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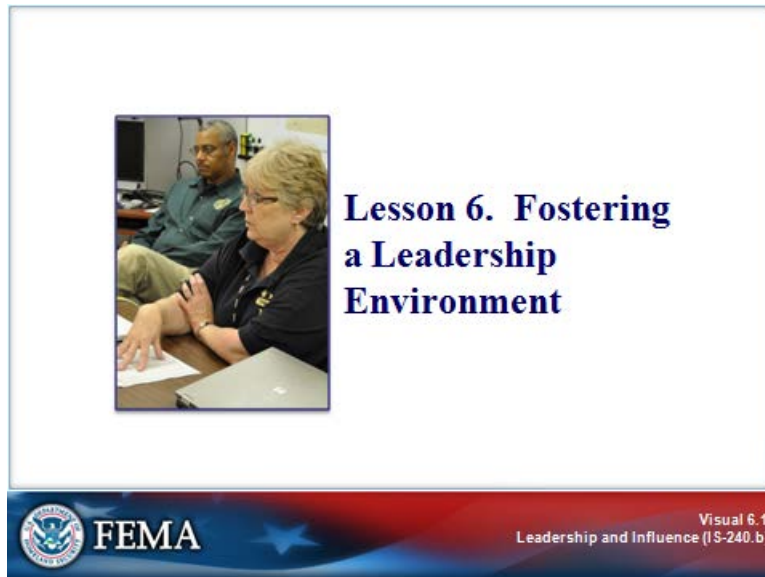
## **LESSON 6. FOSTERING A LEADERSHIP ENVIRONMENT**

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### INTRODUCTION

#### Visual 6.1



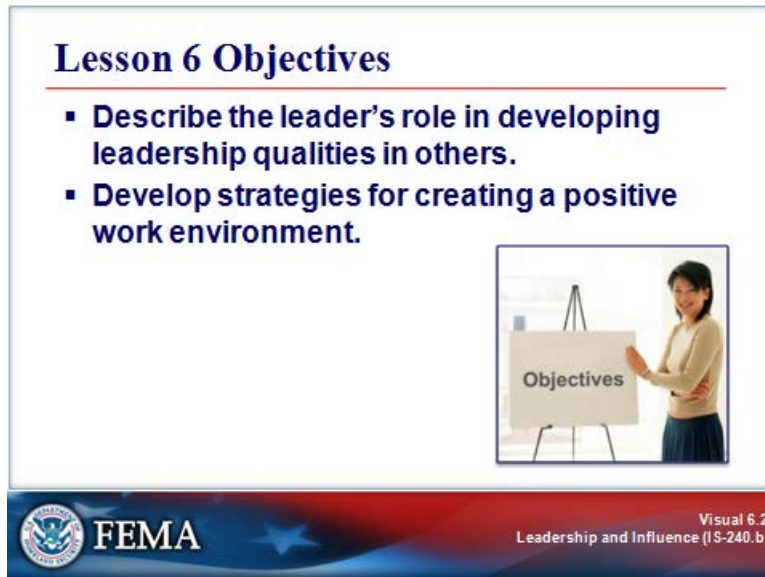
#### Key Points

Previous lessons have explored attributes that a leader in emergency management needs to have: self-knowledge, ability to facilitate change, capacity to build and rebuild trust, and personal influence and political savvy.

Another hallmark of effective leaders is the ability to create an environment that develops the future generation of leaders and fosters leadership qualities at every level, in every employee. In fact, a leadership environment is one of the most significant legacies that you can leave the organization: leaders who are equipped to lead in whatever disasters the future will bring. In this lesson, we will look at strategies for fostering a leadership environment.

### INTRODUCTION

#### Visual 6.2



**Lesson 6 Objectives**

- Describe the leader's role in developing leadership qualities in others.
- Develop strategies for creating a positive work environment.

Visual 6.2  
Leadership and Influence (IS-240.b)

The slide features a woman standing next to a flip chart that says 'Objectives'. The FEMA logo is visible in the bottom left corner of the slide frame.

#### Key Points

After completing this lesson, you should be able to:


- Describe the leader's role in developing leadership qualities in others.
- Develop strategies for creating a positive work environment.


### FOSTERING LEADERS IN EMERGENCY MANAGEMENT

#### Visual 6.3

### Fostering Leaders

- Successful emergency response organizations maximize the use of the “intellectual capital” found in the organization’s members.
- Organizations that are unable or unwilling to make use of the intellectual capital will be ineffective in an emergency.



**FEMA**

Visual 6.3  
Leadership and Influence (IS-240.b)

#### Key Points

The critical difference in successful emergency response organizations is that the successful organization maximizes the use of the “intellectual capital” found in the organization’s members. Organizations that are unable or unwilling to make use of the intellectual capital will be ineffective in an emergency.

Exemplary emergency response systems rely on the capabilities of all the personnel involved, not just those of a few in leadership positions. To create a successful emergency response system, leaders must take advantage of the vast knowledge and know-how of all those involved in making a response successful—whether internal or external to the emergency management agency. The 1991 book, *Leadership Secrets of Atilla the Hun*, by Wes Roberts, presents a very interesting series of lessons about a leader who made the most of his people.

### STRATEGIES FOR FOSTERING LEADERSHIP

#### Visual 6.4



#### Key Points

In previous lessons, you learned several ways you can foster leadership. Among them were:

- Developing Leader qualities that emphasize a view of the organization as a moral system, drawing credibility and power from behavioral integrity and core values, and being motivated by realization of the vision.
- Expanding your self-knowledge and making more of your hidden-self visible to others.
- Encouraging authentic feedback for self-improvement.
- Using the Ladder of Inference to create an environment of leadership.
- Nurturing an environment of shared learning by balancing inquiry and advocacy.
- Facilitating acceptance of change within the organization.
- Building and maintaining a climate of trust.
- Using personal influence and political savvy to help achieve the vision and goals of the organization.

### STRATEGIES FOR DEVELOPING LEADERS

#### Visual 6.5



#### Key Points

The strategies just mentioned comprise a comprehensive approach you can use, not only to strengthen your own leadership skills, but also to create an environment in which new leaders can grow. In addition to these general approaches, there are some specific strategies that effective leaders use to encourage the developing leaders in their organization.


These strategies are briefly described in this lesson. Each one of them constitutes a broad topic that could merit an entire course of its own. You may wish to seek additional information on some of these topics to expand your leadership skills further.


### STRATEGIES FOR DEVELOPING LEADERS

#### Visual 6.6

### Building a Shared Vision

Effective leaders encourage employees to expand, deepen, and personalize the organizational vision by identifying how, in their own roles, they can make a significant contribution to achieving the organizational vision.



**FEMA**Visual 6.6  
Leadership and Influence (IS-240.b)

#### Key Points

Effective leaders create a shared vision of great performance—a clear picture of the future of the organization, based on tomorrow's needs. The vision makes the goal and the journey clear: where we are going, how we will know when we get there, and how we'll know that we're making progress. Effective leaders see the total system, understand it, and help others to understand it. And they help to build the power within the organization to achieve the vision.

Effective leaders encourage employees at all levels to expand, deepen, and personalize the organizational vision by identifying how, in their own roles, they can make a significant contribution to achieving the organizational vision.



**STRATEGIES FOR DEVELOPING LEADERS**

**Visual 6.7**

**Empowerment**

**An effective leader empowers employees by:**

- **Developing a shared vision.**
- **Removing obstacles to great performance.**
- **Developing ownership of the vision among the employees.**
- **Stimulating self-directed actions.**



 **FEMA**

Visual 6.7  
Leadership and Influence (IS-240.b)

**Key Points**

An effective leader empowers employees by developing a shared vision, removing obstacles to great performance, developing ownership of the vision among the employees, and stimulating self-directed actions. The leader must be sure that the performers are responsible and accountable for great performance. People who are given a real voice are much more likely to “buy in” to the vision and the organizational goals and to make it their mission to help achieve those goals.

### STRATEGIES FOR DEVELOPING LEADERS

#### Visual 6.8

### Team Building

- Establishing an environment of trust.
- Setting up systems and structures to require teamwork.
- Encouraging team communication.
- Fostering natural leadership abilities in group members.
- Establishing team goals and rewards.
- Celebrating group achievements.



Visual 6.8  
Leadership and Influence (IS-240.b)



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#### Key Points

Effective leaders build a team environment in which members pool their resources and rely on each other to achieve common goals. As people combine their energies, the cooperative action of the group creates a greater result than the individuals could accomplish working separately. A leader promotes a team environment by:


- Establishing an environment of trust.
- Setting up systems and structures to require teamwork.
- Encouraging team communication to build team identity.
- Fostering the evolution of natural leadership abilities in group members.
- Establishing team goals and team rewards (i.e., reward team effort).
- Celebrating group achievements, even those that are minor.


### STRATEGIES FOR DEVELOPING LEADERS

#### Visual 6.9

### Coaching

- Set the stage.
- Define the problem, goal, or issue.
- Foster a growth atmosphere by reinforcing positive behavior.
- Provide opportunities for collaboration and problem solving on alternatives.
- Agree on an action plan and set a followup date.



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Visual 6.9  
Leadership and Influence (IS-240.b)

#### Key Points

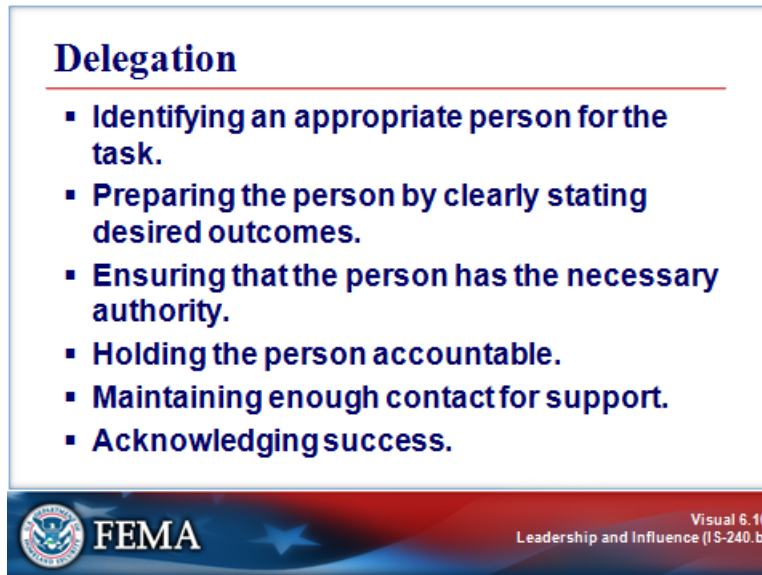
A leader who manages through coaching convinces people of their own ability to do the job. Leaders who coach have faith that, with the proper training and support, people will excel. Coaching involves providing training, support, and constructive feedback as an employee carries out responsibilities. The leader gives ongoing encouragement and praise for successes and helps the person build confidence in his or her abilities.

An effective format for coaching includes these steps:

- Set the stage. Give full attention, be clear, assume a “shared learning” mindset, encourage dialogue, listen actively, and foster mutual respect.
- Define the problem, goal, or issue. Be specific and be clear about your assumptions.
- Foster a growth atmosphere by reinforcing positive behavior, making clear that you are there to help, and encouraging the open exchange of ideas.
- Provide opportunities for collaboration and problemsolving on alternatives. Apply the principles of balanced inquiry and advocacy, constructive disagreement, and idea-building in exploring alternatives. Give constructive feedback to improve performance.
- Agree on an action plan and set a followup date, then keep the door open.

### STRATEGIES FOR DEVELOPING LEADERS

#### Visual 6.10



#### Key Points

Do what you do best, and give away the rest to someone else. An effective leader delegates broad responsibilities to team members and expects them to handle the details. Delegating responsibilities to capable personnel has many advantages. It distributes the workload, results in higher efficiency and increased motivation, and develops the skills of the workforce. People learn more by doing than by any other means. Delegation provides opportunities for people to develop leadership skills.

Effective delegation involves:

- Identifying an appropriate person for the task.
- Preparing the person by clearly stating desired outcomes while encouraging risk-taking and innovation.
- Ensuring that the person has the necessary authority to do the job properly.
- Holding the person accountable for agreed-upon outcomes.
- Maintaining enough contact for support and monitoring of progress without “hovering.”
- Acknowledging success and giving credit where it is due.

### STRATEGIES FOR DEVELOPING LEADERS

#### Visual 6.11

### Mentoring



- Effective leaders use mentoring to foster leadership skills within the organization.
- A mentor must be willing to share his or her expertise and not be threatened by the concept of the person's success within the organization.

**FEMA**Visual 6.11  
Leadership and Influence (IS-240.b)

#### Key Points

Effective leaders use mentoring to foster leadership skills within the organization. Mentoring happens when an experienced person provides guidance and support in a variety of ways to a developing employee, introducing that person to the workings of the organization and assisting with professional development. A mentor must be willing to share his or her expertise and not be threatened by the concept of the person's success within the organization.

Completing the self-reflection on the following pages can help you apply the principles of fostering leadership to your workplace.

## **Lesson 6. Fostering a Leadership Environment**

### **Self-Reflection: Fostering Leadership in Your Environment**

As a leader, you must draw on your self-knowledge and consider the changes that you will need to make in your own behavior to maximize the contribution of every person in your organization.

To begin, consider your emergency planning process—who is involved (internally and externally) and how they work together. Use the space below to make notes if you wish.

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### Self-Reflection: Fostering Leadership in Your Environment (Continued)

Taking into account the key points you identified in your emergency planning process, analyze the current working relationships and develop a strategy for maximizing each person's contribution to the system. Use the following questions to guide your analysis.

1. What is your role as a leader in creating the current culture?
2. How effectively does the system function within the current culture?
3. What can you do to improve the culture? What structures can you put in place?
4. What skills do you need to change the culture in a positive direction?

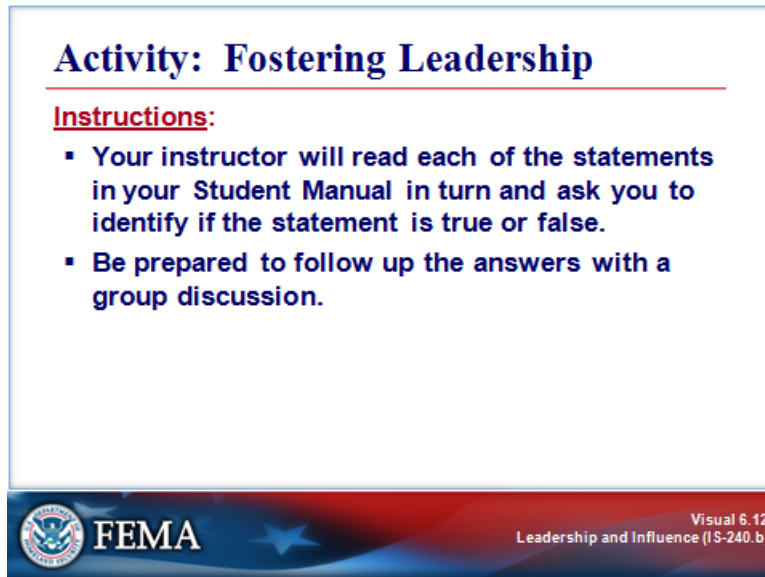
## Self-Reflection: Fostering Leadership in Your Environment (Continued)

5. What obstacles might get in the way? How could you overcome them? What do you need in order to influence the necessary changes?
6. When these changes occur, in what ways will they impact response operations?
7. When these changes occur, in what ways will these changes impact the public?



### ACTIVITY: FOSTERING LEADERSHIP


#### Visual 6.12



**Activity: Fostering Leadership**

**Instructions:**

- Your instructor will read each of the statements in your Student Manual in turn and ask you to identify if the statement is true or false.
- Be prepared to follow up the answers with a group discussion.

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Visual 6.12  
Leadership and Influence (IS-240.b)

#### Key Points

**Purpose:** The purpose of this activity is to determine whether statements about fostering leadership are true or false.

**Time:** 10 minutes

#### **Instructions:**

- Your instructor will read aloud each of the statements in your Student Manual and ask you to identify whether the statement is true or false.
- Be prepared to follow up the answers with a group discussion.

#### **Statements:**


1. Successful team building involves promoting systems of individual rewards for team achievement.
2. Coaching is convincing people of their own ability to do the job.
3. A leader who delegates can avoid taking responsibilities for outcomes.

### SUMMARY AND TRANSITION

#### Visual 6.13

### Summary and Transition

- In Lesson 6, you learned strategies for fostering an environment that supports your own leadership development and encourages leadership throughout the organization.
- You also developed a strategy for improving the leadership environment in your emergency management system.
- It is now time to complete the final exam.

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Visual 6.13  
Leadership and Influence (IS-240.b)

#### Key Points

In Lesson 6, you learned strategies for fostering an environment that supports your own leadership development and encourages leadership throughout the organization. You also developed a strategy for improving the leadership environment in your emergency management system.

It is now time to complete the final exam.

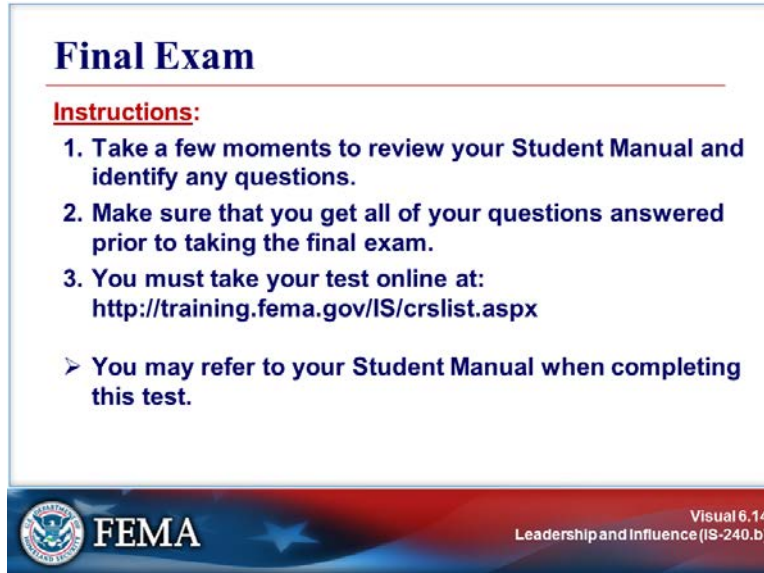
#### For More Information:

##### Books:

- *Flight of the Buffalo: Soaring to Excellence, Learning to Let Employees Lead.* Belasco, James A., and Stayer, Ralph C. New York: Warner Books, 1994.
- *The 21 Indispensable Qualities of a Leader: Becoming the Person Others Will Want to Follow.* Maxwell, John C. Thomas Nelson Publishers, 1999.
- *The 3 Keys to Empowerment: Release the Power Within People for Astonishing Results.* Blanchard, Ken; Carlos, John C.; and Randolph, Alan. Berrett-Koehler Publishers Inc., 1999.
- *Gung Ho! Turn on the People in Any Organization.* Blanchard, Kenneth H., and Bowles, Sheldon. William Morrow & Co., 1997.

### FINAL EXAM

#### Visual 6.14

A presentation slide titled "Final Exam" with a red header bar. Below the title, the word "Instructions:" is written in red. A numbered list of three instructions follows: 1. Take a few moments to review your Student Manual and identify any questions. 2. Make sure that you get all of your questions answered prior to taking the final exam. 3. You must take your test online at: <http://training.fema.gov/IS/crslist.aspx>. A blue arrow icon points to a final instruction: You may refer to your Student Manual when completing this test. The slide features a FEMA logo and a red, white, and blue wavy graphic at the bottom. The text "Visual 6.14 Leadership and Influence (IS-240.b)" is in the bottom right corner.

**Final Exam**

**Instructions:**

1. Take a few moments to review your Student Manual and identify any questions.
2. Make sure that you get all of your questions answered prior to taking the final exam.
3. You must take your test online at:  
<http://training.fema.gov/IS/crslist.aspx>

➤ You may refer to your Student Manual when completing this test.

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Visual 6.14  
Leadership and Influence (IS-240.b)

#### Key Points

##### Instructions:

1. Take a few moments to review your Student Manual and identify any questions.
2. Make sure that you get all of your questions answered prior to taking the final exam.
3. You must submit your test online. Upon successful completion you will receive an email message with a link to your electronic course completion certificate.
4. Go to: <http://training.fema.gov/IS/crslist.aspx> and click on the link for IS-240.b.
5. Click on "Take Final Exam."
6. When taking the exam . . .
  - Read each item carefully.
  - Select your answer on the test.
  - Check your work and then complete the course registration form on the last page of the online examination.

You may refer to your Student Manual when completing this test.

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