**TOPIC:** SUPERVISION

**TIME FRAME:** 1:00

**LEVEL of INSTRUCTION:** Level II

**TERMINAL LEARNING OBJECTIVE:** At the end of this topic, a student, given leadership principles and elements of performance based accountability, will be able to manage and lead the resources of a ST/TF, so that the assignment will complete all operational goals with the elements of management and supervision while keeping personnel on track.

**ENABLING LEARNING OBJECTIVES:**
1. Describe an understanding of leadership principles
2. Describe an understanding of performance based accountability
3. Describe utilization of the Operational Leadership Guide as it relates to emergency response situations
4. Describe the three primary leadership styles, when each style is appropriate and which style you tend to exhibit most often

**MATERIALS NEEDED:**
- Writing board with markers/erasers
- Appropriate audio visual equipment
- Appropriate audio visual material

**REFERENCES:**
- Incident Response Pocket Guide, NWCG,

**PREPARATION:**
As a Strike Team/Task Force Leader, you must be able to manage and lead your resources to the extent of completing your operational goals. It is important to understand the basic elements of management and supervision in order to keep your personnel on track.
# INCIDENT COMMAND SYSTEM

## AH-330 Strike Team/Task Force Leader – All Hazards

**SUPERVISION**

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<tr>
<th>PRESENTATION</th>
<th>APPLICATION</th>
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## I. ENABLING OBJECTIVES

A. Describe an understanding of leadership principles

B. Describe an understanding of performance based accountability

C. Describe utilization of the Operational Leadership Guide, as it relates to emergency response situations

D. Describe the three primary leadership styles, when each style is appropriate, and which style you tend to exhibit most often

## II. LEADERSHIP PRINCIPLES

A. They are
   1. Authority
   2. Responsibility
   3. Accountability

B. The authority comes from statute, charter or delegation of authority

C. Once you have the right or authority, you must be responsible

D. Delegate, obtain feedback and follow-up
1. Get out of the way and let the personnel do their work

2. Hold people accountable based upon their job performance relative to performance standards
   a) Without prejudice
   b) Including all personnel and equipment

### III. PERFORMANCE ACCOUNTABILITY

#### A. Performance evaluation

1. Establish standards of performance, generally based on accepted norms
   a) Briefing (Including Expectations)

2. Compare the actual results with the established standards
   a) IAP objectives
   b) Safety standards (ICS form 215A)

3. Make adjustments as necessary
   a) Evaluate, re-evaluate, and follow-up

#### B. Performance problems

What do you do when someone is not meeting the performance standards?

1. Discipline process
   a) Tell the person
      1) What is wrong
      2) How to fix it
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>3) Reasonable time frame</td>
<td>What if the problem persists?</td>
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<tr>
<td>b) Document</td>
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<tr>
<td>c) Reassignment</td>
<td>What do you do at the end of the assignment?</td>
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<tr>
<td>1) Move the person into another</td>
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<td>function until you have the time to</td>
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<tr>
<td>deal with it</td>
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<td>d) Termination</td>
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C. Post Incident Analysis/After Action Review (AAR)
1. Briefing
2. Evaluation
3. Corrective action to be recommended in performance evaluation
4. Training recommendations
5. Positive approach to improve performance

D. Good performance
1. Acknowledge
   a) Evaluation
   b) Praise
      1) "Praise in public, punish in private"

IV. OPERATIONAL LEADERSHIP

NOTE: Refer students to the Incident Response Pocket Guide, Operational Leadership Guide
A. History
   1. The following guide was adapted from the U.S. Army, for our emergency response mission

B. The guide - "Be, Know, Do"

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<thead>
<tr>
<th>PRESENTATION</th>
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<tbody>
<tr>
<td>A. History</td>
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<tr>
<td>1. Take charge</td>
</tr>
<tr>
<td>a) Give orders and expect obedience</td>
</tr>
<tr>
<td>2. Motivate</td>
</tr>
<tr>
<td>a) Make the plan known</td>
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<tr>
<td>b) Solicit two-way communication</td>
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<tr>
<td>3. Demonstrate initiative</td>
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<tr>
<td>a) Take action in the absence of orders</td>
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<td>b) Appropriate Action vs Freelancing</td>
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<tr>
<td>4. Communicate</td>
</tr>
<tr>
<td>a) Give specific instructions</td>
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<tr>
<td>b) Make sure they are understood</td>
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<tr>
<td>c) Feedback</td>
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<tr>
<td>5. Supervise at the scene of action</td>
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<tr>
<td>a) Maintain a calm demeanor</td>
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<tr>
<td>b) Lead by example</td>
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<tr>
<td>6. Be technically and tactically proficient</td>
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<tr>
<td>a) Adhere to professional SOP’s, Ethics and Values</td>
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</table>

What must a good supervisor be, know, and do?

What other traits lead to effective leadership?
b) Develop a plan to accomplish objectives

7. Be responsible for your actions
   a) Accept responsibility for team performance
   b) Credit subordinates for good performance

8. Know yourself and seek self-improvement
   a) Know strengths/weaknesses and skill level
   b) Ask questions of peers and superiors
   c) Actively listen to feedback

9. Know your firefighters and look out for their well-being
   a) Safety #1 priority
   b) Take care of your subordinates’ needs
   c) Resolve conflicts at the lowest possible level

10. Set the example
    a) Share information (hazards, hardships, etc.)
    b) Maintain a positive attitude
    c) Make the right decision no matter how difficult

11. Make sound and timely decisions

What is your number one priority?

How do you make sound and timely decisions?
### SUPERVISION

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<tr>
<td>a) Maintain situation awareness</td>
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<td>b) Develop alternatives and contingencies</td>
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<tr>
<td>c) Improvise to meet objectives</td>
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<tr>
<td>12. Keep your firefighters informed</td>
<td>What is one of the best ways to keep personnel motivated?</td>
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<tr>
<td>a) Provide accurate and timely briefings</td>
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<td>b) Give the reason for assignments and tasks</td>
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<td>c) Make yourself available</td>
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<td>d) Keep personnel busy / engaged</td>
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<tr>
<td>13. Ensure the task is understood, supervised and accomplished</td>
<td>What do you need to do before holding personnel accountable?</td>
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<tr>
<td>a) Issue clear instructions</td>
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<td>b) Observe and assess actions without micro-managing</td>
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<td>c) Use positive feedback to modify duties, tasks and assignments when appropriate</td>
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<tr>
<td>14. Develop a sense of responsibility in your firefighters</td>
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<tr>
<td>a) Clearly state expectations</td>
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<td>b) Delegate tasks</td>
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<td>c) Give “heads up” of upcoming task assignments</td>
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<td>d) Solicit feedback to enhance “the plan”</td>
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15. Build The Team
   a) Conduct frequent debriefings to identify lessons learned
   b) Recognize individual and team accomplishments (reward them appropriately)
   c) Apply disciplinary measures equally and without prejudice
   d) Recognize opportunities for Team Building

16. Employ your team in accordance with its capabilities
   a) Set goals and objectives that are realistic and achievable within performance standards
   b) Observe human behavior as well as fire behavior
   c) Consider team experience, conditioning, fatigue, training and injury limitations when accepting assignments
   d) Consider individual skill levels when assigning tasks

V. LEADERSHIP STYLES

   A. Autocratic
      1. A one-way street with information flowing downhill
B. Laissez-Faire
   1. A "go-your-own-way" style
   2. Relies on all members of the organization working toward a common goal and moving in the proper direction with minimal supervision

C. Democratic
   1. Also known as participative management
   2. Objectives and organizations are established at the top with information constantly flowing up from the bottom as to progress and needs
   3. These needs are then addressed by top management, with information then flowing back down the chain

NOTE: A ST/TFL may have to play all of these roles

Which style best fits you? Is it always the most appropriate style?
**SUMMARY:**

The most essential element of successful all-hazards incidents is competent and confident leadership. Leadership means providing purpose, direction and motivation for firefighters working to accomplish difficult tasks under dangerous, stressful circumstances.

**EVALUATION:**

The student will complete a written quiz at a time determined by the instructor.

**ASSIGNMENT:**

Review you notes and read the appropriate section(s) of the Student Manual in preparation for the upcoming quiz. Study for the next session.