

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.*
-

This page intentionally left blank.

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.

<p style="text-align: center;">BUILDING POLITICAL CREDIBILITY</p> <hr/> <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. <p style="text-align: right;"><small>Slide 2-11</small></p>

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

This page intentionally left blank.

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.

This page intentionally left blank.

ACTIVITY 2.1 (cont'd)

The Tim Vandenbrink Story

Tim Vandenbrink 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. Vandenbrink 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. Vandenbrink 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. Vandenbrink 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

This page intentionally left blank.

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
<ul style="list-style-type: none">• Integrity<ul style="list-style-type: none">– Being honest and being morally principled• Ethics<ul style="list-style-type: none">– The morals that govern a person or group's behavior• Professional<ul style="list-style-type: none">– Associated with a profession; possessing expert or specialized training• Accountable<ul style="list-style-type: none">– To justify; be responsible
<small>Slide 2-16</small>

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

Slide 2-20

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.

Slide 2-21
