during the implementation of the policy. For example, if an outcome is the reduction of fires in multifamily residential housing, there must be means for tracking data on residential fires.
 - c. The outcomes should be communicated to the stakeholders, elected officials, and the staff of the department.
 - d. The outcomes should be used to make any needed revisions to the policy. However, changes may be difficult depending on the policy.
 - e. Policies, which involve social or cultural change, may require years to accurately evaluate the outcomes.

**MEASURING SUCCESS OF
PUBLIC POLICY**

- The outcome from the policy initiative:
 - Was the policy adopted, were the outcomes achieved, and needs addressed?
- Did the community and stakeholders:
 - Participate and become involved?
 - Promote the policy and advocate for the policy?
 - Achieve better relationships?

Slide 1-16

F. Measuring success of public policy involvement.

1. The outcome from the policy initiative.

- a. Was the policy adopted by the authority having jurisdiction (AHJ)?
- b. Were the desired outcomes from the policy achieved?
- c. Were the needs of the community and stakeholders addressed, i.e., was the original issue which created the policy addressed?
- d. Was the organization or agency staff able to successfully manage the policy?

2. Community and stakeholder involvement in the policy initiative.

- a. Did the community or stakeholders actively participate in identifying the policy issue and creating a community agenda?
- b. Did the community and stakeholders promote the policy to the elected and senior appointed officials?
- c. Did the initiative result in improved relationships with the community members and stakeholders?
- d. Did the community and stakeholders advocate for the policy during implementation?

**MEASURING SUCCESS OF
PUBLIC POLICY (cont'd)**

- Relationships with officials and leaders:
 - Is credibility enhanced?
 - Is there a better understanding of the issue and emergency services role in it?
 - Did officials and community leaders support the policy initiative?
 - Are these relationships improved?

Slide 1-17

3. Relationships with elected and senior appointed officials and community leaders.
 - a. Is the credibility of the department head enhanced as a result of the policy initiative?
 - b. Do the officials and community leaders have a better understanding of the issue and the emergency service agency's role in addressing it?
 - c. Did officials and community leaders support the policy initiative?
 - d. Is the relationship between the department head and the officials and community leaders improved as a result of the initiative?

II. UNDERSTANDING THE POLITICAL ENVIRONMENT

**POLITICAL POWER AND
INFLUENCE**

- Politics is based on the use of power and influence.
- The chief must work within the local political environment to achieve goals.
- Power and influence vary with each community.

Slide 1-18

A. Political power and influence.

1. Politics is based on the use of power and influence to advance goals and meet specific needs. This may be a small issue or a large policy issue, which requires voter approval.
2. The chief must be able to work within the local political environment--the world of power and influence--to achieve organization policy goals.
3. Power and influence varies with each community. It may also vary within the same community depending on the policy issue.
 - a. Specific stakeholders who are impacted by the issue.
 - b. Impact of the issue on the community.
 - c. Internal versus external policy.

ESTABLISHING POLITICAL INFLUENCE
<ul style="list-style-type: none">• Visibility• Interaction• Involvement in policymaking• Ethical behavior• Performance of the organization
<small>Slide 1-19</small>

B. Establishing political influence.

1. Visibility--The department head must be visible in the community and be recognized by citizens, officials, and community leaders as the leader and person in charge of the organization.
2. Interaction--The department head must interact with decisionmakers, elected officials, and community leaders. This can be in the normal course of business, community groups, etc.
3. Involvement in policymaking process--The department head is expected to be involved in this process as the organizational leader. This involvement allows him/her to build credibility with officials. Credibility is critical to gaining influence.

4. Ethical behavior--The department head must behave ethically, both on and off duty. Ethical breaches, even when it is just the public's perception, challenges the department head's influence.
5. Performance of the organization--The community and elected and appointed officials expect the organization to be effective in meeting their mission. The community holds the department head accountable for that effectiveness. An effective organization increases influence.

FORMAL POWER STRUCTURE

- Elected and appointed officials.
- Acts within the constraints of local laws, codes, and ordinances.
- Is influenced by informal power structure.
- Community groups/business interests.
- Some elected and appointed officials have more power than others.

Slide 1-20

C. Formal power structure.

1. The formal power structure involves elected and appointed officials who are tasked with managing public policy, and in some communities, it involves the recognized community leaders, such as officers of public organizations like the chamber of commerce.
2. The formal power structure acts within the constraints of local laws, codes, and ordinances.
3. Formal power structure is influenced by the informal power structure.
4. Community groups, business interests, etc., strongly influence the formal power structure when focused on specific local issues.
5. Typically there are specific elected and appointed officials who have more political influence than others. This may be due to tenure in office, popularity with citizens and interest groups, the constituency represented, etc.
6. The department head should understand the individual values and goals of each elected and appointed official. This provides insight into how each will respond to different public-policy issues.

INFORMAL POWER STRUCTURE

- Department head must understand and respect the informal power structure.
- Significantly impacts public policy decisions.

Slide 1-21

D. Informal power structure.

1. In order to be effective politically, the department head must understand **and respect** the informal power structure within the community.
2. In each community, there is an informal political power structure which significantly impacts public policy decisions.

INFORMAL POWER STRUCTURE
(cont'd)

- May include:
 - Prominent business leaders
 - Former elected officials
 - Affluent citizens
 - Community and special interest groups.
 - Professionals
 - Community members with interest and aspirations

Slide 1-22

3. The informal power structure may include the following.
 - a. Prominent business leaders.
 - b. Former elected officials.
 - c. Affluent citizens.
 - d. Community and special interest groups.

- e. Professionals, i.e., accountants, attorneys, physicians, etc.
- f. Community members with political aspirations.

INFORMAL POWER STRUCTURE
(cont'd)

- Department head has access through community activities, groups, and relationships.
- Any external public policy initiative must have the support of the informal power structure.
- Informal power structure may be a benefit or an obstacle to the policy agenda.

Slide 1-23

- 4. The department head may have direct access to the informal power structure through community activities, groups, and relationships.
- 5. Any external public-policy initiative must have the support of the informal power structure. The formal power structure waits to determine the position of the informal power structure prior to taking political action on the issue.
- 6. Just as the informal power structure may be a great benefit to the department or agency's policy agenda, it can also be a strong obstacle to the policy agenda if it is viewed as detrimental to the members of the power structure.

**UNDERSTANDING COMMUNITY
NEEDS AND EXPECTATIONS**

- Department head must engage actively with the community and leaders to understand needs and expectations.
- Align programs and services.
- Failure reduces the department head's credibility and influence.

Slide 1-24

- E. Understanding community needs and expectations.
 - 1. To be effective politically, the department head must understand the needs and expectations of the community and its various groups. This requires the department head to be actively engaged with the community and its leaders.
 - 2. A key role politically and administratively for the department head is to align the programs and services of the organization with the community's needs and expectations.
 - 3. Failure to align programs and services with needs and expectations reduces the department head's credibility and political influence. It may actually put the department head's employment at risk, depending on the issue. For example, failure to provide equitable services to a lower-income area of the city when that group is well organized and able to bring pressure on elected officials.

ORGANIZATIONAL POLITICS

- Formal and informal power structure exists within the organization:
 - Understand the structure
 - Build relationships
 - Understand needs and expectations
 - Use relationships and credibility to influence policy decisions and actions

Slide 1-25

- F. Organizational politics.
 - 1. Organizational politics is about using formal and informal influence and power within the organization to achieve a specific goal.
 - 2. Being successful in organizational politics requires the chief to act politically in the organization, in the same as way acting politically in the community.
 - a. Understanding the formal and informal power structure within the department.
 - b. Build relationships with leaders and stakeholders.

- c. Understand the needs and expectations of the various groups within the department or agency.
- d. Use those relationships and credibility to influence policy decisions and actions.

ORGANIZATIONAL POLITICS (cont'd)

- Six guidelines for acting politically within the organization:
 1. Expand informal authority
 2. Find allies
 3. Stay connected to the opposition
 4. Manage involvement of senior officials
 5. Take responsibility for casualties
 6. Protect and engage the voices of dissent

Slide 1-26

- 3. Six guidelines for acting politically within the organization.
 - a. Expand informal authority.
 - Strengthen relationships, especially with stakeholders. Score early wins on the policy issue. This increases credibility.
 - Sell the policy in small pieces. Take the process step by step.
 - b. Find allies for the policy issue.
 - Identify which stakeholders have the greatest to gain as a result of the policy.
 - Consider stakeholders with different perspectives but who are not opposed to the policy.
 - Recognize that even allies may have competing loyalties.
 - c. Stay connected to the opposition.
 - Identify stakeholders who have clearly different perspectives and stand to lose from the adoption of the policy.
 - Once identified, seek input from these stakeholders and listen to their reality.

- Resisters will be those who are most threatened by the policy.
- Avoid trying to "straighten out" the opposition.
- d. Manage involvement of senior officials.
 - Prepare the elected and appointed officials for the unease that may be created by the organizational policy initiative.
 - Read the officials for signals once the process begins. Be attuned to growing concern and diminishing support for the policy.
- e. Take responsibility for casualties.
 - Accept responsibility for the casualties caused by the policy change. The casualties are those who lose something of value as a result of the new policy.
 - This sends the message that the chief is accountable for their decisions and actions.
 - This consideration for the feelings of others will help build respect from other groups.
- f. Protect and engage the voices of dissent.
 - Protect the rights of those with different perspectives to be involved in the policy process.
 - The feedback may provide valuable insight or recommendations.

<h3>COMMUNITY POLITICS</h3> <hr/>
<ul style="list-style-type: none">• Understand how elected and senior appointed officials approach the political process.• What is the official's personal approach?• How do officials obtain and organize information?• What are their motivations?• What are the values, beliefs, and attitudes of each of the elected and appointed officials?
<small>Slide 1-27</small>

G. Community politics.

1. The department head must understand how local politics take place. This goes beyond the governmental process of policymaking. It is how elected and senior appointed officials approach the political process.
2. How do officials personally approach and react to policy issues? For example, are they quick to make decisions; do they seek alternative views, etc.
3. How do the officials obtain and organize information on a policy issue? For example, do they seek citizen input; rely on staff for information and recommendations; do research on their own; or meet with community leaders and stakeholders, etc.
4. What are the motivations of local officials? For example, what are they trying to accomplish with policymaking; do they have pet projects; what issues are they eager to support; etc.
5. What are the values, beliefs, and attitudes of each of the elected and appointed officials? For example, are they conservative, social advocates, etc.

COMMUNITY POLITICS (cont'd)

- How do officials communicate with the department head?
- How willing are officials to compromise?
- Are there policy issues on which officials will NOT compromise?
- How do officials communicate and interact with the community?

Slide 1-28

6. How do the officials communicate with the department head on policy issues? For example, directly, through the city manager, indirectly, through stakeholders or community leaders, in writing or in person, etc.
7. How willing are officials to compromise on policy issues?
8. Are there any policy issues on which officials will **not** compromise? Why will they not compromise? For example, any policy which increases taxes, any policy which increases regulation, etc.

9. How do the officials communicate and interact with the community? For example, do they attend local community meetings; use Web site or social media; or participate in local organizations, etc.

ACTIVITY 1.1
Community Needs and
Expectations

Slide 1-29

ACTIVITY 1.1

Community Needs and Expectations

Purpose

To understand the difference between the needs and expectations of the community and the department's wants and needs.

Directions

1. Answer the questions listed below, based on your community and organization. Be objective and honest with your answers.
2. Review your answers from the precourse assignment, specifically numbers 5, 6 and 7. Avoid the temptation to minimize a lack of understanding of community needs and expectations.
3. Be prepared to share your answers with the class. You have 10 minutes to complete the activity.

Questions

1. How well do you understand the needs and expectations of the community you serve?

2. How do you know if your organization is meeting their needs and expectations?

3. Are your organization's programs and services specifically designed and intended to meet the community's needs and expectations? Why?

4. How well do your organization's wants and needs, i.e., staffing, equipment, etc., increase the organization's ability to meet the community's needs and expectations?

ACTIVITY 1.1 NOTES

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**MAINTAINING EFFECTIVE
POLITICAL INFLUENCE**

- Maintaining political influence:
 - Political influence can be maintained regardless of the success or failure of a policy initiative provided:
 - There was sound justification
 - There was community support
 - They acted in a professional and ethical manner

Slide 1-30

III. MAINTAINING EFFECTIVE POLITICAL INFLUENCE

**MAINTAINING EFFECTIVE POLITICAL
INFLUENCE (cont'd)**

- Being politically correct:
 - Means adapting the latest en vogue position
- Being politically astute:
 - Understanding and working within the local political system
- Tension of local politics:
 - Public controversy
 - Department head must maintain an objective perspective

Slide 1-31

- A. Being politically correct.
- B. Being politically astute.
 - 1. Understanding and working within the local political system and culture.
 - 2. This requires the department head to develop a thorough understanding of the local political environment, culture, and political leaders.
- C. Tension of local politics.
 - 1. There is a tension associated with politics, especially with controversial policy issues.

2. The political issues, which create public controversy, may result in the department head's leadership ability or decisionmaking being questioned. This makes the issue seem personal.
3. The department head must maintain an objective perspective on the issue and the political process. This helps reduce the personal tension.
4. Maintaining political influence.

FIVE AREAS OF COMMUNITY EXPECTATIONS

- Efficiency
- Effectiveness
- Equity
- Responsiveness
- Ethical behavior

Slide 1-32

5. There are five areas of expectations that the community has for the organization. By ensuring the department meets these expectations, the department head enhances or maintains their political influence.
 - a. **Efficiency.** The public expects the department head to wisely and prudently use the resources provided. Any waste, even if just perceived, is seen as an inefficient operation.
 - b. **Effectiveness.** The public expects the organization to be effective during operations and service delivery.
 - c. **Equity.** Citizens, especially minorities and economically disadvantaged, expect to be treated equitably. In other words, these groups expect to receive the same types of services and quality of services as any other group in the community.
 - d. **Responsiveness.** The public expects the organization to be responsive to requests for assistance. This includes both emergency and nonemergency situations. This is something that is most affected by the individual companies in the neighborhood.
 - e. **Ethical behavior.** The public expects all members of the organization to act ethically, especially the department head. A breach of ethical conduct can immediately destroy a trusting relationship and result in a loss of political influence.

ACTIVITY 1.2
Maintaining Political Influence

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ACTIVITY 1.2

Maintaining Political Influence

Purpose

To identify a strategy for maintaining political influence during an organizational or community issue.

Directions

1. Working in your small group, discuss your assigned scenario. Answer the questions listed based on your discussions and the information from the scenario.
2. For your assigned scenario answer the following questions.
 - a. What is the issue in the scenario? Be specific.
 - b. How does the issue pose a risk to the department head/organization's political influence?
 - c. What tension, if any, does this issue create inside the organization? Be specific.
 - d. What tension, if any, does this issue create with senior appointed and elected officials? Be specific. What tension, if any, does this issue create for the community?
 - e. What is your strategy for maintaining political influence?
3. Select a spokesperson to present your answers to the class.
4. You have 15 minutes to complete the activity.

Scenario 1

You are the fire chief of a combination department serving a community of 25,000. Your department staffing includes 7 personnel per shift staffing two stations, an assistant chief of training, fire marshal, and yourself; a total of 24 career personnel. You also have 20 volunteers. You report to the city manager who reports to the 7 person city council.

The economy in your community has declined. The two previous years you had to cut 3 percent and then 4 percent from your budget. This year the city manager has worked hard with council to protect the fire department from any cuts; however, you have been directed to cut \$20,000 from the overtime budget.

For many years fire safety education has been a priority for the department and has been successful in reducing fires. In addition, it has gained praise from community officials, politicians, and community leaders. Two years ago, the department won a national award from the National Fire Protection Association (NFPA) for a school-based program in the local elementary schools. Twice a week a firefighter goes to each elementary school to spend 2 to 3 hours with the kids. The firefighter eats lunch with the children, plays with them on the playground, and then helps teachers with tasks such as reading to the kids and teaching them fire safety lessons. This year is the 12th year for the program. The teachers love it and parents of the children, through neighborhood associations and the Parent-Teacher Association (PTA), have provided political support for several initiatives over the years, including a sales tax initiative to build a new station and replace apparatus.

The firefighters who go to the schools come in off duty and are paid overtime. Most of the firefighters enjoy the program and there has never been a problem with staffing the program. Previous chiefs have sold the program to the city council based on the fact that on duty staffing is not obligated. Also, the teachers prefer the use of off duty firefighters since there is no chance of them leaving due to a fire call. The overtime cost for the program is approximately \$22,000 annually.

After discussing the budget reduction with your senior officers, you've decided eliminating the school visits will meet the goal of \$20,000 and have the least impact on emergency operations. In a preliminary presentation to the city council, several concerns were raised about cutting this program, especially by councilman Doug Wilson, who is a principal at one of the elementary schools. You have also received several calls from leadership of the PTA and the local Hispanic community advocate--38 percent of the students are Hispanic.

Questions

1. What is the issue in the scenario? Be specific.

2. How does the issue pose a risk to the department head/organization's political influence?

3. What tension, if any, does this issue create inside the organization? Be specific.

4. What tension, if any, does this issue create with senior appointed and elected officials? Be specific.

5. What tension, if any, does this issue create with the community?

6. What is your strategy for maintaining political influence?

Scenario 2

You are the fire chief in a rural community of 16,000. The fire department is volunteer based and also provides the EMS transport for the community and most of the unincorporated county. On your department you have 30 volunteer firefighters, 20 of whom are also emergency medical technicians (EMTs) and help on the ambulance. You also have 20 EMTs who only work on the ambulance. The ambulance makes approximately 850 runs a year, with 190 of those transfers to the hospital in the closest large community 90 miles away.

Interfacility transfers have increased by 150 percent in the past 3 years due to declining capabilities of the local hospital. Even though your volunteers are committed to the department, you've had a hard time staffing the transfers in the last 6 months. A single transfer takes 4 hours

and the volunteers say it is hard for them to be away from work and home that long. In the last 2 months you've had to turn down 11 transfers; as a result many patients have to be flown out. The city council has received numerous complaints by those patients about the cost of having to be flown because an ambulance wasn't available.

Some of the local doctors and the county commissioners (the hospital is owned by the county) are promoting that the hospital take over the ambulance service from the volunteer fire department. The members of the department are unanimously opposed to moving the ambulance. The city council is not taking a position, but has hired a consultant to study the issue.

Questions

1. What is the issue in the scenario? Be specific.

2. How does the issue pose a risk to the department head/organization's political influence?

3. What tension, if any, does this issue create inside the organization? Be specific.

4. What tension, if any, does this issue create with senior appointed and elected officials? Be specific.

5. What tension, if any, does this issue create with the community?

6. What is your strategy for maintaining political influence?

Scenario 3

You are the chief in a volunteer fire department with 20 members. Your community has about 3,500 people. You respond to about 75 calls a year, most of which are grass/wild land fires. Your bylaws require volunteers to attend at least 4 hours of training a month. Your training officer provides training on 2 different nights a month plus 4 hours on one Sunday afternoon a month. The bylaws also state that if a member misses training for 3 consecutive months they are dismissed from the department.

It is becoming harder and harder to get the volunteers to come to training. Most of the members have been on the department more than 10 years. Eleven of the members are only averaging 2 hours of training a month over the last year. However, those same 11 are responding to 87 percent of the calls. Eight other members are only averaging between 3 to 4 hours a month but also respond to most calls. Because you can count on them responding to fires, you have not been enforcing the training requirement.

Your community recently went through an Insurance Services Office (ISO) evaluation. Your ISO rating dropped from a five to a six. A lack of training was cited as one of the reasons. The mayor and city council are very concerned with the situation at the fire department. The mayor, who appointed you fire chief, has given you 3 months to get all 20 volunteers to meet the bylaws requirement for 4 hours of training a month.

Questions

1. What is the issue in the scenario? Be specific.

2. How does the issue pose a risk to the department head/organization's political influence?

3. What tension, if any, does this issue create inside the organization? Be specific.

4. What tension, if any, does this issue create with senior appointed and elected officials? Be specific.

5. What tension, if any, does this issue create with the community?

6. What is your strategy for maintaining political influence?

Scenario 4

You are the EMS director for a city-owned advanced life support (ALS) ambulance service that serves a community of 35,000. There is a large segment of the community that is retired. The local economy has been very strong for several decades and has allowed the city to subsidize 45 percent of the overall cost of prehospital care. The EMS service has provided services such as taking patients home from the hospital at no cost, providing wellness checks for community organizations, working with the health department to provide immunizations, etc. Because of the "value added" services provided to the community, quality of patient care, and the low cost of transport, EMS has the highest customer-satisfaction rating of any city department.

The economy has declined in the last 2 years. Also, the political climate has changed on the city council with a push towards full cost recovery on city services such as trash collection, building inspections, EMS, etc. The city council has directed you to reduce the subsidy from 45 percent to 20 percent in the next budget year. You have submitted your proposed budget to the city council for approval. In order to meet the budget with a reduced subsidy, fees must be increased 40 percent and the "value-added" services eliminated. The proposed fee increases would take effect in 90 days. Local senior citizen groups are up in arms about the fee increase.

Questions

1. What is the issue in the scenario? Be specific.

2. How does the issue pose a risk to the department head/organization's political influence?

3. What tension, if any, does this issue create inside the organization? Be specific.

4. What tension, if any, does this issue create with senior appointed and elected officials? Be specific.

5. What tension, if any, does this issue create with the community?

6. What is your strategy for maintaining political influence?

Scenario 5

You are the fire chief of an all-career department in a community of 40,000. There are 6 other fire departments in your county, all of which are volunteer. You work closely with the volunteer departments and provide assistance when you are able. Most of the county residents shop in your community, adding significantly to the sales tax revenue.

There is a state-wide initiative to adopt county-wide mutual-aid agreements. Several counties have established response teams. Counties, where 100 percent of the department adopts a mutual aid agreement, receive special operational grants for the volunteer fire departments. The commissioners in your county are pushing for a county-wide mutual-aid agreement so that the volunteer departments can receive the operational grants.

The proposed mutual-aid agreement does not allow a member department to charge for their response. You and the city manager have a concern about this, as your department is called to provide mutual aid more than all the other volunteer departments combined. When your department responds to a mutual-aid call it requires a callback to staff the empty station(s). Last year the overtime cost for mutual-aid responses was \$27,000. Last year you never had a need to call for mutual aid from any of the volunteer departments. The city council has tentatively been supportive of your concerns.

Fire chiefs from the volunteer departments have communicated their disappointment with your stance to the county commissioners. They believe that the sales-tax revenues, generated by their citizens shopping in your community, more than make up for the overtime costs of the mutual aid. They also believe that, as the only career department in the county, you have a responsibility to share your resources when they are needed.

The local chamber of commerce has stated they are in favor of the mutual-aid agreement. The president of the chamber shared with you privately that she and the other chamber members are afraid that not supporting the agreement may result in the citizens from the smaller communities shopping in other cities.

Questions

1. What is the issue in the scenario? Be specific.

2. How does the issue pose a risk to the department head/organization's political influence?

3. What tension, if any, does this issue create inside the organization? Be specific.

4. What tension, if any, does this issue create with senior appointed and elected officials? Be specific.



5. What tension, if any, does this issue create with the community?

6. What is your strategy for maintaining political influence?

ACTIVITY 1.2 NOTES

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IV. SUMMARY



SUMMARY

- Defining public policy
- Understanding the political environment
- Maintaining effective political influence

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UNIT 2: LEADERSHIP ESSENTIALS

TERMINAL OBJECTIVE

The students will be able to describe the role of effective leadership in the political process.

ENABLING OBJECTIVES

The students will:

- 1. Distinguish between power and influence.*
 - 2. Describe the types of power available to the leader in the political process.*
 - 3. Explain the characteristics of passive and active influence.*
 - 4. Define the concept of leadership in the political process.*
 - 5. Summarize the essential attributes of leadership.*
 - 6. Explain the roles of collaboration and negotiation in the political process.*
 - 7. Given a local emergency services issue with a political element, evaluate the leadership elements necessary to achieve a successful outcome.*
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UNIT 2: LEADERSHIP ESSENTIALS

Slide 2-1

ENABLING OBJECTIVES

The students will:

- Distinguish between power and influence.
- Describe the types of power available to the leader in the political process.
- Explain the characteristics of passive and active influence.
- Define the concept of leadership in the political process.

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ENABLING OBJECTIVES (cont'd)

- Summarize the essential attributes of leadership.
- Explain the roles of collaboration and negotiation in the political process.
- Given a local emergency services issue with a political element, evaluate the leadership elements necessary to achieve a successful outcome.

Slide 2-3

I. PERSONAL INFLUENCE

PERSONAL INFLUENCE

- Management
 - Management is planning and directing resources to achieve goals efficiently and effectively
 - A set of processes
 - Defines what the future will look like
 - Efficiency
 - Effectiveness

Slide 2-4

A. Management.

1. Management is planning and directing resources to achieve goals efficiently and effectively.
 - a. Management is a set of processes that keep a complicated system of people and technology running smoothly.
 - b. Leadership defines what the future should look like, aligns people with that vision, and inspires them to make it happen despite the obstacles.
 - c. Efficiency is measured by how well or how productive resources are used to achieve success.
 - d. Effectiveness is measured by the appropriateness of the goals and the level of success in achieving those goals by the organization.

PERSONAL INFLUENCE (cont'd)

- Managers lead efficiently
- Leaders manage efficiently and effectively
- Leadership style is the way a manager chooses to influence people

Slide 2-5

- e. Managers lead efficiently. A manager can participate in the political process by following the direction set forth by their superiors.
 - The elected and appointed officials could be satisfied with the department head's action because their needs and agendas are being met.
 - The effectiveness of the department head would be distinguished by having met the goals of the elected and/or appointed officials. This does not mean the goals were completed efficiently.
- f. Leaders manage efficiently and effectively.
- g. Leadership style is the way a manager chooses to influence people.

POWER

- What is power?
 - Power is the ability to influence people's behavior and get them to act in a certain way.

Slide 2-6

B. Power.

- 1. Power is the ability to influence people's behavior and get them to act in certain ways.

POWER (cont'd)

- Types of power
 - Legitimate power
 - Reward power
 - Coercive power
 - Expert power
 - Referent power

Slide 2-7

2. Types of power.

- a. **Legitimate power**--the authority a department head has by virtue of their position in the organization. For example, a city manager is in charge of city operations due to their position and authority.
 - The department head has the authority to direct the work of subordinates in the organization.

- b. **Reward power**--the authority to give or reduce tangible rewards to subordinates. For example, the department head can offer a financial incentive or a promotion for work well done. This is the "carrot on a stick" principle.
 - The department head is using the ability to promote a subordinate to influence their performance.
 - The department head is using his formal authority to direct the work of the subordinates.

- c. **Coercive power**--the authority to punish others for poor work production. For example, the opposite of reward is consequences, for not doing as directed.
 - By telling paramedics that if performance doesn't improve they will be terminated, the department head is coercing them to do better.

- d. **Expert power**--the authority given to a department head with special ability or skill. For example, a fire marshal has power based on his/her knowledge in the field of fire prevention and code enforcement.

- The parents view the firefighter as being an expert in fire safety. This credibility provides the firefighter power to influence their behavior.

- e. **Referent power**--the power given when employees respect the department head for their leadership and therefore show admiration and loyalty. For example, a department head may develop referent power over time due to their success with local politics.

- The department head is attempting to convince firefighters that a new winter coat will save money on personal protective equipment (PPE) and it would be easier to wear on nonfire incidents.

II. PERSONAL AND PROFESSIONAL CREDIBILITY

PERSONAL CREDIBILITY

- To be believable, trustworthy, and truthful.
- To keep commitments.
- Demonstrate values and convictions.
- Maintain a professional appearance.

Slide 2-8

- A. Personal credibility.
 - 1. To be believable, trustworthy, and truthful.
 - 2. Keep commitments (i.e., meetings, etc.).
 - 3. Demonstrate values and convictions.
 - 4. Maintain a professional appearance.
 - a. Uniform, dress, and hygiene.
 - b. Presence (command and professional).

ORGANIZATIONAL CREDIBILITY

- Organization's perceived ability to perform
- Professional image

Slide 2-9

B. Organizational credibility.

1. The organization's abilities to perform as interpreted by the community are as important as the integrity of the department head in establishing credibility.
2. The organization's professional image aids the department head in developing public policy by giving expert and referent power to the leaders of the organization.

INFLUENCE

- Passive
 - The power to influence through actions or lifestyle
- Active
 - The power to influence with words or design

Slide 2-10

C. Influence.

1. Influence is the power to affect something or someone based on prestige, ability, or position.
2. There are two types of influence.
 - a. **Passive**--the power to influence by actions or lifestyle.

b. **Active**--the power to influence with words or design.

BUILDING POLITICAL CREDIBILITY
<ul style="list-style-type: none">• Attend meetings of the local authority having jurisdiction (AHJ).• Provide information on organizational issues.• When appropriate, meet with senior elected and appointed officials.• Keep up to date on local and state issues.• Help find win-win resolutions to issues.
<small>Slide 2-11</small>

D. Building political credibility.

1. Attend meetings of the local authority having jurisdiction (AHJ), e.g., city council, county board, district board, etc. This provides the department head the opportunity to respond to questions and be seen as the political representative of the organization.
2. Provide information on organizational issues involving public policy. When asked for information, respond promptly and provide all the information requested.
3. When appropriate, meet with senior elected and appointed officials and provide updates on the department and its activities. Explain how the department is serving constituents.
4. Keep up to date on local and State issues. Department heads are expected to understand the issues facing the community and its citizens. An uninformed department head may be viewed as being less than competent.
5. Help find win-win resolutions to issues involving the department and the community. This establishes the department head as an effective problem solver and a resource to elected and appointed officials.

**BUILDING POLITICAL
CREDIBILITY (cont'd)**

- Act with integrity in all dealings.
- Keep all commitments.

Slide 2-12

6. Act with integrity in all dealings with elected and appointed officials and with members of the community.
7. Keep all commitments made to elected and appointed officials. This establishes the department head as being reliable.

**ACTIVITY 2.1
Impact of Behavior on
Credibility**

Slide 2-13

ACTIVITY 2.2
Personal and Professional
Credibility

Slide 2-14

ACTIVITY 2.3
Credibility Assessment

Slide 2-15

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ACTIVITY 2.1

Impact of Behavior on Credibility

Purpose

To analyze the impact of behavior on influence and credibility.

Directions

1. Working individually, read the Tim Vandenbrink Story. Based on the story, answer the three questions at the end of the story. Be prepared to share your answers with the class.
2. You have 5 minutes to complete the activity.

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ACTIVITY 2.1 (cont'd)

The Tim Vandenberg Story

Tim Vandenberg is a fire prevention and public education specialist from the City of Edmonton Alberta. Tim had just completed a public education lesson for a group of students at a local elementary school in his community and was returning to his fire department issued vehicle. It is important to note that in Edmonton the fire prevention personnel give presentations in a uniform that includes a dress jacket, badge, and cap. Mr. Vandenberg had his uniform on and his vehicle was marked with the City of Edmonton Fire Department. He was carrying a box of public education material as he exited the school and, seeing there was no oncoming traffic, he stepped from the curb and walked straight to his vehicle. In doing so Mr. Vandenberg ignored the school cross walk at the corner and walked directly to his car, essentially jaywalking. As he was reaching for the rear door handle to deposit the box of material he was carrying, he heard a loud female voice scream "HEY! Do you know what you just did?" Tim did not realize that the person yelling was trying to get his attention and continued the task of placing the box of education pamphlets on the back seat, so once again the shrill voice screamed "Hey you fireman, do you realize what you just did?" The startled fire prevention officer looked in the direction of the voice and saw a school crossing guard with both hands on her hips in a very menacing pose and staring directly at him. Tim attempted to be funny and answered "Yes I just wet my pants from you yelling at me." In his own words, the guard was not amused and stated loudly while motioning at a group of second grade children standing on the corner, "You just jaywalked in front of a bunch of children!"

Tim said that he looked at the faces of the children, completely forgetting about the angry crossing guard and saw their expressions of disbelief. He walked over to the crossing guard and stated firmly, "Yes I did." And then turning toward the children he said, "And I promise I will never do that in my life again!"

A few months later Mr. Vandenberg was with a group of firefighters in another city in the United States attending a seminar on fire and life safety. Tim and the firefighters were walking from lunch back to the convention center and stopped at the corner of an intersection filled with other people attending the seminar. In Tim's words, there were maybe 40 or 50 other public educators waiting at the corner. As traffic cleared, the crowd looked into the street and realized there were no other vehicles coming and walked into the intersection even though the traffic light was still red and the crossing light indicated not to enter the crossing. Everyone crossed but Tim and an elderly woman pushing a stroller that contained an infant and a toddler about 4 years old holding her hand. Tim waited until the light changed to green and the crossing light indicated it was safe to cross. As he stepped out into the street he felt a hand on his arm restrain him from taking the first step. The woman had let go of the stroller and grabbed Tim's arm to stop his progress, she looked at Tim and said "Thank you, it is difficult to make my grandson understand why it is so important to wait for the red light when he witnesses so many adults do the opposite."

Tim told this story to the group of educators attending the conference that day. He stated proudly that he has kept his promise to the crossing guard and those children and intends to always keep it. Tim was not in uniform that day and when someone asked him they understood the need to set a good example while in uniform, but "Why do you honor the promise out of uniform." He responded because you never know who is watching, and in uniform or out I am a firefighter and whether we like it or not, we are role models for our children.

Questions

1. How did Vandenbrink's behavior influence the children?

2. What influence did the crossing guard have on Vandenbrink?

3. How was Vandenbrink's credibility damaged? Did he recover his credibility? If yes, how?

ACTIVITY 2.1 NOTES

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ACTIVITY 2.2

Impact of Behavior on Credibility

Purpose

To understand how the leader's personal and professional behavior impact credibility.

Directions

1. Working in your small group, review your assigned scenario. Based on the information provided, answer the questions after each scenario.
 - a. How will the department head's behavior impact his/her credibility and the credibility of the organization?
 - b. What type or types of power was used or could be used by the department head?
 - c. What are the potential positive outcomes? What are the potential negative outcomes?
 - d. How could this situation be prevented or improved?
 - e. What collaborative organizations or informal powers may influence the outcome? How can the department head use their influence positively? How could an informal power influence the outcome negatively if the department head has a credibility issue?
2. Select a spokesperson to present your answers to the class. Be prepared to justify your answers.
3. You have 10 minutes to answer the questions.

Scenario 1

An audit recently completed shows several discrepancies in the disbursement of funds totaling more than \$1,000. The auditor suspects the treasurer of your fire company has been embezzling funds for personal use. The treasurer has been with the volunteer company for over 18 years and received numerous awards and is well liked by the other members. There is a fire board meeting in a couple of days. The board would like a full report about what you intend to do about the fund discrepancy and the treasurer's position with the organization.

Questions

1. How will the department head's behavior impact his/her credibility and the credibility of the organization?

2. What type or types of power was used or could be used by the department head?

3. What are the potential positive outcomes? What are the potential negative outcomes?

4. How could this situation be prevented or improved?

5. What collaborative organizations or informal powers may influence the outcome? How can the department head use their influence positively? How could an informal power influence the outcome negatively if the department head has a credibility issue?

Scenario 2

A trusted employee has overheard that one of the paramedics in your organization plans to file sexual harassment charges against a supervisor. Both employees have spotless records.

Questions

1. How will the department head's behavior impact his/her credibility and the credibility of the organization?

2. What type or types of power was used or could be used by the department head?

3. What are the potential positive outcomes? What are the potential negative outcomes?

4. How could this situation be prevented or improved?

5. What collaborative organizations or informal powers may influence the outcome? How can the department head use their influence positively? How could an informal power influence the outcome negatively if the department head has a credibility issue?

Scenario 3

A homeowner recently suffered a fire, she calls and threatens to sue the city and your department. The homeowner's complaint is that it took over 10 minutes for the first-arriving unit and she read in the paper that you said at a council meeting your department's protocol is to respond to every incident in 5 minutes or less. The report states that the first-due engine was a reserve and experienced mechanical trouble in route and had to cancel. The local television news media called to get your side of the story before they run the homeowner's story.

Questions

1. How will the department head's behavior impact his/her credibility and the credibility of the organization?

2. What type or types of power was used or could be used by the department head?

3. What are the potential positive outcomes? What are the potential negative outcomes?

4. How could this situation be prevented or improved?

5. What collaborative organizations or informal powers may influence the outcome? How can the department head use their influence positively? How could an informal power influence the outcome negatively if the department head has a credibility issue?

Scenario 4

After a recent fire, a neighbor from the area where a residential structure fire occurred is interviewed by the media. The neighbor tells the media he witnessed the firefighters carry an aquarium full of fish out the front door and then throw it from the porch. It appeared to be intact and the neighbor feels the firefighters were destroying property that did not need to be trashed. The owner of the property claims all the fish in his aquarium were exotic and expensive.

Questions

1. How will the department head's behavior impact his/her credibility and the credibility of the organization?

2. What type or types of power was used or could be used by the department head?

3. What are the potential positive outcomes? What are the potential negative outcomes?

4. How could this situation be prevented or improved?

5. What collaborative organizations or informal powers may influence the outcome? How can the department head use their influence positively? How could an informal power influence the outcome negatively if the department head has a credibility issue?

Scenario 5

Your community has paid for a staffing and station location study. You have completed an evaluation on your own, and your data suggests a need for an additional engine company. You have shared this information with your firefighter labor group. The community wanted an independent opinion and therefore paid for a consultant to evaluate your department. The consultant results are different than your study and suggest redeploying available resources and eliminating two fire prevention positions.

Questions

1. How will the department head's behavior impact his/her credibility and the credibility of the organization?

2. What type or types of power was used or could be used by the department head?

3. What are the potential positive outcomes? What are the potential negative outcomes?

4. How could this situation be prevented or improved?

5. What collaborative organizations or informal powers may influence the outcome? How can the department head use their influence positively? How could an informal power influence the outcome negatively if the department head has a credibility issue?

ACTIVITY 2.2 NOTES

ACTIVITY 2.3

Credibility Assessment

Purpose

To assess the your personal and professional credibility.

Directions

1. This is an individual activity that you will complete as homework. There are four questions below. Take time to carefully consider each one and be honest and open with your answers.
2. You will be asked to answer at least one of your questions. Be prepared to share your justification/reasons for your answer.

Questions

1. Who is a role model from your youth? What characteristics made him/her a role model?
2. Who is one of your role models today? What characteristics make him/her a role model?
3. How would your friends and acquaintances rate your personal credibility?
 - I'm totally credible.
 - I'm somewhat credible.
 - I lack credibility.
 - I have no credibility.
4. How would your supervisors at work rate your professional credibility?
 - I'm totally credible.
 - I'm somewhat credible.
 - I lack credibility.
 - I have no credibility.

ACTIVITY 2.3 NOTES

III. LEADERSHIP ESSENTIALS

ATTRIBUTES OF LEADERSHIP

- Integrity
 - Being honest and being morally principled
- Ethics
 - The morals that govern a person or group's behavior
- Professional
 - Associated with a profession; possessing expert or specialized training
- Accountable
 - To justify; be responsible

Slide 2-16

A. Attributes of leadership.

1. **Integrity.** Integrity stands for honesty and being morally principled.
2. **Ethics.** The morals that govern a person or group's behavior.
3. **Professional.** Associated with a profession or an expert who has specialized training in a given field.
 - a. The leader must represent their profession and be knowledgeable in all of the unique facets of the position and the abilities required of it.
 - b. Being a professional means representing the position as one worthy of respect.
4. **Accountable.** To justify and be responsible.
 - a. The leader must accept responsibility for his/her actions and the actions of the organization.
 - b. The leader is the resource for formal and informal powers. When answers are needed or questions need to be asked, the leader should supply the answer.

ATTRIBUTES OF LEADERSHIP (cont'd)

- Communicate
 - Share of exchange information
- Courage
 - The strength to persevere and face fear or difficulty
- Vision
 - Being innovative, having foresight, using creativity
- Credibility
 - Trustworthy, honest, etc.

Slide 2-17

5. **Communicate.** Share or exchange information.
 - a. Communication is considered the biggest weakness in most inefficient organizations.
 - b. Communication is the most important attribute a leader can possess.
6. **Courage.** The strength to preserve and face fear or difficulty.
 - a. The leader must make difficult decisions, risk popularity for consistency, and stay true to their convictions.
 - b. The political process can force the leader to make unpopular choices. Courage and confidence are required during those times.
7. **Vision.** Being innovative; having foresight; able to use creativity to ones advantage.
 - a. The key to motivation with a vision is having the ability to see where the organization is presently and where it can be.
 - b. A leader must be able to convey the vision message to others.
 - c. There are times that the leader must be willing to adapt the vision to changing circumstances.
8. **Credibility.** Trustworthy, honest, etc.

NEGOTIATION

- A discussion to attempt to reach a mutual agreement or desired result.
 - An avenue to gain consensus.
 - Department head attends meetings and is an active participant.
- Both sides need to feel they have equal input.
- Must understand collaboration.

Slide 2-18

B. Negotiation and collaboration.

1. **Negotiation.** The act of discussion to attempt to reach a mutual agreement or desired result.
 - a. An avenue to gain consensus.
 - b. The department head's role in negotiation and the political process.
 - To attend meetings for the city, town, board, labor associations, etc.
 - To be an active participant and viewed as a leader in the negotiation process.
 - c. In order for negotiation to work, both sides must feel they have equal levels of input.
 - d. In order for the department head to become skilled at negotiation, they must understand collaboration.
 - e. A department head must approach negotiations with good listening skills, an understanding of the needs of both sides, and stress the need to work together to create a consensus.

COLLABORATION

- To work together to create a joint effort.
- Discover informal power brokers.
- Develop partnerships.
- Learn to build coalitions.
- Know what are the common interests of each party.
- Build trust.

Slide 2-19

2. **Collaboration.** To work together to create a joint effort.
 - a. In the political process, it is important to know what the common interests of the each party are.
 - b. By building trust you can build partnerships.

ACTIVITY 2.4
Negotiation in the Political
Environment

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ACTIVITY 2.4

Negotiation in the Political Environment

Purpose

To develop a strategy for creating a positive outcome from common issues facing leaders.

Directions

1. Working in your small group, review the assigned scenario. Answer the questions listed below as if you were the department head.
2. As the department head you must take action, including negotiating. You do **not** have the option of refusing to negotiate. Search for influential methods to obtain a positive outcome. Also, look for informal power brokers that might be able to assist in reaching a consensus that is beneficial to all.
3. Select a spokesperson to share your answers with the class. You will have to justify your strategy. You have 15 minutes to complete the activity.

Scenario 1

An old established business in the community wishes to make a substantial expansion to the rear of their property. This requires extending the 8-inch water main for both an additional fire hydrant and sprinkler system. This will add \$350,000 to the overall cost, and the owner has called the mayor's office to complain and threatens to move the business to another community ten miles away from your city, if something cannot be done.

Questions

1. Who is the power broker(s) in this scenario? What type of power does he/she possess? How can he/she use that power to influence the outcome of the negotiations?

2. Who are the political participants?

3. What is the political position of the organization?

4. What strategy can you, the department head, use to create a positive outcome in this situation? Who can you collaborate with to achieve this outcome?

Scenario 2

A new member of the city council invites a member of a private ambulance transport service to the city council meeting and asks them to deliver a presentation which states that they can supply the service your department is providing less expensively and at a savings in personnel costs to the city. He/She believes this is a good idea because then the firefighters can be available to fight fires.

Questions

1. Who is the power broker(s) in this scenario? What type of power does he/she possess? How can he/she use that power to influence the outcome of the negotiations?

2. Who are the political participants?

3. What is the political position of the organization?

4. What strategy can you, the department head, use to create a positive outcome in this situation? Who can you collaborate with to achieve this outcome?

Scenario 3

Your fire station is literally falling in around you. Every time it rains there is water dripping in the bays and larger water spots in several drop ceilings. You have also run out of storage and living space. The station was built about 50 years ago when the center of the population was near downtown; but now, the majority of people and property have moved further west and uphill to the new developments 3 miles away. You must convince the city council to build a new station.

Questions

1. Who is the power broker(s) in this scenario? What type of power does he/she possess? How can he/she use that power to influence the outcome of the negotiations?

2. Who are the political participants?

3. What is the political position of the organization?

4. What strategy can you, the department head, use to create a positive outcome in this situation? Who can you collaborate with to achieve this outcome?

Scenario 4

A former member of your volunteers has been elected to the fire board; she left the volunteers disgruntled and upset at the way she was treated and vows as a newly elected board member to change the **good ole boy** club that she feels runs the department. You are called by the president of the fire board to address this issue at the next meeting.

Questions

1. Who is the power broker(s) in this scenario? What type of power does he/she possess? How can he/she use that power to influence the outcome of the negotiations?



2. Who are the political participants?

3. What is the political position of the organization?

4. What strategy can you, the department head, use to create a positive outcome in this situation? Who can you collaborate with to achieve this outcome?

ACTIVITY 2.4 NOTES

IV. SUMMARY



SUMMARY

- Political influence.
- Personal and professional credibility.
- Leadership essentials.

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UNIT 3: CREATING THE FUTURE

TERMINAL OBJECTIVE

The students will be able to develop and implement political strategies that effectively influence public policy.

ENABLING OBJECTIVES

The students will:

1. *Define community.*
 2. *Define community/political equity.*
 3. *Explain the process for creating community/political equity.*
 4. *Explain the process for developing an effective change strategy.*
 5. *Define the change objective (future).*
 6. *Explain the principles of effective change management.*
 7. *Explain the principles of transition to a politically adaptive organization.*
 8. *Given a local emergency service issue that involves a change in public policy, develop a strategy(s) that effectively influences the necessary public policy change.*
-

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UNIT 3: CREATING THE FUTURE

Slide 3-1

ENABLING OBJECTIVES

The students will:

- Define community.
- Define community/political equity.
- Explain the process for creating community and political equity.
- Explain the process for developing an effective change strategy.
- Define the change objective (future).

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ENABLING OBJECTIVES (cont'd)

- Explain the principles of effective change management.
- Explain the principles of transition to a politically adaptive organization.
- Given a local emergency service issue that involves a change in public policy, develop a strategy(s) that effectively influences the necessary public policy change.

Slide 3-3

I. COMMUNITY/POLITICAL EQUITY

COMMUNITY/POLITICAL EQUITY
EXAMPLES OF INTEREST GROUPS
(COMMUNITIES)

- Businesses
- Education
- Elected officials
- Government
- Health care
- Service organization
- Industry
- Military
- Recreation
- Religion
- Residents (voters)

Slide 3-4

COMMUNITY/POLITICAL EQUITY

- "Community" means a group of people with common interests.
- Equity:
 - Fiscal equity: Monetary value of an asset of interest in excess of any debt owed
 - Political equity: Net credibility with a particular interest group
 - Credibility: the quality of being believed or trusted

Slide 3-5

- A. Definition of "community:" A group of people with common interests.
- B. Definition of "equity."
 - 1. **Fiscal equity:** The monetary value of an asset or interest in excess of any debt owed against it; net value of a property or asset.
 - 2. **Political equity:** Net credibility with a particular interest group.
 - Credibility:** The quality of being believed or trusted.
 - a. Virtually everyone that a department head interacts with has personal or group interests and priorities to promote.
 - b. For a department head (chief), every interaction has a real or potential political element.

- c. Political priorities of some elected officials may not be in alignment with the goals and priorities of some community interest groups.

COMMUNITY/POLITICAL EQUITY (cont'd)

- Equity (cont'd):
 - Community equity: Net credibility with a majority of the special interest groups within a particular jurisdiction

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- 3. **Community equity:** Net credibility with a majority of the special interest groups within a jurisdiction.
 - a. There is no practical difference between "political equity" and "community equity" relative to public policy.
 - b. A department head cannot effectively "create the future" without understanding the interests and priorities (politics) of affected community stakeholders.
 - Including internal (organizational) stakeholders.

COMMUNITY/POLITICAL EQUITY (cont'd)

Creating community/political equity: the key is to nurture alliances.

- Find partners.
- Establish diverse partnerships.
- Foster creative dialogue.
- Maintain visibility and connectivity.
- Maintain alliances.

Slide 3-7

- C. Creating community/political equity.

1. "For leaders attempting to move an issue forward, the merits of a cause and the strategy to move it forward are relevant but not controlling; the critical issue is access, and the greatest care should be directed toward creating and nurturing networks of people with whom you can call on, work with, and engage in addressing the issue at hand." (Heifitz & Linsky, Leadership on the Line, 2002)
2. As in one's personal life, professional success relies on the nature and quality of personal relationships.
3. The key is to create and nurture alliances.
 - a. Find partners.
 - Even leaders with great authority and vision need partners to bring about significant change.
 - Strengthen yourself and your initiatives.
 - Finding real partners takes considerable time and energy.
 - b. Establish diverse partnerships.
 - Creating change requires a leader to move beyond his/her own cohort: constituents and followers.
 - Create access to factions (interest groups) other than your own.
 - Engage the voices of dissent.
 - The content of your ideas will be greatly enhanced when you incorporate the views of those who differ markedly from you.
 - Partners who are members of the faction for whom the change is most difficult can make a huge difference.
 - Don't neglect the uncommitted "middle" group. They are often the group that determines the success or failure of an initiative.
 - c. Foster creative dialogue.
 - Nurture communication and interaction across all formal and informal boundaries.
 - Foster and value independent thinking.

- No position or solution is sacred.
- Encourage and support those who ask uncomfortable questions or challenge the status quo.
- d. Maintain visibility and connectivity within the community.
 - Be active within the "communities" you serve.
 - Attend "community" events/meetings.
 - Maintain equitable visibility among all key "communities."
 - Don't avoid groups opposed to your ideas.
- e. Maintain your alliances.
 - Reciprocity is key to any successful relationship.
 - Relationships usually fade or die if only one party undertakes the effort required to maintain it.
 - Planning and commitment are essential to sustain political alliances.
 - Keep your commitments.
 - Personal integrity (Unit 2) is essential to maintain effective alliances.
 - Effective alliances (relationships) are essential for political success (and often survival).
 - Politics is ultimately about effective relationships.
 - Failure to establish and maintain an effective alliance with one or more stakeholder/interest groups will impact your effectiveness with others.

II. STRATEGIC CHANGE

CHANGE STRATEGY

Strategic change

- Change is defined by the organization's scope, resource deployment, competitive advantage, and synergy.
- Difference in the form, quality, or state over time in an organization's alignment with its external environment.
- Strategic change is adaptive.

Slide 3-8

A. Strategic change.

1. "Changes in the content of an organization's strategy as defined by its scope, resource deployments, competitive advantages, and synergy." (Hofer and Schendel 1978)
2. "The difference in the form, quality, or state over time in an organization's alignment with its external environment." (Rajagopalan & Spreitzer, 1997)
3. Strategic change is adaptive. (Hannan & Freeman, 1984)
 - a. To change in the external environment.
 - b. To internal pressures (organizational).
 - c. Requires a change in organizational vision, mission, and objectives.

CHANGE STRATEGY (cont'd)

Change "du jour"

- Made for a particular day
- Popular, fashionable, or prominent at a particular time
- Usually internally driven

Slide 3-9

- B. Change "du jour."
 - 1. Made for a particular day.
 - 2. Popular, fashionable, or prominent at a particular time.
 - 3. Usually internally driven (by organization).

- C. Becoming an effective change agent.

There are **no shortcuts** to this process.

- 1. Inertia and complacency will kill your transformation initiative.
- 2. Change initiatives that fail to effectively address each step in order rarely make it to the finish line successfully.

III. EIGHT STEPS TO A SUCCESSFUL CHANGE STRATEGY

EIGHT STEPS TO A SUCCESSFUL CHANGE STRATEGY

1. Establish a sense of urgency.

- Crucial to gaining needed cooperation
- Reasons for complacency
- Requirements for increasing a sense of urgency

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- A. Major changes.
 - 1. Realize that effecting major organizational change is an enormous task.
 - 2. Requires great cooperation, initiative, and many sacrifices.
 - 3. A majority of employees, 75 percent of all managers, and **all** department heads need to believe that considerable change is essential in order to successfully affect a significant organizational change.
- B. Establish a sense of urgency.
 - 1. Establishing a sense of urgency is crucial to gaining needed cooperation.

- a. High complacency results in failed initiatives because too few people are interested in working on the problem.
 - b. Low urgency results in extreme difficulty putting together a group with sufficient power and credibility to guide the effort to a successful outcome.
 - c. If a large enough group of affected people don't feel the same sense of urgency you do, the momentum for change will almost inevitably die short of the finish line. People will find ingenious ways to withhold cooperation from a process that they sincerely believe is unnecessary or wrongheaded.
2. Reasons for complacency:
 - a. No highly visible crisis.
 - b. Too many visible resources.
 - c. Low performance standards.
 - d. Organizational structures that focus on narrow goals.
 - e. Wrong performance indexes.
 - f. Lack of sufficient external performance feedback.
 - g. A "kill the messenger" culture.
 - h. A natural human tendency toward denial.
 - i. Too much "happy talk" from senior management.
 3. Increasing urgency requires:
 - a. Removing sources of complacency.
 - b. Minimizing the impacts of complacency.
 - c. Counteracting organizational "myopia."
 - d. Creating a viable and visible crisis.
 - e. Eliminating obvious examples of excess.

- f. Setting performance standards so high that they cannot be met with business as usual.
- g. Stopping measuring subunit performance on narrow functional goals; hold them accountable to broader measures of performance.
- h. Sharing performance data with more employees, especially data that shows a weakness.
- i. Stopping senior management "happy talk."
- j. Bombarding people with information on future opportunities, the rewards of capitalizing on those opportunities, and the organization's current inability to pursue those opportunities.

**EIGHT STEPS TO A SUCCESSFUL
CHANGE STRATEGY (cont'd)**

2. Create a guiding coalition.

- Requires a strong coalition of supporters and advocates
- Essential to effective guiding coalitions:
 - Position power
 - Expertise
 - Credibility
 - Leadership

Slide 3-11

- C. Create a guiding coalition.
 - 1. No one individual is ever able to successfully:
 - a. Develop the right vision.
 - b. Communicate it clearly too large numbers of people.
 - c. Eliminate all of the key obstacles.
 - d. Generate short-term wins.
 - e. Lead and manage dozens of change projects.
 - f. Anchor new approaches deep in the organization's culture.

2. Successful transformations require a strong coalition of supporters and advocates with the right composition, level of trust, and a shared objective.
3. Four characteristics essential to effective guiding coalitions:
 - a. **Position power:** Are enough key players on board, especially managers, so that those left out cannot easily block progress?
 - b. **Expertise:** Are various points of view adequately represented, so that informed, intelligent decisions will be made?
 - c. **Credibility:** Does the group have enough people with organizational credibility, so that its work will be taken seriously by the other employees?
 - d. **Leadership:** Does the group include enough proven leaders to be able to drive the change process?

EIGHT STEPS TO A SUCCESSFUL CHANGE STRATEGY (cont'd)

- Effective leaders and managers, working together, are critical to success
- Create trust
- Identify the shared objective
- The resulting coalition (team) will have the capacity to affect change

Slide 3-12

4. Effective leaders and managers, working together in tandem, are critical to success; managers keep the change process under control, while leaders drive the change.
5. Create trust:
 - a. Carefully planned offsite meetings (multiday).
 - b. Explicit objective of becoming more of a team.
 - c. Combination of work and recreation.
 - d. Result is increased mutual understanding and trust.
6. Lots of talk and joint activities.

7. Identify the shared objective:
 - a. Sensible to the head.
 - b. Appealing to the heart.
8. The resulting powerful coalition (team) will have the capacity to affect change despite all the forces of inertia.
 - a. It will have the potential to do the hard work involved in creating the necessary vision.
 - b. Communicating the vision widely.
 - c. Empowering a broad base of people to take action.
 - d. Ensure credibility, build short-term wins.
 - e. Lead and manage dozens of different change projects.
 - f. Anchor the new approaches in the organization's culture.

ACTIVITY 3.1
Identifying a Current Local Issue
With Political Implications and
Establishing the Urgency and
Guiding Coalitions

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ACTIVITY 3.1

Identifying a Current Local Issue With Political Implications and Establishing the Urgency and Guiding Coalitions

Purpose

To identify a current issue within your community with political implications, and to apply Kotter's first and second elements of a successful change strategy to that issue.

Directions

1. Within your assigned small group, discuss "What are some current issues within your community with political implications?" You are encouraged to include issues from the precourse assignment.
2. Select one issue for you to use in the next three activities. If your group cannot identify a local issue with political implications, the Instructor will provide one for you. Record the issue on the easel pad.
3. Discuss how to apply Kotter's first step to a successful change strategy, **establishing a sense of urgency**, to your selected political issue.
4. Use the easel pad to record the key elements of your strategy to establish a sense of urgency for this issue.
5. Discuss how to apply Kotter's second step to a successful change strategy, **creating a guiding coalition**, to your group's selected issue.
6. Use the easel pad to identify specific people, positions, and/or key stakeholders you will include as members of your guiding coalition.
7. You have 15 minutes to complete this activity.

ACTIVITY 3.1 NOTES

III. EIGHT STEPS TO A SUCCESSFUL CHANGE STRATEGY (cont'd)

EIGHT STEPS TO A SUCCESSFUL CHANGE STRATEGY (cont'd)

3. Develop a vision.

- A picture of the future
- Good vision:
 - Clarifies the general direction for change
 - Motivates people
 - Helps coordinate actions efficiently

Slide 3-14

D. Develop a vision.

1. Vision refers to a picture of the future with some implicit or explicit commentary on why people should strive to create that future.

Good vision serves three important purposes:

- a. Clarifies the general direction for change.
- b. Motivates people to take action in the right direction.
- c. Helps coordinate the actions of different people in a remarkably fast and efficient manner.

EIGHT STEPS TO A SUCCESSFUL CHANGE STRATEGY (cont'd)

- An effective vision is:
 - Imaginable
 - Desirable
 - Feasible
 - Focused
 - Flexible
 - Communicable

Slide 3-15

2. An effective vision is:

- a. Imaginable: It conveys a "picture" of what the future will look like.
- b. Desirable: It appeals to the long-term interests of stakeholders.
- c. Feasible: Realistic and attainable.
- d. Focused: Sufficiently clear to provide decisionmaking guidance.
- e. Flexible: Sufficiently general to allow individual initiative and alternative responses in light of changing conditions.
- f. Communicable: It can be successfully explained within 5 minutes.

**EIGHT STEPS TO A SUCCESSFUL
CHANGE STRATEGY (cont'd)**

- Creating the vision:
 - Is an exercise of both the head and the heart
 - Involves a group of people
 - Takes time
 - Difficult to do well
 - Is a significant investment in the organization's future

Slide 3-16

3. Creating the vision.

Developing a **good** vision:

- a. Is an exercise of both the head and the heart.
 - Analytical thinking (head) and dreaming (heart) are both essential throughout the process.
- b. Involves a group of people.
 - Process often starts with an initial statement from a single individual.
 - Modified over time by the guiding coalition.
- c. Takes time.

- Is never accomplished in a single meeting; sometimes takes many months or longer to accomplish effectively.

d. Difficult to do well.

- Is a messy process (two steps forward; one back).

e. An effective vision is a significant investment in the organization's future.

EIGHT STEPS TO A SUCCESSFUL CHANGE STRATEGY (cont'd)

4. Communicate the change in vision.

- Common understanding of goals and direction
- Challenging intellectual and emotional task
- Emotional work is the toughest part

Slide 3-17

E. Communicate the change of vision.

1. The power of a vision is unleashed only when most of those involved have a common understanding of its goals and direction.
2. Accepting a vision of the future can be a challenging intellectual and emotional task.
3. The emotional work is the toughest part:
 - a. Letting go of the status quo.
 - b. Letting go of other future options.
 - c. Coming to grips with the sacrifices.
 - d. Trusting the guiding coalition, etc.

**EIGHT STEPS TO A SUCCESSFUL
CHANGE STRATEGY (cont'd)**

Seven principles for successful communication:

1. Keep it simple.
2. Use metaphors, analogies, and examples.
3. Use diverse forums.
4. Repeat, repeat, repeat.
5. Lead by example.
6. Explicitly address seeming inconsistencies.
7. Listen and be listened to.

Slide 3-18

4. Seven principles to successful communication:

a. Keep it simple.

- Eliminate the techno babble and Master of Business Administration (MBA)-speak.

b. Use metaphors, analogies, and examples.

- Metaphor: A figure of speech in which a word or phrase that ordinarily designates one thing is used to designate another.

c. Use diverse forums.

d. Repeat, repeat, repeat.

e. Walk the talk (lead by example).

f. Explicitly address seeming inconsistencies.

g. Listen and be listened to.

- Humans, especially well-educated ones, buy into something only after they have had a chance to wrestle with it.

- Two-way communication is essential for acceptance of the vision.

ACTIVITY 3.2
Developing and Communicating
a Vision for a Current Local
Issue With Political Implications

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ACTIVITY 3.2

Developing and Communicating a Vision for a Current Local Issue With Political Implications

Purpose

To apply Kotter's third and fourth elements of a successful change strategy to a local political issue.

Directions

1. Within your assigned small group, discuss how to apply Kotter's third and fourth elements of a successful change strategy, **developing a vision** and **communicating the vision**, to your group's selected political issue.
2. Use the easel pad to record your initial vision statement and the key elements of your communication strategy.
3. You have 10 minutes to complete this activity.

ACTIVITY 3.2 NOTES

III. EIGHT STEPS TO A SUCCESSFUL CHANGE STRATEGY (cont'd)

EIGHT STEPS TO A SUCCESSFUL CHANGE STRATEGY (cont'd)

5. Empower subordinates to act.

- Employees cannot and will not help if they feel powerless
- Effective implementation of steps one to four empower people

Slide 3-20

F. Empower subordinates to act.

Extremely few internal transformations are successful without broad organizational assistance.

1. Employees cannot and will not help if they feel powerless.
2. Effective implementation of steps one to four already does a great deal to empower people.

EIGHT STEPS TO A SUCCESSFUL CHANGE STRATEGY (cont'd)

- Remove barriers to empowerment:
 - Structural
 - Provide training
 - Align systems to the vision
 - Confront troublesome supervisors

Slide 3-21

3. Remove barriers to empowerment:
 - a. Structural barriers.
 - Give more responsibility to lower-level employees.

- Reduce organizational layers.
- Minimize silos.
- b. Provide training.
 - Has to be the "right" kind of training.
 - Identify new behaviors, skills, and attitudes that will be needed.
 - Provide training to develop these behaviors, skills, **and** attitudes.
 - **Caution:** avoid making this a disempowering experience with an implicit message of "shut up and do it this way."
- c. Align systems to the vision.
 - Ensure that performance evaluation, compensation decisions, promotional decisions, and recruitment and retention systems support the vision.
- d. Confront troublesome supervisors.
 - A bad supervisor can be one of the most disempowering things for an employee.
 - Honest dialogue is the best approach.
 - "What can we do to help you help us?"
 - Provide clear expectations with a timetable.
 - Remove the supervisor quickly if they are unable or unwilling to meet expectations.

**EIGHT STEPS TO A SUCCESSFUL
CHANGE STRATEGY (cont'd)**

6. Generate short-term wins.

- Role of short-term wins
- Plan for short-term wins

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G. Generate short-term wins.

1. Role of short-term wins:

- a. Provide evidence that the sacrifices of change are worth it.
- b. Reward change agents with a pat on the back.
- c. Help fine tune the vision and strategies.
- d. Undermine cynics and self-serving resisters.
- e. Keep bosses on board.
- f. Build momentum.

2. Plan for short-term wins:

- a. Short-term successes do not compromise long-term goals.
- b. Pressure for short-term wins helps keep the urgency rate up.
- c. More pressure isn't all bad; can be a positive motivation factor toward long-term vision.
- d. Contrived wins (gimmicks) are extremely risky and difficult to stop once started.
- e. Good managers are key to achieving both short- and long-term objectives; strong leadership alone will not get you there.

ACTIVITY 3.3
Empowering Subordinates To Act
and Generating Short-Term Wins
for a Local Political Issue

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ACTIVITY 3.3

Empowering Subordinates To Act and Generating Short-Term Wins for a Local Political Issue

Purpose

To apply Kotter's fifth and sixth elements of a successful change strategy to a local political issue.

Directions

1. Within your assigned small group, discuss how to apply Kotter's fifth and sixth elements of a successful change strategy, **empowering subordinates to act** and **generating short-term wins**, to your group's selected political issue.
2. Use the easel pad to record key elements of your strategy to empower subordinates and to identify potential short-term wins.
3. You have 10 minutes to complete this activity.

ACTIVITY 3.3 NOTES

III. EIGHT STEPS TO A SUCCESSFUL CHANGE STRATEGY (cont'd)

EIGHT STEPS TO A SUCCESSFUL CHANGE STRATEGY (cont'd)

7. Consolidate gains to produce more change.

- Resistance to change never dissipates
- Don't lose momentum after short-term win
- More change, not less
- More help
- Leadership from senior management
- Project management and leadership from below
- Reduction of unnecessary interdependencies

Slide 3-24

- H. Consolidate gains to produce more change.
1. Irrational and political resistance to change never fully dissipates.
 2. Easing up after short-term wins loses critical momentum and opens the door to regression.
 3. **More change; not less:** The guiding coalition uses the credibility afforded by short-term wins to tackle additional and larger change projects.
 4. **More help:** Recruit and promote additional personnel and develop them to help with all the changes.
 5. **Leadership from senior management:** Focus senior managers on maintaining clarity of a shared purpose for the overall effort and keeping urgency levels up.
 6. **Project management and leadership from below:** Allow lower ranks in the organization to provide both leadership and management for specific projects.
 7. **Reduction of unnecessary interdependencies:** Managers must identify and eliminate unnecessary organizational interdependencies.

**EIGHT STEPS TO A SUCCESSFUL
CHANGE STRATEGY (cont'd)**

8. Anchor new approaches in the culture.

- Cultural change comes last:
 - Norms and values change at the end
- Depends on the results:
 - Accepted if they work and are superior
- Requires a lot of talk:
 - Validate new practices with instruction and support
- May involve turnover:
 - By changing key people

Slide 3-25

I. Anchor new approaches in the culture.

1. Cultural change comes last, not first.
2. Most alterations in norms and shared values come at the end of the transformation process.
3. Depends on the results.
4. New approaches usually sink into a culture only after it's very clear that they work and are superior to old methods.
5. Requires a lot of communication.
6. Without verbal instruction and support, people are often reluctant to admit the validity of new practices.
7. May involve turnover.
8. Sometimes the only way to change a culture involves changing key people.

EIGHT STEPS TO A SUCCESSFUL CHANGE STRATEGY (cont'd)

8. Anchor new approaches in the culture (cont'd).

- Makes succession decisions critical:
 - Promotional processes must be compatible with the new business practices to prevent the old culture from reasserting itself

Slide 3-26

9. Makes succession decisions critical.

If promotion processes are not changed to be compatible with the new practices, the old culture will reassert itself.

IV. BECOMING AN EFFECTIVE CHANGE AGENT

BECOMING AN EFFECTIVE CHANGE AGENT

Political strategy:

- Creating and maintaining political capital:
 - City of Richmond, VA, example
 - Labor group political capital

Slide 3-27

A. Political strategy.

1. Creating and maintaining political capital.

Political Capital: value of your credibility with special interest group(s).

2. Richmond, VA, case study.

City of Richmond, VA.

- a. Population: 200,000.
 - Economic base: manufacturing, retail, professional/technical services.
 - Families below poverty level: 18 percent.
 - African-American: 51 percent.
 - Fire stations: 20.
- b. 2005--Newly appointed Fire Chief (Robert Creecy) created the vision for "village fire company model," where:
 - Each fire company assumes responsibility and ownership for the risk-reduction services delivered within their service area.
 - Company Officers (COs) are responsible for analysis, planning, and implementation of appropriate strategies of all prevention efforts for their fire station community (village).
 - Goal was to take the delivery of risk reduction (prevention) services to the neighborhood level.
 - Different needs for each village.
 - Increase fire department visibility and involvement throughout the city.
 - This was met with a lot of resistance from within the organization.
- c. Fire chief created and implemented a successful change strategy, including creating a guiding coalition and providing necessary training.
- d. Now it is very successful and firmly established within the community and fire department culture.
 - Fire department personnel are welcomed throughout the community.
 - Village fire stations have become as much of a social center as a public safety center.

3. Labor group political capital.
 - a. Political action.
 - Election support of political candidates.
 - Potentially high risk.
 - b. Labor contract negotiations.

SELLING PUBLIC POLICY

- Stay grounded in whom you serve.
- Use political capital wisely.
- Keep community and policy makers informed.
- Use the media as an ally.

Slide 3-28

- B. Selling public policy.
 1. Stay grounded in whom you serve.
 - a. Community need versus organizational need.
 - b. Facts and emotion versus reality and good sense.
 2. Use political capital wisely.
 - a. Leverage if possible.
 - b. Deficit spending is not an option!
 3. Keep community and policymakers informed.
 - a. Use diverse forums.
 - b. Keep messaging simple and consistent.

MEDIA RELATIONS

Establish guidelines with the media.

- With whom they can speak.
- When you are available.
- Whom to contact for follow-up.
- Sends the message that the department head cares about his/her job.

Slide 3-29

4. Media relations.

a. Establish guidelines with the media.

- With whom they can speak.
- When you are available.
- Whom to contact for follow-up information.
- This sends the message that the department head cares about their job, i.e., the media.

MEDIA RELATIONS (cont'd)

- Message must always be clear and consistent.
- Avoid statements that have no value.
- Use specific talking points.
- Know the material.
- Double check information.

Slide 3-30

b. The message to the media must always be clear and consistent. The department head should not try to vary their routine.

c. Avoid giving a statement to the media unless it has value.

- d. Have specific talking point(s) and stick to that message.
- e. Know the material and double check the research information.

MEDIA RELATIONS (cont'd)

- Incorrect information causes a loss of credibility.
- Use social media as a political tool.
- You are always on the record.
- Never assume that the media will NOT report what you have said.

Slide 3-31

- f. Incorrect information causes a loss of credibility with the media and the public.
- g. Use social media as a political tool.
- h. You are always "on the record."
 - Never assume the media will not report what you have said.

BECOMING AN EFFECTIVE CHANGE AGENT

Inertia of change:

- Rudder analogy
- Large marine vessel analogy

Slide 3-32

C. Inertia of change.

Once initiated, change creates its own inertia that can be very difficult to slow down or change.

1. One percent rudder analogy.

One percent change in heading now equals a greater change in the objective reached over time.

2. Large marine vessel analogy.

- a. Supertanker: 1,200 ft long/300,000 tons/14 to 15 knots cruise speed.
- b. Would require 15 to 20 miles to stop if engines are shut down (cruise stop).
- c. Would require 6 to 8 miles to stop with emergency stop maneuver.
- d. 180° turn = 4 mile radius.

**BECOMING AN EFFECTIVE
CHANGE AGENT (cont'd)**

Political gray areas for the department head:

- Operating without clear, written policies and procedures.
- Operating outside your political authority.
- Use values, vision, and mission as guiding principles.

Slide 3-33

- D. Political gray areas for the department head.

1. Operating without clear, written policies and procedures.

- a. Employees don't know what behaviors are expected or appropriate.
- b. Poor or no accountability.
- c. Spend most of your time in the weeds; significantly detracts from your ability to focus on the larger political issues.
- d. Potential civil and/or criminal liability.

2. Operating outside your political authority.

- a. Know your legal authority and political boundaries.
 - Precourse assignment: do you have the legal **and** political authority to attempt to influence this issue?
 - If not, how do you obtain it?
 - From governing and/or appointing authority.
 - If unsure, whom do you ask?
 - b. Potential career implications.
 - c. Potential criminal/civil liability.
- 3. Use values, vision, and mission as guiding principles.
 - 4. Will be discussed in more detail in next unit.

BECOMING AN EFFECTIVE CHANGE AGENT (cont'd)

Personal integrity:

- Community expectations.
- No "private life."
- Political trouble:
 - Sex
 - Money
 - Substance abuse
- Once compromised, you will almost never regain personal integrity.

Slide 3-34

- E. Personal integrity.
 - 1. Community expectations of a department head.
 - a. A leader they believe and trust.
 - b. Accountability.
 - c. Sometimes, a pound of flesh.
 - 2. No "private life."
 - a. Chief's uniform is never "off."

- b. Everything you do or say is subject to scrutiny.
 - c. Electronic communications live forever!
3. What gets department heads in political trouble?
- a. Sex.
 - b. Money.
 - c. Substance abuse.
4. Once compromised, you will almost never regain your personal integrity in a political environment.

V. DEFINING THE FUTURE

DEFINING THE FUTURE

Definition of "future":

- Near-term: 1 to 5 years
- Long-term: 5+ years

Slide 3-35

- A. Definition of "future."
- 1. Near-term future: 1 to 5 years (specific metric may vary).
 - 2. Long-term future: 5+ years.

DEFINING THE FUTURE (cont'd)

Values:

- Define what is important to the organization
- May define organizational structure
- Foundation for vision, mission, and goals
- Most effective when they align with vision and mission
- Basis for planning and action
- Relevant to the community and the organization

Slide 3-36

B. Role of organizational values, vision, and mission:

1. Values:

- a. Define what is important to the organization.
- b. Often also defines the organizational culture.
- c. Are the foundation for the organization's vision, mission, and strategic objectives (goals).
- d. Most effective when they:
 - Align with the **vision** and **mission**.
 - Are the consistent basis for all organizational planning and action.
 - Are relevant to both the organization and the community.

e. Example: Tualatin Valley Fire and Rescue (OR):

We value:

- Healthy and safe communities and working environments.
- Responsibility and initiative by every individual and by our organization as a whole.
- Outstanding customer service as defined by the "chief's bullseye."
- Careful stewardship of financial and natural resources.

- Honesty and integrity.
- Teamwork and the strength of decisions developed through open and collaborative processes.
- A workforce that reflects the diversity of our community.
- Cost-effective innovation and risk-taking (taking a chance, not a hazard) in the pursuit of excellence.
- Each individual's effort to achieve their highest potential and support continuing education and skill development throughout each employee's career.
- A positive work environment for all employees and volunteers.
- Respect and tolerance.
- Collaborative labor/management relations.
- Development of future leaders, leadership excellence, and performance accountability.
- Cooperation and region-wide planning with neighboring responders so that great service and efficiency are never hampered by territorialism or parochialism.

DEFINING THE FUTURE (cont'd)

- Vision: "picture of the future"
- Most effective when
 - Imaginable
 - Desirable
 - Feasible
 - Focused

Slide 3-37

- 2. Vision: "picture of the future."
 - a. Most effective when:
 - Imaginable.
 - Desirable.

- Feasible.
- Focused.

DEFINING THE FUTURE (cont'd)

- Most effective when (cont'd)
 - Communicable
 - Relevant
 - Consistent with values
 - Developed by a diverse group

Slide 3-38

- Communicable.
- Relevant to the organization **and** community.
- Consistent with values (not in conflict).
- Developed by a diverse group broadly representative of all levels of the organization.

b. Example: Novato Fire District (CA):

- Our Vision is to position the fire district operationally, financially, and politically through and beyond economic uncertainty while creating a predictable and sustainable future.

DEFINING THE FUTURE (cont'd)

- Mission: organizational purpose
- Most effective when
 - Communicable
 - Aligns with values and vision
 - Relevant to organization and community
 - Brief
 - Ties organization to customers

Slide 3-39

3. Mission: organizational purpose; why the organization exists.
 - a. Most effective when:
 - Communicable.
 - Aligns with values and vision.
 - Relevant to organization and community.
 - Developed by diverse group broadly representative of all levels of the organization.
 - Brief.
 - Ties organization to the customers it serves.
 - b. Example: Tualatin Valley Fire and Rescue (OR):
 - Tualatin Valley Fire and Rescue is committed to creating safer communities through prevention, preparedness, and effective emergency response.

DEFINING THE FUTURE (cont'd)

- Protecting your idea versus being open to change
- Be careful not to be so rigid protecting your piece idea that you are unwilling to adapt to a changing environment

Slide 3-40

- C. Protecting your idea versus being open to change.

Wright Brothers example:

 1. They were so locked into protecting their original idea of aircraft design that they missed available opportunities to collaborate with others to evolve their concept.

2. Result was the Wright Brothers were not a factor in the aircraft industry beyond their initial design.
3. Lesson here is to be careful not to be so rigid protecting your idea that you are unwilling to adapt to a changing environment.

ACTIVITY 3.4
Defining the Future

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ACTIVITY 3.4

Defining the Future

Purpose

To develop proficiency in identifying and defining a desired change.

Directions

1. Within your assigned small group, discuss "what will the future (next 10 years) look like in the fire service?"
2. What **specific** changes do you envision?
3. What is driving them?
4. Groups are to use the **easel pad** to record key discussion points.
5. Each group is to select a spokesperson to share the group's results with the class. You have 15 minutes to complete this activity.

ACTIVITY 3.4 NOTES

VI. MANAGING THE TRANSITION TO A POLITICALLY ADAPTIVE ORGANIZATION

MANAGING THE TRANSITION

Leader:

- Provides the "vision"
- Creates the urgency
- Essential to drive the change

Slide 3-42

- A. Leader.
1. Provides the "vision."
 2. Creates the urgency.
 3. Leaders are essential to drive the change.

**MANAGING THE TRANSITION
(cont'd)**

Manager:

- Develops, implements, and ensures the completion of individual projects that are necessary to achieve the vision
- Essential to keep the change process moving

Slide 3-43

- B. Manager.
1. Develops, implements, and ensures the completion of individual projects necessary to achieve the vision.
 2. Managers are essential to keep the change process moving and under control.

- C. Leaders and managers, working together in tandem, are both critical to the success of any change initiative.

MANAGING THE TRANSITION
(cont'd)

Key actions for success:

- Develop trust
- Develop shared responsibility
- Empower employees
- Build leadership capacity
- Foster reflection and learning

Slide 3-44

- D. Key actions for success.
1. Develop trust.
 - a. Foster labor-management partnerships.
 - b. Protect and engage the voices of dissent.
 - c. Act consistently yet maintain flexibility.
 2. Develop and nurture a shared responsibility for the organization's future.
 - a. Identify common organizational values.
 - b. Use broad organizational representation to develop a vision in alignment with organizational values.
 - Must appeal to their long-term interests (heart and head).
 3. Empower employees throughout the organization to think and act independently without fear of punishment.
 - a. Value mistakes and experiments; acknowledge bad events for their lessons, not as a cause for marginalization or punishment.
 - b. Foster an organizational environment where no issues are too sensitive to be discussed in open meetings and every employee has the right to challenge an idea or practice.

- c. Push decisionmaking and idea generation deep down into the organization.
 - d. Foster cross-function problem solving.
 - Case example: Toyota Motor Corporation.
 - Every assembly line worker is empowered to stop the production line if he/she sees a problem, even if it is outside his/her specific area of responsibility.
4. Build leadership capacity.
- a. Get the right people in the right roles doing the right jobs regardless of rank or function.
 - b. Leadership is practiced in the details.
 - Best learned close to where the "rubber meets the road."
 - c. Develop an effective succession plan.
 - People throughout the organization need clear guidance to learn where they can make their greatest contribution going forward.
5. Foster reflection and continuous learning.
- a. Encourage and model lifelong learning of new ways to view the environment around you and new ways to do things.
 - b. Incorporate the perspectives of frontline employees when making strategic decisions.
 - c. Schedule regular offsite meetings and retreats to include people from all levels of the organization.
 - d. Nurture communication and interaction across all formal and informal boundaries.

**MANAGING THE TRANSITION
(cont'd)**

- Measuring success:
- Develop incremental metrics for
 - Sense of urgency
 - Regression
 - Complacency
 - Short-term wins

Slide 3-45

E. Measuring success.

Develop incremental metrics to ensure:

1. Sense of urgency is sufficient.
2. Inertia is not regressing.
3. Complacency is not increasing.
4. Sufficient frequency of short-term wins.

**ACTIVITY 3.5
Creating Public Policy**

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ACTIVITY 3.5

Creating Public Policy

Purpose

To develop effective political strategy(s) to successfully influence a change in local public policy.

Directions

1. Within your assigned small group, each member is to share a public policy issue he/she faces within his/her home jurisdiction.
2. The group then selects one of the issues to work on collectively.
3. If the group cannot decide on an issue, the instructor will provide one for you.
4. The group is to use the concepts/skills from Unit 3 to develop a strategy for adoption of the desired public policy and a plan to manage the transition (use easel pad). You may use the checklist in the Appendix.
5. Select a group spokesperson to share your results with the class. You have 30 minutes to complete this portion of the activity.

ACTIVITY 3.5 NOTES

VII. SUMMARY

	<h2 style="text-align: center;">SUMMARY</h2>	
<ul style="list-style-type: none">• Community and political equity• Strategic change• Eight steps in successful change strategies• Becoming an effective change agent• Defining the future• Managing the transition to a politically adaptive organization		
<small>Slide 3-47</small>		

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APPENDIX

**PUBLIC POLICY CHANGE STRATEGY
CHECKLIST**

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Public Policy Change Strategy Checklist

Identify the Issue and Desired/Needed Change:

What is the specific issue?

What specific public policy needs to change?

Create a Sense of Urgency:

Why is it necessary to address this change in public policy **now**?

What steps need to be taken to minimize/remove the complacency related to this issue?

Create a more visible crisis. How?

CREATING THE FUTURE

Reduce visible resources. Which ones?

Increase performance standards. Which ones?

Revise the organizational structure to focus on broader goals. How?

Revise performance indexes. Which ones?

Seek additional external feedback. Where?

Modify our "kill the messenger" culture. How?

Eliminate management "happy talk." How?

Other:

Other:

Other:

What steps need to be taken to increase the sense of urgency for this issue?

Create a more visible crisis? How?

Eliminate obvious excess. Where?

- Revise performance standards to ensure that they cannot be met with business as usual. Which ones?

- Modify subunit performance measurement to be accountable for broader measures of performance. Which ones?

- Share performance data with more employees, especially data that shows a weakness. What specific data and how?

- Provide employees with more information on future opportunities in the changed state. What specific information and how will you communicate it?

Create a Guiding Coalition:

- Are there enough **key** players on board with this change initiative, especially managers, so that those left out cannot easily block progress? If not, who is needed?

- Are various points of view adequately represented? If not, which perspectives are missing?

- Does the group have enough participants with sufficient organizational credibility to be taken seriously? If not, where are the gaps?

- Does the group include enough proven leaders to be able to drive the change process to a successful outcome? If not, where are the gaps?

- Is there sufficient trust and identity to the shared objective among the group for success? If not, what steps are needed to achieve this?

Develop a Vision:

- Initial** Vision statement:

Is it:

- Feasible?
- Focused?
- Imaginable?
- Communicable?
- Flexible?
- Simple?

- Develop an initial vision statement into a finished product meeting the above criteria:

- Timeline for completion of the vision statement? Is it realistic?

- Will an outside facilitator benefit this process?

Communicate the Change Vision:

- Key message points relative to the change vision:

Is the Vision message:

- Easily understood by a person not familiar with your business?
- Simple and reasonably short?
- Using examples, metaphors, and analogies?

Communication Plan:

- Specific targeted groups for message and messaging format (e.g., small group with presentation by department head, media interview, media public service advisory, public workshop/meeting, etc.).

Empower Subordinates to Act:

- Are there structural barriers to empowerment? If so what are they and how does the organization need to be modified to eliminate these barriers?

- Is training necessary to provide new skills, behaviors, and attitudes? If so, what specific areas, and how will it be provided?

- Are performance evaluation tools and compensation, recruitment, and promotional decisions in alignment with the vision? If not, how do they need to be modified to support the change vision?

Are there problem supervisors that need to be confronted or removed? If so, who are they?

Generate Short-term Wins:

What are some specific potential short-term wins relative to this initiative, and what is the strategy to achieve them?

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Recommended Resources

The International City Managers Association (ICMA)	http://icma.org/en/icma/home
The Wall Street Journal	http://www.WSJ.com
Harvard Business Review	http://hbr.org/
Fast Company	http://www.fastcompany.com/topics/leadership
Wired	http://www.wired.com/
Character First	http://www.characterfirst.com/

GLOSSARY

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GLOSSARY

Active Influence	Power to influence with words or design.
Coercive Power	Authority to punish others for poor work production.
Community	Group of people with common interests.
Community Equity	Net credibility with a majority of the special interest groups within a jurisdiction.
Credibility	Quality of being believed or trusted.
Expert Power	Authority given to a department head with special abilities or skills.
Influence	Power to affect something or someone based on prestige, ability, or position.
Legitimate Power	Authority a department head has by virtue of his/her position in the organization.
Negotiation	Act of discussion to attempt to reach a mutual agreement or desired result.
Passive Influence	Power to influence by actions or lifestyle.
Political Equity	Net credibility with a particular interest group.
Politics	Art of building and using influence to achieve an individual or group public policy goal.
Power	Ability to influence people's behavior and get them to act in a certain way.
Public Policy	Set of laws, standards, policies, and procedures which direct the actions of public officials and employees.
Referent Power	Power given when employees respect the department head for their leadership, administration, and loyalty.
Reward Power	Authority to give or reduce tangible rewards to subordinates.
Strategic Change	Changes in the content of an organization's strategy as defined by its scope, resource deployments, competitive advantages, and synergy.

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