

**INSTITUTION OF FIRE ENGINEERS
YOUNG PROFESSIONALS NETWORK
EXAMINATION ASSISTANCE**



MANAGEMENT AND ADMINISTRATION

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**This resource booklet has been prepared for candidates studying the
examination syllabus for the IFE Level 3 Certificate Paper 4 in
Management and Administration.**

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IFE Level 3 Certificate 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 Examination - Management and Administration in Fire and Rescue Services: (R/502/3110)

It has been prepared for both the multi choice questions and those requiring a written answer.

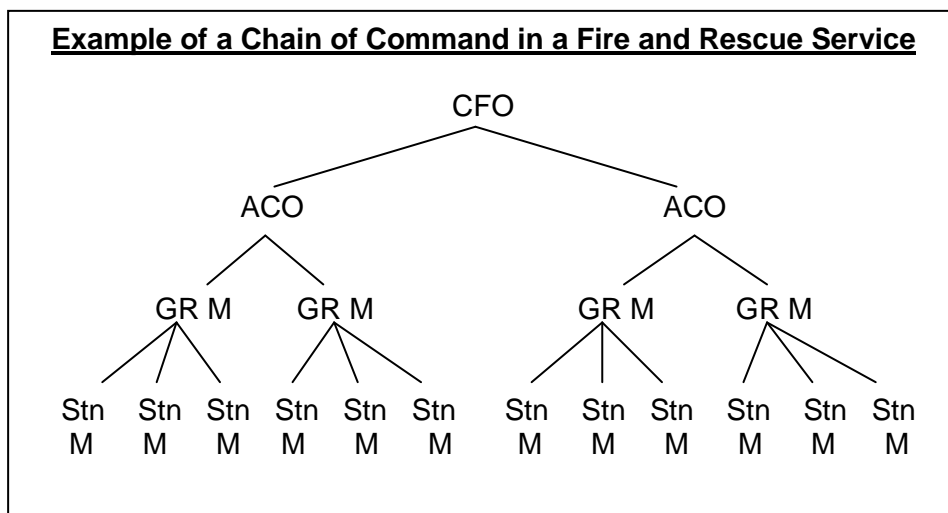
It does NOT cover the following topics:-
Equal Opportunities.
Total Quality Management.

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

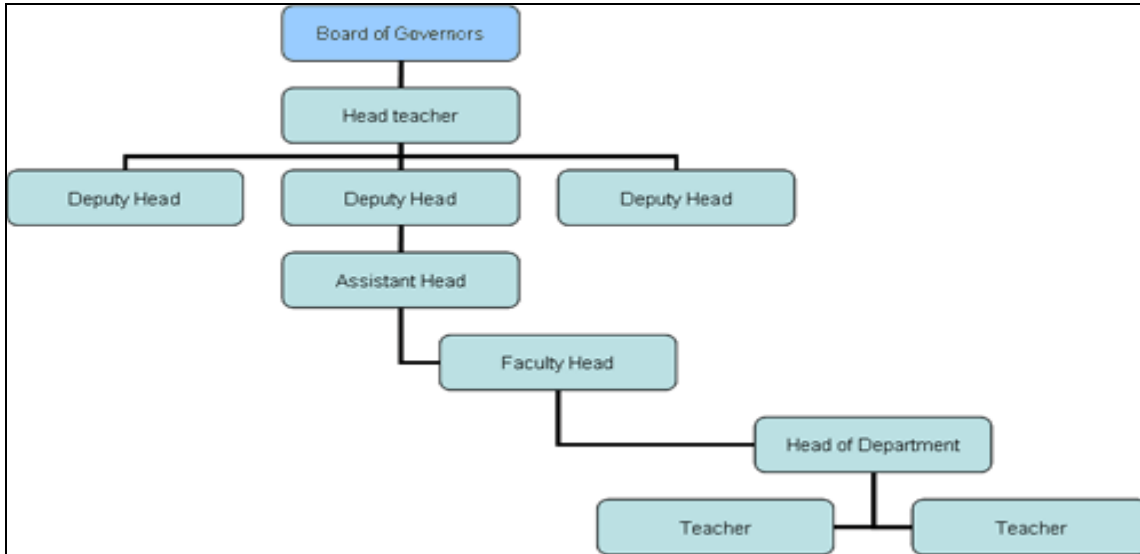
1. CHAIN OF COMMAND

In both public and private sector organisations, the term 'Chain of Command' refers to the hierarchical 'path' down which orders and decisions are communicated at the top of the organisation down to 'shop floor' or front line workers.(It is also the route via which information goes from the front lines 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 will be from the Board of Directors of a company. In say a Fire and Rescue Service, this will be from the Chief Fire Officer who is responsible for running the organisation, to fire fighters who provide the front line service.



The diagram below shows a 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 Head as their 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.
- It is less likely for there to be a misinterpretation of communication.
- Can help relationships between managers and staff, because front line staff are able to interact more easily with more senior staff.
- Senior staff can more easily see their decisions being implemented by workers below them.

Some organisations can have a long chain of command, others much shorter ones. Think about the different levels in your own organization.

2. ORGANISATIONAL CHARTS

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 staff to whom they are responsible on a day to day basis and therefore the reporting lines within an organisation. 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 and over time, 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.

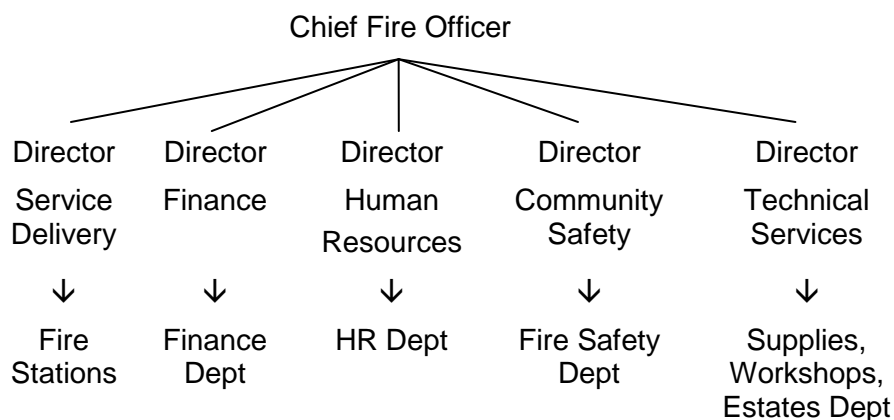
Can you think of any major changes which have happened in your organisation and why they happened?

3. REPORTING RELATIONSHIPS

The Chain of Command and organisational structure charts also sets out *Reporting Relationships* so that staff are clear about who their boss is. In doing so they also set out lines of communication which need to be followed. This helps to ensure that information reaches the right person within the organisation, that staff are aware of who to approach if they encounter problems, and who is responsible for providing them with guidance so that they are not being supervised by a whole range of people, all with slightly different approaches and their time is not 'high jacked' by managers in different parts of the organisation. Where this does happen, it can mean that members of staff do not have the time to carry out their actual job.

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 split 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 often common to find Research and Development Departments and Marketing Departments. Think about the structure of your own organisation.

Within *Functional Departments* communication usually happens first within that department if information or project work is needed from another department, a request is transmitted up to the department head, who then communicates the request to the other department head.

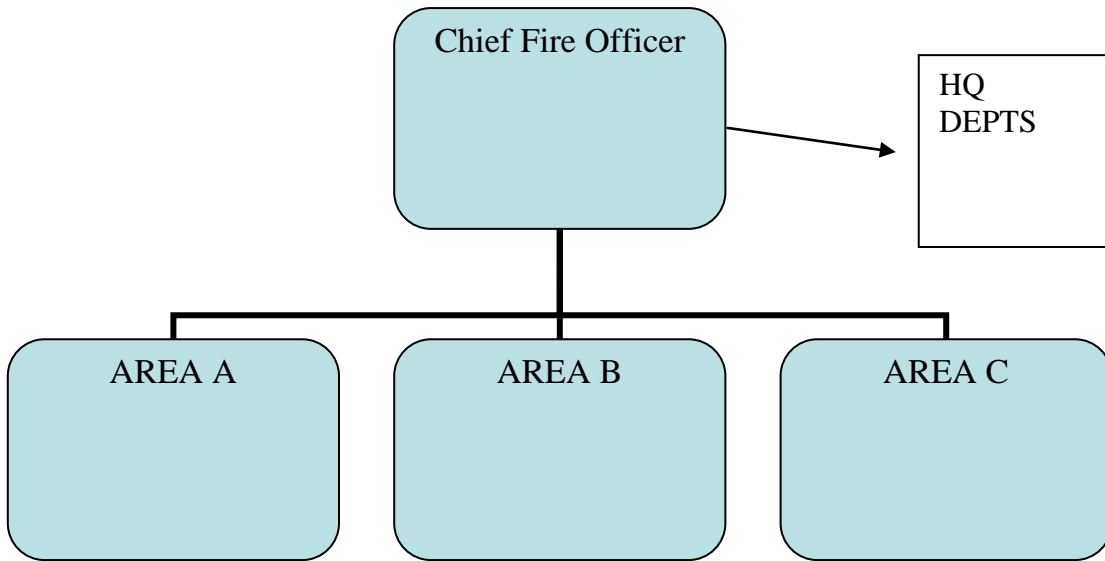
Functional Departments are sometimes described as 'silos' because staff can concentrate solely on their own particular needs and fail to see the 'big picture' of the whole organisation and, the effect decisions taken in their particular area can have on other parts of the organisation. To prevent this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

The type of work carried out by a human resource department as detailed below is an example of a *Functional Department*.

- 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.
- Advising and supporting line managers with Personnel issues.
- Development of Personnel Policies e.g. Equal opportunities, discipline and grievance, bullying and harassment, performance appraisal.

5. GEOGRAPHICAL STRUCTURES

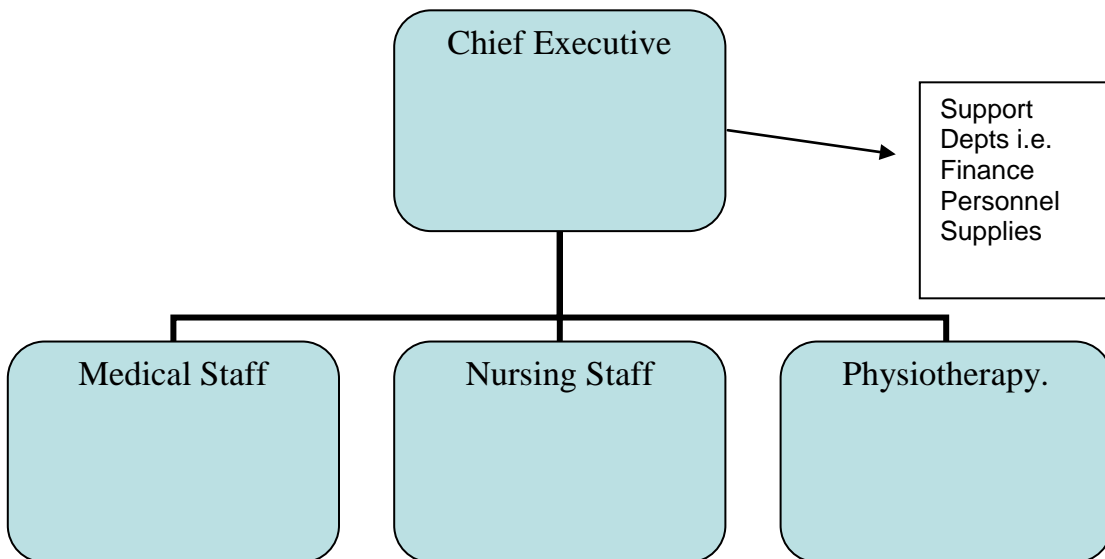
Some organisations also operate on a *geographical structure* with a senior manager being responsible for a particular area of operation. Many UK Fire and Rescue Services operate on the basis of areas which are often based on the boundaries of the Local Authority Areas they serve. The diagram below illustrates a *Geographical Structure*.



6. PRODUCT STRUCTURE

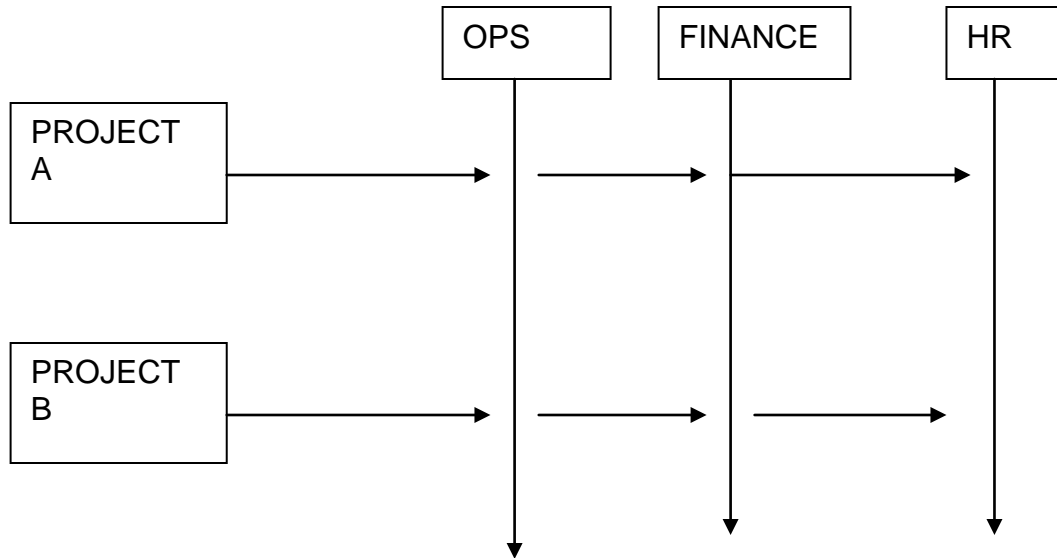
Other organisations operate on the basis of divisions, which will be based on particular **products or services**. In hospitals, there will be different Chains of Command for Doctors, Nurses and Support Services such as Radiology and Physiotherapy.

This is illustrated in the Diagram below.



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 to both their normal line manager, but also 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. 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 other people. Managers perform the same type of job activities, however the time spent on each activity and the importance given to each will differ considerably depending on a manager's 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. Ensuring that staff has 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; other managers write methods and procedures; still others serve as instructors.

Controlling: This consists of measuring results and comparing them with those which were intended. This is an integral part of controlling daily activities, and these results often 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 needs to be done and when, checking on progress and motivating staff.

Communication

Direct Supervision also involves communicating effectively with staff. This requires managers to have a positive approach, provide information clearly to staff and make sure that they have understood what is being asked of them.

It is also very important for communication to be 'two way', and employees should not only have to listen, but always have a chance to ask and be encouraged to ask questions, discuss and express own ideas and put their ideas forward. Employee's views should always be received with courtesy, 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.

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 organisation, 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 can also be used to describe an employees 'boss' or line manager.

In this part of the booklet we are using the phrase to mean an employee's boss, and an employee's line manager is seen as having an important role 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, what 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 that post, which will provide 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.
- Giving guidance during the process of day to day supervision.
- Using Formal Appraisal interviews to provide employees with information on how well they are contributing to the aims of the organisation.
- Explaining policies and procedures which set out how tasks are to be carried out and how staff are expected to behave towards one another.

If an employee is 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, the first line manager is the first part of an organisation's management system with which an employee comes into contact, they therefore have a very influential role and can be an important role model or otherwise.

12. RESPONSIBILITIES AND RELATIONSHIPS

Within any organisation all members of staff have particular responsibilities which they must meet.

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

Responsibilities of Top-level Managers: -

- Have extensive knowledge of management roles and skills.
- Be very aware of external factors such as markets and Government Policy.
- Make strategic decisions about the long-term future of the organisation.
- Identify the need for major organisational changes and restructurings.
- Use detailed information and data for decision making.
- Control budgets for very large amounts of money (millions rather than thousands), and identify and mitigate corporate risks.
- Be responsible for the operation of a number of different parts of an organisation and lead and manage departmental heads.
- Work in cooperation with other senior managers and other partners.
- Achieve synergy and develop the culture of the organisation.
- Meet any occupational standards laid down by the industry/organisation.

Responsibilities of Middle Managers: -

- Have a specialised understanding of a specific part of the organisation.
- Lead and manage the staff in their department and promote health and safety.
- Carry out the decisions made by top-level management.
- Set performance targets to meet organisational and departmental objectives.
- Make operational decisions based on the role of their department using departmental data.
- Make medium term decisions.
- Provide performance information to Senior Managers.
- Work in cooperation with other Middle Managers and other partners.
- Control a Department Budget.
- Meet any occupational standards, laid down by the industry/organisation.

Responsibilities of Junior Managers and First Line Supervisors: -

(These members of staff directly supervise front line staff or basic grade staff within an organisation)

- Build teams and encourage commitment and creativity.
- Motivate team members to perform in the workplace.
- Manage conflict in the workplace.
- Induct new staff into the workplace.
- Follow organisational and departmental procedures and policies.
- Plan day to day work efficiently.
- Manage and promote health and safety at work.
- Work with costs and budgets.
- Work to meet performance objectives.

- Break departmental targets down to team and individual staff targets.
- Provide information to the Departmental Manager.
- Manage the efficient use of materials.
- Manage the effective use of equipment.
- Meet any occupational standards laid down by the industry/organisation.

Responsibilities of Front Line Staff: -

- Work to the requirements of their job description and the instructions of their supervisor.
- Meet any occupational standards laid down by the industry/organisation.

13. OBJECTIVES

An objective describes what is to be accomplished. Objectives and goals describe what the organisation, departments, teams and individuals are expected to achieve. The reason for using objectives is 'if you don't know where you are going, how will you know when you get there'.

Corporate level objectives/Strategic objectives (Top Management Level) are based upon the organisation's mission, core values and strategic plan. Every organisation has a purpose and the management strategy developed by the 'top team' aims to provide the direction an organisation needs to take to fulfill 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 on the lines of: -

- Reduce loss of life 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 local heritage.
- Provide a safe, healthy, competent and representative workforce.
- Support the wider agenda of community cohesion.
- Provide a better value for money service.

The 3E's of economy, efficiency and effectiveness

In the public sector organisations are expected to have the objective of achieving Value for Money via the 3E's of economy, efficiency and effectiveness.

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

An example of each of the E's 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 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, develop new products and services to stay ahead of competitors or maybe to grow and expand their share of the business.

Departmental level of objectives

These are related to the contribution to which the Department is expected to make to the high level corporate objectives and the targets to be achieved by the department. Plans for different parties 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 to be measured.

The departmental objectives will be rooted in the type of organisation i.e. public or private and the type of industry.

Team level objectives

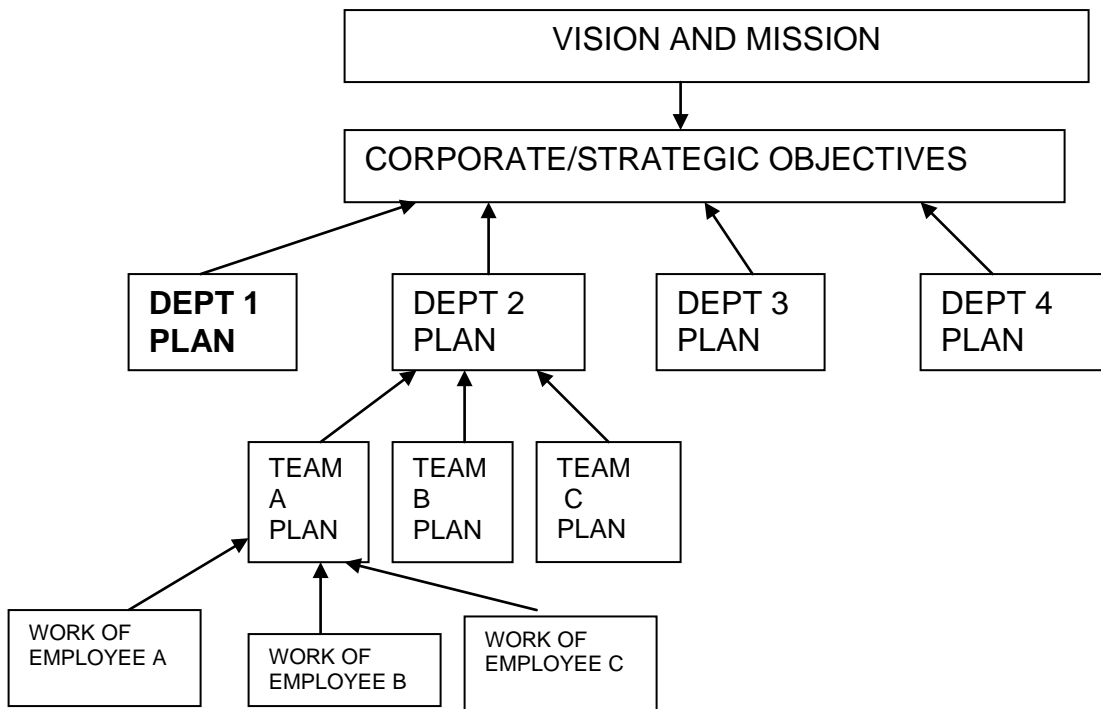
These are specifically related to the purpose of the team and what it is expected to achieve. First line managers are often responsible for implementing a specific part of their Departmental Plan. Again these will depend upon the type of organisation and the type of industry it operates within.

Individual level objectives

These refer to the areas which make up an employees job, 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 competences. The requirements placed on staff will also depend on the type of organisation and the industry in which they work.

The diagram below shows how the work of individual employees contributes to the achievement of team plans, how Team Plans contribute to the achievement of Departmental Plans and how Departmental Plans contribute to the achievement of the

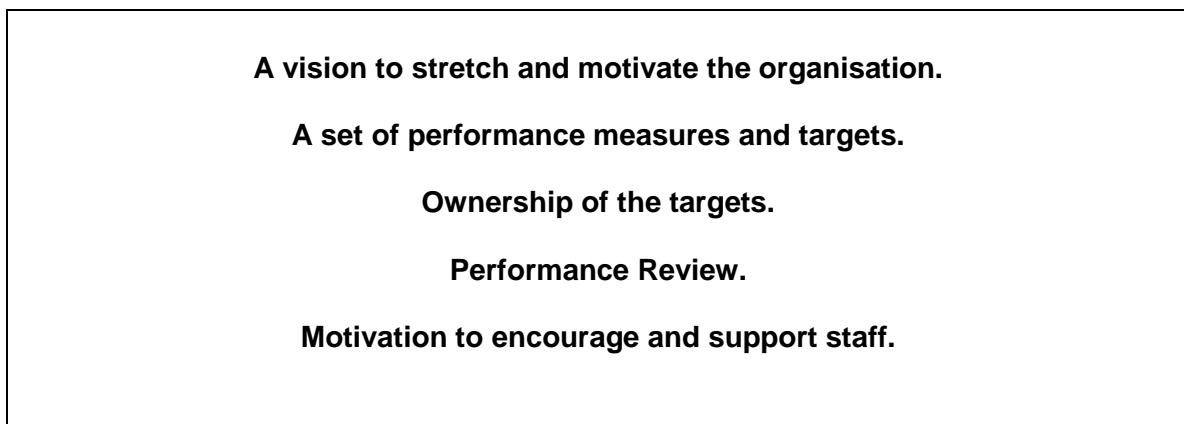
organisation's Corporate/Strategic Objectives which are based on the Vision and Mission.



The setting of objectives is part of the *Performance Management Process*

14. PERFORMANCE MANAGEMENT

The 'building blocks' of *Performance Management* are set out below.

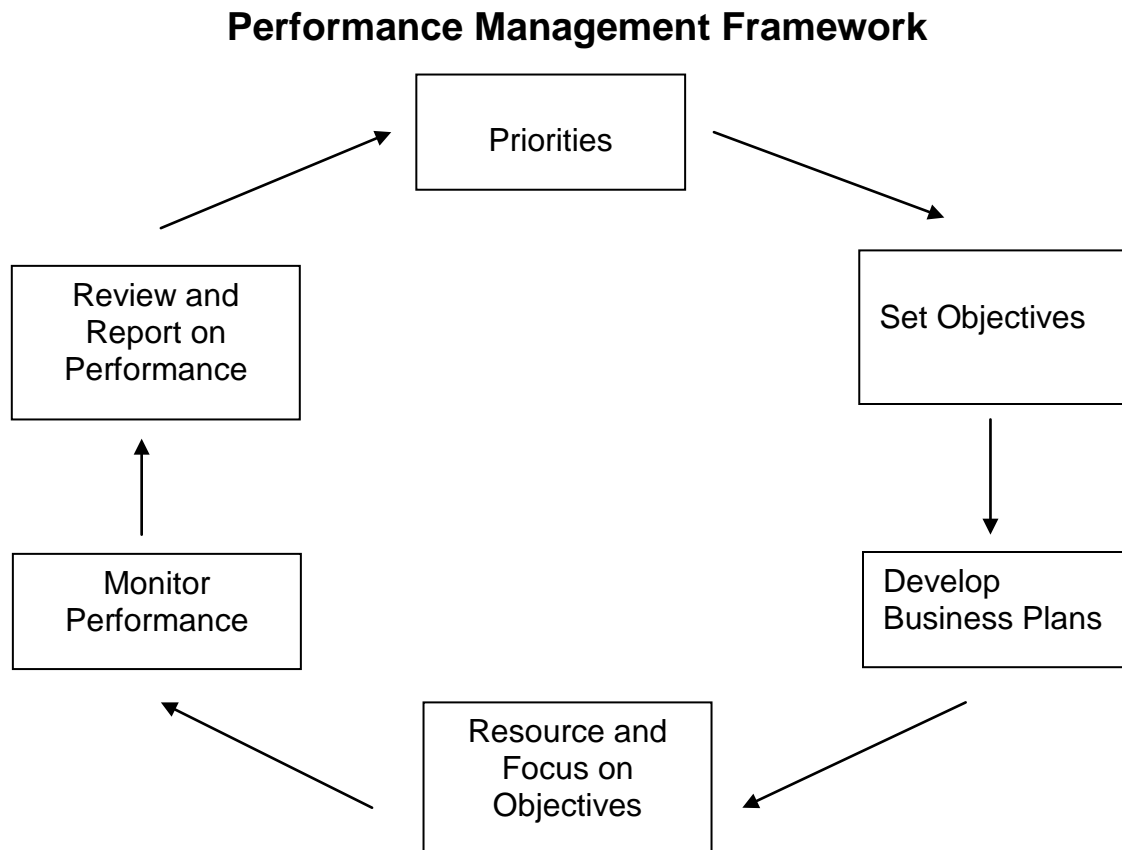


Taking forward the Corporate Plan needs a *Performance Management Framework* so that the organisation as a whole knows what has to be achieved, departments/sections know their role and individual employees know their role.

Performance Management is a means of getting better results from the organisation, teams and individuals by managing performance within an agreed framework of goals and standards, it covers many different aspects of an organisation and involves: -

- Knowing what priorities you should be focusing on, for example a Fire and Rescue Service may want to reduce the number of deaths and injuries caused by fires in the home. A private sector organisation may want to increase market share.
- Having clear objectives and targets that focus on priorities. A Fire and Rescue Service may want to achieve a 5% reduction in deaths and injuries, the private sector organisation may want to increase market share by 10%.
- Developing plans to achieve the objectives. A Fire and Rescue Service may need staff to work with different community groups and other agencies. A private sector organisation may need a major advertising campaign.
- Allocating resources in terms of money, buildings, equipment and staff skills.
- Measuring actual performance against agreed targets to identify if plans are 'on track'
- Identifying performance problems and remedying them, this may be by improving the performance of staff, or reviewing objectives and targets if they prove to be too ambitious or inappropriate.

The process is shown in the diagram below:-



In many organisations the staff are the most important resource, and *Performance Management* enables everyone to understand what needs to be achieved. One of the roles of a first line manager is to explain to their team what is expected of them both as a team member and as an individual.

15. TARGET/PERFORMANCE MEASURES

To ensure that objectives are achieved, targets are used. Any Targets set need to be SMART 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 factors related to the objective and not 'pie in the sky'
- Time Bound** - Identifying a set period of time in 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 targets 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

"The Plan is useless; it's the planning that's important" - General Eisenhower

Every organisation needs various kinds of plans; these are just some examples: - strategic plans, business plans, training plans, project plans. In organisations such as Fire and Rescue Services there will also be incident 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 the following questions answering: -

- Why are you doing what you are doing?
- What do you want to achieve?
- Where are we now?
- How will you close the gap between where you are and where you want to be?
- What timescale is involved?
- What skills and resources will we need?
- Who will be responsible for what?
- How will you decide if you are being effective?
- How will the plan be communicated to relevant staff?

The features of a good plan are that it: -

- Uses available resources to the best effect.
- Is based on clearly defined objectives.
- Is designed to maintain appropriate standards.
- It 'fits in' with other plans.

17. BUDGETARY CONTROL

All organisations need money to operate, staff need paying, supplies and equipment need to be purchased. Therefore, effective budgetary control is an important part of an organisation's strategic planning process.

In most organisations leaders, managers and supervisors all have a responsibility for financial management. At the very top an organisation very large sums of money may be involved going into the millions. 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.

Budgetary Control is a technique which is used to compare what is actually being spent against the money which has been allocated. Usually managers are responsible for a particular part of a budget and are expected to ensure that they do not overspend.

Budget

A major aspect of financial management is an organisation's budget. This is a plan agreed in advance that sets out the financial resources which are available for carrying out specific activities in a given period of time. Budgets help to co-ordinate the activities of the organisation, for example the money set aside to maintain equipment or employ staff. In very large organisations the budget tends to be split up over departments, the various Heads of Departments may then divide the budget between 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, make staff more aware of costs and allows decisions to be made at the lowest possible level, thus using the expertise of staff.

Forecasting

Setting the overall budget involves Budget Forecasting, so that any situation which could affect the organisation is taken into account. These include: -

- Current costs.
- Any likely increase in staff costs and materials.
- Any major organisation changes which are planned.
- The expected level of income/profit. In the public sector a reduction in government grants may mean that the overall budget will need to be reduced and ways of saving money identified.

Effective forecasting helps an organisation meet the challenges it faces.

Budgets tend to identify two types of expenditure: -

Revenue Costs relate to the day to day running of an organisation.

Capital expenditure relates to major projects that will be expensive such as 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 nothing is overlooked.
- The budget covers the whole organisation, so everyone can see what money is available.
- Is flexible enough to allow for changing circumstances.
- Is monitored on a regular basis with reports going to senior managers.
- It can allow *Devolved Financial Management*, so that certain aspects of the budget can be devolved to front line managers who can use their expertise and that of their staff, in getting the most out of expenditure.

Variance

This 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 they can make managers accountable for the public funds they use and show the public that the money is being wisely spent.
- They can allow trends to be seen over a number of years which might signal the need to review budgets.

- Allow senior managers to compare the performance of different parts of the organisations, and in the public sector comparisons can also be made against other public bodies.
- Allow the costs of projects to be monitored against the costs estimated, so that the actual costs of work in progress are known and the project does not overspend.
- Enables variations to be analysed to find out what has caused them. This then allows corrective action to be taken or best practice to be identified and shared with other parts of the organisation.
- Encourages managers to look ahead, to set out detailed plans for achieving the targets for each department.
- 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 so that staff are able to use the new equipment.
- Clearly defines areas of responsibility.
- Enables remedial action to be taken if overspending looks likely.

Problems which can occur with budgeting and budgetary control

- Inaccurate record-keeping can mean that spending is not properly monitored.
- Unless responsibility is clearly defined it can be difficult to decide just 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 can be difficult to reconcile personal/individual and 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.

18. 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/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 looking at a number of possible actions and deciding from them which will produce the best result.

Steps involved in Decision Making

1. Recognising a new situation or problem.
2. Collect data which is relevant.
3. Develop a range of alternative solutions.

4. Assess the consequences of introducing the alternatives.
5. Select the best alternative option.
6. Implement the solution.
7. Measure the results and review if it is working as intended.

As part of the process, techniques such as 'brainstorming' are sometimes used.

Well researched decisions, are easier to make and to implement, and generally produce the best results because they have taken all the factors into account. 'Shoot from the hip' decisions tend to produce the worst results because they tend not to have recognised all the factors and can therefore end up causing, rather than solving problems.

19. RECORDS AND MANAGEMENT INFORMATION

In relation to *Performance Measurement* it is important to remember: -

- If you don't measure results you can't tell success from failure.
- If you can't see success you can't learn from it.
- If you can't recognise failure then you can't correct it.
- What gets measured gets done.

Effective information is needed to see if targets are being met, if policies are actually working and to highlight deviations which might suggest that not everyone is 'on board', or that processes are not working properly. Organisations therefore set up various types of recording systems and use *Management Information Systems* to convert various types of data into information.

The information that managers need comes from a combination of *Record Systems* and *Management Information Systems*.

Records

Much of the data used with *Management Information Systems* will come from organisational records.

All organisations, however large or small, need to keep certain records, some because the law requires them to, and some for internal purposes such as ensuring the objectives are met and targets achieved.

Every employer also needs records of workers joining them, their job title, pay and so on. All organisations, private or public, need to plan and to formulate policies and procedures which will enable them to remain competitive and provide good service to their customers. Planning depends on information; information that is accurate and effective, and 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 downright wrong decisions being made.

The sort of records that need to be maintained will depend very much upon the type of organisation and the industry in which it operates. For departments, teams and

individual staff the records which have to be kept 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 attend. Think about the records you are involved in keeping and those kept by fellow employees in the part of the organisation where you work.

A wide range of information will also help to ensure that effective performance management takes place, i.e. strategic plans, objectives, risks that could prevent the achievement of objectives, targets, monitoring information, team plans, work allocated to teams and individuals, responsibilities of individual employees, counselling, quality standards, health and safety records, disciplinary action, appraisals, staff training and development needs, decisions made, debriefing information, budgets, use of materials and improvement ideas from staff.

Good records can help managers: -

- Make decisions based on fact rather than 'guesswork'.
- Identify performance targets, monitor performance and take remedial action.
- Know what staff resources are available to meet production/service requirements.
- More accurately assess levels of performance and productivity.
- Know the level of absenteeism and staff turnover.
- Know the outcome of staff appraisals and the identification of training needs.
- Comply with legislation.
- Be aware of Health and Safety issues.
- Identify risks and 'head off' potential problems.
- Know what is happening with budget monitoring.
- Know who has the power to make certain decisions.
- Be aware of operational procedures.
- Debrief after exercises and incidents.
- Deal with customer enquiries.

What type of system?

Any record keeping system whether developed within the organisation or 'bought in', needs to fulfil certain criteria. It 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: -

- Whether the records will be kept manually, computerised, or in some combination of systems.
- Where the records are going to be located (how much space will be required for secure storage).
- How the design of documents affects the type of system, and vice versa.

- Which staff should have access to which records?
- Procedures to comply with both 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. Any review should include the users and operators of the system as they will know the strengths and weaknesses.

The main questions to ask in any review might include: -

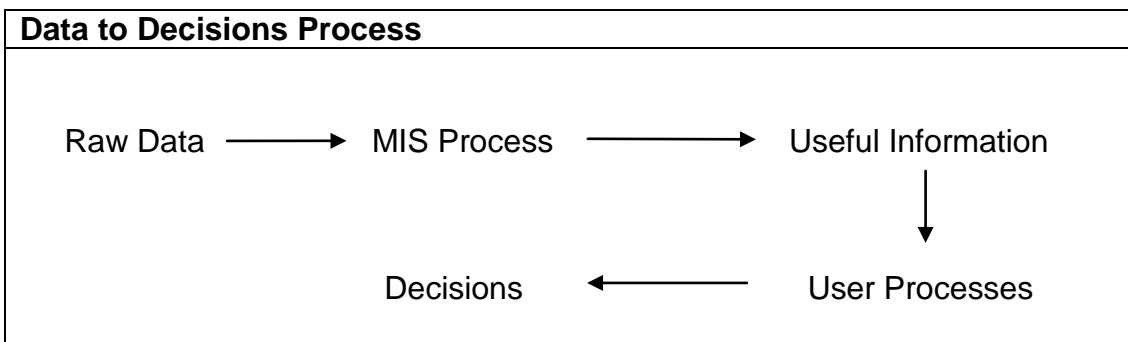
- Does it provide the answers required quickly and accurately?
- Is the organisation making effective use of the information that is available?
- Is all the information useful and necessary?
- Is there any unnecessary duplication of records?
- Is it proving easy to keep the records up-to-date?
- What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

Management Information Systems (MIS)

A *Management Information System* is a technical, usually computer-based, system which converts data from internal and external sources into information and then communicates that information in an appropriate form to managers at all levels. Thus enabling them to make timely and effective decisions for planning, directing and controlling the activities for which they are responsible.

Data is the basic facts and figures of operational life which are stored on manual or computer systems e.g. incident statistics, staffing levels, hours worked, budgets and invoice values. When data is sorted and assembled into relevant groupings it becomes information. Data is information which has been analysed, summarised and interpreted for the benefit of managers.

The diagram below shows the process for converting data into decisions.



Organisations need to ensure that their information systems will be able to produce the right data in the right format, otherwise accurate measurement would be impossible and performance may not be measured against the appropriate standard.

The Table below shows the way in which effective *Management Information Systems* contribute to organisational effectiveness.

<i>How Management Information Systems contribute to organisational effectiveness</i>
<u>Control Systems;</u> Can monitor the organisation's activities against targets and objectives and report on them, e.g. performance and productivity and 'flag up' potential problem areas and risks.
<u>Database systems;</u> Can process and store information which can be drawn upon as an organisational memory bank.
<u>Enquiry Systems;</u> Based on either internal or external databases, can carry out investigations into the performance of departments, products, etc. to assess effectiveness.
<u>Decision Support systems;</u> Provide computer based facilities for conducting analyses, simulations etc. This enables decisions to be based of facts rather than guesswork.
<u>Operational/Incident information System;</u> In emergency services this type of information enables the type and number of incidents to be identified, the need for preventative action and Health and Safety issues to be identified, and operational efficiency to be assessed. It also enables experience from debriefings to be utilised.
<u>Personnel information Systems;</u> Allow an organisation to assess pay rates, ensure that staffing levels are correct, identify staff issues such as high turnover and absenteeism, identify training and development needs and Health and Safety issues.
<u>Financial Information Systems;</u> Allow an organisation to monitor budgets to ensure there is no overspending, analyse costs for various activities, and compile profit forecasts and cash flow projections.
<u>Marketing/Sales Information Systems;</u> Enable the profitability of products to be identified, customers to be analysed, selling prices to be decided and orders to be tracked.

20. MANAGEMENT THEORIES

People Management in one form or another has been around since 1100 BC

However the main theories have developed since the late 19th century.

Scientific Management (Taylor, Garth, Frank and Lillian Gilbreth)

Taylor identified 4 principles of scientific management:

1. Management should develop a scientific approach for each element of an individual's work to replace rule - of - thumb guidelines.
2. Management should scientifically select, train, teach and develop each worker so that the right person has the right job.

3. Management should co-operate with workers to ensure that the job matches plans and principles.
4. Management should 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, staying power.
- Performance related pay.

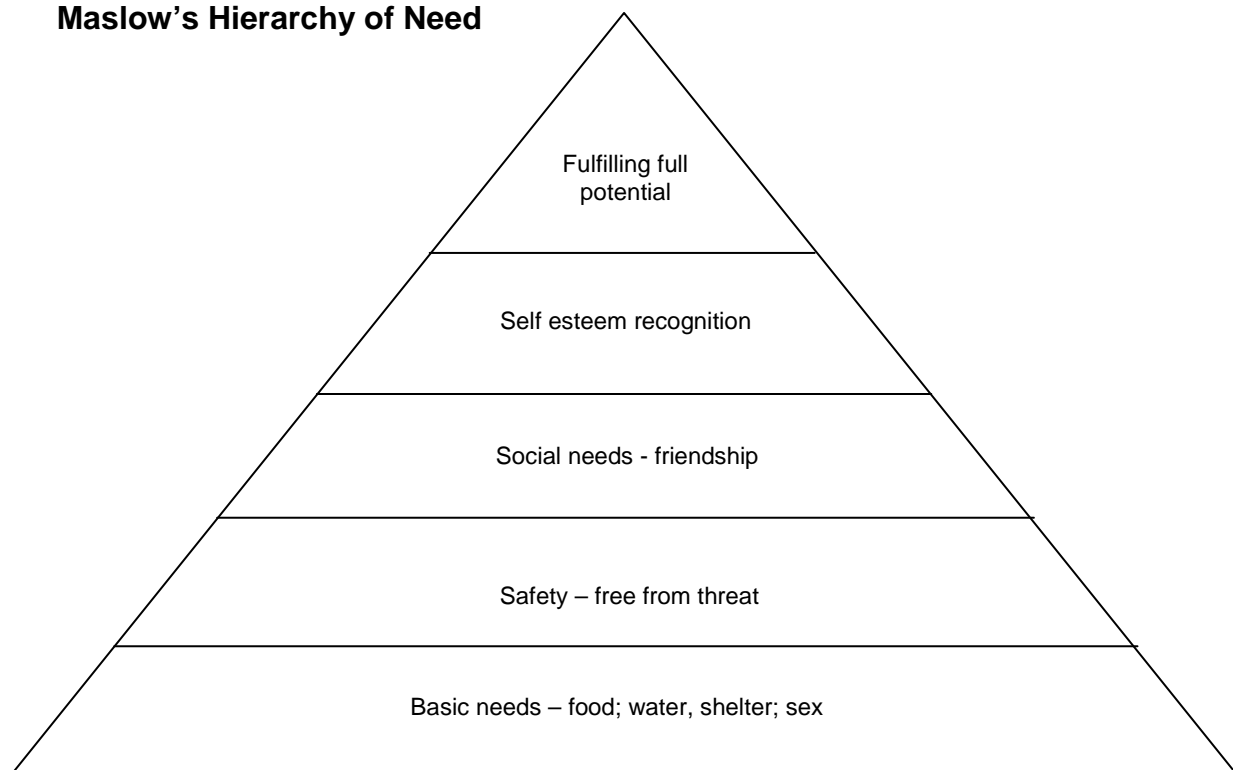
Scientific management dramatically improves production and efficiency in manufacturing, but ignores human factors and has been criticised as leading to staff being treated as 'things' rather than human beings.

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 that 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 indicates to Managers the need to always provide development opportunities for staff.

Maslow subdivided needs into groups which are in ascending order of importance, commencing at the lowest level.

The diagram below sets out the needs which Maslow identified: -

Maslow's Hierarchy of Need



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

<u>Need</u>	<u>Relevance in the Workplace</u>
<i>Physical need</i>	Working conditions and pay systems
<i>Safety need</i>	Knowing who your 'boss' is, knowing what your job is, job security
<i>Social need</i>	Good communications, being part of a team
<i>Esteem need</i>	Being recognised, thanked and trusted
<i>Self Actualisation</i>	Being able to develop new skills and fulfill potential, CPD, being able to meet new challenges

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. 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.

Hertzberg's Theory of Motivation

Hertzberg 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'. Job satisfaction, he believed, came from the job itself and the need for well designed jobs which provide a challenge, a sense of achievement and recognition.

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, can direct and control themselves, are interested in contributing to the achievement of organisational objectives, can learn if the conditions are right, accept and seek responsibility, and have the capacity to be imaginative and creative. McGregor advocated a Theory Y

perspective suggesting that managers who encourage participation and allow opportunities for individual challenge and initiative would achieve superior performance. He also suggested that unless the right management style is used then employees will not achieve their full potential.

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

21. STAFF MOTIVATION

Staff motivation (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 and the factors listed below can be an important part of the motivation staff.

- Be motivated yourself.
- Give them a challenge.
- Treat them with respect.
- Listen to them.
- Help them learn.
- Welcome difficulty.
- 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: -
 - Are seen by employees as a 'whole job' rather than just undertaking a limited number of tasks.
 - Have definite goals and targets.
 - Make a significant contribution to the completion of the product or service.
 - Provide variety of pace, method, location and skills.
 - Have variety and limited repetition.
 - Let the employee have responsibility for their own work and for the equipment and raw materials they use.
 - Provide feedback on an employee's performance.
 - Allow for some control in the timing, sequence and pace of work efforts.
 - Include some responsibility of outcomes.
 - Provide opportunities for learning and problem solving (within the individual's competence).
 - Provide contact with other employees.
 - Are seen as leading towards some sort of desirable future.
- Use job enrichment which gives staff complete units of work to complete which makes them responsible for quality, self checking, and the opportunity for them to show their abilities. 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.

Getting it wrong

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

Low Productivity caused by: -

- Believing employees in other departments have an easier life.
- Decisions seeming 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 Bosses and not enough Workers'.
- Unnecessary paperwork.

Poor organisational design

- Staff are not sure who their boss is and vice versa.
- Managers who 'cherry-pick' what work they want to do.
- There is no logic to the structure.
- Poor or nonexistent liaison arrangements between different parts of the organisation.

Poor Delegation

- Managers and supervisors suffering from work overload.
- There seems to be no time for solving problems and analysing the causes.
- Managers either don't delegate or delegate the wrong things.
- Staff are poorly briefed about what is expected so often 'get it wrong'.
- Staff are not given sufficient time or resources.
- 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.
- Information received is often incomplete and inaccurate.

Excessive Conflict

- Employees behave in an aggressive manner beyond normal expectations.
- There are conflicting goals that are not aligned with objectives.
- Back stabbing and blame are an accepted way to deal with problems and mistakes.
- Managers are seen to be working against each other.

Poor Co-ordination

- There is a lack of teamwork, which is evidenced by: -
 - There is a tense atmosphere.
 - There has been a lack of team building on the part of the manager.
 - The size of the team is too large.
 - There are constant changes of team members
 - Manager feels the need to dominate rather than encourage participation
 - One or two people tend to dominate discussions.

- Staff are unsure about what they are meant to be achieving.
- Staff do not listen to each other.
- A blame culture.
- Some staff 'opting out' and leaving others to do the work.
- Little flexibility in the way people work.
- Teams work to its own objectives rather than those actually required.
- Frequent disagreements.
- Decisions are not made jointly.
- Unresolved conflict is present.
- The team is not able to reflect on its progress or actions.
- Ideas are not shared for fear of criticism or ridicule.
- Individuals are working in isolation or out of step with each other.
- No opportunities for staff to meet and discuss problems.
- Managers reluctant to discuss problems.
- The organisation seems to operate like a 'headless chicken'.

Weak Control

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

23. 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 within organisations have to do three things: -

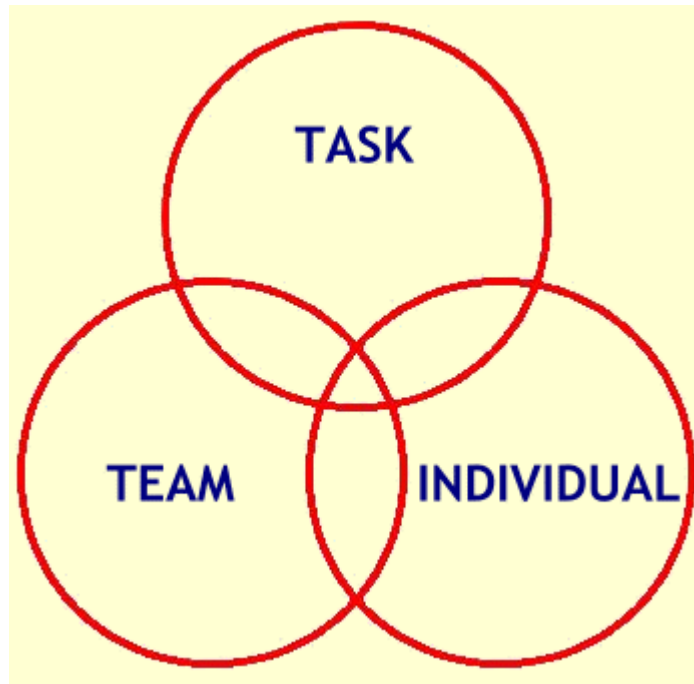
1. Make sure the task is completed
2. Build and maintain effective teams
3. Develop individual employees

The Diagram below shows how the three aspects are linked

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 to be truly successful.

THE THREE CIRCLES



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 an individual employee's needs are not met, then the team will suffer and performance of the task will be adversely affected.

Leadership in relation to Task, Team and Individual involves:

Defining the task so staff know what is required and 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 and 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 individual 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 who have the right competences and attitude.

Team Members needs

These 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 decisions are timely and relate directly to what staff are doing).
- A 'To-Do' list of all their actions.
- To be notified of any changes that is likely to affect them.
- Knowing how they contribute to the overall organisation and departmental objectives.

Good team work is found where there is: -

- A well motivated manager.
- A good atmosphere.
- Well managed change.
- Team members are clear what their role is within the team.
- Team members listen to each other.
- Team members have the right skills and have the opportunity to take advantage of training and development.
- Managers sharing the leadership role within the team.
- Flexibility on the part of team members.
- High level of discussion and participation.
- Easy access to information.
- High level of commitment to achieving objectives.
- Respect for colleagues.
- A willingness to deal with conflict constructively.
- A free exchange of ideas.

- An emphasis on team members examining their progress and looking for ways to improve.
- Working across team boundaries.
- Staff working to achieve organisational 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.
- A well designed and challenging Job which stretches them.
- Opportunity to develop new skills.
- A working environment which is free from conflict.
- Feeling that they are fairly treated.
- Recognition for ' a job well done'.
- Control of areas of work for which they are accountable.
- Feels that they are progressing in terms of experience and ability.

24. 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 a manager is under pressure as a result of the volume of work or the complexity of work.
- The need to communicate with staff and be in greater contact with them.
- The degree to which a manager feels able to handle the risks associated with delegation.
- The capabilities and experience of the staff.
- How much benefit staff might obtain 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.
- To what extent, delegation will contribute to an employee's development plan.

Successful delegation happens when: -

- The right tasks are delegated.
- Delegation is an accepted practice.
- 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.
- Unpopular or unpleasant tasks are delegated.
- 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: -

- Manager being reluctant to lose control.
- Manager unable to see the need to delegate.
- Manager afraid that someone may do the job better.
- Staff not having the right skills to carry out higher level responsibilities.
- Complexity of work involved.
- Work which needs to be carried out by highly skilled and experienced staff.
- Delegation is not part of the culture of the organisation.

25. 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 effectively using available resources and for planning, organising, directing, coordinating, and controlling.

The authority 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.
- Create a vision which staff can believe in and work towards achieving.
- Communicate decisions in a way in which they will be understood.
- Supervise performance in relation to the required standard of work.

26. LEADERSHIP STYLES

The term 'leadership style' is used to describe the way in which a manager within an organisation relates to staff. A number of different 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 a manager does his job and the respect, or otherwise, which staff have for him. Think about your own manager, can you identify their particular style and how do you 'rate' them as a manager.

Sometimes the style a manager uses has to vary depending on the situation in which they find themselves and an understanding of the different styles is therefore important.

Autocratic Leadership

The style is characterised by a leader who exerts high levels of power over staff; people are given few opportunities to contribute ideas and suggestions (often staff can resent this as it stifles creativity), develop a good team spirit, and it can prevent staff 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 have become more proficient.

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

Bureaucratic Leadership

This style describes leaders who work "by the book" and ensure that their staff rigidly follows procedures. 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 prevent the organisation from adapting to new circumstances.

Charismatic 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 which staff have to them, an organisation can find itself in great difficulties if they leave.

There is a view that such leaders believe more in themselves than their team(s).

Democratic Leadership or Participative 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 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 is more critical as opposed to speed or productivity.

Laissez-Faire 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 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 refer to situations where managers are not exerting sufficient control and as a style is likely to be less successful with teams consisting of new and inexperienced staff.

People-Oriented 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.

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

Task-Oriented Leadership

Task-oriented leaders only focus on getting the job done and can be quite autocratic. They precisely define the work required, putting structures in place, to plan, organize and monitor. Unfortunately they sometimes spare little thought for the well-being of their teams. The style therefore has the same disadvantages as Autocratic Leaders, 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.

Transactional 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, particularly 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 “detail people”.

Both transactional and transformational leadership are both needed within an organisation. The transactional leaders ensure that routine work is done reliably, the transformational leaders look after initiatives that will add new value to the organisation and in the private sector, helping ensure its survival.

Situational Leadership-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 fact that there is no one “right” way to lead or manage that suits all situations. At any point in time the most effective approach will depend on a number of factors, these being: -

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

27. COUNSELLING

Practically all managers and supervisors are responsible for ensuring that staff under their control 'do a good job'. Circumstances can occur where the employees performance is 'not up to scratch' 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 the employee to find out why they are not achieving the required standard. This may be due to 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 specially trained staff. This is on the basis that they can help employees resolve both work related and personal problems.

Counselling can be used for helping employees resolve: -

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

28. DISCIPLINE

The majority of staff in practically all organisations understand that they are expected to behave in a certain way. It is part of the role of supervisors and managers to provide

guidance to staff as part of their day to day work, and encourage them to meet the required standards of work and conduct.

The purpose of Disciplinary Procedures are to ensure that where problems arise in which it has not been possible to overcome with informal guidance from line managers, then staff are dealt with fairly. Action that tends to lead to a disciplinary are things such as poor performance, absenteeism, conflict with other staff, disobeying the line manager.

The main features of a good disciplinary procedure are that: -

- It should be written down and staff should be aware of its existence.
- It provides a speedy way of dealing with disciplinary problems.
- It should make clear who has what powers.
- It should ensure that cases are fully investigated.
- It should let employees state their case and be accompanied.
- It should ensure that employees are made aware of why disciplinary action was taken against them.
- It should ensure that there is a right of appeal.

In some Countries legislation sets out the rights of employee's where action is to be taken by employers.

Given below is typical example of the stages in a Disciplinary Procedure.

Typical Stages in a Disciplinary Procedure

1. 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 and this procedure apply to all employees. The aim is to ensure consistent and fair treatment for all in the organisation.

2. 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, the employee will be informed of the nature of the complaint against him or her and will be given the opportunity to state his or her case before any decision is made.

The employee will have the right to be accompanied by a trade union representative, or work colleague at all stages of 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.

An employee will 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;

Stage 1 - verbal warning improvement note: unsatisfactory performance

Stage 2 - first 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.

29. HEALTH AND SAFETY AT WORK.

Management of Health and Safety is an important part of the day to day operation of all organisations. It needs to be lead and directed by senior managers who have a direct impact on the attitudes and behaviour of their subordinates. It is therefore essential that senior management demonstrate that health and safety is a key priority of their business. In order to achieve this it is necessary to: -

- 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 operational monitoring of performance standards.
- Develop a trusting relationship 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 senior management on their achievement of key performance indicators.

Health and Safety Legislation

Many countries have legislation which set out the responsibilities of employers and employees and is also concerned with visitors to premises.

Employer's duties

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

- Have a clear health and safety policy which is brought to the attention of all staff.
- Ensure that they provide and maintain a safe workplace which uses safe plants and equipment.
- Ensure that there are systems in place to identify risks and hazards.
- Ensure that there are systems in place to report accidents and near misses.

- Prevent risks from use of any equipment, 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 on 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.
- Ensure the appointment of a competent person as the organisation's Safety Officer.

Employee's duties

To prevent workplace injuries and ill health employers 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 equipment which might 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 to identify any hazards present in the workplace, assess the risks from such hazards and identify the steps to be taken to deal with any risks. A Hazard is something with the potential to cause harm. Hazards may be physical, chemical, biological, ergonomic or psychological.

Examples of Hazards: -

- Water on a staircase; as staff could slip and injure themselves.
- Loud noise because it can cause hearing loss.
- Breathing in asbestos dust because it can cause cancer.
- Moving vehicles which could collide with people and or equipment.
- Poorly stacked goods which could fall.
- Poorly loaded equipment which could fall.
- Working at heights which could lead to a serious fall.
- Moving parts on machinery which could trap limbs or clothing.
- Lifting and carrying goods in the incorrect manner which can lead to muscular damage.
- Poorly designed workstations which lead to eye sight and strain injuries.
- Excessive workloads which can lead to stress and lack of concentration.

A risk is the likelihood that a hazard will actually cause its adverse effects, together with a measure of the effect. Once identified 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 can be identified.

Risk Assessment involves a number of steps: -

Step 1 Identify the hazard.

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.

Risk Assessment often also involves a probability rating so that the highest and most likely risks are identified.

A Risk Assessment should lead to action and a ***safety precedence sequence*** which encompasses: -

- The elimination of hazards, by the designing out of potential accidents.
- Substituting highly toxic chemicals for safer ones.
- Using barriers to separate the workforce from the risk.
- Introducing effective safety procedures.
- Using warning systems and signs.
- Issuing protective clothing and equipment

The employer should also prepare a safety statement which is based on the risk assessment. The statement should also 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.

ALARP Principle

Where Health and Safety legislation is in place the ALARP principle of risks is expected to be applied, **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.

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 of the 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; safe systems of work, training, equipment, information, and personal protective equipment. Together these result in a 'safe person' rather than a safe working environment, which with operational incidents could be

impossible to provide. A Safe Person will follow safe practices whereby they, rather than the environment control risks.

Protective equipment and measures

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

An employee should take reasonable care for his/her own safety and 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, so it is important they are recorded and investigated. Although human error is commonly an initiating event, a faulty process or system invariably permits or compounds the harm, and should be the focus of improvement.

Accident Prevention involves: -

- Identifying why and how accidents occur and introducing corrective action.
- Detailed investigation of very serious accidents.
- 'Designing accidents out' of work routines.
- Using safety equipment and clothing.
- Carrying out risk assessments to eliminate risks.
- Using accident statistics to identify trends and sharing information with similar organisations
- Training and education.
- Effective leadership.

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

- Set a good example.
- Be seen to make health and safety a priority in terms of decision making.
- Have regular consultations with their staff.
- Make sure staff are aware of their responsibilities.
- Consistently inform staff about safety issues.
- Be aware of the risks in their particular area of operation and take action to eliminate them.
- Identify emerging risks and ensure that these are assessed.
- Ensure that correct procedures for the reporting of accidents and near misses are followed.

- Be seen to take action where staff are behaving irresponsibly (for example not wearing protective clothing), or incorrectly (for example, indulging in 'horseplay').
- Give praise and reward for good practice.
- Make sure staff have the right equipment and know how to use it safely.
- Train staff in the correct techniques and procedures.
- Try to ensure that safety equipment is comfortable to wear.
- Keep staff aware of any changes to safety procedures.
- Be seen to deal with bullying and harassment promptly.

Health and Safety issues can arise where: -

- Inadequate training schemes are in place to address necessary staff training.
- The operation of the plant is carried out incorrectly due to poor staff skills.
- The maintenance of the plant is carried out incorrectly due to poor staff skills.
- Staff are unable to recognise hazardous working conditions.
- Incompetent staff operating hazardous processes.
- Employers do not recognise that employees can suffer from work related stress.

Work related stress

Originally Health and Safety issues were seen purely in terms of physical injuries, however work related stress is now also seen as a Health and Safety issue which managers need to be aware of.

Well-designed, organised and managed work helps to maintain and promote individual health and well-being, but where there has been insufficient attention to job design, work organisation and management, work related stress can occur. Work-related stress is the process that arises where work demands of various types and combinations exceed the person's capacity and capability to cope. It is a significant cause of illness and disease and is known to be linked with high levels of sickness absence, staff turnover and other indicators of organisational underperformance - including human error.

Causes of work related stress

- People having no control or influence over the demands placed upon them.
- Lack of a clear job description or chain of command.
- Badly managed change.
- Job insecurity or poor career prospects.
- Temporary work and fixed term contracts.
- Poor leadership.
- Cuts in budgets leading to increased workloads.
- Pressure piling up and being prolonged.
- Long hours.
- Working Patterns.
- No recognition for good job performance.
- No opportunity to voice complaints.
- Heavy responsibilities with no authority or decision making attached to them.
- No opportunity to use personal talents or abilities.
- Inadequate time to complete tasks.
- Fear/blame culture.

- Harassment and bullying in the form of intimidating, malicious or insulting behaviour.
- Unpleasant or hazardous working conditions.
- Conflict-ridden workplace.
- Little or no recognition by management of work related stress.

Preventing work related stress

Managers need to take the following factors into account: -

- Demands of the job; such as workload, work patterns and the work environment.
- Control; how much say or control the person has in the way they do their work.
- Support; provided by the organisation including encouragement, line management, team building and resources.
- Relationships; ways in which conflict and unacceptable behavior are dealt with.
- Role; staff understanding what their role is and not having conflicting roles.
- Change; how organisational change is communicated and managed.

Managers can attempt to help employees suffering from work related stress by: -

- Not ignoring the problem.
- Ensuring that staff are aware of what their job involves and who is allowed to allocate work to them.
- Changing job responsibilities.
- Examining the job to ensure that an employee is not overburdened.
- Providing the scope for greater autonomy and control over work.
- Setting and agreeing reasonable and achievable targets.
- Ensuring that staff have the skills necessary to 'do the job'.
- Making staff feel that they can discuss their problems with their line manager.
- Encouraging staff to use counselling facilities, where these are provided.
- Encouraging the organisation to provide flexible working arrangements.
- Stopping harassment and bullying.
- Dealing with conflict to improve the working environment.
- Improving physical working conditions.
- Encouraging the organisation to provide fitness programmes.
- Negotiating the transfer of the employee to another part of the organisation.
- Conducting return to work interviews so that possible problems can be identified.
- Providing time management training.
- Consulting staff about their patterns of work or any changes to them.
- Ensuring staff understand how their personal and team targets fit into team and departmental plans and priorities.
- Ensuring that staff do not have conflicting targets.
- Creating an atmosphere in which learning and development is encouraged.
- Encourage staff to develop new skills and help them undertake new challenges.
- Encouraging team members to support each other, share information and report incidents of bullying and harassment.
- Ensuring that staff have the right resources 'to do the job'.
- Ensuring that staff receive regular and constructive feedback.
- Holding regular team meetings and team briefings.

- Communicating effectively, especially where major changes are being implemented and letting staff influence the proposals if possible.
- Making staff aware of any 'family friendly' policies.
- Being accessible and approachable.
- Ensuring that they themselves have the skills to support staff.

30. TRAINING

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 Analysis

Training provision should be based on the accurate identification of learning needs.

Training needs are normally determined by a *Training Needs Analysis*.

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, i.e. the organisation as a whole, for a specific department or area of work, or for an individual.

A Training Needs analysis takes into account: -

- The skills/knowledge/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 develop team spirit.
- The equipment, tools, machinery or software they use.
- The 'knock on' effect of new legislation.
- Their competency (skill) level in relation to tools, machinery or software.
- Health and Safety issues which can arise where: -
 - Insufficient training schemes are in place to address necessary staff training.
 - Operation of plant is carried out incorrectly due to poor staff skills.
 - Maintenance of plant is carried out incorrectly due to poor staff skills
 - Staff are unable to recognise hazardous situations.
 - Incompetent staff operate hazardous processes.
- What training was provided for each competence level across each skill?
- When and where training was previously provided?

- Proof /evidence of their competence level(s).
- Results of staff appraisal interviews.
- Any major changes which are to be introduced which will have a 'knock on' effect to staff and their jobs. This can involve identifying: -
 - The skills needed to carry out the new job/role.
 - The employees existing skills.
 - The gap between the existing skills and those now needed.
 - The organisations Induction Policy.

Benefits of identifying and meeting training needs

- Unless the right staff, with the right skills, are present, an organisation may struggle to implement strategies and achieve targets.
- Enables 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 and 'the way we do things around here'.
- Well-planned training can be an effective retention strategy.
- Providing effective training for staff can have an immediate impact on the services to customers, the attitude of staff, and prepare and help an organisation prepare for future changes.
- Ensure that staff are aware of Health and Safety factors.
- Recognising that each employee has different styles of learning 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, can it be done as part of the employee's job in the workplace (on the job training)? In a Fire and Rescue Service this could be via 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

Staff who are front line supervisors and above are often required to provide training to the staff within their Team. This will involve: -

- 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 reinforce what has been said with something visual or tangible, and something which possibly is remembered better than it would be otherwise. Visual or

practical reinforcement of information improves the trainers' chances of getting the message over. The best training aids are those which are clear, have impact, are easily remembered, but 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
- Power Point Presentation.
- DVDS
- Working Models
- Involving the team/group members
 - Questions
 - Exercises
 - Quizzes
 - Case studies
 - Discussions - setting up and leading
- Running exercises - splitting into groups

31. 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, practicing and testing of emergency plans via exercises. These can range from simple situations to major civil emergencies.

An exercise is a simulation of an emergency situation.

The purpose 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 them 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 other three.)

The choice of which one to use depends on what the purpose of the exercise is, 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. In this respect, 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 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 specific goals and milestones.
- List the tasks to be performed, by whom and when.
- 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 and sources and availability of information.
- Develop objectives through risk assessment.
- Collect 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 level of their responsibility and authority.

This is the end of the Booklet and the Examinations Committee hope that you have found the contents helpful.

Guidance on answering examination questions can be found in the IFE Study Guide which is available on the IFE website. However two very important tips are; to read the question carefully and remember that you will be being asked to apply knowledge to answer a question, not just list facts (unless requested to).