

Is a Change in the Behavior of the Officers of the Rochester Fire Department Warranted to Improve the Organizational Culture and Advance the Mission of the Department?

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*Author note:*

Statement on bias and position. One method in descriptive research is the researcher's immersion and participation in the subject of study. As an RFD officer, this author included his own behaviors and internally held assumptions that are part of this study. The author began this study with a previously held belief that a negative organizational culture has existed for a long period of time at RFD and that behavior on the part of some officers has exacerbated the situation. Further, this author is responsible for some of the inappropriate behaviors and rule violations that are described herein, and some of the negative consequences of family of origin dysfunctions that will be discussed in this study are the author's own experiences.

### **Abstract**

Eight years ago the organizational culture of the Rochester Fire Department that characterized the leadership, member conduct, formal and informal nature and tenor of communication and the ways and means of how things are and done gradually devolved from highly functional to dysfunctional. The present culture is characterized by intransigence, conflict, ambivalent behavior towards rules and regulations, divestiture of departmental goals and objectives and concerns about leadership. The present state of organizational culture and the family of origin backgrounds of the officers were investigated to determine any causal relationship. Interviews were conducted, and three survey instruments were used to measure the organizational culture. Survey instruments and interviews to describe the present culture of the Dennis Fire Department in Massachusetts were conducted with the officers and the chief of that department and compared with the results from the officers at Rochester Fire. Dennis Fire is a demographically similar department in size whose chief was the previous chief at Rochester Fire. Two survey instruments on family of origin were conducted with the officers of the Rochester Fire Department that revealed an influential effect on the present day behavior of the officers in the workplace. Results confirmed the research problem statement. Paradigms of professional bearing and ethical behavior from other disciplines and fire service organizations are presented, and strategic and tactical recommendations are presented to provide the Rochester Fire Department in particular, and the fire service in general, assistance with a behavioral shift and reframe of the present culture toward a more positive, functional, professionally and personally rewarding environment in which a higher level of mission accomplishment is realized.

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### **Introduction**

Organizational culture has long been a subject of interest and research. The breadth and depth of treatise, measurement tools, opinion, hypothesis, books and curriculum provides a domain rich with the resources one needs to examine and discern meaningful information to improve, change or create functional organizational culture in virtually any setting. This holds true for the fire service as well. Of more recent research interest are the psychosocial dynamics of human behavior in the workplace. We live our lives in context. We all bring patterns of behavior to our workplaces that began to form during our infancy in our families of origin, so that by the time one enters the workplace in our teens and early adulthood, those patterns have been deep set, even into the subconscious. This holds equally true for the sisters and brothers who comprise the fire service.

The problem in the Rochester Fire Department (RFD) is an entrenched dysfunctional dynamic of behavior among the officers in which uncooperative behavior, abuse of benefits and violations of the rules and regulations of the department occurs with little or no penalty and has, over time, resulted in a state of organizational inertia, disconnect and low morale. The purpose of this research project is to examine the present culture of the department as well as the behavior and attitudes of the officers to determine if a shift in behavior toward a higher level of

professional bearing and behavior is warranted to improve the current culture, and if so, would this change be accepted by the officers.

A descriptive research method has been utilized to describe the current status of the behavior of the officers and the attendant organizational culture and is used to seek answers to the following questions: (a) what are the current views of the executive officers (Chief & Assistant Chief) regarding the behaviors of the officers? (b) what are the current beliefs and attitudes of the officers toward the executive officers specifically and the organization generally? (c) what are the beliefs and attitudes of the officers towards the executive officers and organization of a comparable fire department? (d) does human development and family of origin dynamics affect the behavior of the officers at work? (d) what other models of professional bearing and behavior exist in other organizations that may be adapted for the RFD?

This study takes the opportunity to explore the influences of psychosocial development and family of origin dynamics in organizations such as fire departments, and in particular within the RFD.

A greater understanding of the cognitive schemas embedded within each officer of the RFD provides an opportunity to assist in shifting beliefs, attitudes and behaviors toward a higher ground of professional bearing and behavior.

### **Background and Significance**

The Rochester Fire Department is a combination department comprised of thirty two fulltime firefighters organized into four shifts that man two stations protecting a small New England mill city with a population of 30,000 residents and covering forty nine square miles. In addition, a Captain and Lieutenant are assigned to command and supervise each shift. There are five fulltime staff officers, the Chief, Assistant Chief, Deputy Chief of Training, Deputy Chief of

Fire Prevention and a Captain of Fire Prevention. This author currently serves as the Captain of Fire Prevention. There is also a part-time administrative assistant. The department is also served by fifteen Call Firefighters who are supervised by the Deputy Chief of Training.

In the 1980's the RFD suffered a poor reputation in the state, not for the firefighting savvy of its firefighters, but more due to the antiquated equipment, archaic management and leadership practices and chronic underfunding, including low pay.

In 1990 a new chief was hired after the retirement of the former chief. Under the leadership of the new chief, the decade of the 1990's and into the early 2000's saw a revitalization and turn around within the department that transformed the RFD from being regarded with open derision to become one of the most respected fire departments in the state. He communicated a clear vision for the department and set high expectations for performance. Regarded as a "firefighter's chief", his leadership skills, care for each and every member of the department, technical expertise and tireless community involvement garnered a high degree of loyalty and commitment from the officers and firefighters.

In 2005 this fire chief retired after twenty-four years in the fire service in New Hampshire and assumed the fire chief's position with the Dennis, Massachusetts Fire Department. Imperceptibly, that high degree of commitment, performance and professional bearing began to erode.

In the course of the past seven years there have been many incidents reflecting this erosion, including:

- Numerous instances of officers engaged in open conflict with other officers in the presence of subordinates
- Disrespect by officers toward superior officers in the presence of others

- Insubordination
- Department property taken by an officer to his home without going through proper channels
- Allegations and investigations of extramarital affairs while on duty
- Transportation of alcohol in a department vehicle by an officer
- An officer's arrest for off duty driving while intoxicated, and subsequent arrest for driving after suspension
- An officer openly discussing an extramarital affair to his shift
- Patterned abuse of sick leave by several officers
- Signed approval by chief officers for these patterns of sick leave
- A moribund training program administered by a chief officer.
- Disregard by officers for rules and regulations, including safety policies
- Inconsistent company level training
- Insufficient or inconsistent communication between chief officers and line officers
- Little to no accountability for unprofessional conduct or infractions of rules and regulations

This change-over-time deterioration of behavior of the officers requires examination in an attempt to understand the root causes or the RFD risks further decline into organizational inertia that will ultimately affect retention, recruitment, strategic planning and even the safety of department members. The Rochester Fire Department has never had a formal evaluation of its culture or behavior of its members conducted before. This study meets NFA Executive Development criteria for linkage to the research problem and the expectations of the EFOP

Executive Development course. This study also supports United States Fire Administration's operational Goal #3, specifically its objectives to improve the nation's incident decision making skills, and advocate a culture of health, fitness and **behavior** (emphasis mine) that enhances emergency responder safety and survival. It also meets Goal #4, specifically its objective to enhance the professionalism of the nation's fire and emergency services leaders.

### **Literature Review**

This literature review was conducted to assist in seeking answers to the research questions. Extensive literature exists on the nature of organizational culture in general, and studies of fire service culture are abundant as well. However, although there also is much literature on psychosocial behavior, human development and psychology in the workplace, there appears to be a dearth of psychologically based research on behavior in the fire service *within the firehouse* (emphasis mine). Rather, extensive investigation reveals that most psychological and behavioral studies of firefighters are situated in the context of the fire ground and other areas connected to emergency operations. The broader body of research and literature on organizational psychology and behavior appear to reside in broader applications in both private and public/government organizations. However, these applications, as will be explored, are germane to organizational behavior in the fire service.

#### **What are the current expectations of the executive leadership for officer behavior?**

Written expectations for behavior are listed in the Policy Manual of the Rochester Fire Department. All members of the department are required to be familiar with the Policy Manual. Rules prohibiting such things as gambling, fighting, filing a public complaint without first

notifying the chief, weapons, alcohol and medication consumption, expectations for reporting for duty on time and staying until properly relieved, all serve to define expected behavior. There are SOP's and SOG's categorized in areas such as administrative, emergency response, apparatus and facilities maintenance. It is a standard, boilerplate template that could be found in every firehouse in America. The department Mission Statement and Core Values statement is a staid, single page item innocuously located near the beginning of the manual and without any extra emphasis.

The Chief and Assistant Chief routinely communicate expectations regarding behavior, as well as other work related tasks. They express frustration from time to time over what they perceive as either non-compliance on others' part to their requests or repetitive attention to the same matters time and time again. "They just don't get it! This has to be done, so just do it! It's their job!" (Assistant Chief, personal communication, May 9, 2013). Asked if he was aware of unprofessional and unacceptable behavior by some officers, he replied, "Absolutely. But if the guys on his shift aren't willing to step up and make the formal complaint and back themselves up, I can't do anything" (Assistant Chief, personal communication, April 30, 2013).

When asked his views and opinions on the behavior of the officers at the RFD, the Chief stated "All do a really good job during emergencies. Some are better than others in management [of their personnel]. Some are complacent, but there is cooperation whether they are in agreement with our policies or not" (Sanborn, 2013). While discussing his views of officer behavior, he was asked if he had personally observed behavior he believed to be unprofessional and unacceptable, he replied "I haven't personally observed that sort of behavior, although I've heard some things from time to time" (Sanborn, 2013). Asked if he observed

officer behavior that exemplified the highest ideals and traditions of the fire service, he replied “Yes. There are some officers who are good people persons and good salespeople for the department”. In response to what he was currently doing to change any unacceptable officer behavior, his reply was “Everything is taken on a case by case basis. We don’t have an S.O.P. (Standard Operating Procedure) for conduct”. Asked whether he believed an explicitly stated code of conduct for professional bearing and behavior would assist in changing behavior in a more positive and functional direction for the RFD, and would he accept, model and adhere to such a standard, he replied, “Certainly” (Sanborn, 2013).

“One additional aspect complicates the study of culture: the group or cultural unit which “owns” the culture. An organization may have many different cultures or subcultures... Recognizing the cultural unit is essential to identifying and understanding the culture” (NDU n.d.). This is an accurate depiction of the nature of the culture of the RFD, and perhaps most, if not all, fire departments in the U.S. Each shift at the RFD has a distinct personality and patterns of behavior that constitute subcultures within the organizational culture that needs to be examined and understood by the chief executive officers.

**What are the current beliefs and attitudes of the officers toward the executive officers specifically and the organization generally?**

As the behaviors, abilities, attitudes and beliefs that the chief executive officers display influence the organization, so too do the same concepts apply to the staff and line officers’ influence on their peer officers and the firefighters they supervise, down to the junior firefighter.

As will be examined in the Procedures and Results section of this study, the staff and line officers comprise a diverse mix of attitudes, behaviors, beliefs, emotional intelligence and

varying degrees of achievement with the developmental tasks of differentiation and individuation within their families of origin.

There is general agreement among the line officers that a disconnect exists between staff and line in most areas of daily life in the operation of the RFD such as communications (all aspects), operational priorities, equitable treatment and accountability. They view the chief executive officers as out of touch with the concerns and daily lives of the line personnel. "I have made a complaint to the Assistant Chief about what other officers are getting away with here. It didn't go anywhere" (Officer #4, personal communication, June 3, 2013).

The perception goes to the personal level as well. "Look, two guys here have had babies this year, and those two [Chief & Assistant Chief] had no idea for weeks. One of the guys' wife was in the station the other day and almost ran right into the Chief. He didn't even recognize her" (Officer #1, personal communication, May 20, 2013).

Although the officers personally view the Chief and Assistant Chief as good people without malicious intent, they also view them as in positions they don't possess the skill sets for. "They're good guys, but they have no idea what they're doing or what's going on" (Officer #3, personal communication, April 8, 2013).

The line officers generally do not believe that they are heard (Officer #2, personal communication, April 8, 2013). They believe that unless their priorities match the priorities of the Chief and Assistant Chief, then theirs don't matter. This has led to a point where "We're just waiting it out until the Chief retires. Hopefully we'll get someone in here who knows what they're doing" (Officer #2, personal communication, April 8, 2013).

Because the line officers believe virtually unanimously that there is little accountability for conduct and behavior, several officers have gradually regressed into behaviors

that skirt the rules and regulations, almost daring the administration to take action. “I did it cause I know full well nothing’s going to be said or done. They never do anything” (Officer #4, personal communication, May 18, 2013).

The use of sick leave illustrates this mindset of the officers toward a lack of accountability in the department. Sick leave is a staple of benefit packages in both the private and public sector workplace. “Sick leave is a necessary benefit for all employees. If the employer did not offer sick leave, they would accelerate health problems and the spread of illness, thereby lowering productivity and morale” (Smith, 2013, para. 5). For the employee, perhaps the most important piece of a sick leave benefit is economical. “Sick leave is intended to help prevent loss of wages due to short-term personal injury or illness” (Contra Costra Water District Human Resources Dept. [CCWD HR], 2006, p. 3).

The issue of sick leave use, what defines appropriate use, abuse, what it is intended for and who it applies to has been explicitly expressed in many policies and standards formulation. A review of such materials reveals commonalities that are considered industry standards in wide ranging employment fields. There is agreement among them that sick leave abuse is evident when there are patterns such as chronically low accrual rates over time among senior members, use of sick leave connected to weekends, and sick leave use in excess of 50% or more of annual sick leave accrual (CCWD HR, 2006, p. 3,4), (ODNR, 2011, Definitions, para. 8), (NEOMU, 2010, Policy Statement, para. D).

An examination of sick leave use among the RFD officers in 2010, 2011, 2012 and the first half of 2013 reveals the following: (sick leave is accrued at twelve hours per month, or 144 hours per year).

- Seven of thirteen officers used 50% of annually accrued sick leave during one of the past 3.5 years
- Seven of thirteen officers have used 50% of annually accrued sick leave during two out of the past 3.5 years
- Three out of thirteen officers have used 50% of annually accrued sick leave in each of the past 3.5 years
- Seven of thirteen officers had patterns of sick leave use connected to weekends (either Friday, Saturday, Sunday or Monday)
- Sick leave connected to weekends occurred two thirds of the time in at least one of the past 3.5 years
- 90% of the foregoing statistics occurred between just two shifts (2 captains, 2 lieutenants)

In discussing the financial impact of sick leave abuse and its effects on tight budgets, (Orrick, 2004, para. 4), states “This total [dollar amounts] can provide a sobering realization of the cost for abusing sick leave.” In 2012, six officers of the RFD were responsible for more than \$72,000 of salary and overtime costs just for sick leave use alone.

Some of the reasons given for using sick leave by some of the officers range from apathy, “I don’t really care” (Officer #2, personal communication, May 11, 2013), to entitlement, “It’s mine to use” (Officer # 5, personal communication, April 29, 2013).

According to Maureen Smith, “legal experts say the best bet is to have a clearly written policy that specifies the organizations’ standards and employee requirements” (Smith, 2013, para. 6). The RFD has no policy, formula or procedure for regulating sick leave use.

Exacerbating the situation is the Chief and Assistant Chief's approval signatures on all request slips for sick leave that come across their desks. "The government's view is that sick leave applies to a relative few prescribed situations. A signature, whether by an employee, timekeeper, or supervisor attesting to an unauthorized use, constitutes at least misrepresentation and depending on the facts, fraud" (Gibson, 2007, para. 2).

There are incentives in place by contract to not use sick leave unless needed for illness, injury or medical appointments. Firefighters and officers of the local union can cash out 50% of their accrued sick leave upon retirement. The accrual is capped at 1440 hours. The two Deputy Chiefs, the Chief and the Assistant Chief can cash out 75% of accrued sick leave. This figure also factors into the final retirement calculation, boosting the monthly retirement pay for life. It seems counterintuitive why an officer wouldn't save as much sick leave as possible in order to boost retirement pay for the short-term gain of having a day off.

Training is another area of conflict among not only the officers but the firefighters as well. There is almost universal agreement among the officers that department training is seriously inadequate and that delivery of training programs from the department training officer is substandard, haphazard and lacking in professional standards and modern methods. "It's a joke" (Officer #1, personal communication, April 16, 2013). "He wings it. We go back afterwards to correct the errors in training evolutions with our firefighters" (Officer #5, personal communication, April 12, 2013). "His methods are totally out of date" (Officer #2, personal communication, April 20, 2013).

Company level training is also inconsistent, however. Some line officers conduct regular company level training while others see it as a function of the training division and so do very little, blaming the department training officer for any training deficiencies instead. "It's his

job to train. If he's not doing it why should I have to?" (Officer #6, personal communication, May 4, 2013).

There are line officers in the RFD who conduct themselves in an exemplary manner. They model professional behavior and a solid work ethic, run their shifts efficiently, train, care about their firefighters and, because they foster an atmosphere of camaraderie they enjoy social activities as a shift off duty, such as Christmas shopping or go-cart racing together.

There are others, however, who, by their behavior have seriously demoralized the firefighters they supervise and have created atmospheres of conflict, anxiety and mistrust. They view the Chief as conflict avoidant and so believe that they can act in almost any way they wish. They openly discuss private affairs of their personal life. They sometimes disappear while on duty, taking a portable radio and a utility vehicle and are gone incommunicado from their shifts unless a tone for an emergency response is transmitted. "I've worked overtime on that shift and when I call the station they tell me he's out with the utility vehicle and haven't heard from him" (Officer #6, personal communication, April 10, 2013). When off duty the members on these dysfunctional shifts invariably go their own separate ways. "They openly talk to firefighters on other shifts about the difficulties they experience and openly throw their own officers under the bus" (Officer #4, personal communication, April 20, 2013). These firefighters experience difficulty obtaining shift swaps, a common practice in the RFD, because firefighters from the more functional shifts are loathe to spend any amount of time with these troubled shifts.

The five staff officers routinely engage in passive-aggressive behaviors that result in either isolation or dysfunctional triangulations where alliances form and reform and other staff officers are sabotaged. When the Assistant Chief conducted a frank discussion lasting an entire day with a Deputy Chief staff officer about his job performance expectations, one of the

expectations expressed was for the Deputy Chief to cease leaving work a half hour early each day, and instead staying until the end of the scheduled day, 3:30pm. There was compliance on the Deputy Chief's part for approximately two weeks. He has since resorted to leaving at 3:00pm, and has for the past year since this frank discussion took place.

The other Deputy Chief of the department, this writers' immediate supervisor, not only refused to take part in this study (as is his and all participant's prerogative), stating he "didn't have time", but actively discouraged any work on this study during normal duty hours despite the letter pledging the support for by the department participation in the EFOP with the Chief's signature and on file with the application for the program. He often complained to the Chief that other duties and responsibilities would suffer. At times he directly ordered that no work be done on the study, or if he did see work being done, would abruptly assign a task that halted work on the study.

The Chief, by his authority and written statement of support for program participation, could have provided the space and time for work on the study and simply inform the Deputy Chief that there was an obligation on the department's part to allow work to be done. Instead, he remained passive and acquiescent toward the wishes of the Deputy Chief.

The Assistant Chief's chosen way to approach this circumstance was to quietly inform this writer to "be careful. Don't let him see you working on this. Keep it out of sight" (Assistant Chief, personal communication, April 24, 2013).

This writer also owns some responsibility for how this situation unfolded over the ensuing months. An appeal to the chief to advocate for time to devote to the study was an option, but this was not exercised. Instead, although it slowed progress on the project, this triangulation process became part of the study itself and serves an illustrative point.

It appears evident that the RFD officers, including the ones who function with a positive orientation toward a high level of professional conduct, regard the current culture of the organization and the executive leadership in a negative light.

**Does human development and family of origin dynamics affect the behavior of the officers at work?**

This author possesses a Masters degree in Clinical Mental Health Counseling with Board Examination Certification from the National Board for Certified Counselors and has practiced as a group, individual and family therapist. As a counselor trained in Cognitive Behavioral Therapy (CBT), this author endeavors to contribute a more focused examination of the psychological frameworks the officers of the RFD operate with in the work place.

As (B. Crawford, 2013) urges, “Expect no more of your firefighters than you expect of yourself as an officer – provided you are expecting the very best”. How the chief executive leadership of the RFD (meaning the Chief and Assistant Chief) communicate their expectations concerning the behaviors and attitudes of the officers of the RFD will be explored through the lens of examining the current organizational culture, and how that culture is viewed via the psychosocial constructs held internally by the Chief and Assistant Chief.

“A review of the literature on culture in organization studies reveals that a majority of writers agree that the concept of culture refers to the taken-for-granted values, underlying assumptions, expectations and definitions that characterize organizations and their members” (Cameron, K. S., & Quinn, R. E., 2011, p. 18). The importance of culture in organizations cannot be overemphasized. The National Defense University’s Strategic Leadership and Decision Making curriculum cites Edgar Schein, an MIT Professor of Management and author of *Organizational Culture and Leadership: A Dynamic View*, who suggests that “an

organization's culture develops to help it cope with its environment" (NDU, n.d.). Schein's description of three levels that characterize organizational culture is also used:

The first and most visible level is **behavior and artifacts**.

This consists of behavior patterns and outward manifestations of culture: dress codes, physical layout of the facilities or the level of technology used. Artifacts and behaviors may describe what a group is doing, but not why. The next level of culture is **values**. Values underlie and to a large extent determine behavior, but are not directly observable, as behaviors are. There maybe a difference between stated and operating values. The next, and deepest level are **assumptions** and **beliefs**. Schein contends that underlying assumptions grow out of values, until they become taken for granted and drop out of awareness (NDU, n.d.).

Finally, do the chief executive officers of RFD possess the cognitive skills, emotional intelligence and developmental achievements to mount a campaign to bring the constellation of the department officers into alignment that points the department to a higher sense of commitment, professional behavior and improved organizational culture? As for the chief of the comparable department, DFD, what is his level of cognition, emotional intelligence and psychosocial development, and what affect has that had in his department? For the purposes of this study, "development", as it relates to human development is defined as follows:

"The concept development is defined as a process of competency attainment and of self-differentiation in the sense of

progressively distinguishing oneself from the environment and from other people in order to create a unique self-identity”

(Thomas, 2001, p. 184).

A cornerstone of Bowenian theory is the concept of differentiation of self. As (Nichols, 2004) reports, “differentiation is the capacity to think and reflect, not to respond automatically to emotional pressures... It is the ability to be flexible and act wisely, even in the face of anxiety” (p. 121). The amount of differentiation an individual achieves occurs in and is influenced by their family of origins, and that “all families vary along a continuum from emotional fusion to differentiation” (p.120).

(M. Chambers, 2010) discusses in her self-disclosing article “Nothing is as Practical as a Good Theory: Bowen Theory and the Workplace – A Personal Application”, that “Bowen Family Systems Theory is most commonly used to understand and predict family process. It is also applied to other potentially intense relationship systems, especially in the workplace”. The influences of behavior, attitudes and beliefs held by the RFD chief executive officers as leaders are examined in an effort to determine how their leadership styles influence the behavior of the officers in a work setting that is fertile ground for intense relationships. (See, K & Clemen, R., 2005) posit that “Organizations often face complex choices involving uncertainty, tradeoffs, and broad consequences, but responding to such situations in rational ways can be hampered by individual decision makers’ cognitive limitations”. If the current organizational cultural issues and behaviors of the officers are viewed by the RFD chief executive officers to be too daunting of a challenge to change due to their own cognitive abilities, then the argument that “Extensive change is in some ways a threat to the functioning of an organization, and organizational

routines and core processes become a source of inertia against change”, (See, K & Clemen, R., 2005), gains credence if the current status quo within the RFD becomes their default position.

“Leadership is a set of inherent and learned disciplined principles that... most people possess at some level and simply boil down to having the courage to do the right thing” (B. Crawford, 2013, p 24). He argues, “Those who fail in leadership do so most often, not because they didn’t know the right thing to do, but because they lacked the courage and so looked the other way, did too little too late or made an alternative decision that was easier for them...” (p. 26).

This writer agrees that the concept of leadership and the styles employed to practice it contain qualities that are inherent and thus influenced by a persons’ development as they grow and age. Developmental theorists such as Erik Erickson, Jean Piaget, Margaret Mahler and Lawrence Kohlberg each formulated stages of development to describe what they believed a person must move through and the necessary developmental tasks assigned to each stage that need to be achieved in order to achieve optimal development. Although there are differences between their theories and justifiable criticisms associated with each of them, they remain very influential in the world of psychology. There are, however, commonalities that connect them that are useful to understand the leadership abilities of the Chief, Assistant Chief of the RFD and the Chief of the Dennis Fire Department. For instance, Piaget and Erikson agreed that individuals must pass through all the stages they formulated due to biological maturation and social expectations (Crain, 2005, pps. 136, 296). This occurs “... whether we have been successful [achieving developmental tasks] at earlier stages or not” (Crain, 2005, p. 296). Mahler “suggested that the phases of normal development overlap, and in some ways the emotional qualities of each persist throughout the lifecycle” (Crain, 2005, p. 306). Coursing

through the earliest stages of life in each of the developmental theories is the crucial tasks of differentiating and individuating ourselves from the environment around us and the objects (including people) in it. This developmental task occurs in our families of origin, and as (Corey, 2005, p. 119) asserts, "... unresolved emotional reactivity to our parents is the most important unfinished business of our lives". Differentiation allows us to build self-efficacy.

In describing the psychology of human resilience, (Everly, Strouse, & Everly, 2010, p. 13) define self-efficacy "as confidence, or the belief that you can affect change. In other words, it's the belief that you can make a difference in your own life and perhaps the lives of others". Social learning theorist Albert Bandura gives two examples of self-efficacy. Resilient, optimistic self-efficacy is beneficial. "Tenacious strivers believe so strongly in themselves that they are able to exert extraordinary effort and suffer countless reversals in pursuit of their vision" (Crain, 2005, p. 207). "When self-efficacy is low, people are prone to depression, resignation, and painful self-doubts" (p. 208).

The assertion is made here that the degree of differentiation achieved by each of the officers of the RFD, and the Chief of the DFD in their families of origin is an important determinant that will inform this study.

An alternative way to determine if the chief executive officers of the RFD are able to effect change in the department will be to examine the staff and line officers of the RFD, and their willingness and ability to endorse and adopt a change in course for the department. Examining how the executive leadership understands the culture of the RFD will assist in understanding how they view the behavior of the officers and their efforts to shape that behavior.

In “Management Rewired” (C. Jacobs, 2009), he describes a staple of psychological research on relationships, the Prisoners’ Dilemma. Jacobs states, “It captures two essential truths about human beings. The first is that when we are involved in an interaction with another person, our behavior is interdependent. . . . So any decision we make about what we do must take into account how the other person will likely respond, and vice versa. The second is that all of us are, first and foremost, looking out for our own interests” (p.45).

The Prisoners’ Dilemma is played between two participants and is structured thusly: “Two prisoners are accused of a crime and held in separate cells. There is not enough evidence to convict them, so police go to each cell separately and offer a deal. If the first prisoner confesses and implicates the other, he will go free. If he doesn’t confess, but the other one does, he will get ten years in jail. If both prisoners confess, they will each get three years in jail. If neither prisoner confesses, they both will go free” (C. Jacobs, 2009, p.45)

The Prisoners’ Dilemma is a classic game of cooperation versus competition and offers only a one time choice opportunity. The first prisoner faces a choice that can either set him free or garner ten years in jail. Not knowing how the other prisoner will choose defines the dilemma. In real life, however, “there is almost always an opportunity to communicate, and the relationship is rarely ‘one off’. Usually, there are repeated interactions over time” (C. Jacobs, 2009, p. 46).

It is not a stretch to connect the metaphor of the Prisoners’ Dilemma to the fire service, and more specifically, the officers of the RFD. It is accepted as a central tenet that firefighters regard their profession as the greatest job there is. But there exists an interesting consequence of that tenet. If one is a member of a paid career department, at an early point in their experience they come to the realization that the fire service is a family, and behaves in

familial patterns. In essence, we are prisoners, albeit willing and grateful ones, and belong to a particular “family” of individuals at work whom we did not choose ourselves, but which nonetheless would be a challenge for a host of reasons to transition out of and into something else at, say mid-point in a career, until the time comes for retirement. Thus, in reality, we are “stuck” with the ones we work with, fight fires with, and live with. This *is* our family.

The work relationships that exist within the RFD are oftentimes intense, although the assertion is made here that that is a common phenomenon in emergency services, and the fire service in particular. The fire service axiom “same clowns, different circus” acerbically illustrates this point. However, each locale, each organization and sub-units within organizations can exhibit unique, individual traits and behaviors based on the personality traits of its members.

(Corey, 2004) states “According to Bowen, human relationships are driven by two counterbalancing life forces: *individuality* and *togetherness*” (p. 119). This is an important context we can examine in order to understand behavior dynamics in the work place. (Dattner, 2011), asserts “Sometimes, work place emotions and behaviors, whether our own or others, seem hard to understand”. He goes on to describe what “Psychologists... called ‘transference’ to help explain why sometimes it seems like we are re-enacting a psychodrama from the past, rather than seeing the current situation for what it is in the present. Transference is when we kind of have a flashback in our adult life, to emotions from our early life”. These manifest themselves in various ways, including “Authority and power relationships in the workplace... treating peers like siblings... in which there is a delicate balance between cooperation and competition. ... People learn about basic concepts of fairness, equity and resource allocation in their families, and these are crucial issues in the workplace” (Dattner, 2011).

(Corey, 2005, p. 254) agrees. “What children learn from early interactions clearly affects personality development and may result in problematic adult relationships”.

Richard Lazarus developed a relational theory of emotional development involving interacting components. “The central focus of the theory is not on the person as an individual nor on the environment as a behavior setting (which includes the people who inhabit it) but, rather, on the quality of the relationship produced when the individual is involved with that environment” (Thomas, 2001, p. 145).

Within any group of people who are interacting there are also variables in personalities to consider.

“A crucial factor that the individual brings to social encounters is *motivation*, which is generated from *goals* the person pursues, with the goals influenced by *beliefs* and *values*. Beliefs concern the person’s convictions about *reality* – what is true about the world and how and why things happen as they do. Values are judgments about which things are good or bad, proper or improper” (Thomas, 2001, p. 145).

Examining how the officers of the fire department behave at the RFD through the lens of context relative to the current organizational culture described in the Background and Significance section, and describing their cognitive and emotional abilities and limitations will help shed light on their willingness to make changes and shift beliefs if they believe the costs to do so are bearable and worthwhile. Will the officers regard a change in the status quo as a loss or a gain?

As (Kahneman & Tversky, 1984, p. 348) posit “Because losses loom larger than gains, the decision maker will be biased in favor of retaining the status quo”. They go on to state “The psychophysics of value induce risk aversion in the domain of gains and risk seeking in the domain of losses” (p. 341). If any individual officers of the RFD regard the current status quo as a “gain”, as in preferring that nothing changes, they will be inclined to be averse to assuming any risk involved in changing. If any of the officers are threatened by a change in status quo and regard that as a “loss”, they may be inclined to assume a risk to stop any changes, regardless of the intention behind their motivation. “In general, loss aversion favors stability over change” (Kahneman & Tversky, 1984, p. 348).

**What other models of professional bearing and behavior exist in other organizations that may be adapted for the RFD?**

The concept of professional bearing and behavior can be very abstract. It is a concept that is also highly adaptable to organizations because it derives from the core mission of that particular organization. The mission of the Rochester Fire Department states:

“The Rochester Fire Department seeks to serve the community of Rochester by creating and sustaining a safe environment for all our citizens. We strive to fulfill this mission by responding to all emergencies in a timely manner, providing public awareness education, and by the prevention of all uncontrolled fires and hazards. Our tradition has always been to protect life, property, and the environment.” (Rochester Fire Department [RFD], 2012, p. 4).

The essence of this mission statement is that of service to the community, sometimes at great risk. What are the most desirable attributes needed by the individuals who are responsible for accomplishing this mission? A look at similar type organizations, those who assume great risk in service to others, is useful to answer this question. Military organizations in particular provide excellent examples.

“Integrity First, Service Before Self, Excellence In All We Do. These are the Air Force Core Values. Study them... understand them... follow them... an encourage others to do the same” (United States Air Force [USAF], 1997, p. 3). So begins “The Little Blue Book”, the USAF’s basic guide to its core values. In fact, the first two pages of the guide contain the core values. It’s readily obvious what the values and expectations are. Further, it provides the definitions for each of the three core values. (USAF, 1997, Definitions, p. 6-9):

- **Integrity First.** Integrity is the ability to hold together and properly regulate all elements of a personality. A person of integrity, for example, is capable of acting upon conviction. A person of integrity can control impulses and appetites. Integrity also involves several *other moral traits indispensable* (authors emphasis) to national service.
  - Courage
  - Honesty
  - Responsibility
  - Accountability
  - Justice
  - Openness
  - Self-respect

- Humility
- **Service Before Self.** Service before self tells us that professional duties take precedence over personal desires. At the very least it includes the following behaviors:
  - Rule following
  - Respect for others
  - Discipline and self-control. Among the examples expressed here are the expectation that commanders are expected to refrain from displays of anger that bring discredit to themselves and the Air Force, control their appetites, especially in areas of sexual overtures to subordinates and alcohol consumption, and religious tolerance.
  - Faith in the system
- **Excellence In All We Do.** Excellence in all we do directs us to develop a sustained passion for the continuous improvement and innovation that will propel the Air Force into a long-term, upward spiral of accomplishment and performance. Further explanation includes:
  - Product/service excellence
  - Personal excellence
  - Community excellence
  - Resource excellence
  - Operations excellence

The United States Marine Corp espouses similar values. In a dispatch disseminated Corp wide, General C.E. Mundy, Commandant of the Marine Corp stated firmly that “Marines

are men and women of character... Character can be described as a “moral compass” within one’s self, that helps us make right decisions in the midst of the shifting winds of adversity”

(Mundy, n.d.). He goes on to reinforce the core values of the USMC:

- **Honor:** The bedrock of our character. The quality that guides Marines to exemplify the ultimate in ethical and moral behavior; never to lie, cheat or steal; to abide by an uncompromising code of integrity; to respect human dignity; to have respect and concern for each other.

- **Courage:** The heart of our core values, courage is the mental, moral, and physical strength ingrained in Marines to carry them... to do what is right; to adhere to a higher standard of personal conduct; to lead by example, and to make tough decisions under stress and pressure.

- **Commitment:** The spirit of determination and dedication within members... It leads to the highest order of discipline for unit and self... pride; concern for others; and an unrelenting determination to achieve a standard of excellence in every endeavor (Mundy, n.d.).

The Uniform Code of Military Justice (UCMJ), in Article 133 – Conduct Unbecoming of an Officer and Gentleman, specifically addresses charges related to character and conduct of military officers. In explanations, it describes the nature of the offense as

“action or **behavior** in an official capacity which, in dishonoring or disgracing the person as an officer, seriously compromises the officer’s character as a gentleman (“gentleman” includes both male and female officers), or action or behavior in an **unofficial or private capacity** which, in dishonoring or disgracing

the officer personally, seriously compromises the person's standing as an officer" (Powers, 2013). (All bold emphasis this author)

The fire service in the United States is equally concerned with ethics, professional behavior and conduct. However, since it is not organized as a national service like several European fire services are, such as Ireland, Scotland and England, standards and policies are left to the jurisdiction of individual local, state, regional and national agencies. As technologies, standards of firefighting curriculums and strategies and tactics, and concepts like the Incident Command System have evolved, the North American fire service has become increasingly standardized at all levels. In that light concerns pertaining to ethical behavior, conduct and standards of professional behavior are easier to access, communicate, qualify, and operationalize.

“Work ethics, as a noun, is defined by the Center for the Study of Ethics in the Professions (CSEP) as ‘How professionals are to pursue their common ideal so that each may do the best she can at a minimal cost to herself and those she cares about [...] from certain pressures by making it reasonably likely that most other members of the profession will not take advantage of her good conduct’” (Gale, 2013, para. 3).

There are universal tenets attached to professionalism and ethics to assist groups of people, especially in the workplace. “Not just for corrupt employees, workplace ethics guide all businesspeople who search for moral and professional direction”(Frenz, 2013, para. 1).

Applying abstract concepts of professionalism, ethics and proper behavior to the fire service is not a difficult endeavor. The fire service at its core embodies the highest ethical ideals valued by society, service to others, commitment, sacrifice and fidelity are among a few.

However, as Janet Wilmoth discusses in Fire Chief Magazine, “Being a trained member of the fire and emergency services does not automatically make you a *professional*. A professional upholds the values and standards of the profession. Unfortunately, there still exist fire chiefs who believe that due to their position and tenure in the organization they are immune from scrutiny” (Wilmoth, 2010, para. 4). Due to the vagaries and vicissitudes of human behavior, chiefs aren’t the only ones in the fire service to act this way. “However, the reality is that most departments have at least one elephant in the room” (Wilmoth, 2010, para. 4). “The moral compass may waiver, but it will always point in one direction, no matter how you spin it” (Wilmoth, 2010, para. 6).

In 2009 the Cumberland County Volunteer Firemen’s Association produced a seminal report, “Fire Service Reputation Management White Paper” that called attention to the dangers inappropriate, unethical and unprofessional behaviors of individual fire service members has on the reputation of the fire service as a whole in our society. In the introduction, Kevin Cochran, the United States Fire Administrator stated that the paper:

“... clearly identifies these individuals and behaviors in a clear and cogent manner, articulates some excellent solutions, and clamors for a Code of Ethics as the next logical step for our profession. We may never have the opportunity again, and I urge all fire service leaders to develop, establish, disseminate, abide and enforce a Fire Service Code of Ethics” (Cumberland Valley Volunteer Firemen’s Association [CVVFA], n.d.)

In response to the CCVFA’s report, the National Society of Executive Fire Officers Association developed a Firefighter Code of Ethics. In the Background report attached to the

Code's release, the purpose for the Code "is to establish criteria that encourages fire service personnel to provide a culture of ethical integrity and high standards of professionalism in our field" (National Society of Executive Fire Officers [NSEFO], 2012, para. 2). Further, "The broad scope... is intended to mitigate and negate situations that may result in embarrassment and waning of public support for what has historically been a highly respected profession" (NSEFO, 2012, para. 2).

The International Association of Fire Chiefs (IAFC) has a similar document adopted as a policy in May, 2003. It lists eighteen ethical principles for guiding ethical behavior. "The International Association of Fire Chiefs shall represent those ethical principles consistent with professional conduct as members of the IAFC" (International Association of Fire Chiefs [IAFC], 2003).

The assertion is made here that the fire service, like the U.S. military, now has within its grasp a codified statement of principles regulating professional bearing and conduct with which to ground itself upon and incorporate as a standard.

Combining a rich literature review of organizational culture and human psychosocial development in family of origins demonstrably influenced this study. It provides abundantly for an in-depth examination of the problem statement and has guided the research questions in an effort to create a higher level of functioning in the RFD culture.

### **Procedures**

The research subjects are the officers of the RFD. Eleven of thirteen agreed to participate. Eight officers and the Chief from the Dennis Fire Department in Dennis, Massachusetts also

participated. All were advised of and signed informed consent forms. A copy of the form can be found in Appendix H.

Three overarching strategies have been employed in an effort to empirically measure the nature of the culture of the RFD, and the current behavior and attitudes of the officers. These are then compared to the beliefs and attitudes of the officers of the Dennis Massachusetts Fire Department, a demographically similar department, and one whose current chief of eight years was the former chief of the RFD. Additionally, interviews with officers from both departments are discussed to describe the cultures and leadership of both departments and examine differences and similarities. Finally, two Family of Origin surveys were completed by the officers of the RFD to examine their family backgrounds and early childhood development experiences to more fully understand their behavior, beliefs and attitudes. The early developmental experiences and family of origins of the RFD Chief and Assistant Chief is compared with the Chief of DFD in an attempt to discern any trait personality differences that influence their leadership styles.

Three strategies were employed to measure the culture of the RFD. First was a holistic one in which this author, as a member of the organization, immersed himself in the participation of this study. Second, the language and tone of the organization and the participants in this study are reflected in the interviews and stories told by the participants. Third, two quantitative measurement instruments were employed to assess the culture of the RFD. The blend of qualitative and quantitative strategies appear to satisfy concerns raised about how best to study organizational culture (Cameron & Quinn, 2011, p. 170, 171). The OCAI also allows for individual psychological frameworks, referred to as archetypes, to be included in understanding organizational culture in that they provide for the inclusion of values and assumptions (beliefs).

This enabled a robust connection in this study with the Family of Origin surveys that help identify psychosocial development and the cognitive schemas of the study participants to discern how they judge and evaluate the organizational culture.

The first instrument to measure the organizational culture of the RFD was the **Fire and Emergency Services Organizational Culture Assessment Instrument**. This survey was conducted in October, 2012 at the RFD and is intended as a “snapshot” of the culture of the department at that time. Based upon the organizational framework developed by Vijay Sathe, the Executive Fire Officer Program adapted it for use in the fire service (Burton Clark, personal communication, February 22, 2013). It is divided into five components, each containing four sub-components; shared things, shared feelings, shared doings and overall shared assumptions. It utilizes a five point Likert scale and compares the scores of the individual participant to an eight-member observer group within the organization, which is then compared to the average of all observer groups that have been compiled at the National Fire Academy. This group numbers in the thousands and provides an interrator valid and reliable measurement standard.

Scores are tabulated in three score groups: low (0 – 1.5), indicating that much work is needed to improve the culture, medium (1.5 – 3.5), indicating while there are positive characteristics of the culture, there is room for improvement, and high (3.5 – 5.0), indicating a strong, functional culture. The RFD scored in the medium range at the time the survey was completed. The sample can be viewed in Appendix A.

The second instrument employed to assess organizational culture at RFD was the **Organizational Culture Assessment Instrument (OCAI)**, based on the competing values framework (Cameron & Quinn, 2011). According to the authors, the OCAI is “probably the most frequently used instrument for assessing organizational culture in the world today” (Cameron &

Quinn, 2011, p. 27). This speaks well for reliability and validity. The OCAI was also utilized to assess the organizational culture of the Dennis Fire Department for comparison purposes.

The OCAI consists of six items, each with four alternatives. By dividing 100 points among the four alternatives listed in each of the six items according to what the respondents believe is most representative of the organization, a picture emerges of that culture. However, each of the six items with their four alternatives is divided into two columns labeled “Now” and “Preferred”, inviting the respondent to describe the organization, “as it should be in five years... to achieve its highest aspirations...” (Cameron & Quinn, 2011, p. 29, 30). An example of the OCAI can be found in Appendix B.

To score the OCAI, the scores from each of the four alternatives in each section are tallied. For example, all six “A” scores are tallied, each of the six “B” scores are added, each “C” score and finally, each of the six “D” scores are tallied. Each section is scored separately, then each section sum is divided by six to arrive at the average. This is completed for each section in both the “Now” and “Preferred” columns.

Two dimensions evolved as the Competing Values Framework was developed. One dimension differentiates effectiveness criteria that emphasizes flexibility and dynamism from another that emphasizes stability, order and control. The second dimension differentiates effectiveness criteria that emphasizes an internal orientation, integration and unity from criteria that emphasizes external orientation, differentiation and rivalry. Together these two dimensions form four quadrants, each representing a distinct set of organizational effectiveness indicators (Cameron & Quinn, 2011, p. 38, 39). These indicators of effectiveness represent what people value about an organization’s performance. They define what is good and right and appropriate.

The four clusters of criteria... define the core values on which judgments about the organization are made (Cameron & Quinn, 2011, p. 39, 40).

These four quadrants are labeled to illustrate its most notable characteristics – clan, adhocracy, market and hierarchy. The hierarchy culture values internal control and is characterized as a formulized and structured place to work. Procedures govern what people do. Effective leaders are good coordinators and organizers. Maintaining a smooth running organization is important. The market culture values competition, productivity and is externally focused and results oriented. Effective leaders are tough, demanding and hard driven. The focus is on winning. The clan culture is defined by collaboration and is similar to a family-type organization. Shared values and goals, cohesion, participativeness and a sense of “we-ness” prevails. Basic assumptions are that the environment of the organization is best managed through teamwork, a humane work environment and employee development. Commitment is high. The Adhocracy culture is defined by creativity. Its root word, *ad hoc*, implies the temporary, specialized and dynamic. Adhocracies do not have centralized power or authority relationships. Instead, power flows from individual to individual and from team to team and from task to task. Adhocracies are creative and entrepreneurial, and its members take risks. Effective leadership is visionary, innovative and risk oriented. Research has confirmed a congruence hypothesis between cultures and competencies. Congruence predicts success (Cameron & Quinn, 2011, p. 41-53). This last point will become important in the Discussion section of this study. These graphs are depicted in Figures 1 through 4.

Reliability and validity appears strong and well founded for the OCAI. Conbrach alpha coefficients (a reliability statistic) were computed for each of the culture types assessed by the OSAI. Each coefficient was statistically significant and very satisfactory compared to normal

standards of reliability. Validity studies of various organizations have shown that the OCAI reliably measured and assessed culture on a consistent basis, so that predictability was reliable. It is asserted by Cameron and Quinn that, to date, there has been no study where contradictory or disconfirmatory evidence has been produced (Cameron & Quinn, 2011, p. 176-183).

A third instrument, the **Management Skills Assessment Instrument (MSAI)** (Cameron & Quinn, 2011), was utilized to measure the management skills of the RFD Chief and Assistant Chief and the Chief of the DFD. The MSAI was completed by the RFD Chief and a peer, Assistant Chief and a peer, and five subordinate officers of both the Chief and Assistant Chief. The Dennis Fire Chief completed one as well, but peer, supervisory and subordinate respondents were unavailable for this instrument. A sample survey can be found in Appendix C.

To assess the psychosocial development of the RFD officers, two **Family of Origin** surveys were conducted. The first one is adopted from Janet Woititz's Home Away From Home. It is a look at workplace behavior through the lens of family of origin experiences. (Woititz, 1987).

Nine yes/no questions are asked about experiences in families of origin. The interesting component of this survey is its instruction to choose one bad feeling from a list of eleven feelings that is felt by the respondent most often on the team (department).

This was paired with the **Group Climate Questionnaire** (Francis & Young, 1979). This questionnaire asks seven questions about opinions of top management. It uses a seven-point Likert scale, with one representing the most negative response and seven representing the most positive response. It is a standard group survey easily adapted to a wide variety of groups (Licensed Clinical Mental Health Counselor (LCMHC), personal communication, June 30, 2013). A sample of both surveys can be viewed in Appendix D.

The next **Family of Origin** survey and coding scale comes from the psychology department at Columbia College and used as part of the curriculum in statistics courses. It is a comprehensive survey, and the coding scale utilizes couplets to check internal reliability. A sample can be found in Appendix E.

Finally, interviews with the officers of both the Rochester Fire Department and Dennis Fire Department are discussed. This provided respondents the opportunity to “use our own words” (Officer #3, personal communication, June 17, 2013). This is useful for two reasons. They add authenticity and a three dimensional flavor that may be missing from the more empirical and clinical components of this study. The fire service has a deep, historical oral tradition. Stories are passed down from generation to generation of firefighters who take pride in the history and carry the tradition forward. See Appendix F for sample interview.

## Results

Of the thirteen officers of the Rochester Fire Department, eleven participated in the OCAI, MSAI, and both Family of Origin surveys. Two officers declined, and the Rochester City Manager, as the RFD Chief’s supervisor declined to participate in the MSAI.

Results from the first instrument, the **Fire and Emergency Services Organizational Culture Assessment Instrument** appears innocuous at first glance, and there is no significant statistical difference from the graphic interpretation of the RFD self and the observer group and that of all the average self-scores and all average observer group scores. Again, the RFD survey scored in the “average” range, albeit in the lower range of average. Looking at the raw scores, however, reveal several findings of interest. For example, under “Shared Sayings”, Training and Development scale, #61 – The training that is offered is well planned and appropriately

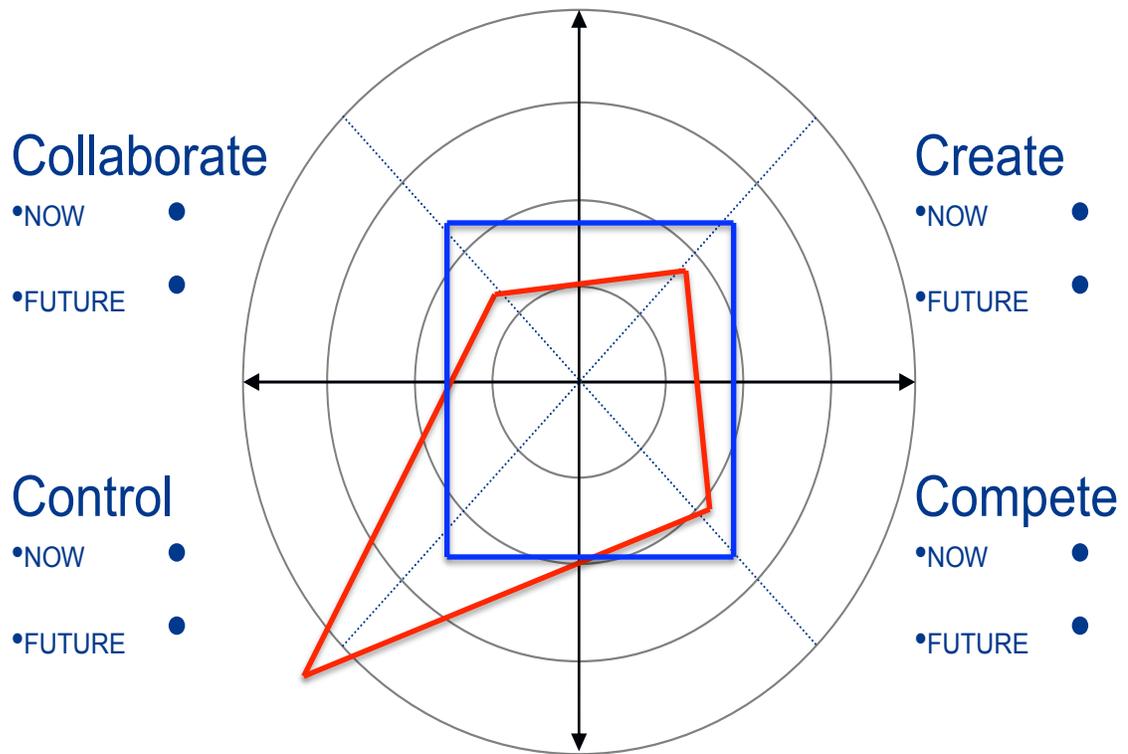
delivered, has a “z” score of -2.60. The “z” score for item #71 - Those who perform training do so as punishment. It is a thankless job, is -2.57. Both of these scores, more than two standard deviations from the norm indicate a serious issue either with the respondent’s perception of or the quality of actual training. Other “z” scores in areas of pay and benefits and sick leave abuse indicate discrepancies that need attention. With very few exceptions, notably in areas of technological achievement and the department’s standing with the public, none of the self-scores or the observer group scores from the RFD were able to match the scores for average self score and average group scores. In essence, RFD possesses a below average organizational culture.

When results of the **OCAI** “now” profile is reviewed, the “kite” figures on the graph is startling incongruent. As they assert: “...differences between the “Now” profile and the “Preferred” profile culture of between **five and ten points usually indicate the need for a substantial culture change effort**” (author’s emphasis in bold) (Cameron & Quinn, 2011, p. 82, 83).

Figure 1 shows the “Now” profile held by the RFD officers and the “Now” profile held by the Chief and Assistant Chief. (Note: the “future” labels in each quadrant are not applicable to this depiction).

Figure 1. “Now” profile

Chief and Assistant Chief: \_\_\_\_\_  
 RFD Officers: \_\_\_\_\_

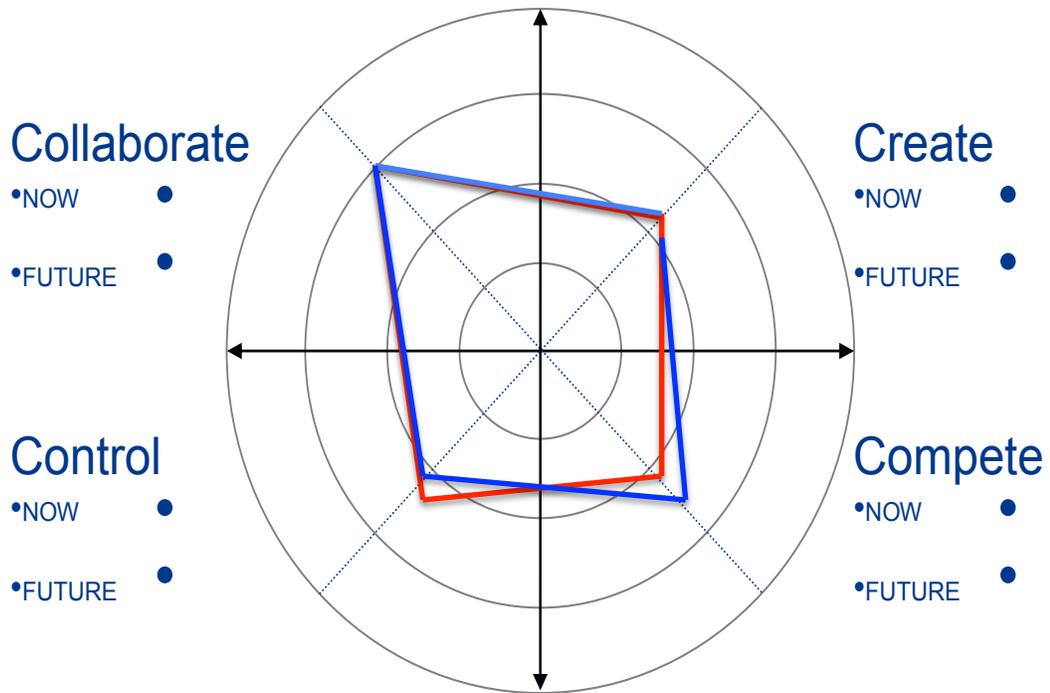


The graph depicts substantial discrepancies in the areas of control (hierarchy), 20.6 point differential, collaborate (clan), 11.5 point differential, and create (adhocracy), 7 point differential. These differences represent a serious incongruence within the RFD culture.

The “Preferred” profiles (figure 2) held between the Chief, Assistant Chief and the RFD officers is shown below. (Note: the “now” labels in each quadrant are not applicable to this depiction).

Figure 2. “Preferred” profile

Chief and Assistant Chief: \_\_\_\_\_  
 RFD Officers: \_\_\_\_\_



The “Preferred” profile in figure 2 stands in marked contrast to the “Now” profile in figure 1. All quadrant scores, with the exception of the compete (market) quadrant (5.2 points), are less than 5 points apart. In fact, the Create (adhocracy) score is identical at 21.8, the control (hierarchy) differential is 2.1, and collaborate (clan) score differential is .1. This indicates a congruent culture.

The OCAI instrument was also completed by the officers and the chief of the Dennis Fire Department for comparative purposes. Of the twelve officers in the department, eight officers and the chief participated, providing a valid pool of respondents to gauge the culture of

the DFD. The “Now” profile is depicted in Figure 3. (Note: the “future” labels in each quadrant are not applicable to this depiction).

Figure 3. “Now” profile

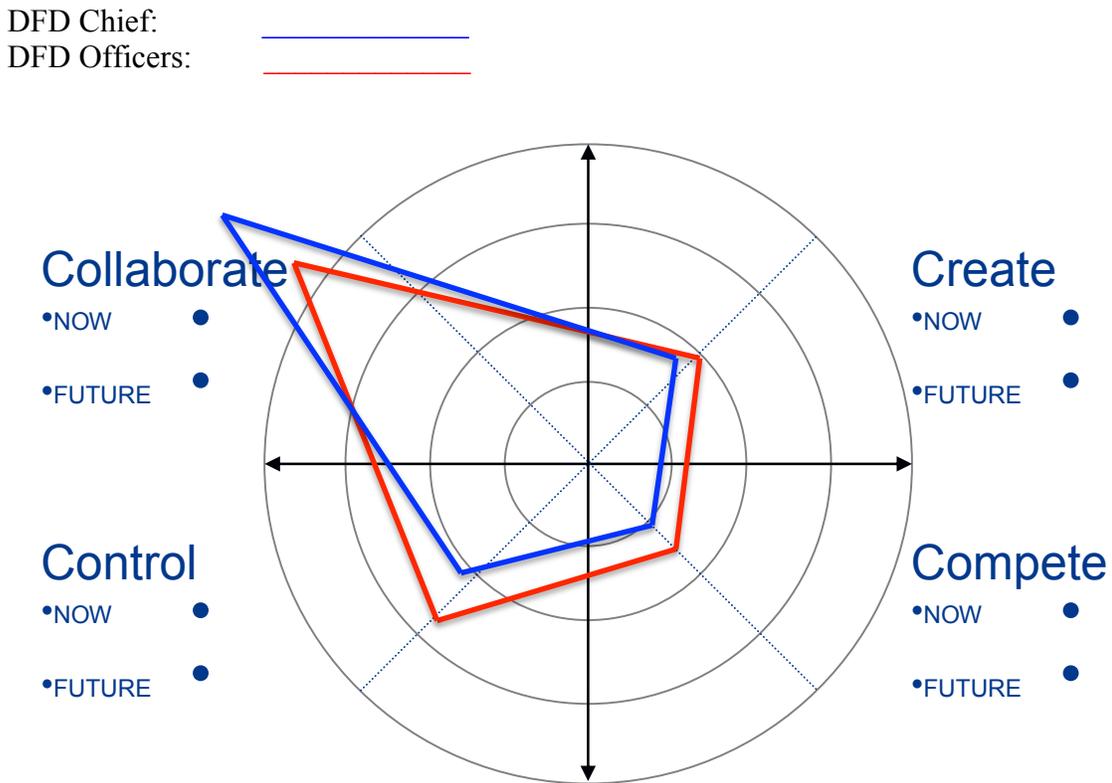


Figure 3 depicts a congruent organizational culture. Although a 12.3 differentiation score is plotted in the collaborate (clan) quadrant, it is clear the officers and the chief feel strongly in this area and reflects a positive orientation. It reflects a strong belief that DFD has a family-type culture. When speaking about what the “honeymoon” period was like for the Dennis Fire Department when the present chief was hired eight years ago, a captain with thirty two years at that department as well as serving as union president for the past twenty three years stated, “And it’s still the honeymoon. Eight years later” (DFD Officer #1, personal communication, August 8, 2013). The only statistically meaningful differentiation occurs in the control

(hierarchy) quadrant. The 6.2 point differential ordinarily would be of some concern, however this writer believes the strength of the collaborate (clan) scores serves as a mitigating influence.

Figure 4 represents the “Preferred” profile that the officers and chief hold about their organizational culture. (Note: the “now” label in each quadrant is not applicable to this depiction).

Figure 4. “Preferred” profile

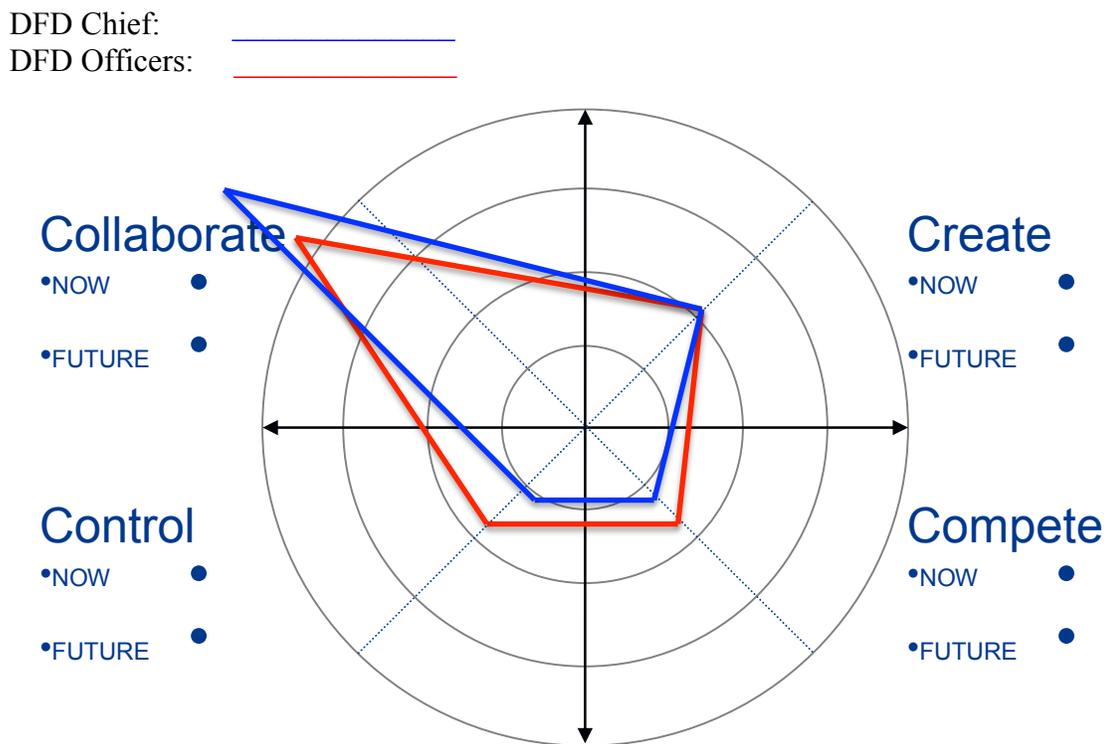


Figure 4 depicts a “preferred” profile that is virtually identical to the “now” profile depicted in Figure 3. The DFD is a very congruent department. The assertion here is that the DFD chief’s leadership led to the development of a written strategic plan for DFD that has been a powerful tool that provided for a clear direction. This will be examined further in the Recommendations section. Of interest is the statistical difference between the “now” and “preferred” profiles in the control (hierarchy) quadrant between the DFD chief and the DFD

officers. The “now” profile score differential is 6.2. The “preferred” profile score differential is even greater at 8.3. Also of note in this quadrant is the DFD chief’s decreasing score from “now” to “preferred” and the DFD officers increasing score from “now” to “preferred”. It is unknown how meaningful that anomaly may or may not be for that fire department.

The RFD Chief and Assistant Chief each completed the Cameron and Quinn **MSAI** self-rating surveys of their managerial skills, and each had two peer and five subordinates rate them as well on the MSAI. Interpretation and feedback reports were generated by Behavioral Data Services (B-D-S), a private research firm in Ann Arbor, Michigan. With over twenty years generating analysis and feedback reports for the MSAI, a data bank of tens of thousands of self, peer, supervisor and subordinate rating MSAI instruments have been catalogued since 1995 which provides well established reliable and valid interpretations (Cameron & Slade, 2013). In brief, wide gaps appear between how the RFD Chief and Assistant Chief rated themselves and how their respective peer and subordinate rater group rated them. Responses to statements in the clan and adhocracy quadrants contain gaps that ranged from at least one, to sometimes more than three, standard deviations apart. The gaps narrow somewhat in the market and hierarchy quadrants, however, they present unevenly (Cameron & Slade, 2013, pp. C-1 – C-8). This indicates, much like the “now” profiles in the OCAI, a statistically significant gap in how the management skills are perceived and understood.

The DFD chief provided only a self-rating. Without peer and subordinate feedback no just comparison is possible. It is interesting to note, however the overall lower scores he gave himself when compared with the RFD Chief and Assistant Chief’s self-ratings.

The two **Family of Origin Surveys** were completed by the RFD officers. In the first, the Woititz (1987) survey poses nine negatively oriented questions about family experiences.

The responses are broken down as follows:

1. Parent/Grandparent abusing drugs or alcohol: 1
2. Brother/Sister/Child abusing drugs or alcohol: 2
3. Living with chronic illness: 2
4. Were you adopted: 0
5. Were you in foster care: 0
6. Were you physically or emotionally abused: 1
7. Was your family profoundly religious: 0
8. Were you a “military brat”: 0

Out of eleven respondents, six respondents, or 55% reported growing up in a family with these potentially debilitating conditions.

When asked on the survey to identify one bad feeling the respondent had most often on the team, the choices were:

1. Inadequacy: 0
2. Anger: 0
3. Lack of control: 0
4. Unappreciated: 1
5. Bored: 0
6. Perfection: 0
7. Lack of recognition: 0
8. Frustration: 9

9. Fear of rejection: 0
10. Other: “lack of leadership”: 1

Nine out of eleven respondents, or 82% identified their one word as “frustration”.

The feeling that the officers are not heard (Officer # 2, personal communication, April 8, 2013) can certainly reinforce negative messages that may have been communicated in early childhood development of those officers who came from dysfunctional families.

The **Group Climate Questionnaire** (Francis & Young, 1979), was scored by dividing 10 (number of respondents) by the total score (150) of all participants. The mean (average) of that score was 1.5. Of significance was finding that no score on any response from any questionnaire was higher than a 3. An extrapolation can be made that the poor level of organizational culture indicated in the Group Climate Questionnaire is connected to the high percentage of respondents who labeled “frustration” as the most identified feeling at work in the **Woititz Family of Origin** survey.

Communication is key. “Recognizing that the channel for positive feedback is communication, makes it possible to state the case more plainly: Healthy families are able to change because they communicate clearly and are adaptable” (Nichols & Schwartz, 2004, p. 154). According to Nichols (2004 p. 76), “... although conflict doesn’t magically disappear when family members start to listen to each other, it’s unlikely that conflicts will get resolved *before* people start to listen to each other (1995).

The next family of origin scale administered to the RFD officers is the Columbia College **Family of Origin Scale**. This is a forty question survey utilizing a Likert scale of 1 to 5, with 1 being “strongly agree”, 2 “agree”, 3 “neutral”, 4 “disagree” and 5 “strongly disagree”. The lowest RFD officer score was 106. The highest was 184. The mean score for eight RFD

officers was 150 (out of a possible maximum score of 200). The RFD chief's score was 138. The RFD Assistant Chief's score was 173 (the second highest score achieved of all respondents). Individual responses to specific statements about family of origin dynamics ranged widely from reasonably functional (meaning not without conflict, but reporting warmth, safety and emotional availability), to obviously dysfunctional (meaning threats to safety, poor communication and emotional detachment). Virtually all officers indicated some degree of both function and dysfunction.

A significant finding, however, were the results from the chief of Dennis Fire. He scored by far the lowest score of all respondents, a 96. This is a full 54 points, or 64% below the RFD officer mean score. It is 42 points below the RFD chief and 77 points below the RFD assistant chief.

In an interview, he described a chaotic childhood in marginal poverty. There were several stepfathers that came and went. He and his only sibling spent six years in and out of children's homes while their mother struggled and strived to keep the family together. He described himself as a punk in high school with a chip on his shoulder. (personal communication, April 8, 2013) This clearly points to his success at a critical developmental task as a child in his family of origin: the ability to differentiate himself from his environment and the people in it and forge his own, clear self-identity.

### **Limitations**

Several limitations are present in the Procedures section. Most have to do with the Family of Origin surveys. The "Group Climate Questionnaire" that accompanies the Family of Origin Questionnaire, can be considered dated. However it is considered a good measure of internal reliability for scoring the Family of Origin. The scoring is straightforward, intended as

an assessment, not a diagnostic. The percentage of respondents who reported dysfunctional family dynamics, 56%, is significant, especially given the small size of the response group (11). The Group climate responses never scored higher than a 3, and the response rate of 82% that labeled “frustration” as the single bad feeling attached to their work teams (department) cannot be ignored.

A limitation attached to the Columbia College Family of Origin Scale stems from it still residing primarily in academia, specifically in statistics learning courses. As a tool for learning how to gather and compute statistical data, however, it has value. Tools and aids such as these are used widely in psychotherapy (Licensed Clinical Mental Health Counselor (LCMHC), personal communication, June 30, 2013), as new, experimental testing and survey instruments are developed. Psychotherapists, including this author, use them with caution. They are used as assessment guides, not diagnostic measurement instruments such as the Minnesota Multiphasic Personality Inventory (MMPI). Additionally, several officers’ answers produced conflicts when checked against their couplets for internal validity. In general, however, with a possible minimum score of 40 and maximum of 200, it serves a useful purpose in situating the histories of the respondents. The mean score of the scale is 120. That the RFD mean score is 150, the respondents can *generally* be viewed as in the average range of experience with family histories.

Other limitations included the difficulties in being able to conduct this study openly while on duty. More in depth progress could have been made. Another limitation was the Rochester City Manager’s decision not to participate, which would have added more value to the MSAI as the RFD chief’s supervisor. Additionally, there are no MSAI surveys available from the Dennis Fire officers to rate their chiefs’ leadership skills more empirically. There is

only the DFD chief's MSAI to examine. However, the interpretations of the OCAI results and the interviews conducted with the DFD chief and three DFD officers are reviewed in the Discussion section that will provide meaningful insight into his leadership style.

The limitations notwithstanding, the procedures did provide meaningful answers to the research questions. There is no question there is a substantial gulf between how the officers view the culture of the RFD now. Multiple computations of the scores resulted in the graphs included in this study. It is also clear the culture of the DFD is in harmony. The interviews and communications with officers from both departments also confirm this.

The assertion is made also that the family of origin surveys indicated significant negative characteristics in half of the RFD officers who participated. Those dysfunctions and the behaviors they contributed to forming, by that percentage of the officers, in synergy with the other officers who are peers, superiors and subordinates confirms the hypothesis that behaviors, beliefs and assumptions formed in the early years of development in families of origin are being re-enacted in the workplace.

### **Discussion**

The results of this study are sobering for the Rochester Fire Department. The incongruence between the RFD officers and the chief executive officers, as depicted in the OCAI Figure 1 (p. 36) "now" profile, is startling and should serve as a wake up call for all. It also represents an opportunity, and serves as a useful starting point. As in fireground operations, there are strategies and tactics, and resources available to begin the process of diagnosing and changing the present culture.

One such resource is Cameron and Quinn's nine steps for designing and implementing a process for organizational change:

1. Reach consensus on the current culture. One way to do this is to have each subgroup (shift) complete an OCAI individually. Do not average them, rather take each one and engage in discussions to reach consensus over time. It serves to highlight previously underrepresented aspects of the organization's culture. This builds communication lines.

2. Reach consensus on the preferred future culture. Repeat the process in step one. Discussion questions based on facts, data and projections rather than pie-in-the-sky abstractions should include:

- a. Where are we currently underdeveloped?
- b. In what areas would we like to be at the leading edge?
- c. What is the best we've ever been, and how can we duplicate that in the future?

3. Determine what the changes will and will not mean. Plot the current and preferred cultures again. The absence of large discrepancies does not mean that important changes aren't needed. Small shifts may be as important as large, transformational ones. Moreover, it may be as difficult to make small changes... as a large change.

4. Identify Illustrative stories. Key values, desired orientations and behavioral principles that are to characterize a new culture are usually more clearly communicated through stories. Team members should identify an actual incident or event that illustrate the key values they want to permeate the future organizational culture.

5. Identify a strategic action agenda. Identify actions and behaviors that will be undertaken as part of the culture change. Take into consideration several key actions:

a. Create readiness. Resistance to change is a given. Be prepared to explain the advantages of change and disadvantages of not changing.

b. Explain why. When people know why the change is necessary, most of their resistance subsides.

c. Focus on processes. For change to last, it must be reflected in the core processes in which the organization is engaged. Rearranging structures or reporting relationships won't contribute to long-term success by themselves.

d. Generate social support. Build coalitions of supporters for the change and empower them.

e. Provide information. Share as much information as possible on a regular basis and as broadly as possible. This serves to reduce rumors.

6. Identify immediate small wins. Develop a list of key action steps that can be taken right away. Identify something that can be implemented immediately – tomorrow morning – to begin the process of change.

7. Identify the leadership implications. Provide leadership development so that leaders have the wherewithal to lead the process of change. Leaders must have the competencies necessary to lead the organization when it has achieved the desired future culture.

8. Identify metrics, measures, and milestones. A major reason change doesn't occur is that accountability for achieving desired outcomes is not maintained. Develop

the measurements needed to mark progress along the way and make individuals involved in change personally accountable for certain aspects of the change.

9. Identify a communication strategy. Decide what symbols and icons will be used to spread the message through the organization. Culture change will not occur without involvement, commitment and active support throughout the organization. New symbols provide something for people to rally around (Cameron & Quinn, 2011, pp. 102-122).

There are six advantages for employing the preceding strategy for culture change. It is practical, efficient, involving, both qualitative and quantitative, it is manageable and it is valid (Cameron & Quinn, 2011, p. 24). However, what will it take to implement this or any other strategy for change?

“We believe the strategic covenants of resilient leadership are bold and decisive action built on honor and honesty. More simply, resilient leadership is the courage to act, the willingness to take responsibility for decisions regardless of outcome, and the ability to engender trust and fidelity through a consistent pattern of acting with integrity” (Everly et al., 2010, p. 118).

The chief executive officers must be willing to engage in courageous leadership. “‘We are only as strong as our weakest link’ is a cop out. We should be asking ourselves, ‘Why do we have weak links?’ In all honesty, the answer will generally come back as ‘because we allow them’” (Crawford, 2013, p. 25). There is an awareness among the Chief and Assistant Chief that there are behavioral issues exerting a negative influence in the RFD. They argue with some merit that they do hold people accountable, but the evidence says otherwise. While it is

true they have occasionally “called people on the carpet”, the perception is that it doesn’t go very far in changing behavior. “Why bother complaining about what these guys get away with? It doesn’t go anywhere” (Officer #4, personal communication, May 25, 2013). (Crawford, 2013) goes on to state “Despite what you’ve heard around the station or in the current culture of your organization, your people want to believe in you...” (p. 29). It takes the courage to act. What does that look like?

In what they describe as resilient leadership, (Everly et al., 2010), quote Donna Brazil and Thomas Kolditz, who conclude “authentic leadership is most effective under pressure. Authentic leaders are confident, optimistic, and possess high moral character and ethical reasoning” (p. 7). When those traits are present, they facilitate trust. Currently trust is in doubt in the Chief and Assistant Chief ability to lead and represent the best interest of department members. Crawford (2013): “Trust is the cornerstone for any leader’s success. Your people need to know they can trust you, and they need to know you can trust them. Violate that basic principle and you’re done” (p. 28). (Everly et al., 2010,) assert that “Leadership resides in those who follow... Those who follow must perceive the leader as someone who can be trusted, someone who possesses strength and honor...the only true evidence of leadership is the fact that someone chooses to follow” (p. 16, 17).

The capacities of leadership that (Crawford, 2013) believes is partly inherent are greatly influenced by our capacity to differentiate and individuate in order to achieve an optimum level of development. It is not possible to know conclusively in this study how the role of experiences in their families of origin has affected the RFD Chief and Assistant Chief’s development and personality traits or precisely how these influences inform their beliefs, assumptions and behavior in the RFD. What is clear, however, with the Chief of the Dennis Fire

Department is that he did achieve a highly developed sense of self and individuality. When the opportunity presented itself as a young adult (enlistment in the U.S. Army), his inherent leadership capacities began to develop and flourish. When he entered the fire service he continued to focus on developing a repertoire of leadership skills through focused training and education, including the Executive Fire Officer Program.

In discussing the leadership qualities of the DFD chief, (DFD Officer #3, personal communication, August 9, 2013) stated, “We knew he was an experienced officer and chief who was respected at his last department, but not much else. The Chief came into a very divided department. Before him, there was a lot of micromanagement and resentment. He committed himself to change. He’s very consistent. He’s **in tune** (author emphasis) and approachable.”

A forty-year member of DFD stated this about their chief, “He put it on the Captain’s shoulders. He gave it back to us and said, ‘You run the shifts’. He said that ‘leadership comes from within’. He gives it to you straight. Before he came there was no trust and a lot of micromanaging. He set down the rules, regs and mission statement and, he’s 100% for the firefighters. We have a great communication link up and down the chain” (DFD Officer #2, personal communication, August 9, 2013). It is interesting that the DFD Chief believes that “leadership comes from within”.

His statement underscores the psychological theories on human development and the influences of genetics and environment that act upon it. As (Thomas, 2001, p. 17) writes, “According to Piaget,... The child’s construction [development] process results from an interdependent pair of *functioning invariants* (habitual acts that continue throughout life) called *assimilation* and *accommodation*.” In essence, experiences a child encounters in their environment that match, or nearly match, the child’s existing schemas, those experiences

become assimilated into these schemas. If an experience doesn't match an existing schema, even after attempts to alter the experience somewhat, then the experience doesn't register. However, if the child is able to alter their existing schema to make sense of the experience and blend it into their schema, then accommodation has taken place (p. 17). All of this is influenced by four causal factors that Piaget described as:

“heredity... the level of maturation.... Children must be maturationally ready to perform assimilations and accommodations. Physical experience with the world of objects and people are required... A child isolated from the world cannot develop adequately. Then... social transmission in the form of instruction can further expand the child's schemas. Finally, a process of equilibrium operates throughout the process of development to keep the foregoing factors in balance” (Thomas, 2001, p. 17-18).

How all these factors influenced the development of the RFD Chief and Assistant Chief remains unknown. What is known is their executive leadership training and education has been confined thus far to occasional seminars or college course, company officer level leadership manuals and reading current fire service journal articles over the years. Both the RFD Chief and Assistant Chief, who have been at the RFD their entire careers, spent relatively few years as company officers in comparison to the totality of their career experience. However, it is important to note here that the RFD Assistant Chief attained a bachelor's degree in 2012 and has applied to the EFOP in Emmitsburg, Maryland.

Simultaneously, the officers are also behaving in the context of their lives, past and present. There is enough information derived from the family of origin surveys to suspect enough dysfunction existed in their early developmental years to influence current behavior, assumptions and their worldviews. Events in some of these officer's adult lives stand as evidence of at least occasional difficulty in their lives and close, personal relationships. Of the eleven RFD officers (excluding the Chief and Assistant Chief), four, or 36%, have experienced divorce. One is estranged from his only sibling. Two officers have prior arrest records. One has a serious cardiac history but continues to smoke cigarettes habitually. Two officers have children with arrest records. The context of lives cannot be left at the door when officers show up for work. However, the quality of the organizational culture can have a significant influence on the quality of the time spent on duty.

In Narrative Therapy theory, these kinds of unfortunate experiences and patterns of behavior are referred to as "problem-saturated stories" (Nichols & Schwartz, 2004, p. 335). The goal of Narrative Therapy is to "separate people from these problem saturated stories (and destructive cultural assumptions) in order to open space for more constructive views... Family histories are combed for those shining moments when problems were resisted or they behaved in ways that contradicted the problem" (Nichols & Schwartz, 2004, p. 336). The RFD officers are of course more than their unfortunate personal stories, and the organizational culture of the department is more than the negative ingredients currently vexing it.

It stands to reason improving the quality of the organizational culture can provide an environment for improved behavior of all members of the department. This is everyone's responsibility. The officers are leaders as well, supervising, coaching, and mentoring their subordinate firefighters. The officers are also the first followers of the executive officers and are

responsible for supporting and executing the mission of the department through adherence to the RFD Policy Manual. The firefighters they supervise take their cues from them. It's a unique, awesome and enormous responsibility. The responsibility for culture change also depends on the RFD officer's honest effort to re-frame it.

### **Recommendations**

An axiom of retirement fund managers states "The time to plant a tree is yesterday". The RFD officers possess the tools and wherewithal to create a renewed organizational culture, if they are willing to make the decision to do so. It will incur loss, and for some, more than others. Figure 2 on page 38 clearly shows a desire for a congruent culture.

One way this can begin is to look at the success of other organizations such as the Dennis Fire Department and work to replicate it. Six months after the DFD chief was hired, he convened a meeting of the entire department at a local church hall. All off duty members were required to attend and were paid overtime. The meeting centered on what the Chief had observed over the past six months and saw as pending issues. Discussions were open to feedback and dialogue that allowed DFD as an organization to establish goals and objectives. A Mission Statement was defined and five goals established with defined definitions for:

1. Administration
2. Operations
3. Fire prevention
4. Training and safety
5. EMS

Under each of the five goals a number of objectives were set to meet each goal's definition over a period of upcoming years. The Mission Statement, the five goals and forty-two

objectives were posted, published and updated in March, 2006 and defined as the “plan” for Dennis Fire Dept.

From that period until the date of a full Department Strategic Planning Session on April 5, 2012, personnel were briefed on the following results of the 2005/2006 goal setting initiatives:

- 48% of the established goals and objectives were achieved
- 34% should be re-visited, finished or pursued
- 18% weren't looking so good and may have to be abandoned ((Dennis

Fire Department [DFD], 2013, p. 7)

The DFD embarked on a strategic planning process that took a critical look at their internal processes, method of delivery, procedures and needs. The process involved three central parts:

- Full department meeting, spring 2012. All personnel, full-time and call force met at a community room and engaged in a frank and open discussion. The chief facilitated with a power point presentation.
- Individual personnel surveys to the Fire Chief, spring & summer 2012. An anonymous survey followed the department meeting and due back to the chief focusing on safety, training, ideas, flow of information, morale, group cliques... and plans for the future.
- Group meetings with the Chief, summer & fall 2012. The Chief held group meetings with all four shifts to hear and discuss concerns from membership.
- Compilation process for the Strategic Plan document, winter 2012/13.

Tabulation of comments, critiques, action plan, objectives for strategies and discussion

points were formulated and documented, after an in-house review by all members of a draft form. ((DFD, 2013, p. 8)

The document became the Strategic Plan for the Dennis Fire Department and listed short-term and long-term goals that every DFD member had ownership in developing. It poses fundamental questions such as “who are we?”, “why do we exist?” “what do we do?” and “whom do we do it for?” It’s a living document the next generation of leadership can pick up and carry forward.

What’s obvious is that the DFD chief formulated a plan based on quantitative and qualitative strategies that the DFD members could understand, to lead the department from a negative organizational culture to a positive one. He embodied qualities of courageous, confident leadership that attracted followers. It is recommended that we adopt a similar strategy, using such methods and strategies we deem most appropriate for our organization and devote the time, energy, resources and financial assistance to accomplishing a turn-around change in our organizational culture.

It is recommended that we begin with the strategies outlined for cultural change in Cameron and Quinn’s book “Diagnosing and Changing Organizational Culture”. An advantage with utilizing this book is that having completed two of the instruments it contains, the OCAI and MSAI, we already have a working knowledge and familiarity of the tools and strategies it promulgates.

It is recommended that the chief executive officers of the RFD actively engage in leadership education and training appropriate to their positions. (The University of New Hampshire is within a short commute and offers outstanding seminars and symposiums on all

aspects of leadership). In the interim, other paradigms for effective leadership skills exists in literature that may be of use.

For example, in the book “Fierce Conversations”, author Susan Scott describes a tool for delegation and professional development she calls the “Decision Tree”:

1. Leaf decisions. Make the decision. Act on it. Do not report the action you took.
2. Branch decision. Act on it. Report the action you took daily, weekly, or monthly.
3. Trunk decisions. Make the decision. Report your decision before you take action.
4. Root decisions. Make the decision jointly, with input from many people.

(Scott, 2004, p. 252)

The goal of the “Decision Tree” is threefold:

1. To identify clearly which categories decisions and actions fall into, so that an employee knows exactly where he or she has the authority to make decisions and act.
2. To provide employees with a clear upward path of professional development. Progress is made when decisions are moved from root to trunk to branch to leaf.
3. To assist companies in consciously developing grassroots leadership within their organizations, freeing up executives to take on more challenging responsibilities themselves ((Scott, 2004, p. 120).

“You know employees are growing and developing when more and more of their decisions are moved to the leaf level” (Scott, 2004, p. 252).

It is recommended that the chief executive officers devote concentrated attention to the current state of the culture of the RFD and perhaps less to the focus on the daily minutia of processes and maintenances of core competencies.

It is recommended that the chief executive officers create a functional model of accountability, implement it and enforce it. In keeping with this, it is also recommended that the National Executive Fire Officers Association's "Firefighter Code of Conduct" be adopted as policy in the RFD. The code can be viewed in Appendix G.

It is recommended that a regulation, grounded in the Firefighter Code of Conduct and titled "Conduct Unbecoming of an Officer" and "Conduct Unbecoming of a Firefighter", be added to the list of rules and regulations posted at the front of the RFD Policy Manual.

It is recommended that the Mission Statement of the Rochester Fire Department be more prominently displayed throughout the organization.

It is recommended that all officers endeavor to model professional bearing and behavior, adhere and internalize the Firefighter Code of Conduct, and expect their peers and subordinates to do the same.

We are capable people. We can do hard things.

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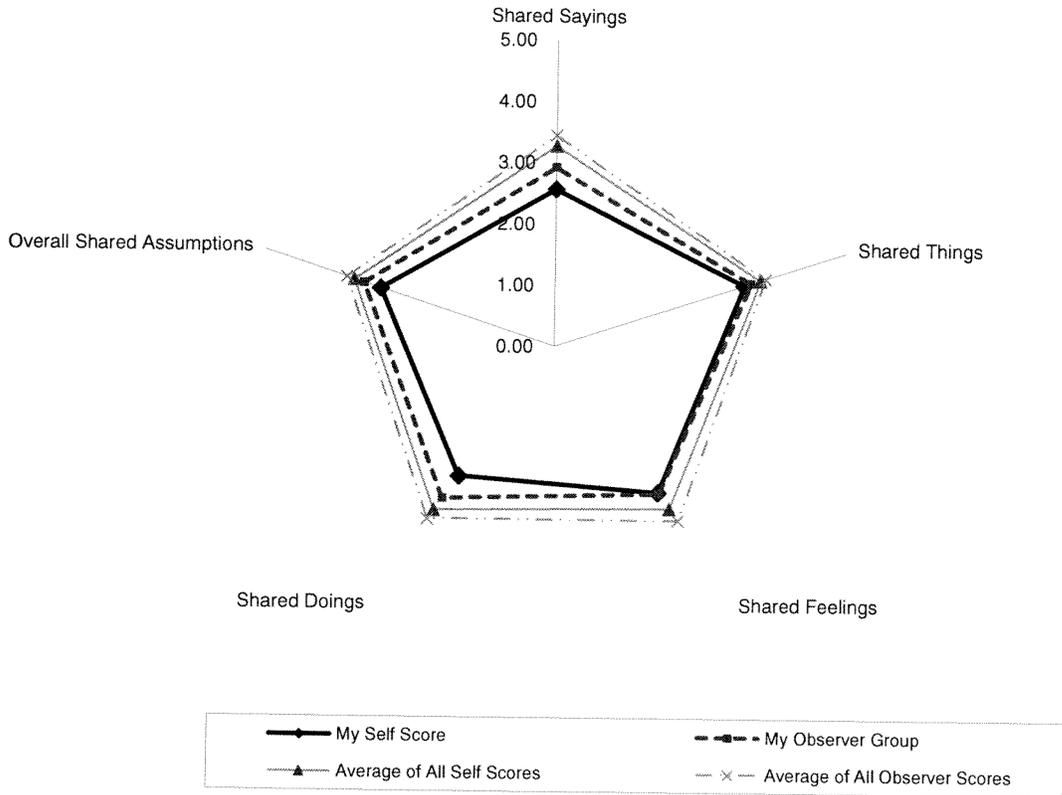
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**APPENDIX A**

**Plotting Your Self and Observer Group Scores**

The summary "My Self" and "My Observer Group" scores from your feedback report for each of the five components have been transferred to the graph below.



**APPENDIX B**

**The Competing Values Culture Assessment**

These six questions ask you to identify the way you experience your organization right now, and, separately, the way you think it should be in the future if it is to achieve its highest aspirations. In the survey, “the organization” refers to the organization managed by your boss (or the organization *in which* you manage).

Please rate each of the statements by dividing 100 points between alternatives A, B, C, and D depending on how similar the description is to your firm. (100 would indicate very similar and 0 would indicate not at all similar). **The total points for each question must equal 100.** The assessment uses this method to better demonstrate how tradeoffs always exist in organizations and resources—including time and attention—are never unconstrained. That is, the response scale demonstrates the inherent tradeoffs required in any approach to culture change.

**First**, rate how you perceive the organization to be at the present time in the NOW column. **Second**, rate the organization again in the FUTURE column depending on how you think your organization must be if it is to accomplish its highest objectives and achieve spectacular success in three to five years.

You may divide the 100 points in any way among the four alternatives in each question. Some alternatives may get zero points, for example. Remember that the total must equal 100.

**1. DOMINANT CHARACTERISTICS**

		<b>NOW</b>	<b>FUTURE</b>
A.	The organization is a very personal place. It is like an extended family. People seem to share a lot of themselves.	A _____	A _____
B.	The organization is a very dynamic and entrepreneurial place. People are willing to stick their necks out and take risks.	B _____	B _____
C.	The organization is very results oriented. A major concern is with getting the job done. People are very competitive and achievement oriented.	C _____	C _____
D.	The organization is a very controlled and structured place. Formal procedures generally govern what people do.	D _____	D _____
	<b>Total</b>	<b>100</b>	<b>100</b>

<b>2. ORGANIZATIONAL LEADERSHIP</b>	<b>NOW</b>	<b>FUTURE</b>
A. The leadership in the organization is generally considered to exemplify mentoring, facilitating, or nurturing.	A _____	A _____
B. The leadership in the organization is generally considered to exemplify entrepreneurship, innovating, or risk taking.	B _____	B _____
C. The leadership in the organization is generally considered to exemplify an aggressive, results-oriented, no-nonsense focus.	C _____	C _____
D. The leadership in the organization is generally considered to exemplify coordinating, organizing, or smooth-running efficiency.	D _____	D _____
<b>Total</b>	<b>100</b>	<b>100</b>

### 3. MANAGEMENT OF EMPLOYEES

A. The management style in the organization is characterized by teamwork, consensus, and participation.	A _____	A _____
B. The management style in the organization is characterized by individual risk-taking, innovation, freedom, and uniqueness.	B _____	B _____
C. The management style in the organization is characterized by hard-driving competitiveness, high demands, and achievement.	C _____	C _____
D. The management style in the organization is characterized by security of employment, conformity, predictability, and stability in relationships.	D _____	D _____
<b>Total</b>	<b>100</b>	<b>100</b>

<b>4. ORGANIZATIONAL GLUE</b>	<b>NOW</b>	<b>FUTURE</b>
A. The glue that holds the organization together is loyalty and mutual trust. Commitment to this organization runs high.	A _____	A _____
B. The glue that holds the organization together is commitment to innovation and development. There is an emphasis on being on the cutting edge.	B _____	B _____
C. The glue that holds the organization together is the emphasis on achievement and goal accomplishment. Aggressiveness and winning are common themes.	C _____	C _____
D. The glue that holds the organization together is formal rules and policies. Maintaining a smooth-running organization is important.	D _____	D _____
<b>Total</b>	<b>100</b>	<b>100</b>

<b>5. STRATEGIC EMPHASES</b>		
A. The organization emphasizes human development. High trust, openness, and participation persists.	A _____	A _____
B. The organization emphasizes acquiring new resources and creating new challenges. Trying new things and prospecting for opportunities are valued.	B _____	B _____
C. The organization emphasizes competitive actions and achievement. Hitting stretch targets and winning in the marketplace are dominant.	C _____	C _____
D. The organization emphasizes permanence and stability. Efficiency, control and smooth operations are important.	D _____	D _____
<b>Total</b>	<b>100</b>	<b>100</b>

<b>6. CRITERIA OF SUCCESS</b>	<b>NOW</b>	<b>FUTURE</b>
A. The organization defines success on the basis of the development of human resources, teamwork, employee commitment, and concern for people.	A _____	A _____
B. The organization defines success on the basis of having the most unique or the newest products. It is a product leader and innovator.	B _____	B _____
C. The organization defines success on the basis of winning in the marketplace and outpacing the competition. Competitive market leadership is key.	C _____	C _____
D. The organization defines success on the basis of efficiency. Dependable delivery, smooth scheduling, and low cost production are critical.	D _____	D _____
	<b>Total</b>	
	<b>100</b>	<b>100</b>

**Computing the Results:**

Transfer all of your answers from the above questions onto the results key below. Follow the results key until you have the averages for A through D in both the "NOW and "Future" columns of the Assessment.

**NOW**

**FUTURE**

1A. \_\_\_\_ 1B. \_\_\_\_ 1C. \_\_\_\_ 1D. \_\_\_\_  
 2A. \_\_\_\_ 2B. \_\_\_\_ 2C. \_\_\_\_ 2D. \_\_\_\_  
 3A. \_\_\_\_ 3B. \_\_\_\_ 3C. \_\_\_\_ 3D. \_\_\_\_  
 4A. \_\_\_\_ 4B. \_\_\_\_ 4C. \_\_\_\_ 4D. \_\_\_\_  
 5A. \_\_\_\_ 5B. \_\_\_\_ 5C. \_\_\_\_ 5D. \_\_\_\_  
 6A. \_\_\_\_ 6B. \_\_\_\_ 6C. \_\_\_\_ 6D. \_\_\_\_

1A. \_\_\_\_ 1B. \_\_\_\_ 1C. \_\_\_\_ 1D. \_\_\_\_  
 2A. \_\_\_\_ 2B. \_\_\_\_ 2C. \_\_\_\_ 2D. \_\_\_\_  
 3A. \_\_\_\_ 3B. \_\_\_\_ 3C. \_\_\_\_ 3D. \_\_\_\_  
 4A. \_\_\_\_ 4B. \_\_\_\_ 4C. \_\_\_\_ 4D. \_\_\_\_  
 5A. \_\_\_\_ 5B. \_\_\_\_ 5C. \_\_\_\_ 5D. \_\_\_\_  
 6A. \_\_\_\_ 6B. \_\_\_\_ 6C. \_\_\_\_ 6D. \_\_\_\_

Add 1A through 6A to get your **total (T)** for the A column. Do the same with all the columns:

A. \_\_\_\_ B. \_\_\_\_ C. \_\_\_\_ D. \_\_\_\_      A. \_\_\_\_ B. \_\_\_\_ C. \_\_\_\_ D. \_\_\_\_

Divide Totals by 6 to get your **Averages (A)**:

A. \_\_\_\_ B. \_\_\_\_ C. \_\_\_\_ D. \_\_\_\_      A. \_\_\_\_ B. \_\_\_\_ C. \_\_\_\_ D. \_\_\_\_

**A** - represents the **Collaborate** Quadrant (Upper Left Corner)

**B** - represents the **Create** Quadrant (Upper Right Corner)

**C** - represents the **Compete** Quadrant (Lower Right Corner)

**D** - represents the **Control** Quadrant (Lower Left Corner)

APPENDIX C

Management Skills Assessment Instrument (MSAI)

SELF-RATING FORM

Describe your behavior as a manager. Respond to the items as you actually behave most of the time, not as you would like to behave. If you are unsure of an answer, make your best guess. Use the following scale in your ratings:

- 5 - Strongly Agree
- 4 - Moderately Agree
- 3 - Slightly Agree **and/or** Slightly Disagree
- 2 - Moderately Disagree
- 1 - Strongly Disagree

---

	Strongly Agree	Moderately Agree	Slightly Agree/Disagree	Moderately Disagree	Strongly Disagree
1. I communicate in a supportive way when people in my unit share their problems with me.	5	4	3	2	1
2. I encourage others in my unit to generate new ideas and methods.	5	4	3	2	1
3. I motivate and energize others to do a better job.	5	4	3	2	1
4. I keep close track of how my unit is performing.	5	4	3	2	1
5. I regularly coach subordinates to improve their management skills so they can achieve higher levels of performance.	5	4	3	2	1
6. I insist on intense hard work and high productivity from my subordinates.	5	4	3	2	1
7. I establish ambitious goals that challenge subordinates to achieve performance levels above the standard.	5	4	3	2	1
8. I generate, or help others obtain, the resources necessary to implement their innovative ideas.	5	4	3	2	1
9. When someone comes up with a new idea, I help sponsor them to follow through on it.	5	4	3	2	1
10. I make certain that all employees are clear about our policies, values, and objectives.	5	4	3	2	1

	Strongly Agree	Moderately Agree	Slightly Agree/Disagree	Moderately Disagree	Strongly Disagree
11. I make certain that others have a clear picture of how their job fits with others in the organization.	5	4	3	2	1
12. I build cohesive, committed teams of people.	5	4	3	2	1
13. I give my subordinates regular feedback about how I think they're doing.	5	4	3	2	1
14. I articulate a clear vision of what can be accomplished in the future.	5	4	3	2	1
15. I foster a sense of competitiveness that helps members of my work group perform at higher levels than members of other units.	5	4	3	2	1
16. I assure that regular reports and assessments occur in my unit.	5	4	3	2	1
17. I interpret and simplify complex information so that it makes sense to others and can be shared throughout the organization.	5	4	3	2	1
18. I facilitate effective information sharing and problem solving in my group.	5	4	3	2	1
19. I foster rational, systematic decision analysis in my unit (e.g., logically analyzing component parts of problems) to reduce the complexity of important issues.	5	4	3	2	1
20. I make sure that others in my unit are provided with opportunities for personal growth and development.	5	4	3	2	1
21. I create an environment where involvement and participation in decisions are encouraged and rewarded.	5	4	3	2	1
22. In groups I lead, I make sure that sufficient attention is given to both task accomplishment and to interpersonal relationships.	5	4	3	2	1
23. When giving negative feedback to others, I foster their self-improvement rather than defensiveness or anger.	5	4	3	2	1
24. I give others assignments and responsibilities that provide opportunities for their personal growth and development.	5	4	3	2	1
25. I actively help prepare others to move up in the organization.	5	4	3	2	1
26. I regularly come up with new, creative ideas regarding processes, products or procedures for my organization.	5	4	3	2	1
27. I constantly restate and reinforce my vision of the future to members of my unit.	5	4	3	2	1

	Strongly Agree	Moderately Agree	Slightly Agree/Disagree	Moderately Disagree	Strongly Disagree
28. I help others visualize a new kind of future that includes possibilities as well as probabilities.	5	4	3	2	1
29. I am always working to improve the processes we use to achieve our desired output.	5	4	3	2	1
30. I push my unit to achieve world-class competitive performance in service and/or products.	5	4	3	2	1
31. By empowering others in my unit, I foster a motivational climate that energizes everyone involved.	5	4	3	2	1
32. I have consistent and frequent personal contact with my internal and my external customers.	5	4	3	2	1
33. I make sure that we assess how well we are meeting our customers' expectations.	5	4	3	2	1
34. I provide experiences for employees that help them become socialized and integrated into the culture of our organization.	5	4	3	2	1
35. I increase the competitiveness of my unit by encouraging others to provide services and/or products that surprise and delight customers by exceeding their expectations.	5	4	3	2	1
36. I have established a control system that assures consistency in quality, service, cost and productivity in my unit.	5	4	3	2	1
37. I coordinate regularly with managers in other units in my organization.	5	4	3	2	1
38. I routinely share information across functional boundaries in my organization to facilitate coordination.	5	4	3	2	1
39. I use a measurement system that consistently monitors both work processes and outcomes.	5	4	3	2	1
40. I clarify for members of my unit exactly what is expected of them.	5	4	3	2	1
41. I assure that everything we do is focused on better serving our customers.	5	4	3	2	1
42. I facilitate a climate of aggressiveness and intensity in my unit.	5	4	3	2	1
43. I constantly monitor the strengths and weaknesses of our best competition and provide my unit with information on how we measure up.	5	4	3	2	1

	Strongly Agree	Moderately Agree	Slightly Agree/Disagree	Moderately Disagree	Strongly Disagree
44. I facilitate a climate of continuous improvement in my unit.	5	4	3	2	1
45. I have developed a clear strategy for helping my unit successfully accomplish my vision of the future.	5	4	3	2	1
46. I capture the imagination and emotional commitment of others when I talk about my vision of the future.	5	4	3	2	1
47. I facilitate a work environment where peers as well as subordinates learn from and help develop one another.	5	4	3	2	1
48. I listen openly and attentively to others who give me their ideas, even when I disagree.	5	4	3	2	1
49. When leading a group, I ensure collaboration and positive conflict resolution among group members.	5	4	3	2	1
50. I foster trust and openness by showing understanding for the point of view of individuals who come to me with problems or concerns.	5	4	3	2	1
51. I create an environment where experimentation and creativity are rewarded and recognized.	5	4	3	2	1
52. I encourage everyone in my unit to constantly improve and update everything they do.	5	4	3	2	1
53. I encourage all employees to make small improvements continuously in the way they do their jobs.	5	4	3	2	1
54. I make sure that my unit continually gathers information on our customers' needs and preferences.	5	4	3	2	1
55. I involve customers in my unit's planning and evaluations.	5	4	3	2	1
56. I establish ceremonies and rewards in my unit that reinforce the values and culture of our organization.	5	4	3	2	1
57. I maintain a formal system for gathering and responding to information that originates in other units outside my own.	5	4	3	2	1
58. I initiate cross-functional teams or task forces that focus on important organizational issues.	5	4	3	2	1
59. I help my employees strive for improvement in all aspects of their lives, not just in job related activities.	5	4	3	2	1
60. I create a climate where individuals in my unit want to achieve higher levels of performance than the competition.	5	4	3	2	1

APPENDIX D

FAMILY OF ORIGIN

Do/did you have a parent or grandparent who abused alcohol or drugs? YES \_\_\_ NO \_\_\_

Do/did you have a brother, sister, or child who abused alcohol or drugs? YES \_\_\_ NO \_\_\_

Do/did you live with chronic illness? YES \_\_\_ NO \_\_\_

Were you adopted? YES \_\_\_ NO \_\_\_

Were you in foster care? YES \_\_\_ NO \_\_\_

Were you physically or emotionally abused? YES \_\_\_ NO \_\_\_

Was your family profoundly religious? YES \_\_\_ NO \_\_\_

Were you an "Military Brat"? YES \_\_\_ NO \_\_\_

IN THIS CONTEXT,  
"TEAM" MEANS OUR  
ENTIRE DEPARTMENT

What is the one bad feeling you have most often on the Team? (Check One)

- |  |  |
|--|--|
| <input type="checkbox"/> Inadequacy      | <input type="checkbox"/> Perfectionism               |
| <input type="checkbox"/> Anger           | <input type="checkbox"/> Lack of Recognition         |
| <input type="checkbox"/> Lack of Control | <input type="checkbox"/> Frustration                 |
| <input type="checkbox"/> Unappreciated   | <input type="checkbox"/> Fear of Rejection           |
| <input type="checkbox"/> Bored           | <input type="checkbox"/> Other _____<br>Please write |
|  | <input type="checkbox"/> None of the Above           |

Adopted From: Woititz, Janet G. Home Away From Home. Pompano Beach, Florida: Health Communications, Inc., 1987.

GROUP CLIMATE QUESTIONNAIRE

Instructions: Please give your candid opinions of your Top Management team by rating its characteristics on the seven-point scales shown below. Circle the appropriate number on each scale to represent your evaluation.

Openness. Are individuals open in their transactions with others? Are there hidden agendas? Are some topics taboo for discussion within the group? Can team members express their feelings about others openly without offense?

Individuals are very guarded    1    2    3    4    5    6    7    Individuals are very open

Conformity. Does the group have rules, procedures, policies, and traditions that are preventing it from working effectively? Are the ideas of senior members considered as law? Can individuals freely express unusual or unpopular views?

Rigid conformity to an inappropriate pattern    1    2    3    4    5    6    7    Open group with a flexible pattern

Support. Do team members pull for one another? What happens when an individual makes a mistake? Do members who are strong expend energy in helping members who are less experienced or less capable?

Little help for individuals    1    2    3    4    5    6    7    High level support for individuals

Confronting Difficulties. Are difficult or uncomfortable issues openly worked through? Are conflicts confronted or swept under the carpet? Can team members openly disagree with the team manager? Does the team devote much energy to thoroughly working through difficulties?

Difficult issues are avoided    1    2    3    4    5    6    7    Problems are attacked openly and directly.

Risk Taking. Do individuals feel that they can try new things, risk failure, and still get support? Does the team positively encourage people to extend themselves?

Risk taking in work not encourages    1    2    3    4    5    6    7    Experimentation and personal exploration are the norm

Shared Values. Have team members worked through their own values with others? Is time spent on considering the cause (Why?) as well as the effect (What?)? Is there a fundamental set of values shared by team members?

No basis of common values    1    2    3    4    5    6    7    Large area of common ground.

Energy. Do team members put sufficient energy into working on relationships with others? Does team membership act as a stimulus and energizer to individuals?

Little energy directed toward team    1    2    3    4    5    6    7    High level of positive energy

From: Improving Work Groups, Dave Francis and Don Young; University Associates, 1979.

APPENDIX E

**Family of Origin Scale**

**Female or Male:** \_\_\_\_\_ **Age:** \_\_\_\_\_

**Number of Siblings:** \_\_\_\_\_ **Your Birth order:** \_\_\_\_\_

**Marital Status:** \_\_\_\_\_ **Children:** \_\_\_ Yes \_\_\_ No **If yes, how many:** \_\_\_\_\_

**Education Level:** \_\_\_\_\_ **Major:** \_\_\_\_\_

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
1. In my family, it was normal to show both positive and negative feelings:					
2. The atmosphere in my family usually was unpleasant:					
3. In my family, we encouraged one another to develop new friendships:					
4. Differences of opinion in my family were discouraged					
5. People in my family often made excuses for their mistakes.					
6. My parents encouraged family members to listen to one another					
7. Conflicts in my family never got resolved.					
8. My family taught me that people were basically good					
9. I found it difficult to understand what other family members said and how they felt					
10. We talked about our sadness when a relative or family friend died.					
11. My parents openly admitted it when they were wrong.					
12. In my family, I expressed just about any feeling I had					

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
13. Resolving conflicts in my family was a very stressful experience.					
14. My family was receptive to the different ways various family members viewed life.					
15. My parents encouraged me to express my views openly					
16. I often had to guess at what other family members thought or how they felt.					
17. My attitudes and feelings frequently were ignored or criticized in my family.					
18. My family members rarely expressed responsibility for their actions					
19. In my family, I felt free to express my own opinions					
20. We never talked about our grief when a relative or family friend died.					
21. Sometimes in my family, I did not have to say anything but I felt understood					
22. The atmosphere in my family was cold and negative					
23. The members of my family were not very receptive to one another's views					
24. I found it easy to understand what other family members said and how they felt					
25. If a family friend moved away, we never discussed or feelings of sadness					
26. In my family, I learned to be suspicious of others.					
27. In my family, I felt that I could talk things out and settle conflicts					
28. I found it difficult to express my own opinions in my family					

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
29. Mealtimes in my home usually were friendly and pleasant					
30. In my family, no one cared about the feelings of other family members					
31. We usually were able to work out conflicts in my family					
32. In my family, certain feelings were not allowed to be expressed					
33. My family believed that people usually took advantage of you					
34. I found it easy in my family to express what I thought and how I felt					
35. My family members usually were sensitive to one another's feelings					
36. When someone important to us moved away, our family discussed or feelings					
37. My parents discouraged us from expressing views different from theirs					
38. In my family, people took responsibility for what they did					
39. My family had an unwritten rule: don't express your feelings.					
40. I remember my family as being warm and supportive.					

## APPENDIX F

**Interview Questions**

## Rochester Fire Officers

Chief

1. Rank and years in your position.
2. Discuss your views and observations of the officers of the department.
3. Have you observed officer behavior that you believe is unprofessional and unacceptable?
4. Have you observed officer behavior you believe reflects the highest ideals of the fire service?
5. Can you discuss any ideas or plans you have to change any unacceptable officer behavior?
6. Do you believe an explicitly stated code of conduct for professional bearing and behavior would assist in improving behavior in a more positive and functional direction for the RFD?
7. Would you accept, model and enforce such a standard?
8. Do you have anything else you would like to add?

Officers

1. Rank and years of service to the RFD.
2. Please discuss your views on the leadership and management practices of the Chief and Assistant Chief.
3. Have you observed behavior and/or management practices you believe to be unethical, shortsighted or confusing to you?
4. Have you observed management practices you believe were the right thing for the RFD?
5. Have you observed peer and/or subordinate officer behavior you to believe to be unethical, uncooperative or in violation of the Policy Manual of the RFD?
6. Are these officers you observed committing these infractions held accountable in your opinion?
7. Do you believe an explicitly stated code of conduct for professional bearing and behavior would assist in improving behavior in a more positive and functional direction for the RFD?
8. Would you accept, model and enforce such a standard?
9. Do you have anything else you would like to add?

Dennis Fire Officers

Chief

1. Rank and years in current position.
2. Discuss your views on the organizational culture of the Dennis Fire Department when you began your tenure.
3. In the time you have been here, what strategies and tactics did you employ to change any negative or unproductive characteristics of the culture?
4. What changes have you observed and how do you view the culture of the DFD presently?
5. Do you have anything else you would like to add?

Officers

1. Rank and years of service in the DFD.
2. Describe the nature of the organizational culture of the DFD prior to the current chief being hired in your department.
3. What leadership style and management practices did you observe by the current fire chief that seemed new or different to you.
4. How would you describe the nature of the current organizational culture?
5. Do you have anything else to add?

**APPENDIX G**

## Firefighter Code of Ethics

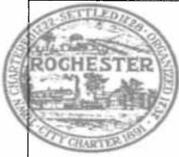
I understand that I have the responsibility to conduct myself in a manner that reflects proper ethical behavior and integrity. In so doing, I will help foster a continuing positive public perception of the fire service. Therefore, I pledge the following...

- Always conduct myself, on and off duty, in a manner that reflects positively on myself, my department and the fire service in general.
- Accept responsibility for my actions and for the consequences of my actions.
- Support the concept of fairness and the value of diverse thoughts and opinions.
- Avoid situations that would adversely affect the credibility or public perception of the fire service profession.
- Be truthful and honest at all times and report instances of cheating or other dishonest acts that compromise the integrity of the fire service.
- Conduct my personal affairs in a manner that does not improperly influence the performance of my duties, or bring discredit to my organization.
- Be respectful and conscious of each member's safety and welfare.
- Recognize that I serve in a position of public trust that requires stewardship in the honest and efficient use of publicly owned resources, including uniforms, facilities, vehicles and equipment and that these are protected from misuse and theft.
- Exercise professionalism, competence, respect and loyalty in the performance of my duties and use information, confidential or otherwise, gained by virtue of my position, only to benefit those I am entrusted to serve.
- Avoid financial investments, outside employment, outside business interests or activities that conflict with or are enhanced by my official position or have the potential to create the perception of impropriety.
- Never propose or accept personal rewards, special privileges, benefits, advancement, honors or gifts that may create a conflict of interest, or the appearance thereof.
- Never engage in activities involving alcohol or other substance use or abuse that can impair my mental state or the performance of my duties and compromise safety.

- Never discriminate on the basis of race, religion, color, creed, age, marital status, national origin, ancestry, gender, sexual preference, medical condition or handicap.
- Never harass, intimidate or threaten fellow members of the service or the public and stop or report the actions of other firefighters who engage in such behaviors.
- Responsibly use social networking, electronic communications, or other media technology opportunities in a manner that does not discredit, dishonor or embarrass my organization, the fire service and the public. I also understand that failure to resolve or report inappropriate use of this media equates to condoning this behavior.

Developed by the National Society of Executive Fire Officers

## APPENDIX H



Norman Sanborn, Jr.  
Chief of Department

Rochester Fire Department  
City of Rochester  
37 Wakefield Street • Rochester, NH 03867

Tel (603) 335-7545  
Fax (603) 332-9711

**Informed Consent Form for Officers of the Rochester Fire Department**

**I, Don McCullough, Captain in the Rochester Fire Department, am conducting an applied research project as part of my participation in the Executive Fire Officer Program and sponsored by the National Fire Academy in Emmitsburg, Maryland. The title of my research project is "Is a Cultural Change In Behavior of the Officers of the Rochester Fire Department Warranted To Advance the Mission of the Department?"**

**This Informed Consent Form has two parts:**

- **Information Sheet (to share information about the study with you)**
- **Certificate of Consent (for signatures if you choose to participate)**

**You will be given a copy of the full Informed Consent Form**

**Part I: Information Sheet**

**Introduction**

As stated, I am conducting a descriptive analysis of the organizational culture of the Rochester Fire Department (RFD) with a focus on the behavior, attitudes and beliefs of the officers of the department. I am inviting your voluntary participation and I encourage you to take some time to reflect and decide if you wish to participate. I will provide you with some information about this project in this form. You are free to speak to whoever you wish about this and I encourage you to ask me any questions you may have about my project.

**Purpose of the research**

The purpose of my study is to examine the current culture, behavior and attitudes of the officers of the Rochester Fire Department to determine if a shift in the current culture toward a higher standard of professional bearing and behavior is warranted, and if so, would be accepted by the officers.

**Type of Research Intervention**

I am utilizing a descriptive research method in this study. A descriptive research method seeks to answer questions concerning the current state of the subject study, in this case the organizational culture, behavior and attitudes of the officers of the RFD. I will be employing various techniques and measurement tools to assist me in my research, such as surveys, questionnaires and interviews.

**Participant Selection**

You are being invited to participate in this research because you are an officer in the department and it is yours and the other officer's beliefs, attitudes and behavior that are the focus of my study.

**Voluntary Participation**

Your participation is voluntary. You can choose not to participate at any time.

**Procedures**

As stated, this study is utilizing a descriptive research method. This method seeks answers to the research questions I have developed to describe the current culture, behaviors and attitudes of the officers of the RFD.

You will be asked to complete several questionnaires and surveys designed to measure the cultural climate, behaviors and attitudes of the officers. An interview with each officer will also be conducted. All these measurement tools are designed to elicit your own opinions about the subject of my research. I will not be sharing any individual interview, questionnaire or survey with any other individual. Results will be described in the research paper without individual names attached.

**Duration**

This research will take place over the next several months. No off duty time will be required of you. This study is due for completion and submission to the EFOP at the National Fire Academy by the end of August, 2013.

**Risks**

The nature of organizational culture can be challenging to measure or describe. This is one of the reasons you and the other officers have been asked to participate in this study. It provides a more concentrated pool of subjects and will assist me in providing a more focused and clear analysis of our organizational culture. With this in mind, you may be asked questions of a personal nature or asked to share some confidential information. This may make you feel uncomfortable at times as you complete the surveys, questionnaires and interview. Your participation is voluntary, and you may withdraw at any time. Any personal or confidential information you divulge will be held in strictest confidence.

**Benefits**

While there may be no direct benefit to you, your participation will be helpful in describing and analyzing the culture of RFD and assist in making recommendations for change or improvement, should the research indicate this. In those terms, the entire organization will benefit.

**Confidentiality**

Since our department is a relatively small one, it is common knowledge that this research project is being done and that the officers of the RFD are the subjects being studied. I wish to emphasize again that no personal, confidential information that could identify any individual participant will be divulged. The only legal limit to this confidentiality is a communication of a threat to self harm or harm of others. All information obtained by me is kept secured by me in a locked file cabinet in my home.

**Sharing the Results**

The finished research project will be shared to the members of the RFD prior to submission to the National Fire Academy. Once submitted to the NFA, the research project may be published and made available to the wider fire service community.

**Right to Refuse or Withdraw**

You do not have to participate in this research if you choose not to. Participation or non-participation will in no way affect your status with the RFD. You also have the right to review any remarks you made and any notes I have that you are included in.

**This proposal has been reviewed and approved by Executive Fire Officer Program and the National Fire Academy and my assigned evaluator whose task it is to make sure that research participants are protected from harm. If you wish to find about more, contact Chuck Burkell, Executive Education Programs Director, 16825 South Seton Avenue, Emmitsburg, Maryland, 21727. Phone # 301-447-1072. Email address is [chuck.burkell@fema.dhs.gov](mailto:chuck.burkell@fema.dhs.gov).**

**Part II: Certificate of Consent**

I have been invited to participate in a research study titled "Is a Cultural Change In Behavior of the Officers of the Rochester Fire Department Warranted To Advance the Mission of the Department?"

**I have read the foregoing information. I have had the opportunity to ask questions about it and any questions I have been asked have been answered to my satisfaction. I consent voluntarily to be a participant in this study**

**Print Name of Participant** \_\_\_\_\_

**Signature of Participant** \_\_\_\_\_

**Date** \_\_\_\_\_  
Day/month/year

**I confirm that the participant was given an opportunity to ask questions about the study, and all the questions asked by the participant have been answered correctly and to the best of my ability. I confirm that the individual has not been coerced into giving consent, and the consent has been given freely and voluntarily.**

**A copy of this ICF has been provided to the participant.**

**Print Name of Researcher/person taking the consent** \_\_\_\_\_

**Signature of Researcher /person taking the consent** \_\_\_\_\_

**Date** \_\_\_\_\_  
Day/month/year