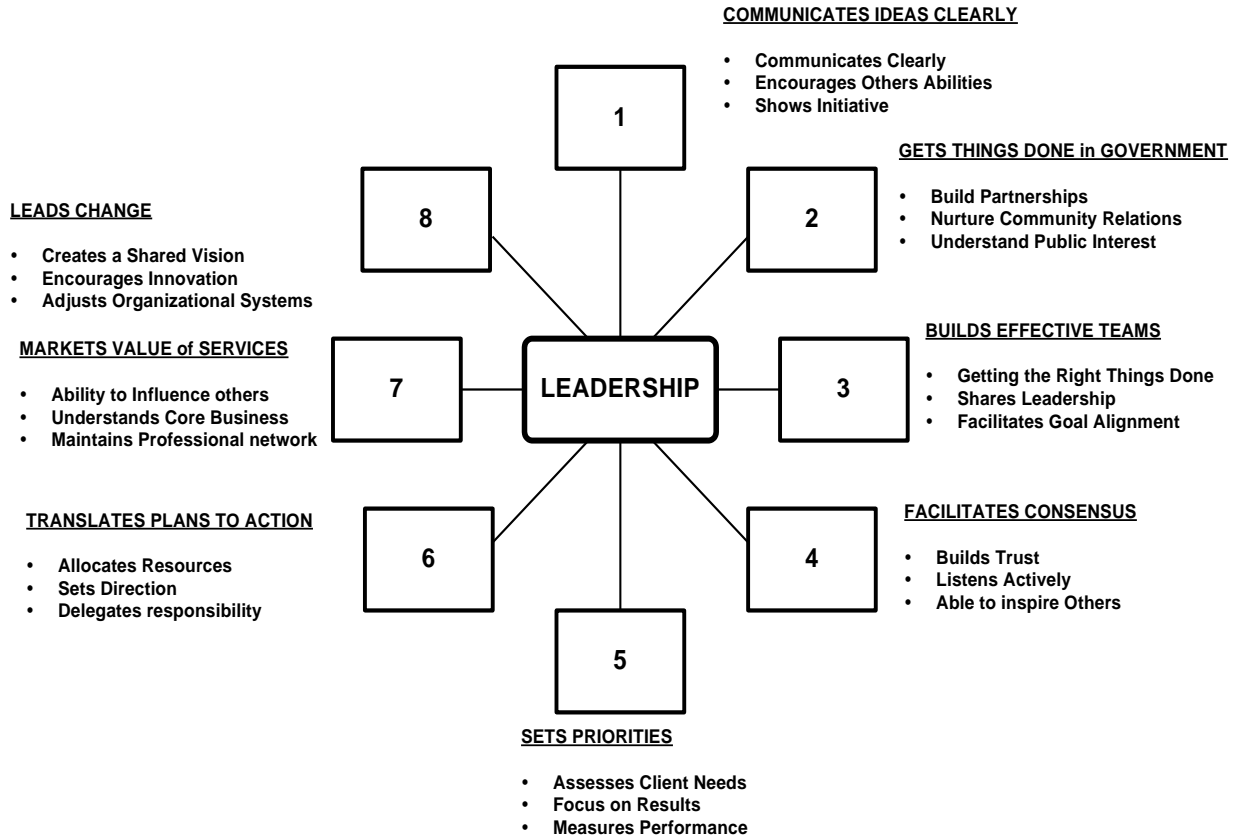


# WORKING DRAFT

# CAFC LEADERSHIP MODEL BRIEFING



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 for the Canadian Association of Fire Chiefs  
 July 22, 2006

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## **OVERVIEW**

This briefing highlights efforts of the Canadian Association of Fire Chiefs (CAFC) to develop a leadership model for fire and rescue service officers. The rationale and aims for this initiative are provided as background and the process steps taken to date are described along with some competency terminology. The emerging CAFC Leadership Model is presented in terms of broad leadership themes and specific competencies. Some follow-up actions are suggested to validate the draft model and translate it into tools to realize the benefits of a CAFC leadership model.

### **1. BACKGROUND**

#### **Rationale**

The future effectiveness of fire and rescue services is dependent on the appropriate leadership abilities of officers to deal with a rapidly changing and complex environment. Global research produces very few leadership models specific to the needs of fire and rescue services. The identification of the contemporary leadership qualities of outstanding officers is needed to:

- Provide strategic directions to guide organizational performance;
- Promote a positive work environment for employees;
- Achieve performance accountability for good decisions; and
- Ensure effective service delivery that provides good value for money.

A leadership model specific to fire and rescue leaders would help CAFC to:

- Identify the changing leadership needs of member organizations;
- Determine the leadership development priorities of officers; and
- Design leadership support services to meet membership needs.

#### **Aims**

The CAFC Board identified leadership development as one its priority areas for attention in 2005. A 2005 CAFC Conference focus group also reinforced the need for leadership development opportunities for officers. The CAFC Board retained Gordon McIntosh of the Local Government Leadership Institute to facilitate the development a leadership framework to guide future efforts to address the leadership needs of officers by producing:

- A CAFC Leadership Model of the desired qualities of an officer;
- A CAFC Leadership Development Program to meet priority training needs; and
- A CAFC Leadership Strategy to guide the CAFC's training efforts.

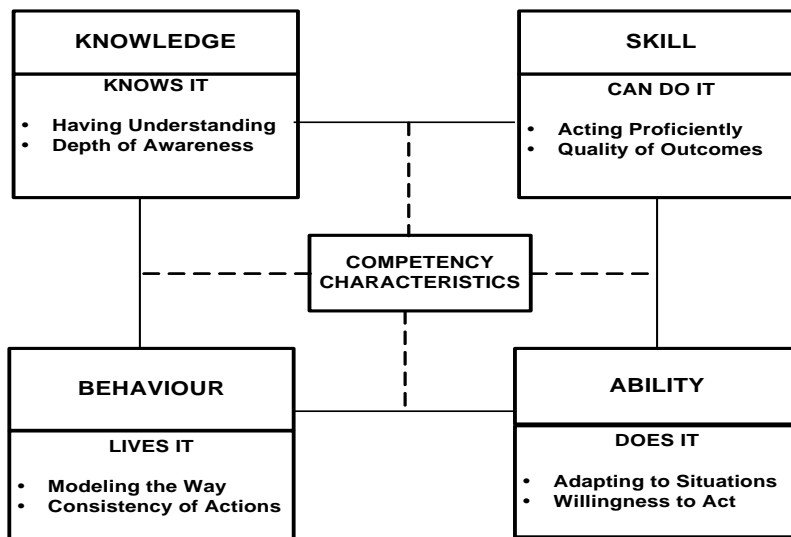
This report focuses on the development of a CAFC Leadership Model through a focus group session with 24 people held June 19 & 20, 2006 in Toronto. It also offers suggestions on the potential uses of a CAFC Leadership Model by CAFC, provincial professional associations, Departments and officers. Under separate cover recommendations have been conveyed to the Board on action required for CAFC to enhance leadership capacity among fire and rescue service officers throughout Canada.

## 2. PROCESS

### Terminology

Competency-based leadership models can be used to determine strategic leadership needs, assess leadership expectations and identify leadership development opportunities. The term '*competency*' is used to capture a particular combination of characteristics - knowledge, skills, abilities and behaviours (see Display 1) needed for outstanding performance in a leadership role. The basic intent of the CAFC Leadership Model development process is the accurate identification of the underlying characteristics of a fire and rescue service officer that correlate to superior performance.

Display 1  
**COMPETENCY CHARACTERISTICS**



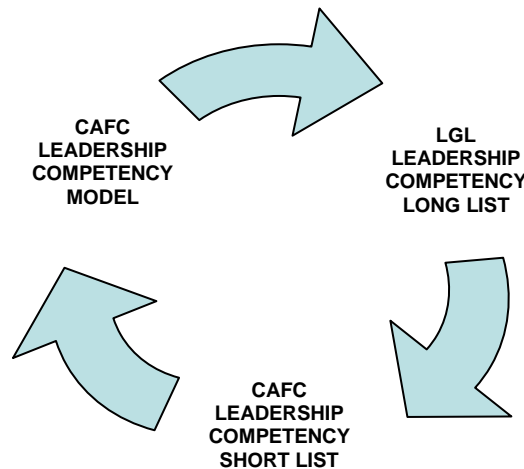
### Development Steps

The CAFC Leadership Model development (see Display 2) is based on a 'reductionist' approach to identify those competencies critical to officers through a:

1. Competency Long List – identifying relevant characteristics (80 items) – knowledge, skills, abilities and behaviours of outstanding fire and rescue leaders; and
2. Competency Short List – determining the key competencies (8 items) of outstanding leaders to generate the general structure of the CAFC Leadership Model.

Display 2

**LEADERSHIP MODEL - Development Stages**



**1. Competency Long List**

The workshop participants used the 8 competency clusters and dictionary of a leadership structure developed by the Local Government Leadership (LGL) Institute to identify competencies relevant to outstanding fire and rescue leaders (see Display 3) by:

- Identifying a long list of 80 relevant competencies (10 for each competency cluster);
- Determining 3 competencies for each cluster to create a short list of 24 items; and
- Ranking the overall importance of all items to identify 8 critical competencies.

Display 3

**LEADERSHIP COMPETENCIES for  
FIRE & RESCUE LEADERS**

<b><u>KNOWING YOURSELF</u> (24) – Mentor (ME)</b> <b>Is Credible</b> (12) Communicates Clearly (9) Encourages Others Abilities (3)	<b><u>GETTING THINGS DONE</u> (17) – Director (D)</b> <b>Translate Plans into Action</b> (12) Assesses risk & consequences (3) Sets Direction (2)
<b><u>DEALING WITH OTHERS</u> (23) – Facilitator (F)</b> <b>Facilitates Consensus</b> (11) Builds Trust (9) Listens Actively (3)	<b><u>SEEING THE BIG PICTURE</u> (30) – Visionary (V)</b> <b>Leads Change</b> (17) Thinks Outside the Box (7) Acts with Passion (6)
<b><u>WORKING WITH OTHERS</u> (24) – Manager (MA)</b> <b>Builds Effective Teams</b> (16) Get Right Things Done (6) Establishes Value-based Culture (2)	<b><u>ACHIEVING ORGANIZATIONAL SUCCESS</u> (22)- Entrepreneur (E)</b> <b>Markets the Value of Services</b> (11) Ability to Influence Others (6) Understands Core Business (5)
<b><u>PROVIDING QUALITY SERVICES</u> (23) – Producer (P)</b> <b>Sets Priorities</b> (10) Assesses Client Needs (7) Measures Performance (6)	<b><u>BUILDING COMMUNITY CAPACITY</u> (18) – Builder (B)</b> <b>Gets Things Done in Government</b> (14) Builds Partnerships (4) Nurturing Community Relations (0)

Code: **Bold Type** = Top Ranked Items

## 2. Competency Short List

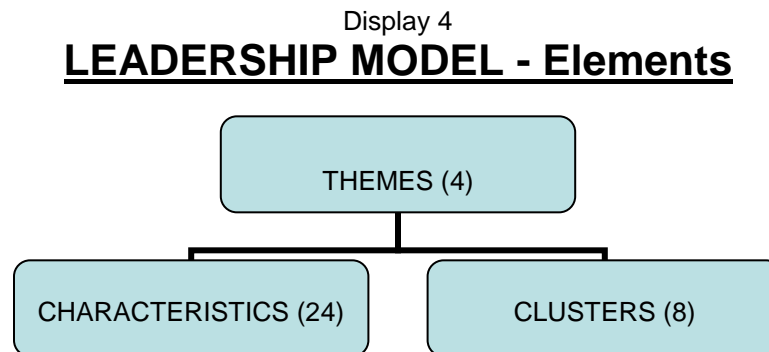
The 8 top ranked leadership competencies form the customized cluster titles for the CAFC Leadership Model. Each of these leadership competency clusters was discussed to identify 3 key competencies for each cluster using the LGL Leadership Structure dictionary and the 24 previously short listed competencies (see Display 3). The workshop group then reviewed the content and wording of competency clusters and competencies to finalize an emerging CAFC Leadership Competency Model (see next section).

## 2. EMERGING LEADERSHIP MODEL

### 1. Contents

The 3 elements (See Display 4) of the emerging CAFC Leadership Model (see Display 5) are:

- Leadership Clusters – 8 essential leadership requirements of officers
- Leadership Competencies – 24 attributes to describe effective CAFC leaders
- Leadership Themes – 4 leadership roles derived from the emerging model



The following 8 leadership clusters include 3 competencies each:

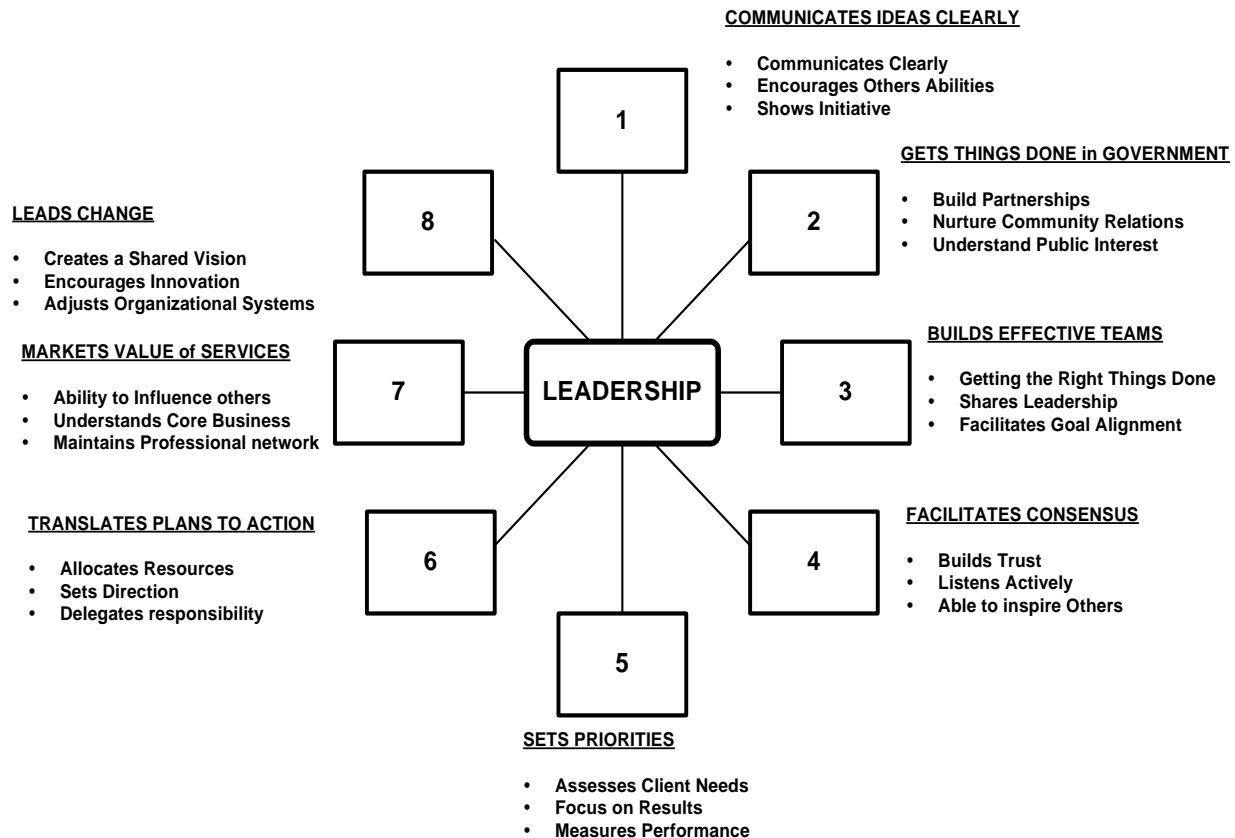
1. **Gets Things Done in Government** – is effective in the local government setting
2. **Is Credible** – acts in a knowledgeable and positive way that gains the confidence of others
3. **Builds Effective Teams** – leads processes to achieve group success
4. **Facilitates Consensus** – seeks to obtain agreement among diverse interests
5. **Sets Priorities** – establishes realistic objectives given available resources
6. **Translates Plans into Action** – develops result-oriented work programs
7. **Markets Values of Services** – enrolls others in the importance of fire & rescue services
8. **Leads Change** – takes proactive action to favourably respond to changing conditions

The key leadership themes derived from the emerging content revolve around:

- Personal Mastery – developing personal effectiveness and leadership potential;
- Group Dynamics – facilitating processes to maximize team effectiveness;
- Strategic Results – balancing competing demands and expectations; and
- Effective Organization – striving to achieve performance excellence.

Display 5

## Draft CAFC LEADERSHIP COMPETENCY MODEL



## 2. Edmonton Fire & Rescue Comparison

There is a 50% content overlap in the content of the emerging CAFC Leadership Model compared to the results of an identical process used in Edmonton Fire and Rescue Services (EFRS) in 2006 (see Display 6). This finding supports the development of a common leadership model since there are shared leadership attributes among in fire and rescue services. The EFRS results come from a cross-section of firefighters to senior officers that converge on the importance of '*personal leadership skills*'. The CAFC results are from a group of executive officers who appear to focus more on '*organizational change*'. These differences make intuitive sense and suggest that a practical leadership model must be capable of depicting distinct competency configurations for different levels of officers and/or different settings. At the same time, it would be useful to use a model with a common pattern of language so that results can be compared and synthesized.

## **EFRS & CAFC COMPETENCY MODEL COMPARISON**

EFRS	CAFC
<b>PERSONAL MASTERY</b>	<b>PERSONAL MASTERY</b>
<u><b>COMMUNICATES IDEAS CLEARLY (ME)</b></u> 1. Seeks to understand others 2. Aligns messages to corporate direction 3. Utilizes varied communication methods	<u><b>GETS THINGS DONE IN GOVERNMENT (B)</b></u> 1. Builds Partnerships 2. Nurture Community Relations <b>3. Understand the Public Interest</b>
<u><b>MODELS LEADERSHIP BEHAVIOUR (ME)</b></u> 4. Gains the confidence of others 5. Values diverse viewpoints 6. Develops positive interpersonal relations	<u><b>IS CREDIBLE (ME)</b></u> 4. Communicates Clearly 5. Encourages Others Abilities 6. Shows Initiative
<b>GROUP EFFECTIVENESS</b>	<b>GROUP DYNAMICS</b>
<u><b>BUILDS EFFECTIVE TEAMS (MA)</b></u> 7. Promotes a productive work environment 8. Facilitates good group decisions 9. Ensures personal accountability	<u><b>BUILDS EFFECTIVE TEAMS (MA)</b></u> 7. Getting the Right Things Done 8. Shares Leadership 9. Facilitates Goal alignment
<u><b>PROMOTES CONTINUOUS INNOVATION (E)</b></u> 10. Thinks creatively about challenges 11. Empowers others to pursue excellence 12. Pursues professional standards	<u><b>BUILDS CONSENSUS (F)</b></u> 10. Builds Trust 11. Listens Actively 12. Able to inspire others
<b>PERFORMANCE ACCOUNTABILITY</b>	<b>EFFECTIVE SERVICES</b>
<u><b>MANAGES COMPLEX PROJECTS (D)</b></u> 13. Simplifies complex problems and tasks 14. <b>Sets realistic priorities for available resources</b> 15. <b>Gets desired results efficiently</b>	<u><b>SETS PRIORITIES (P)</b></u> 13. <b>Assess Client Needs</b> 14. <b>Focus on Results</b> 15. <b>Measures Performance</b>
<u><b>MEASURES SERVICE PERFORMANCE (P)</b></u> 16. <b>Monitors performance and service quality</b> 17. Makes improvements based on feedback 18. Coaches others to enhance performance	<u><b>TRANSLATES PLANS INTO ACTION (D)</b></u> 16. Allocates Resources 17. Sets Direction 18. Delegates Responsibility
<b>STRATEGIC DIRECTION</b>	<b>STRATEGIC CHANGE</b>
<u><b>CREATES A SHARED VISION (V)</b></u> 19. Takes proactive approach to change 20. <b>Understands core business and values</b> 21. Translates plans into action	<u><b>MARKETS VALUE OF SERVICE (E)</b></u> 19. Able to Influence Others 20. <b>Understands Core Business</b> 21. Maintains Professional Network
<u><b>INVOLVES DIVERSE STAKEHOLDERS (B)</b></u> 22. <b>Appreciates public service context</b> 23. <b>Responds to competing client needs</b> 24. Encourages public involvement	<u><b>LEADS CHANGE (V)</b></u> 22. <b>Creates a Shared Vision</b> 23. <b>Encourages Innovation</b> 24. Adjusts Organizational Systems

Code: Bold Type Common 'word content' to both columns; & Grey Type = Similar 'meaning' in both columns

### 3. Leadership Roles

The workshop participants identified 3 levels of officers that they felt had different degrees of leadership functions – Executive, Senior and Company (See Display 7). These 3 leadership roles enable the CAFC leadership Model to be applied among a wide variety of position titles in different settings to:

- Compare the leadership perspectives of and for different officer levels;
- Identify the core competencies for key leadership roles; and
- Determine the distinct (& general) training needs for various positions.

Display 7

### CAFC LEADERSHIP ROLES

OFFICERS	POSITION TITLES	DUTIES	LEADERSHIP ROLE
<b>EXECUTIVE</b>	Fire Chief Director Manager Commissioner	Budget Overall Oversight Strategic Plan Political Liaison Public Relations Spokesperson	<u>STRATEGIC PERSPECTIVE</u> DEPARTMENT/CORPORATE CONTEXT EFFECTIVENESS (Priority) FOCUS
<b>SENIOR</b>	Deputy Chief Platoon Chief District Chief Battalion Chief	Information Flow Incident Command Personnel Matters Resource Allocation Strategic Priorities Work Programs Improvements	<u>OPERATIONAL PERSPECTIVE</u> MULTI-TEAMS (District) CONTEXT EFFICIENCY (Resource) FOCUS
<b>COMPANY</b>	Captain Supervisor	Work Plans Supervision Customer Service Staff Safety Staff Training Resource Deployment	<u>TACTICAL PERSPECTIVE</u> TEAM (Station) CONTEXT SERVICE (Response) FOCUS

## **4. POTENTIAL APPLICATIONS**

A leadership model that is relevant to fire and rescue services could be used for a variety of applications to develop the leadership capacity of officers throughout Canada. To realize these potential uses, the CAFC Model needs to be validated and translated into the proposed leadership profiles. A valid model can lead to the development of practical tools to assess leadership needs and design leadership development opportunities.

### **1. Possible Uses**

The CAFC Leadership Model can be used by CAFC to assist provincial associations and departments to strengthen existing and develop future leadership capacity by:

- Clarifying performance expectations for different officers
- Establishing leadership performance assessment criteria
- Identifying personal development needs
- Determining relevant training programs

Clarifying performance expectations can occur through different competency perspectives of an officer position using the CAFC Leadership Model. For example, a Fire Fighter and a District Chief can provide thoughts on the leadership competencies of a Station Captain. These subordinate and supervisory insights can be used to verify leadership requirements for more accurate job descriptions. At a more informal level, a supervisor and incumbent discussions lead to a better mutual understanding of roles and performance expectations.

Assessment criteria for different levels of competence can be developed for each competency. These observable behaviours for outstanding performance can be used by officers and/or supervisors to assess leadership performance using a standard frame of reference. For example, an officer could self-evaluate their strengths and weaknesses. Similarly, this assessment could occur with their supervisor as part of a coaching or appraisal process.

Personal development needs can be determined by the individual officer to enhance their strengths for future opportunities or work on their weaknesses to improve current performance. For example, an officer could develop a personal learning plan with actions to pursue in-house and/or external training opportunities as well as on-the-job experiences to enhance their leadership capacity.

Training programs can be assessed and designed based on the development of leadership profiles that identify the leadership requirements at different officer levels. For example, a CAFC leadership curriculum could be developed to define the progressive training options for the 3 CAFC Leadership Roles. The curriculum would guide individuals and organizations to identify in-house and external opportunities to obtain leadership training.

## 2. Model Validation

There is a need to validate the emerging CAFC Leadership Model since the initial model was created by a small group. A validated model would provide increased confidence of the suitability of the model for applications in fire and rescue services, and therefore any investment in developing leadership development tools based on this model. As well, the input of officers is required to customize the CAFC Leadership Competencies to develop profiles for the 3 CAFC Leadership Roles. These two aims can be achieved through a survey of officers using a written questionnaire.

The 'CAFC Leadership Questionnaire' (see Display 8 & Attachment 1) is designed to solicit the perceptions of fire and rescue staff to the leadership expectations of officers. The 5 point rating scale enables respondents to rate the importance of all the 24 CAFC competencies. The cumulative statistical mean of each competency among all respondents produces a rank order of importance for the competency preferences both of and for fire and rescue officers.

Display 8

### CAFC LEADERSHIP QUESTIONNAIRE

LEADERSHIP OUTCOMES/ Core Competencies	IMPORTANCE RATING				
	Low	Medium	High		
<u>GETS THINGS DONE IN GOVERNMENT</u>					
1. Builds Partnerships	1	2	3	4	5
2. Nurture Community Relations	1	2	3	4	5
3. Understand the Public Interest	1	2	3	4	5

## 3. Leadership Profiles

The 'CAFC Leadership Questionnaire' also requests respondents to select only 8 of the 24 competencies they feel are most critical. A frequency ranking uses the number of times that respondents selected a competency as one of their 8 critical competency choices. The data can be used to define and compare the competencies of the 3 leadership roles:

- Strategic Leaders – Chief, Director, Manager and Commissioner;
- Operational Leaders – Deputy or Assistant, Platoon, Battalion and District Chief
- Tactical Leaders – Captain and Supervisor.

## 4. Practical Tools

The CAFC Leadership Model requires more detail to be a useful framework for use by fire and rescue organizations and officers. The validated CAFC Leadership Model and Profiles provide a basis for CAFC to develop:

- A CAFC Leadership Chart of competence criteria
- A CAFC Leadership Curriculum of training options

A **CAFC Leadership Chart** would describe (see Display 9) the competence levels and training needs for the CAFC Leadership Model. It would contain specific, observable behaviours developed as success indicators of outstanding behaviour for all competencies in each of the leadership roles – Strategic, Operational, and Tactical levels. As well, it would identify ideas to develop competence in each competency. Training options may be in-house or external courses while development opportunities can involve a wide variety of on the job related experiences. A CAFC leadership Chart is best developed through research of leadership components of professional training models and programs as well as input from a variety of incumbent officers.

Display 8

## **LEADERSHIP CHART** (Example)

<b>COMPETENCY</b>	<b>LEVEL 1</b>	<b>LEVEL 2</b>	<b>LEVEL 3</b>
<p><b>2. Is Credible</b> Builds trust by being knowledgeable and consistent in principles, actions and behaviours. Follows through on commitments.</p>	<p>- Matches words with behaviour – what you say is what you do - Is appropriately qualified to carry out responsibilities</p>	<p>- Encourages and rewards trustworthy conduct and behaviour through objective performance measures - is knowledgeable in their field and displays professionalism in dealing with staff</p>	<p>- Manages the reputation of the organization as being trustworthy and reliable by being a role model - Displays a high degree of professionalism and intellectual capacity</p>
<b>Training Options</b>	Image Management, Professional Presence, Workplace Ethics, Values-Based Leadership Styles & Personality Assessment		

A CAFC Leadership Chart could be used to by organizations and individuals to:

- develop and define expectations for leadership roles and positions
- conduct a personal assessment of leadership competence
- identify training needs associated with leadership excellence

A CAFC Leadership Chart would facilitate the identification of leadership expectations for specific positions in terms of a Positional Leadership Profile (see Display 9). For example, a District Chief would review the Operational Leader Role and CAFC Leadership Chart to select 8 critical leadership competencies for their position. While guided by the appropriate CAFC Leadership Profile, different conditions may change the configuration of competencies of Positional Leadership Profiles among District Chiefs in different settings. Next, the District Chief could identify the level of competence – 1, 2 or 3 required for each of these positional competencies. They could verify these preferences with subordinates, supervisors and other Station Captains. An organization-wide application of this positional leadership profiling process would assist job description, position classification, succession planning and performance appraisal efforts.

Display 9

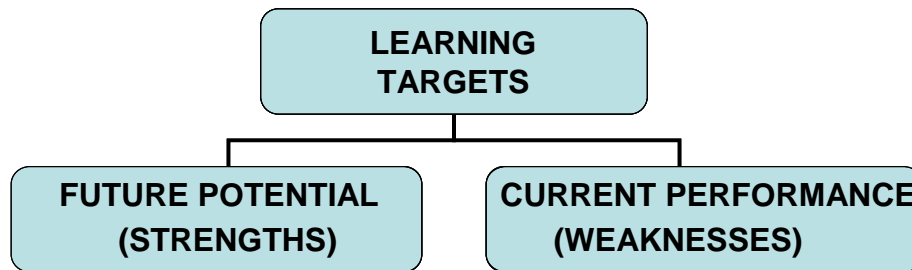
**POSITIONAL LEADERSHIP PROFILE** (Example)

<b>POSITIONAL COMPETENCIES</b>	<b>COMPETENCE LEVEL (1, 2 or 3)</b>
<b>1. Conveys Ideas</b> (Written & Oral) Ability to use various communications approaches that are effective with different audiences	LEVEL 3 - <i>Maximizes the impact of communications for one-on-one to large group scenarios with a high degree of conviction, organizational promotion and sensitivity.</i>
<b>2, 3, 4 ....</b>	
<b>8. Builds Teams</b> (Creation and Sustainability) To assume responsibility for the success and well being of a group of people.	LEVEL 2 - <i>Uses various strategies to build and sustain team morale and productivity amidst negative internal or external factors.</i>

Once an officer has a customized Positional Leadership Profile they can assess their personal leadership competence (see Display 10). They may have some areas for attention to improve current leadership performance and areas of strength to be developed to enhance their future leadership potential. This assessment could be undertaken by an Officer with their supervisor as part an appraisal process or an ongoing coaching relationship.

Display 10

**PERSONAL LEADERSHIP ASSESSMENT**



Individuals can use their leadership assessment results as the basis to develop a personal leadership learning plan. These insights would guide their personal learning efforts and leadership development objectives that could form part of their annual performance plan. They might identify strategies to improve their current leadership performance and/or enhance their future leadership potential. The desired success indicators associated with their targeted leadership competencies from the Leadership Chart provide criteria for self-assessment or supervisory feedback on progress toward their leadership learning objectives.

**PERSONAL LEADERSHIP LEARNING PLAN** (Deputy Chief Example)

TARGET COMPETENCIES	LEARNING STRATEGY		
	SUCCESS INDICATORS	LEARNING OBJECTIVES	ACTION PLAN
<b>Conveys Ideas</b> <i>(Written &amp; Oral)</i> Ability to use various communications approaches that are effective with different audiences <b>LEVEL 3</b> - Maximizes the impact of communications for one-on-one to large groups scenarios with a high degree of conviction, organizational promotion and sensitivity	<u>Clear staff reports</u> Peer understanding Chief Satisfaction Less time to complete	<b>Executive Report Writing</b>	1. Find & use editor – Sept. to Dec. 2. Chief Review Sessions – Nov. to May 3. Report Writing Course – Feb.
	<u>Impact presentations</u> Audience reception Multiple mediums Stronger voice	<b>Powerful Presentations</b>	1. Attend voice coaching sessions – Dec. 2. Work with IT on material – Jan. to June

A **CAFC Leadership Curriculum** would outline leadership development requirements for the 3 CAFC Leadership Roles based on the results of the proposed survey. Some core competencies may be the same for the Strategic Leader (SL), Operational leader (OL) and Tactical Leader (TL) and just the level of complexity changes while other competencies may be quite different. For example, in the Edmonton Fire and Rescue Service process, of the 8 core competencies for 2 leadership roles 5 were the same. At the same time, some 'strategic' type competencies that emerged at the 'Operational Leader' level seem to replace more basic 'supervisory' type competencies at the 'Tactical Leader' level.

**EFRS LEADERSHIP ROLE COMPARISON**

	COMPETENCY	SL	OL	TL
1.	<b>PURSUES PROFESSIONAL STANDARDS</b>		X	X
2.	<b>PROMOTES A PRODUCTIVE WORK ENVIRONMENT</b>		X	X
3.	<b>DEVELOPS POSITIVE INTERPERSONAL RELATIONS</b>		X	X
4.	<b>GAINS THE CONFIDENCE OF OTHERS</b>		X	X
5.	<b>SEEKS TO UNDERSTAND</b>		X	X
6.	<b>COACHES OTHERS TO ENHANCE PERFORMANCE</b>		X	X
7.	TRANSLATES PLANS INTO ACTION		X	
8.	ENCOURAGES PUBLIC INVOLVEMENT		X	
9.	MAKES IMPROVEMENTS BASED ON FEEDBACK		X	
10.	THINKS CREATIVELY ABOUT CHALLENGES			X
11.	ENSURES PERSONAL ACCOUNTABILITY			X
12.	GETS DESIRED RESULTS EFFICIENTLY			X

Based on an analysis of the CAFC Leadership Profiles, a CAFC Leadership Curriculum (see Display 13) could be developed to identify the competency development focus in each leadership theme for each leadership role. The curriculum could be used to by CAFC, provincial associations and training institutions to:

- Identify leadership development strengths and weaknesses for in-house programs;
- Assess the relevance of external leadership development opportunities; and
- Identify areas for new program development by external agencies.

## CAFC LEADERSHIP CURRICULUM WORKSHEET

LEADERSHIP THEMES / COMPETENCIES	ROLE			DEVELOPMENT FOCUS
	SL	OL	TL	
<b><u>PERSONAL MASTERY</u></b> 1. Builds Partnerships 2. Nurture Community Relations 3. Understand the Public Interest 4. Communicates Clearly 5. Encourages Others Abilities 6. Shows Initiative				CORE  OPTIONAL
<b><u>DYNAMIC GROUPS</u></b> 7. Getting the Right Things Done 8. Shares Leadership 9. Facilitates Goal alignment 10. Builds Trust 11. Listens Actively 12. Able to inspire others				CORE  OPTIONAL
<b><u>STRATEGIC RESULTS</u></b> 13. Assess Client Needs 14. Focus on Results 15. Measures Performance 16. Allocates Resources 17. Sets Direction 18. Delegates Responsibility				CORE  OPTIONAL
<b><u>EFFECTIVE ORGANIZATION</u></b> 19. Able to Influence Others 20. Understands Core Business 21. Maintains Professional Network 22. Creates a Shared Vision 23. Encourages Innovation 24. Adjusts Organizational Systems				CORE  OPTIONAL

A CAFC Competency Curriculum would provide a standardized framework to compare leadership development needs and available opportunities. For example, Edmonton Fire and Rescue Service recently examined its officer qualification programs based on its development of a leadership model. The results were used to redesign existing programs and address gaps. A CAFC Leadership Model and Curriculum would help departments to conduct cost effective reviews if each one did not have to develop an initial leadership model.

Most fire & rescue departments are not large enough to provide the scope of leadership development opportunities that they require. The CAFC Leadership Curriculum would help to identify priority training needs that might be of interest to training agencies. Some could be sponsored or pursued directly through CAFC or provincial agencies and once developed; they could be made available nationally.

A separate letter to the CAFC Board conveys recommendations on how to maximize the potential benefits of the emerging CAFC Leadership Model to enhance the leadership capacity of fire and rescue leaders throughout Canada.

# CAFC LEADERSHIP PROFILE

Please help to identify the key requirements of effective fire and rescue leaders by:

1. **Rating the importance** of all 24 competencies to your position
2. **Circling 8 competencies** of the 24 items most critical to success in your position.

TARGET POSITION TITLE \_\_\_\_\_

YOUR POSITION TITLE \_\_\_\_\_ (if different)

LEADERSHIP OUTCOMES/ Core Competencies	IMPORTANCE RATING				
	Low	Medium	High	High	High
<b><u>GETS THINGS DONE IN GOVERNMENT</u></b>					
1. Builds Partnerships	1	2	3	4	5
2. Nurture Community Relations	1	2	3	4	5
3. Understand the Public Interest	1	2	3	4	5
<b><u>IS CREDIBLE</u></b>					
4. Communicates Clearly	1	2	3	4	5
5. Encourages Others Abilities	1	2	3	4	5
6. Shows Initiative	1	2	3	4	5
<b><u>BUILDS EFFECTIVE TEAMS</u></b>					
7. Getting the Right Things Done	1	2	3	4	5
8. Shares Leadership	1	2	3	4	5
9. Facilitates Goal alignment	1	2	3	4	5
<b><u>BUILDS CONSENSUS</u></b>					
10. Builds Trust	1	2	3	4	5
11. Listens Actively	1	2	3	4	5
12. Able to inspire others	1	2	3	4	5
<b><u>SETS PRIORITIES</u></b>					
13. Assess Client Needs	1	2	3	4	5
14. Focus on Results	1	2	3	4	5
15. Measures Performance	1	2	3	4	5
<b><u>TRANSLATES PLANS INTO ACTION</u></b>					
16. Allocates Resources	1	2	3	4	5
17. Sets Direction	1	2	3	4	5
18. Delegates Responsibility	1	2	3	4	5
<b><u>MARKETS VALUE OF SERVICE</u></b>					
19. Able to Influence Others	1	2	3	4	5
20. Understands Core Business	1	2	3	4	5
21. Maintains Professional Network	1	2	3	4	5
<b><u>LEADS CHANGE</u></b>					
22. Creates a Shared Vision	1	2	3	4	5
23. Encourages Innovation	1	2	3	4	5
24. Adjusts Organizational Systems	1	2	3	4	5

This information will be used by the Canadian Association of Fire Chiefs to enhance the leadership capacity of Fire and Rescue Service Officers throughout Canada.

**Please direct questions to XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX.**

**THANK YOU.**