

**THE INSTITUTION OF FIRE ENGINEERS**

**EXAMINATIONS SERVICE**



**MANAGEMENT AND ADMINISTRATION**

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**This resource booklet has been prepared for candidates studying the syllabus for the Level 3 Certificate (former Intermediate) examination papers. It covers the section on Management and Administration.**

## IFE Level 3 Certificate (formerly Intermediate) Examination

### Resource for Syllabus Unit on Management and Administration

This booklet has been prepared to assist candidates who are planning to sit the IFE Level 3 Certificate (former Intermediate) Examination and covers the following Ofqual accredited unit:-

#### ***Management and Administration in Fire and Rescue Services: R/502/3110.***

It has been prepared to help candidates prepare for the multiple choice questions and those requiring a short written answer.

It does **NOT** cover the following topics:-

- ✍ Equal Opportunities.
- ✍ Total Quality Management.

However, the IFE has books on its examinations reading list which cover both of these subjects.

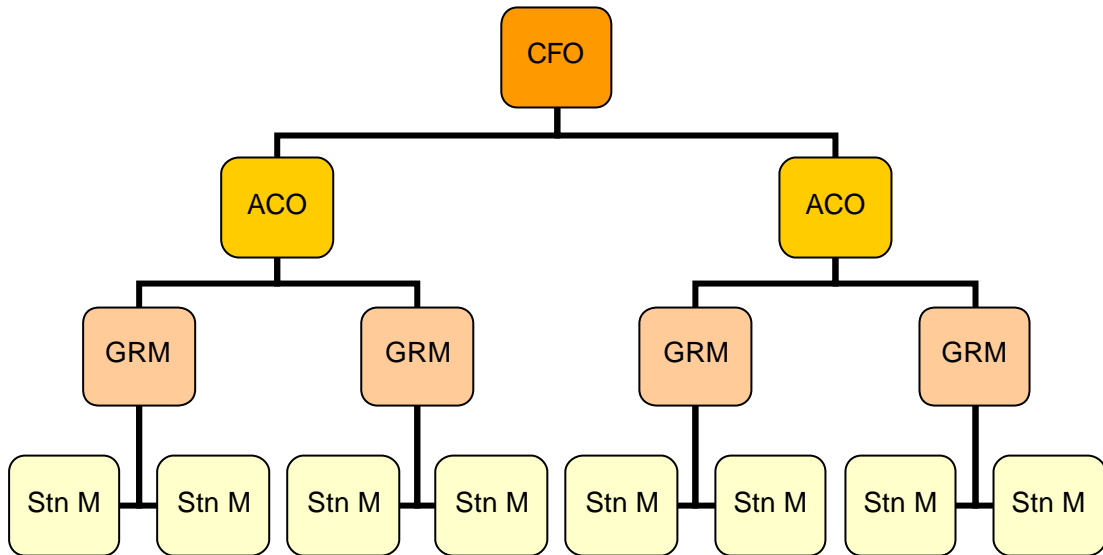
The contents of this booklet cover the following aspects of the syllabus:-

- ? Line management
- ? Functional management
- ? Staff duties
- ? Definition of objectives
- ? Definition of responsibilities
- ? Responsibilities and relationships
- ? Chain of command
- ? The relationship between:-
  - Task needs
  - Group needs
  - Individual needs
- ? Different styles of command and leadership
- ? The need for counselling and discipline
- ? Record keeping and reporting procedures
- ? Budgetary control
- ? The training needs of an organisation
- ? Features of a simple exercise plan
- ? Use of various types of training aids

#### **1. Chain of Command**

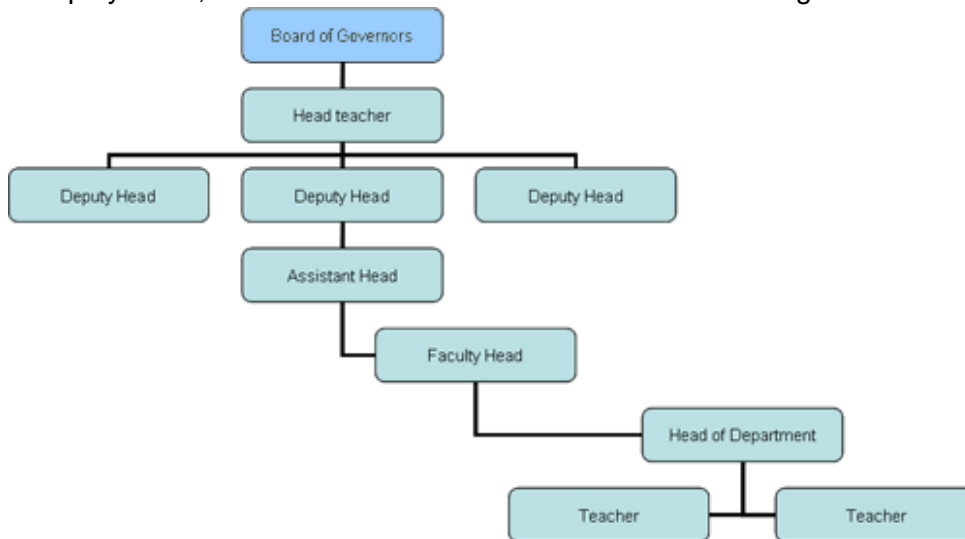
In both public and private sector organisations, the term ***Chain of Command*** refers to the hierarchical path down which orders and decisions are communicated from the top of the organisation down to 'shop floor' or front line workers. (It is also the route along which information travels from the front line staff of the organisation to more senior staff.) Organisations achieve order by the use of authority implemented through a defined hierarchy. Managers have direct responsibility for giving orders to their subordinates.

In the private sector the chain of command will descend from the Board of Directors of a company. In a Fire and Rescue Service, it will begin with the Chief Fire Officer who is responsible for running the organisation, and spread to fire fighters who provide the front line service.



Example of a chain of command in a Fire and Rescue Service

The diagram below shows the chain of command which might be found in a school or college. The line manager of a teacher is the Head of Department. The Head of Department in turn is responsible to the Head of Faculty. The Head of Faculty reports to a Deputy Head, who then has the Headteacher for a line manager.



The lowest managerial level in an organisation following a line management structure is **supervisory management**

Nowadays the tendency is for shorter chains of command on the basis that they:-

- ? Allow faster communication.
- ? Reduce the likelihood of misinterpreting communication.

- ? Foster good relationships between managers and staff because front line staff are able to interact more easily with senior staff.
- ? Senior staff can more easily see their decisions being implemented by workers below them.

Some organisations can have long chains of command, others much shorter ones. Think about the different levels in your own organisation. Does it have a long or a short chain of command?

## 2. Organisational Structure

The chain of command is normally illustrated in organisational structure charts which set out the different levels in an organisation from the most senior member of staff to front line employees. It also shows the staff to whom and for whom they are responsible on a day to day basis. Therefore the reporting lines within an organisation are clear to see. In rank based structures the chain of command also shows the different levels of authority.

It is part of the role of senior managers to ensure that the organisational structure meets the needs of the organisation. Over time, the structures and the chain of command will change as organisations face new challenges.

A poor organisational structure usually results in:

- ? Staff being unclear about their roles.
- ? Lack of coordination.
- ? Poor communication leading to mistakes.
- ? Duplication of tasks.
- ? Tasks being overlooked.
- ? Different departments failing to work together.
- ? Money and staff time being wasted.

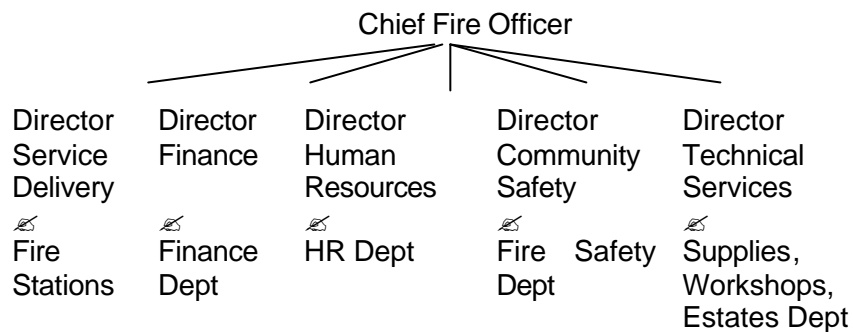
Can you think of any major changes which have happened in your organisation and why they happened?

## 3. Reporting Relationships

The chain of command and organisational structure charts also set out the **reporting relationships** so that staff are clear about who their boss is. In doing this they define the lines of communication that need to be followed. This helps to ensure that information reaches the right person in the organisation and that staff are aware of whom to approach if they encounter problems and who is responsible for providing them with guidance. This ensures that they are not being supervised by a whole range of people, each with a slightly different approach and that their time is not hijacked by managers in different parts of the organisation, which can cause staff to focus on other things and not make the time available to complete their own tasks.

#### 4. Functional Management.

This term describes the structuring of an organisation into **departments** or **units** on the basis of the work carried out by staff. Given below is an example of a **Functional Management Structure**:-



Unless an organisation is very small it is usually broken up into different functions so that staff who are doing similar sorts of work are working together in a specific part of the organisation. Sometimes this is in a **technical function** such as finance or human resource management. Many UK fire and rescue services have Community Safety Departments and Transport Departments. In the private sector it is common to find Research and Development Departments and Marketing Departments.

Think about the structure of your own organisation. Does it have a **Functional Management Structure**?

With functional departments, communications usually happen within the department if information or project work is needed from another department. A request is transmitted up to the Department Head, who communicates the request to the other Department Head.

Functional departments are sometimes described as **silos** because staff can concentrate solely on their own particular needs and fail to see the 'big picture' of the whole organisation and the effect decisions taken in their particular area can have on other parts of the organisation. Avoiding this restricted view requires functional heads to work with colleagues to ensure that there is good coordination.

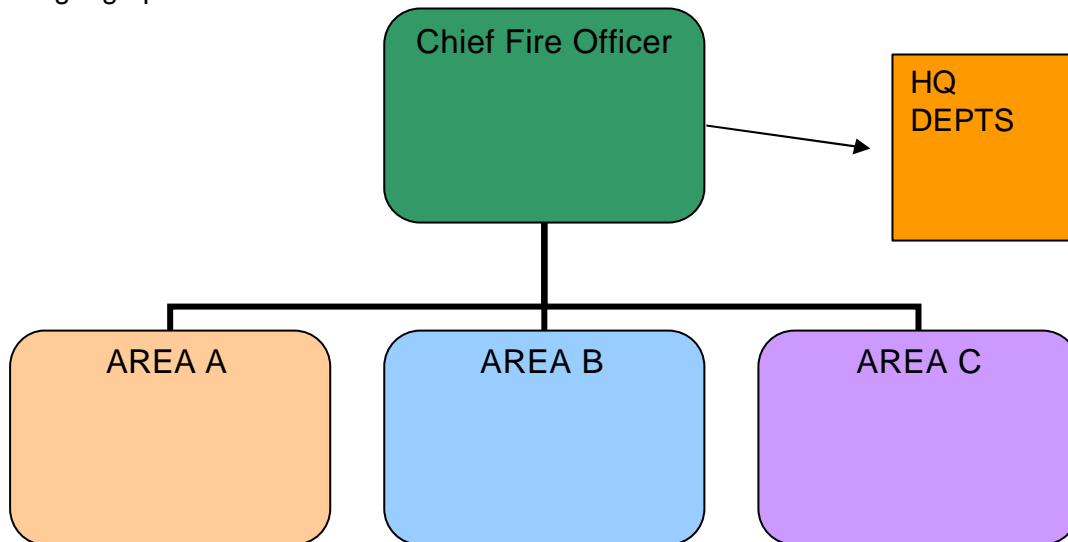
The description of the type of work carried out within a Human Resources Department is set out below to illustrate how a functional department operates:-

- ? Workforce planning to ensure that the organisation has the right number of suitable staff.
- ? Recruitment (sometimes separated into attraction and selection).
- ? Induction.
- ? Training and development.
- ? Personnel administration.
- ? Wages and salaries administration.
- ? Pension administration.
- ? Employee benefits administration.
- ? Performance appraisal policy.

? Development of personnel policies: e.g. equal opportunities, discipline and grievance, bullying and harassment, performance appraisal

#### 5. Geographical Structure.

Some organisations also operate on a **geographical structure** with a senior manager being responsible for a particular area of operation. Many UK fire and rescue services operate on the basis of areas which are often based on the boundaries of the local authority areas they serve. The diagram below illustrates a geographical structure:-

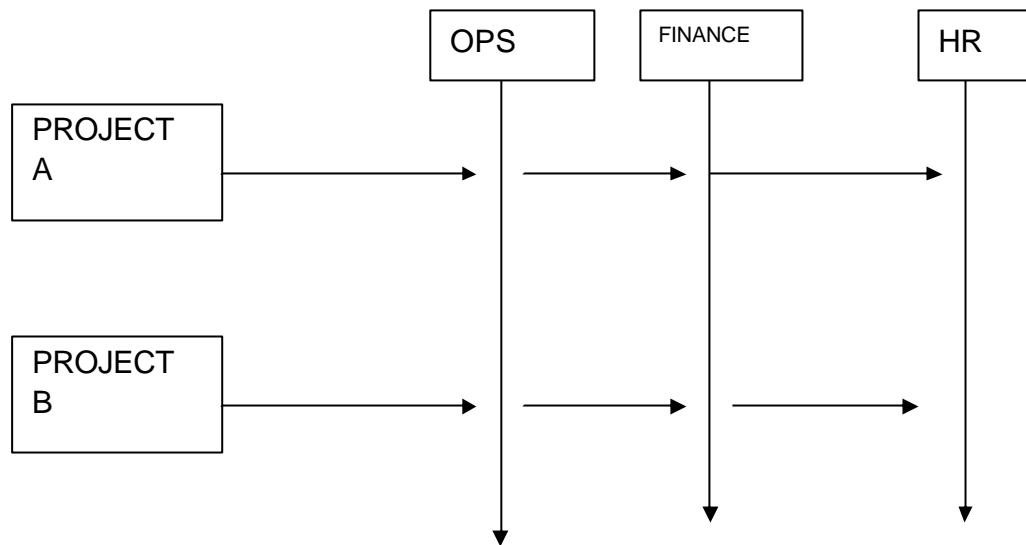


#### 6. Product Structure.

However, other organisations operate on the basis of divisions, based on particular **products or services**. In hospitals, there will be different chains of command for doctors, nurses and support services such as radiology and physiotherapy.

#### 7. Matrix Structure.

Where an organisation is involved in major projects, a **matrix type of organisation** is often found. This is illustrated in the diagram below:-



Staff will be allocated to a project on the basis of their particular skill and will be responsible not only to their normal line manager, but also to the project manager. Does this ever happen in your organisation?

How would you describe the structure in your organisation, is it **functional**, **geographical**, **product** or **matrix**?

### 8. Staff Duties

This term is used to describe a situation where a manager in one department has a function within another department. For example giving specialist advice, or ensuring that the effect on their area of work is taken into account when decisions are made. For example, the Human Resource Manager normally has an overall responsibility for personnel management issues in all parts of an organisation. In a fire and rescue service the manager responsible for fire appliances will want to ensure that the manager buying operational equipment will take into account stowage issues.

### 9. What Does a Manager Do?

Managers are responsible for getting things done, usually through delegation to other people. All managers perform the same type of job activities: however, the time spent on activities and the importance given to each will differ considerably depending on the manager's particular role within an organisation.

### 10. Job Activities of Managers

? **Planning:** Before any action is taken, a plan needs to be made. Planning involves the setting of goals and deciding on the best way to achieve them. Planning also

encompasses analysing which involves the examination and interpretation of various kinds of data.

- ? **Organising:** This involves putting people and other resources in place to make things happen. It means ensuring staff have the equipment, information and training to do the job. Every manager is involved in some way with the process of training. Senior managers write policies and rules; some managers write methods and procedures; others serve as instructors.
- ? **Controlling:** This involves measuring results and comparing them with the results which were intended. It also includes controlling daily activities, the results of which have to be reported in one way or another.
- ? **Direct Supervision:** All managers are responsible for the work of others and for achieving targets through the efforts of their staff. This involves letting staff know what needs to be achieved; allocating work; explaining to staff what tasks need to be done and when. It also requires checking on progress and motivating staff. Direct supervision also involves communicating effectively with staff. This requires every manager to have a positive approach; to provide information clearly to staff and make sure that they have understood what is being asked of them.

It is also very important that communication is a 'two way' process, and employees should not only have to listen but should be encouraged to ask questions, discuss, and express their own ideas. Employees' views should always be received with courtesy and employees should feel able to approach their manager and discuss problems with them. Team members should be encouraged to share information, so that best practice can be identified.

In many organisations, senior managers will often try to meet all new staff to welcome them and make them feel very much part of the organisation and that their contribution to the success of the organisation is valued.

On the other hand, lack of effective communication may lead to:-

- ? Staff not understanding what they are being asked to do.
- ? Frustration and lack of job satisfaction for employees.
- ? Lack of information.
- ? Decrease in employees' performance.
- ? Decrease in the effectiveness of the organisations, particularly where there is a waste of resources or a poor service being provided to customers.

## 11. Line Management.

The term **line management** can be used in two different ways. It can be used instead of the term **chain of command**, but **line manager** can also be used to describe an employee's boss or line manager.

In this part of the booklet we are using the phrase to mean an employee's boss. Line managers have important roles in relation to each and every employee for whom they are responsible.

### **Agreeing the role**

When an employee is appointed to a new role, the line manager agrees the key aspects and boundaries of the role during the induction process. This is an important phase in the process. It means that both parties are very clear about the role to be carried out; the tasks the role entails; when and where it is to be done, and for how long.

Managers will usually let their staff know what is required of them by referring to the **job description** for the post, which provides a comprehensive picture of the purpose and context of the job. The information contained in a job description includes the following:-

- ? Job title.
- ? Purpose of the job.
- ? The reporting structure to show who the line manager is.
- ? The actual duties carried out by the post holder.
- ? What the employee is expected to achieve in terms of targets.
- ? Providing individual instructions or team briefings.

Managers use **appraisal interviews** to provide employees with information on how well they are contributing to the aims of the organisation.

Explaining **policies and procedures** establishes how tasks are to be carried out and how members of staff are expected to behave towards one another.

If employees are part of the front line staff then their boss is known as a **first line manager** or **first line supervisor**. This can often be one of the most demanding roles within an organisation. First line managers are the people responsible for those who do not manage others and they are the first part of an organisation's management system with which an employee comes into contact. First line managers therefore have very influential positions and can be good role models or otherwise.

## **12. Responsibilities and Relationships**

Within any organisation every member of staff has a particular set of responsibilities, which must be met.

Different **levels of staff** within organisations have different **types of responsibilities**. These are illustrated below.

### **Responsibilities of Top-level Managers**

- ? To have extensive knowledge of management roles and skills.
- ? To be very aware of external factors such as markets and government policy.
- ? To make strategic decisions about the long-term future of the organisation.
- ? To identify the need for major organisational changes and restructurings.
- ? To use detailed information and data for decision making.
- ? To control budgets for very large amounts of money. Millions rather than thousands.
- ? To be responsible for the operation of a number of different parts of an organisation.
- ? To work in cooperation with other senior managers.
- ? To develop the culture of the organisation.

### **Responsibilities of Middle Managers**

- ? To have a specialised understanding of a specific part of the organisation.
- ? To carry out the decisions made by top-level management.
- ? To set performance targets to meet organisational and departmental objectives.
- ? To make operational decisions based on the role of their department using departmental data.
- ? To make medium term decisions.
- ? To provide performance information to senior managers.

- ? To work in cooperation with other middle managers.
- ? To control a departmental budget.

**Responsibilities of First Line Supervisors (these staff have direct supervision over the front line staff in an organisation or basic grade staff).**

- ? Building the teams
- ? Motivating team members to perform in the workplace
- ? Managing conflict in the workplace
- ? Inducting new staff into the workplace
- ? Follow organisational and departmental procedures and policies
- ? Plan day to day work efficiently
- ? Managing health and safety at work
- ? Work with costs and budgets
- ? Work to meet performance targets
- ? Break departmental targets down to team and individual staff targets.
- ? Provide information to the Departmental Manager
- ? Managing the efficient use of materials
- ? Managing the effective use of equipment

**Responsibilities of Front Line Staff**

- ? Work to the requirements of their job description and the instructions of their supervisor.

**13. Objectives**

An objective describes what is to be accomplished. Objectives and goals describe what the organisations, functions, departments, teams and individuals are expected to achieve. The reason for using objectives is summarised by the quotation:-  
 “If you don’t know where you are going, how will you know when you get there.”

Corporate level objectives (**Top Management Level**) are based on the organisation’s mission, core values and strategic plan. Every organisation has a purpose and the management strategy, which is developed by the ‘top team’ and aims to provide the direction an organisation needs to take to fulfil its purpose. The purpose is derived from the needs and preferences of customers and other stakeholders whether internal or external. With a public service, expectations may come from local or national politicians and will often be laid down in major policy documents such as the National Framework 2008-2011. For a fire and rescue service the top level objectives may be along the lines of:-

- ? Reduce life loss and injury arising out of fires and other emergency incidents
- ? Reduce the number of fires and other emergency incidents
- ? Reduce the commercial, economic and social consequences of fire and other emergency incidents
- ? Protect the environment and the Lancashire heritage
- ? Provide a safe, healthy, competent and representative workforce
- ? Support the wider agenda of community cohesion
- ? Provide better “value for money” services

#### 14. The Three E's: Economy, Efficiency and Effectiveness

In the public sector, organisations are expected to have the objective of achieving value for money via the 3Es of **Economy**, **Efficiency** and **Effectiveness**.

In simple terms, this means making the best use of available resources including getting better outcomes for the same expenditure, or freeing up resources that are being used inefficiently for other purposes.

An example of each of the Es is given below:-

- ? **Economy:** Minimising the costs of resources used for a good, service or activity. For example purchasing supplies at the best possible price
- ? **Efficiency:** The relationship between outputs and the resources that are used to produce them. For example, ensuring that a course programme, makes best use of a trainer's time.
- ? **Effectiveness:** The extent to which objectives have been achieved. For example, using community safety activities to educate the public and reduce the number of fires.

For a private sector firm the objectives may be to stay profitable; to develop new products and services; to stay ahead of competitors or to grow and expand their share of the market.

##### **Department level objectives.**

These are related to the contribution which a department is expected to make to the high level corporate objectives and the targets to be achieved by the department. Plans for different parts of the organisation sometimes in the form of **business plans** are often drawn up. These usually identify:

- ? The services provided
- ? The market environment
- ? Customers and stakeholders
- ? How departments will achieve three year strategic plan targets
- ? Links with the strategic plan and corporate themes
- ? What quality means to the department
- ? How performance is measured

Departmental objectives will be rooted in the type of organisation; i.e. public or private and the type of industry or public sector.

##### **Team level objectives.**

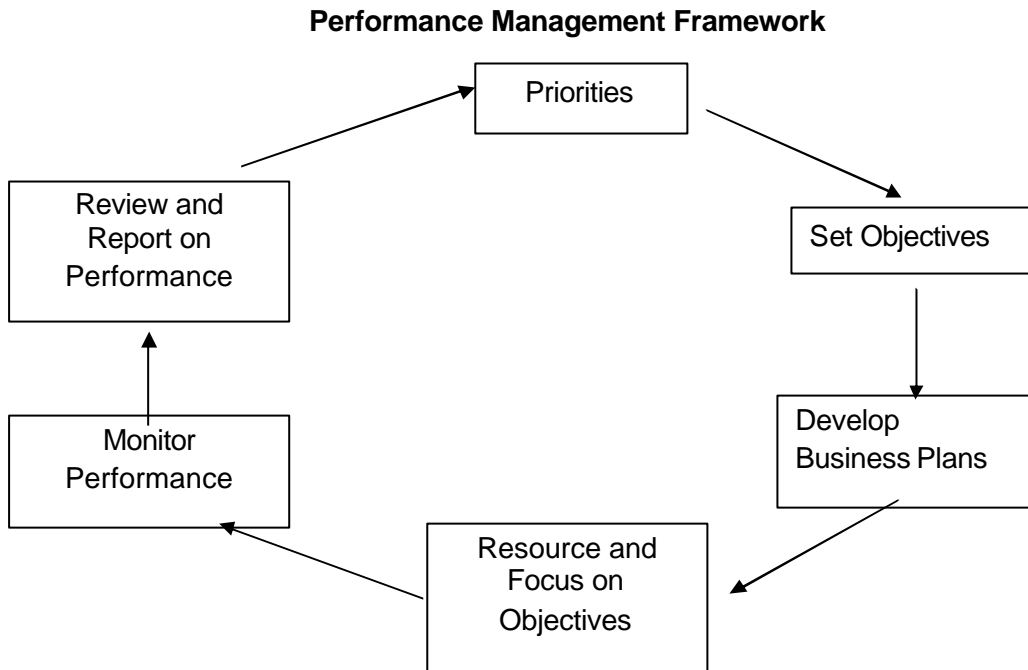
These are specifically related to the purpose of the team and what it is expected to achieve. First line managers are often responsible for implementing a specific part of their departmental plan. These will depend upon the type of organisation and the type of industry or sector within which it operates.

##### **Individual level objectives.**

These refer to the areas which make up employees' jobs; i.e. what they are expected to achieve and how they contribute to team, department and organisational objectives. As the result of staff appraisal, employees may also be set development objectives which set out what they need to do to improve their competencies. The requirements placed on staff will also depend on the type of organisation and the industry.

The setting of objectives is part of the **Performance Management Process**. Taking forward the corporate plan requires a performance management framework so that the organisation as a whole knows what has to be achieved, Departments, sections and individual employees know their roles.

The process is identified in the diagram below:



### 15. Target / Performance Measures

To ensure that objectives are achieved, targets are used. Any targets set need to be **SMART Targets**, i.e:-

- Specific**                      not vague
- Measurable**                capable of being subject to some form of analysis – usually numerical calculations
- Achievable**                 not over-ambitious
- Realistic**                    taking into account objective factors related to the real world and not 'pie in the sky'
- Time bound**                identifying a set period of time within which the target will be achieved

The targets need to be 'owned' by specific senior managers so they don't get overlooked and cascaded, so that the whole organisation understands the links between each target, and where responsibility lies for improvement. First line managers are often responsible for ensuring the achievement of a number of targets.

As with objectives, the sort of targets set will depend on the type of organisation and the industry within which it operates.

To ensure that objectives and targets are being met, organisations will have a variety of record keeping and information systems so that accurate data can be produced, analysed and given to relevant staff.

## 16. Planning

"A goal without a plan is just a wish." (Antoine de Saint-Exupery)

"The plan is useless; it's the planning that's important." (General Dwight D Eisenhower.)

Every organisation needs various kinds of plans. Strategic plans, business plans, training plans and project plans are just some examples. In organisations such as fire and rescue services there will also be **incidents plans** and **exercise plans**. The type of plans to be found will depend on what an organisation does.

Whatever the type of organisation, plans have some similarities, in that they need answers to the following questions:

- ? Why are we following the present courses of action?
- ? What do we want to achieve?
- ? What progress have we made?
- ? How will we close the gap between where we are and where we want to be?
- ? What timescale is involved?
- ? What skills and resources will we need?
- ? Who is responsible for delivering particular services or achieving specific tasks?
- ? What are the criteria for dedciding if colleagues are being effective?
- ? How will the plan be communicated to relevant staff?

The features of a good plan are as follows:

- ? It uses available resources to the best effect.
- ? It is based on clearly defined objectives.
- ? It is designed to maintain appropriate standards.

## 17. Budgetary Control

In most organisations, leaders, managers and supervisors all have a responsibility for financial management. At the very top of an organisation very large sums of money may be involved, possibly running into millions of pounds. Supervisors will have a more limited responsibility. However the principles of good financial management are the same whatever level in an organisation they are being carried out at.

### **A Budget is an Important Tool of Financial Management.**

A **budget** is a plan agreed in advance and it is a statement which sets out the financial resources which are available for carrying out specific activities in a given period of time. It helps to co-ordinate the activities of the organisation. An example would be the money set aside to maintain equipment or to employ staff. In very large organisations the budget tends to be divided across departments. Head of departments may then further split their budget across particular teams or groups. This is called **Devolved Financial**

**Management** and it is often used by organisations because it gives greater “ownership” of financial matters to staff. This makes staff more aware of costs and allows decisions to be made at the lowest possible level, thus using their expertise to the full.

Setting the overall budget takes into account the current costs, any likely increase in staff costs and materials, any major organisation changes and the expected level of income and profit.

**Budgets tend to identify two types of expenditure:**

- ? **Revenue Costs**; which relate to the day to day running of an organisation
- ? **Capital Expenditure**; which relates to major investment projects which will be expensive: these may include new buildings, fleets of vehicles, replacement of all breathing apparatus, new IT systems.

**Features of a good budget:**

- ? As many people as possible are involved drawing up the budget so that nothing is overlooked.
- ? The budget covers the whole organisation, so that everyone can see how much money is available.
- ? It should be flexible enough to allow for changing circumstances.
- ? It ought to be monitored on a regular basis with reports going to senior managers
- ? It should allow **devolved financial management**, so that certain aspects of the budget can be devolved to front line managers who then use their expertise in getting the most value out of the expenditure.

**Budgetary control:**

- ? This is a technique which is used to **compare** what is actually **being spent** against the money that was **allocated**.
- ? Usually managers are responsible for a particular part of a budget and they are expected to ensure they do not overspend.
- ? Variance is the term used to describe the situation where there is a difference between the budget and what has actually been spent, this could be due to seasonal variations, delays in projects being set up or overspending. It is important for managers to be aware of the variance, so that they can quickly identify problems which might be developing, which could lead to overspending.

**Advantages of budgeting and budgetary control:**

- ? In the public sector budgetary control makes managers accountable for the public funds they spend.
- ? They allow trends in spending to be seen over a number of years which may signal the need to review budgets
- ? Budgetary control allows senior managers to compare the performance of different parts of an organisation. In the public sector comparisons can be made with other public bodies.
- ? Controls allow the actual costs of projects to be monitored against the estimated costs, in an effort to stop projects overspending.
- ? Budgeting enables variations to be analysed in order to find out what has caused them. This then allows corrective action to be taken or best practice can be identified and shared with other parts of the organisation.
- ? Controls encourage managers to look ahead, to set out detailed plans for achieving the targets for each department.

- ? Budgeting helps to ensure that the various aspects of an organisation are coordinated, as expenditure in one part of an organisation can affect another. For example, the purchase of new equipment may mean that the training budget will have to be spent on running courses to enable staff to use the new equipment.
- ? Budgets help to define areas of staff responsibility.
- ? Budgetary controls enable remedial action to be taken if overspending looks likely.

#### **218. Problems which can occur with budgeting and budgetary control**

- ? Inaccurate record-keeping can mean that the spending is not properly monitored.
- ? Unless responsibility is clearly defined, it can be difficult to decide who is responsible for spending what and poaching of other managers' resources can occur.
- ? Conflict can occur between departments over the allocation of the budget, particularly where one department's budget is being cut and another's is being increased.
- ? It is difficult to reconcile personal or individual goals with corporate goals.
- ? Waste can occur if managers adopt the view, "we had better spend it or we will lose it". This is sometimes coupled with "empire building" in order to enhance the status of a department.

#### **19. Making Decisions.**

Decision making can be related to resolving a problem or working out how to deal with a new situation. Managers and supervisors in all organisations will at some stage be involved with decision making. In fire and rescue services some of their decisions will also involve dealing with operational incidents.

Sometimes decisions will be made solely by the manager or supervisor, sometimes in conjunction with other managers and sometimes in consultation with their team members. In some organisations there is a **decentralised** approach to decision making, which devolves the making of some decisions to as near to the 'front line' as possible.

Decision making involves reviewing a number of possible courses of action and deciding which one will produce the best result.

#### **The steps involved in decision making are as follows:**

- ? Recognising a new situation or problem.
- ? Clearly defining the issue.
- ? Identifying what needs to be achieved.
- ? Gathering relevant data and information.
- ? Identifying the pros and cons of possible options.
- ? Deciding how to work out which is the best solution.
- ? Looking at the possible outcomes of each of the possible solutions.
- ? Choosing the best option.
- ? Implementing and then reviewing.

As part of this process techniques such as **brainstorming** can be used.

Well prepared decisions are easier to make and to implement and generally produce the best results because they have taken all the factors into account. Decisions made by "shooting from the hip" tend to produce the worst results because they have not considered all the stages in the above process and end up causing problems rather than solving them.

## **20. Record Keeping and Reporting Procedures**

All organisations (whether large or small,) need to keep certain records, some because the law requires them and others for internal purposes such as ensuring objectives are met and targets achieved. Employers keep records about their workers, their job titles, rates of pay and so on.

All organisations (private and public alike,) need to plan and formulate policies and procedures which will enable them to remain competitive and provide good service to their customers. Planning depends on information, and information in turn depends upon accurate and effective record keeping. The reason for having information in the first place is to be able to make good and valid decisions. If information is inaccurate, then it is very likely to lead to poor or wrong decisions being made.

The type of records which need to be maintained will depend very much on the type of organisation and the industry in which it operates. For departments, teams and individual staff the type of records they keep will depend upon the part of the organisation in which they work. Staff working in a human resources department may be responsible for maintaining a whole range of personnel procedures. Staff working on a fire station will need to record the location and type of incidents they attended.

What records are you involved in keeping? What other records are kept by fellow employees in the part of the organisation where you work?

### **Good records can help managers in the following ways:**

- ? Making decisions based on fact rather than guesswork.
- ? Knowing which staff resources are available to meet production or service requirements
- ? Assessing more accurately levels of performance and productivity.
- ? Knowing the level of absenteeism and staff turnover.
- ? Identifying training needs.
- ? Complying with legislation.
- ? Being aware of health and safety issues.
- ? Anticipating potential problems.
- ? Knowing what is happening with budget monitoring.
- ? Knowing when maintenance is required for pieces of equipment.
- ? Knowing who has the authority to make certain decisions.
- ? Being aware of operational procedures.
- ? Debriefing after exercises and incidents.
- ? Dealing with customer enquiries.

### **What type of record keeping system?**

Any record keeping system, whether developed within the organisation or introduced from outside, needs to fulfil certain criteria. In particular a system must be:

- ? Accurate, reliable and consistent.
- ? Confidential with regard to personal details.
- ? Adaptable, so that it can cater for future developments and changes.
- ? Economical in its introduction, use and maintenance.

### **Before deciding on the type of system the organisation must also have considered the following:**

- ? Whether the records will be kept manually, computerised or in some other combination of systems.

- ? Where the records are going to be located (i.e. how much space will be required for secure storage).
- ? How the design of documents affects the type of record system, and vice versa.
- ? Which staff should have access to particular records.
- ? Procedures have to comply with organisational security and data protection requirements.

### **Reviewing the system.**

As with any system, records should be reviewed from time to time to check their effectiveness. The users and operators of the system should be included in the review as they will know the strengths and weaknesses of the system. For instance, a new manager may be unaware of the job descriptions for the workers in their area of responsibility. The main questions to ask in any review will include the following:

- ? Is it providing the answers required and providing them quickly and accurately?
- ? Is the organisation making effective use of the information that is available?
- ? Is all the information useful and necessary?
- ? Is there any unnecessary duplication of records?
- ? Is it proving easy to keep the records up-to-date?
- ? What improvements should be made to the system?

## **21. Management Theories**

Theories of people management have been around since 1100 BC in one form or another. However the main theories have developed since the late 19th century:-

### **i) Scientific Management (Taylor, Garth, Frank and Lillian Gilbreth)**

Taylor identified four principles of scientific management. Management should:

- ? Develop a scientific approach for each element of an individual's work to replace "rule-of-thumb" guidelines.
- ? Scientifically select, train, teach and develop each worker so that the right person has the right job.
- ? Co-operate with workers to ensure that the job matches plans and principles.
- ? Ensure an equal division of work and responsibility between managers and workers.

Scientific management is associated with:

- ? Time and motion studies
- ? Identifying one 'best method'.
- ? Standardisation of tools.
- ? Identifying a 'standard' worker in terms of size, strength and staying power.
- ? Performance related pay.

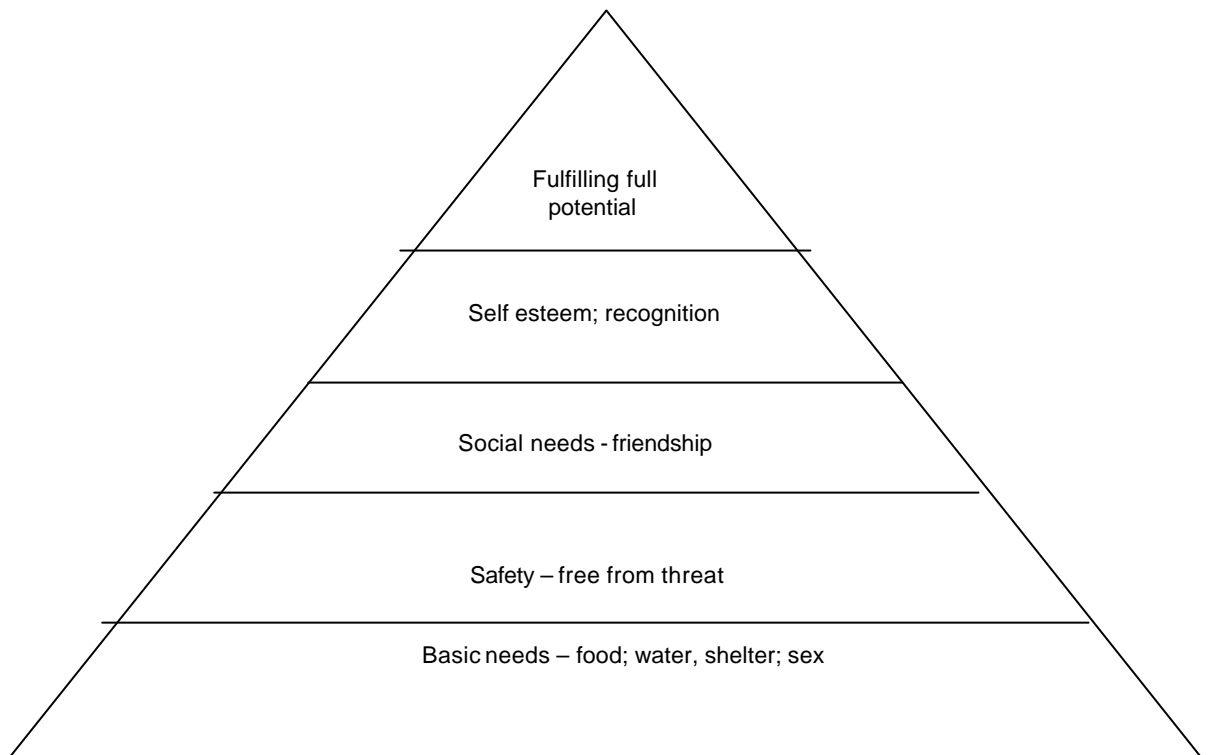
Scientific management did dramatically improve production and efficiency in manufacturing. However, it ignores human factors and has been criticised as leading to staff being treated as units of production rather than human beings

### **ii) Maslow's Theory of Hierarchy of Needs**

Maslow's theory is based on the fact that people have a hierarchy of needs and that as one is satisfied they move up to the next level. This implies when one need is satisfied it no longer acts as a sustained, effective motivator. Very simply this theory says that a happy worker is a productive worker and stressed the importance of employee welfare,

motivation and communication. It also points out to managers the need to provide development opportunities for staff frequently.

Maslow subdivided needs into the following groups which are in ascending order of importance, commencing at the lowest level. The diagram below sets out Maslow's **Hierarchy of Need**:-



The table below shows the relevance of the different needs in the workplace

NEED	RELEVANCE IN THE WORKPLACE
Physical need	Working conditions and pay systems
Safety need	Knowing who your 'boss' is; knowing what your job is; job security.
Social need	Good communications; being part of a team.
Esteem need	Being recognised, thanked and trusted.
Self Actualisation	Being able to develop new skills and fulfil potential; CPD; being able to meet new challenges.

### iii) The Hawthorne Studies – Elton Mayo

The investigation was designed to test the effect of various factors on productivity by altering working conditions. Two equal-sized groups (A and B) of female operatives were formed and studied by Elton Mayo and his colleagues over a number of years. Lighting intensity was increased with group A and, as expected, output increased in sympathy. For no apparent reason, group B also increased its output, although the lighting was unchanged.

In view of this unusual result, a whole series of experiments were conducted over a period of five years. Two voluntary female groups were formed and observed by the research workers who worked closely with the operations. All changes, which were

made regularly every few weeks, were communicated to the operatives who had the opportunity of commenting, asking for additional information, seeking advice, and airing any grievances.

The studies provided evidence to prove that factors other than pay and working conditions have a significant effect on output. This was the first major study of people at work or in human relations. It raised important questions and many lessons were learned. These include the value of effective teamwork, good and open supervisory skills and that when individuals are made to feel special and valued, their physical and intellectual performance improves.

#### iv) Herzberg's Theory of Motivation

Herzberg identified factors which can cause staff to be dissatisfied with their organisation. These include pay rate, company policies and physical working conditions. He called these **hygiene factors** and managers need to be aware of these as dissatisfaction can cause conflict.

However he also identified that the hygiene factors do not actually motivate staff to 'go the extra mile'. He believed that job satisfaction came from the job itself and that employees needed well designed jobs to provide a challenge, a sense of achievement and recognition for them.

#### v) Douglas McGregor's Theory X and Theory Y

According to McGregor, Theory X managers assume workers are lazy and irresponsible and require constant supervision and external motivation to achieve organisational goals. Theory Y managers assume employees want to work and can direct and control themselves. McGregor advocated a Theory Y perspective, suggesting that managers who encourage participation and allow opportunities for individual challenge and initiative would achieve superior performance.

The above theories provide valuable information on how managers can motivate staff.

### 22. Staff motivation (that is maintaining the interest of staff in being a good employee and 'doing a good job') is an important part of the role of any manager.

- ? Be well motivated yourself.
- ? Give your staff a challenge.
- ? Treat them with respect.
- ? Listen to them.
- ? Help them learn.
- ? Welcome difficulties as a chance to solve problems.
- ? Encourage teamwork.
- ? Be clear about what is expected.
- ? Recognise good work by giving praise and thanks.
- ? Provide job satisfaction by having well designed jobs which:
  - o Form a coherent whole.
  - o Make a significant contribution to the completion of the product or service.
  - o Provide variety of pace, method, location and skills.
  - o Provide feedback about an employee's performance.
  - o Allow for some control by staff in the timing, sequence and pace of work efforts.
  - o Give staff some responsibility for the outcome of their work.

- Provide opportunities for learning and problem solving (within the individual's competence).
- Be seen as leading towards some sort of desirable future.
- Use job enrichment which gives staff units of work to complete and makes them responsible for quality, self checking and the opportunity for them to show their abilities. It also provides immediate feedback as they are checking on themselves.
- Use job rotation so that staff undertake a range of tasks at different times and so do not become bored or stuck in a rut.

### **23. Getting it Wrong**

Low staff motivation is often found where one or more of the following are found:

#### **Low Productivity**

Low productivity can be the result of one or more of the following:

- ? Decisions appearing wrong or unnecessary.
- ? Lack of standards, or standards which don't suit the situation.
- ? Little opportunity for personal development.
- ? Lack of opportunity to make decisions affecting work.
- ? "Too many chiefs and not enough Indians" – i.e. too many people intervening and trying to affect the outcome with too few people actually doing the job.
- ? Unnecessary paperwork.

#### **Poor organisational design**

- ? Staff are not sure who is their line manager.
- ? Managers cherry pick the work they want to do.
- ? There is no logic to the structure.
- ? Poor or non existent liaison arrangements between different parts of the organisation.

#### **Poor delegation**

- ? Managers either don't delegate at all or delegate the wrong tasks.
- ? Staff are poorly briefed about what is expected and so they often 'get it wrong'.
- ? Staff are not given sufficient time or resources to complete tasks properly.
- ? There is no feedback or any word of thanks.

#### **Poor communication**

- ? Essential information always seems to be missing in emergencies.
- ? Conflicting reports arrive from various parts of the organisation.
- ? There is an overactive and unreliable "grapevine" (unofficial communication).
- ? Information received officially is often incomplete and inaccurate.

#### **Excessive conflict**

- ? Employees behave in an aggressive manner to each other beyond normal expectations.
- ? There are conflicting goals that are not aligned with objectives.
- ? Back stabbing and blame are accepted ways for dealing with situations.
- ? Managers are seen to be working against each other.

### Poor co-ordination

- ? There is a lack of teamwork .
- ? Individuals are working in isolation or out of step with each other.
- ? There are no opportunities for staff to meet and discuss problems.
- ? Managers are reluctant to discuss problems.
- ? The organisation seems to operate like a 'headless chicken', i.e. without a sense of direction or purpose.

### Weak Control

- ? There are no clearly defined work programmes and directives.
- ? Everyone is at cross-purposes – there are no well-defined priorities.

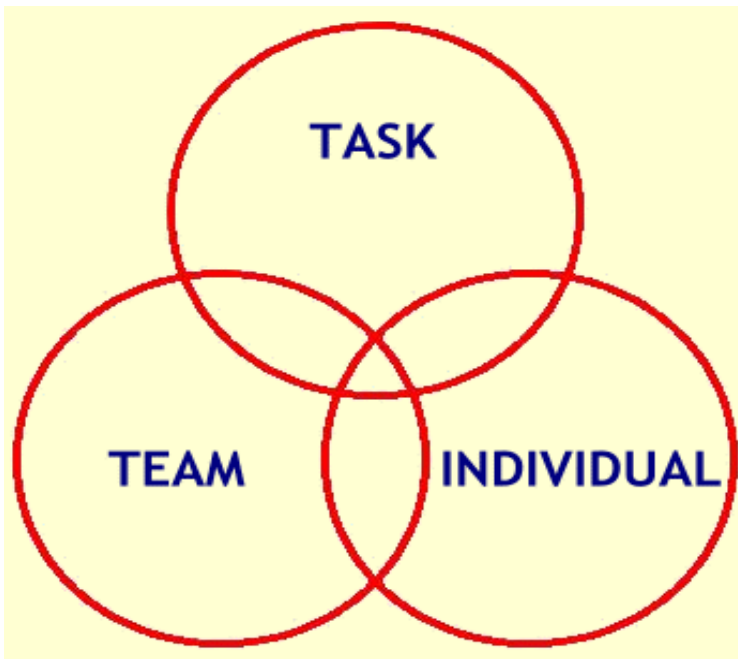
## 24. Task, Team and Group Needs

The basic work unit of most organisations is the team, which is led by a manager or team leader and consists of individual employees.

Some writers like John Adair have identified that Managers and Leaders in organisations have to do three things:

- ? Make sure the task is completed.
- ? Build and maintain effective teams.
- ? Develop individual employees.

**The Three Circles**



At any time the emphasis on each circle may vary according to circumstances. However they are all interdependent and so the leader must watch all three.

Managers need to be able to balance task, team and individual needs in order to be truly successful.

A **task** (measured in days and weeks) is a logical grouping of actions to achieve a goal. Most tasks need to be carried out by a team because they cannot be accomplished by a single employee.

Team needs have to be met, otherwise the task will suffer and the individual employees will not be satisfied.

If the needs of individual employees are not met, the team will suffer and its performance in achieving the task will be adversely affected.

#### **Leadership in relation to task, team and individual involves:**

- ? Defining the task so that members of staff know what is required.
- ? Using SMART goals (Specific, Measurable, Achievable, Realistic and Time-Constrained) to set clear objectives.
- ? Planning: making sure that more than one solution to a problem or situation is identified; making sure there are plans for contingencies and that plans are tested.
- ? Team briefings to create the right atmosphere, foster teamwork and motivate each individual.
- ? Good control systems, effective delegation and monitoring to get maximum results from minimum resources.
- ? Evaluating the performance of the organisation, managers, teams and employees.
- ? Motivating staff.
- ? Organising themselves, their team and their organisation.
- ? Setting a good example and being a role model for others.

#### **Task needs**

These have to be in place if the task is going to be completed.

- ? A series of coordinated actions.
- ? Information.
- ? Progress.
- ? Resources: such as raw materials.
- ? People: those who have the right competences and attitude.

#### **Team members' needs**

The following have to be in place if the team is going to be successful:

- ? Direction and guidance from their manager.
- ? A manager who has good team building skills.
- ? Clear team objectives.
- ? Clear standards.
- ? The opportunity to put forward improvement ideas.
- ? Clear information about what the task actually is.
- ? A clear plan.
- ? Knowing what resources are available.
- ? Information to do their work effectively.
- ? Real-time information - so that decisions are timely and relate directly to what team members are doing.
- ? A "to do" list of all their actions.
- ? To be notified of any changes likely to affect them.
- ? Knowing how they contribute to the overall organisation and departmental objectives.

#### **Individual Needs**

The following have to be in place for the employee to feel motivated:

- ? A sense of personal achievement from what they do and the contribution it makes to the team and the organisation as a whole.
- ? A well designed and challenging job which "stretches" individuals.
- ? The opportunity to develop new skills.

- ? A working environment which is free from conflict.
- ? The feeling that they are fairly treated.
- ? Recognition for 'a job well done'.
- ? Control of areas of work for which they are accountable.
- ? Sense that they are progressing in terms of experience and ability.

### **Delegation.**

Delegation is the handing over of tasks to appropriate subordinates, whilst still retaining overall responsibility for the work which is produced.

### **Factors which influence delegation:**

- ? The degree to which managers are under pressure as a result of the volume or complexity of work they face.
- ? The degree to which a manager feels able to handle the risks associated with delegation.
- ? The capabilities and experience of the members of staff to whom tasks will be delegated.
- ? The benefit to staff from being given increased responsibilities.
- ? The degree of cost involved in the work to be delegated (financial cost, reputation etc).
- ? The amount of help available to the subordinate from colleagues.
- ? How much delegation will contribute to an employee's development plan.

### **Successful delegation happens when:**

- ? The right tasks are delegated.
- ? Delegation is an accepted practice within the organisation.
- ? Staff are properly briefed and are clear about what is expected of them.
- ? Staff are given sufficient time to settle in.
- ? Staff are given the resources they need.
- ? At the end of the period of delegation staff are given feedback.
- ? Staff are thanked.
- ? Staff feel able to approach their manager for guidance.

### **Unsuccessful delegation happens when:**

- ? The delegation is poorly planned.
- ? Staff are not properly briefed.
- ? Staff are not given the resources they need to carry out the tasks.
- ? Staff do not have the right skills or experience, particularly if the work is very complex or highly technical.

### **Why delegation might not be used:**

- ? Managers are reluctant to lose control.
- ? Managers are unable to see the need to delegate.
- ? Managers are afraid that someone else may do the job better than they do.
- ? Staff do not have the right skills to discharge responsibilities at a higher level.
- ? The complexity of the work involved.
- ? Work which needs to be carried out only by highly skilled and experienced staff.

## **24. Leadership**

The term **command** is often found in uniformed services and can be defined as the authority a commander exercises over subordinates by virtue of rank. Command

includes the authority and responsibility for using effectively the resources available and for planning, organising, directing, coordinating, and controlling. Authority is invested in an individual, which gives them control over people and resources.

It is a style of leadership which is seen as being appropriate in fire ground or incident situations. In terms of the day to day management of organisations the emphasis is on the use of leadership and management skills.

**An effective leader has to:**

- ? Make decisions.
- ? Communicate decisions in a way in which they will be understood.
- ? Supervise performance to achieve the required standard of work.

**25. Different Leadership Styles**

The term **leadership style** is used to describe the way in which manager within an organisation relates to staff. A number of different leadership styles have been identified by writers on the subject. The style which is chosen can have a great influence on how well or how badly managers do their job and the respect, or otherwise, that staff have for them. Sometimes the style managers use varies according to the situation in which they find themselves: an understanding of the different styles is therefore important.

**Autocratic style of leadership**

The style is characterised by a leader who exerts a high level of authority over staff. People are given few opportunities to contribute ideas and suggestions and often staff resent this and it stifles their creativity, the development of good team spirit and prevents them from using the benefit of their experience. However it can be an appropriate style for very routine jobs or where there is a large number of new and inexperienced staff, who need to be closely supervised until they become more proficient.

As a permanent leadership style it can lead to high levels of absenteeism and staff turnover.

**Bureaucratic style of leadership**

This style describes leaders who work “by the book”, ensuring that their staff follow procedures rigidly. Whilst it is an appropriate style for work involving serious safety risks (such as working with machinery, with toxic substances or at heights) or where large sums of money are involved (such as cash-handling), in other work situations it can demoralise staff because of the inflexibility and it can prevent the organisation from adapting to new circumstances.

**Charismatic style of leadership.**

One of the main features of charismatic leaders is their personality which can create great enthusiasm amongst staff. However because their style is rooted in their personality, and the commitment of the staff is to them personally, organisations can find themselves in great difficulties when they leave. There is a view that such leaders believe more in themselves than their team(s).

**Democratic or participative style of leadership**

Whilst this type of leader will make the final decision, he or she invites other members of the team to contribute to the decision-making process. This increases job satisfaction because staff feel involved, team members know “what’s going on”, and people’s skills

are developed. As employees and team members feel more in control of their own destiny, they are often motivated to work hard by more than just a financial reward. Participation takes time, so this style can lead to things happening more slowly than an autocratic approach, but often the end result will be better. As a style it can produce the best results where team working is essential, and where quality rather than speed is more critical to the market or productivity.

#### **Laissez-faire style of leadership.**

This French phrase means “leave it be”. It is used to describe a leader who leaves his or her colleagues to get on with their own work. As a style it can be effective if the leader monitors what is being achieved and communicates this back to his or her team regularly. It is a style often found with teams where the members are very experienced and skilled self-starters. However it can also apply in situations where managers are not exerting sufficient control and as a style it is likely to be less successful with teams consisting of new and inexperienced staff.

#### **People-oriented style of leadership.**

With this type of leadership the emphasis is on organising, supporting and developing the people in the leader’s team. It is a participative style and as such tends to lead to good teamwork and creativity amongst team members. But if taken to extremes, it can lead to failure to achieve the team’s goals.

#### **Task-oriented style of leadership.**

Task-oriented leaders focus only on getting the job done, and they can be quite autocratic. They define the work required precisely, putting structures in place, planning, organising and monitoring their teams accordingly. Unfortunately they spare little thought for the well-being of their teams. This leadership style therefore has the same disadvantages as autocratic model. However the approach can be beneficial with inexperienced staff who have to work to very tight deadlines, and where there is no room for error.

In practice, most leaders use a mixture of task-oriented and people-oriented styles of leadership.

#### **Transactional style of leadership.**

This style of leadership is based on the belief that team members agree to obey their leader totally when they take a job on. The “transaction” is (usually) that the organisation pays staff in return for their effort and compliance. This also means that the leader has the right to “punish” team members if their work fails meet the pre-determined standard. Team members often find there may be little they can do to improve their job satisfaction. Sometimes they have some control over the work through productivity incentives. As a leadership style it has serious limitations where knowledge-based or creative work is involved.

#### **Transformational Leadership**

This style is one where a leader inspires his or her team with a shared vision of the future. Transformational leaders are highly visible, and place great emphasis on communicating with staff. They don’t always lead from the front, as they tend to delegate responsibility amongst their teams. While they have great enthusiasm, they often need to be supported by people who have an eye for the detail of policy. Both transactional and transformational leadership are needed within an organisation. The transactional leaders ensure that routine work is done reliably, while the transformational

leaders look for initiatives that will add new value to the organisation. In the private sector these new initiatives will help ensure its survival.

### **Situational style of leadership. (Where situation influences style)**

A good leader will switch instinctively between styles according to the people and work involved. This is referred to as “situational leadership”. It is based on the belief that there is no one “right” way to lead or manage that suits all situations. At any one point in time the most effective approach will depend on a number of the following factors:

- ? The skill levels and experience of the team.
- ? The work involved (routine, new or creative).
- ? The organisational environment (stable, conservative, traditional, radically changing, fighting for survival or adventurous).
- ? The preferred style of the manager.

Can you identify your own manager’s particular leadership style? How do you ‘rate’ your own managers as leaders?

## **26. Counselling**

Practically all managers and supervisors are responsible for ensuring that staff under their control ‘do a good job’. Circumstances can occur where employees’ performance is not acceptable and whilst all organisations will have some sort of disciplinary procedure, the first step is usually for the manager to undertake confidential informal counselling with employees to find out why they are not achieving the task to the required standard. This may be because of lack of knowledge; lack of abilities; being unclear about their role; lack of the right sort of equipment; difficulties in adapting to changes within the workplace or personal problems.

Some organisations also provide counselling services for employees which are provided by trained counselling staff. This is on the basis that they can help employees resolve work related and personal problems.

Counselling can be used to help employees resolve:

- ? Personal difficulties.
- ? Family problems.
- ? Financial problems.
- ? Drug and/or alcohol problems.
- ? Ways of coping with stress, depression or anxiety.
- ? Relationship issues.

## **27. Discipline**

Members of staff in practically all organisations understand that they are expected to behave appropriately and it is part of the role of supervisors and managers to provide guidance to staff to encourage them to meet the required standards of work and conduct. The purpose of **disciplinary procedures** is to ensure that where problems arise which have not been overcome through informal guidance from line managers, staff are dealt with fairly in a formal procedure. Action which leads to disciplinary procedures involves poor performance, absenteeism, conflict with other staff, and disobeying the line manager.

**The main features of a good disciplinary procedure are:**

- ? It should be written down and staff should be aware the details of the procedure.

- ? It should provide a speedy way of dealing with disciplinary problems.
  - ? It should make clear the rights and responsibilities of all concerned.
  - ? It should ensure that cases are fully investigated.
  - ? It must let employees state their case and be accompanied.
  - ? It must ensure that employees are made aware of why disciplinary action was taken against them.
  - ? It must ensure that there is a right of appeal
- In some countries, **legislation** sets out the rights of employees when action is to be taken by employers.

Given below is typical example of the stages of a **disciplinary procedure**:-

#### **Purpose and scope:**

The purpose of a disciplinary procedure is to help and encourage all employees to achieve and maintain standards of conduct, attendance and job performance. This procedure is to apply to all employees. The aim of the procedure is to ensure consistent and fair treatment for all in the organisation.

#### **Principles usually found in a disciplinary procedure:**

- ✍ Disciplinary action will only be taken against an employee after the case has been fully investigated.
- ✍ At every stage in the procedure, employees will be informed of the nature of the complaint against them and they will have the right to state their case before any decision is made.
- ✍ The employee will have the right to be accompanied by a trade union representative (or colleague,) at all stages in the procedure.
- ✍ No employee will be dismissed for a first breach of discipline except in the case of gross misconduct, when the penalty will be dismissal without notice or payment in lieu of notice.
- ✍ Employees have the right to appeal against any discipline imposed.

#### **The Procedure**

The actual procedure usually has a number of stages to cope with situations where the employees do not improve. Each stage usually has a specific time scale, for example:

Stage 1 – verbal warning improvement note: unsatisfactory performance

Stage 2 – first written warning

Stage 3 – final written warning

However **gross misconduct** can often lead to instant dismissal.

#### **Appeals**

An employee who wishes to appeal against a disciplinary decision must do so within a specified period of time.

### **28. Health and Safety at Work**

Management of health and safety is a process which needs to be led and directed by senior management. Senior managers have a direct impact on the attitudes and

behaviours of other managers and staff. It is essential that senior managers demonstrate that health and safety is a key priority of their business.

**In order to achieve this it is necessary to accomplish the following:**

- ? Ensure that health and safety is established as a key business priority.
- ? Ensure senior management commitment to legal compliance is visible, i.e. demonstrated to employees.
- ? Involve senior management in the operational monitoring of performance standards
- ? Develop a relationship of trust with staff.
- ? Encourage co-operation between management and workers.
- ? Provide resources for managers (time, money and trained staff) to implement, maintain and manage health and safety performance.
- ? Measure the senior management's achievement of key performance indicators.

Many countries have legislation which sets out the responsibilities of employers and employees with regard to health and safety at work.

**Employers' duties**

To prevent workplace injuries and ill health, employers are expected to:

- ? Provide and maintain a safe workplace which uses safe plant and equipment.
- ? Prevent harm from the use of any equipment or substance and from exposure to harmful substances, noise and vibration.
- ? Ensure there is no improper conduct or behaviour which is likely to put the safety, health and welfare of employees at risk.
- ? Ensure that instruction and training is provided to employees about health and safety.
- ? Ensure that protective clothing and equipment is provided to employees.
- ? Ensure that employees are not subject to workplace stress caused by excessive workloads, bullying or harassment.
- ? Appoint a competent person as the organisation's safety officer.

**Employees' duties**

To prevent workplace injuries and ill health employees are expected to:

- ? Take reasonable care to protect the health and safety of themselves and of other people in the workplace.
- ? Make sure they do not engage in improper behaviour that will endanger themselves or others.
- ? Make sure they are not under the influence of drink or drugs in the workplace.
- ? Undergo any reasonable medical or other assessment if requested to do so by the employer.
- ? Report any defects in the place of work or its equipment which may be a danger to health and safety.

**Risk assessment and safety statement.**

As part of ensuring the health and safety of employees, employers should carry out a risk assessment for the workplace. The purpose of this is to identify any hazards present in the workplace, assess the risks from such hazards and identify the steps to be taken to deal with these identified risks. A hazard is something with the potential to cause harm: hazards may be physical, chemical, biological, ergonomic or psychological. For example:

- ? Water on a staircase is a hazard because you could slip on it, fall and hurt yourself.

? Loud noise is a hazard because it can cause hearing loss.

? Breathing in asbestos dust is a hazard because it causes cancer.

A risk is the likelihood that a hazard will actually cause its adverse effects, together with a measure of the effect. Once it has identified the hazard, an organisation can assess the likelihood of a risk and give it a rating. If the risk seems highly likely then ways of removing it or reducing it should be identified.

Where health and safety legislation is in place, the ALARP principle of risks is applied: the acronym "ALARP" stands for "as low as reasonably practicable". For a risk to be ALARP it must be possible to demonstrate that the cost involved in reducing the risk further would be grossly disproportionate to the benefit gained. The ALARP principle arises from the fact that infinite time, effort and money could be spent on the attempt of reducing a risk to zero.

### **Risk assessment involves a number of steps:**

Step 1 – Identify the hazards.

Step 2 – Decide who might be harmed and how.

Step 3 – Evaluate the risks and decide on precautions.

Step 4 – Record the findings and implement them.

Step 5 – Review the assessment and update if necessary.

The employer should prepare a safety statement which is based on the risk assessment. The statement will contain the details of people in the workforce who are responsible for safety issues. Employees should be given access to this statement and employers should review it on a regular basis.

### ***Safe Person Concept***

An important part of health and safety, particularly within organisations such as fire and rescue services, is the ***safe person concept***.

The principle underlying this concept is that in view of the unpredictable and hazardous nature of the fire-ground environment, support systems should be developed to ensure the safety of individuals whilst still enabling them to react flexibly to unforeseen or changing situations. Support systems encompass the following: safe systems of work; training; equipment; information; personal protective equipment. Together, these result in a 'safe person' rather than a safe working environment which (with operational incidents,) it could be impossible to provide. ***Safe persons*** follow safe practices whereby they (rather than the environment,) control the risks.

### **Protective equipment and measures.**

The employer should tell employees about any risks which require wearing protective clothing or other equipment. The employer should provide protective equipment (such as clothing, headgear, footwear, eyewear, gloves etc,) together with training on how to use it where necessary. The protective equipment should be provided free of charge to employees.

All employees must take reasonable care of their own safety and must undertake to use any protective equipment supplied.

### **Reporting accidents**

All accidents or 'near misses' in the workplace should be reported to the employer, who should record the details of the incident and use the information to improve workplace practices.

A near miss is an unplanned event that did not result in injury, illness, or damage but had the potential to do so. Only a fortunate break in the chain of events prevented an

injury, fatality or damage. It is therefore important that they are recorded and investigated. Although human error is common in initiating events, a faulty process or system invariably permits or compounds the harm, and consequently it should be the focus of improvement.

**Ways in which managers can encourage a positive attitude to health and safety:**

- ? Setting a good example
- ? Making sure staff are aware of their responsibilities
- ? Taking action where staff are behaving irresponsibly.
- ? Giving praise and reward for good practice
- ? Ensuring staff have the right equipment and know how to use it safely
- ? Training staff in the correct techniques and procedures.
- ? Ensuring that safety equipment is comfortable to aware
- ? Keeping staff aware of any changes to safety procedures.

**Health and Safety issues can arise where:**

- ? Inadequate training schemes are in place to address necessary staff training.
- ? The operation of plant is carried out incorrectly due to poor staff skills.
- ? The maintenance of plant is carried out incorrectly due to poor staff skills.
- ? Staff are unable to recognize hazardous situations.
- ? Incompetent staff operate hazardous processes.

**29. Training Needs.**

The purpose of training is to help employees maintain and develop existing skills or gain new skills. Training relates to particular skills which are needed within an organisation for it to operate successfully.

The training needs of an organisation will depend upon the type of organisation, i.e. private or public sector, and the type of product or services provided by the organisation. Training needs are normally determined by a **training needs analysis** and training provision should be based on the accurate identification of learning needs.

A **training needs analysis** is designed to help an organisation identify the precise areas where training is required. It can be undertaken at different levels within an organisation, for the organisation as a whole, for a specific department or for an individual.

**Training needs analyses take into account the following items:**

- ? The knowledge and skills or competences needed by staff for them to carry out the job. (Normally new employees will have only been appointed if they have the necessary skills. However in fire and rescue services, new recruits will need to be taught a whole range of skills and how to develop team spirit.)
- ? The equipment, tools, machinery or software they use.
- ? Their competency (skill) level in relation to tools, machinery or software.

**Results of staff appraisal interviews.**

Any major changes which are to be introduced which will have a 'knock on' effect for staff within their jobs. This can involve identifying:

- ? The skills needed to carry out the new job or role.
- ? The existing skills employees already possess.
- ? The gap between the existing skills and those now needed.
- ? The organisation's **Induction Policy**.

**The benefits of identifying and meeting training needs are as follows:**

- ? Unless the right staff with the right skills are available, an organisation may struggle to implement strategies and achieve targets.
- ? Enabling training needs to be prioritised, based on the needs of the organisation.
- ? Proper induction can help a new starter settle in more quickly and become aware of policies and procedures as well as the climate or culture of 'the way we do things around here'.
- ? Well-planned training can be an effective retention strategy to keep key staff in post.
- ? Providing effective training for staff can have an immediate impact on the services provided to customers, the attitude of staff, and to help an organisation prepare for future changes.
- ? Ensuring that staff are aware of health and safety factors.
- ? Recognising that each employee has different styles of learning, which can help ensure that the most effective type of training is provided, thus making best use of the available funds.

**The planning of training sessions involves:**

- ? Identifying the best way of providing the training. For example, can it be done as part of the employees' jobs in the workplace (or **on the job training**)? In a fire and rescue service this could involve using drills; giving guidance during the course of an incident; incident debriefing or delegating work tasks.
- ? Much training takes place this way. However sometimes a formal course might be better.
- ? Identifying the objectives of the training so that staff know what they will be able to achieve at the end of it.
- ? Ensuring that the required resources will be available.

**Training aids**

All managers (from front line supervisors and above,) are required to provide training for the staff within their teams.

**This involves the following:**

- ? Planning the content of a training session.
- ? Selecting and using appropriate training methods.
- ? Deciding if training sessions can be improved by the use of appropriate training aids.
- ? Actually running the session.
- ? Gaining feedback and reviewing.

Training aids amplify and reinforce what has been said by something visual or tangible. The message they deliver is possibly remembered better than it would be without them. Visual or practical reinforcement of information improves the trainers' chances of getting their message across. The best training aids are those which are clear, have impact, are easily remembered and do not distract from what is being said.

In order to understand why training aids are useful, it is important to understand the way in which people learn. It is often said that:

***What I hear ... I forget.***

***What I see... I remember***

***What I do... I know***

In deciding whether or not training aids are likely to be useful the trainer has to decide:

- ✍ What is the best way of supporting what I have to say?
- ✍ What will make the message more memorable?

Given below are some examples of training aids:-

- ✍ Support materials.
- ✍ Handouts.
- ✍ Exercises.
- ✍ Workbooks and manuals.
- ✍ Visual aids.
- ✍ PowerPoint presentations.
- ✍ DVDs.
- ✍ Working models.
- ✍ Involving the delegates or team members.
- ✍ Questions.
- ✍ Exercises.
- ✍ Quizzes.
- ✍ Case studies.
- ✍ Discussions - setting up and leading.
- ✍ Running exercises - splitting into groups.

### **30. Exercise Plans**

Emergency services such as fire and rescue services are expected to be fully prepared for a wide range of emergencies. An important part of being prepared is the development, practice and testing of emergency plans through exercises. These can range from simple situations to major civil emergencies. An exercise is a simulation of an emergency situation.

#### **The purposes of exercises:**

- ? To validate plans and ensure that they are actually workable because 'everything works on paper'. Without exercises there could be false confidence placed in a written plan.
- ? To check that staff can actually operate effectively in their roles.
- ? To develop staff competencies and give staff practice in carrying out their roles in the plans.
- ? To test well-established procedures.
- ? To build morale and team spirit, especially where a number of different organisations are involved.
- ? To enable debriefing to take place, so that problems can be highlighted and dealt with.

#### **Types of exercises**

There are three main types of exercise:

- ? Discussion-based.
- ? Table top.
- ? Live.
- ? A fourth category combines elements of the three types listed above.

The choice of which one to use depends on the purpose of each exercise. It is also a question of lead-in time and available resources.

**Discussion-based exercises** are cheapest to run and easiest to prepare. They can be used as a 'talk-through' of how to finalise the plan. More often, they are based on a completed plan and are used to develop awareness about the plan through discussion. Because of this they are often used for training purposes.

**Table top exercises** are based on simulation, not necessarily literally around a table top. Usually, they involve a realistic scenario and a specific amount of time, which may be real time or may speed time up. The staff involved are expected to know the contents of the plan and they are invited to test how the plan works as the scenario unfolds. They are very useful for validation purposes, particularly for exploring weaknesses in procedures. Table-top exercises are relatively cheap to run, except in the use of staff time, but they require careful preparation.

**Live exercises** are a live rehearsal for implementing a plan. They are particularly useful for testing logistics, communications and physical capabilities. They can also make very good training events from the point of view of experiential learning, helping staff develop confidence in their skills and providing experience of what it would be like to use the plan's procedures in a real event. Live exercises can be expensive to set up on the day and need intensive preparation.

In developing an **exercise plan** it is important to:

- ? Identify the actual purpose of the plan.
- ? Identify the resources which will be needed.
- ? Identify the roles and responsibilities which individual employees will have.
- ? Determine the specific goals and milestones.
- ? List the tasks to be performed, by whom and by which deadline.
- ? Determine how problem areas will be resolved.
- ? Identify when and how debriefing will take place.

The member of staff developing the plan for the exercise and running the exercise will need to:

- ? Know how to access, interpret and provide relevant information.
- ? Be aware of organisational policies, aims and objectives, as well as the sources and availability of information.
- ? Develop objectives through risk assessment.
- ? Collect, collate and confirm information relevant to the known and anticipated risks to people, property and the environment.
- ? Plan action to lead and support the staff response to the incident.
- ? Determine initial action against available resources, using a realistic assessment of their suitability for operational use.
- ? Ensure that the action plan provides sufficient flexibility to meet the known and anticipated needs of the incident.
- ? Determine how to apply practices that maximise the health, safety and welfare of themselves and others during the exercise.
- ? Know how to communicate clearly and effectively with the range of people involved.
- ? Know how to solve problems, make decisions and plan for contingencies.
- ? Be aware of the capabilities and limitations of personal and operational equipment.
- ? Make appropriate adjustments to the plan based on an initial assessment of the incident.
- ? Deploy resources to meet priority needs.
- ? Re-deploy resources to meet the changing priorities of the incident.

? Operate within the agreed levels of responsibility and authority.