

**LOS ANGELES FIRE DEPARTMENT**

**KRISTIN M. CROWLEY**  
FIRE CHIEF

May 20, 2024

BOARD OF FIRE COMMISSIONERS  
FILE NO. 24-050

TO: Board of Fire Commissioners

FROM:  Kristin M. Crowley, Fire Chief

SUBJECT: OVERVIEW OF THE LEADERSHIP AND MANAGEMENT INSTITUTE

FINAL ACTION:  Approved  Approved w/Corrections  Withdrawn  
 Denied  Received & Filed  Other

**SUMMARY**

As requested by the Los Angeles Fire Department (Department) Board of Fire Commissioners (Commission), the Department is providing a comprehensive overview of the proposed Leadership and Management Institute.

**RECOMMENDATION**

That the Commission approve a new comprehensive Leadership Development program entitled the Leadership and Management Institute and support an implementation plan that begins with a newly designed Leadership Academy and a cohort leadership program designed for Firefighters.

**FISCAL IMPACT**

The implementation of the Leadership and Management Institute will have a significant fiscal impact that will warrant further discussion. Currently a Captain I is assigned the responsibility to provide direct oversight of the Leadership Management Institute and associated leadership programs. To execute delivery program/project managers, instructors/facilitators, evaluators, oversight, administrative support, marketing, and report production the Leadership and Management Institute will require additional staffing and resources.

**DISCUSSION**

Los Angeles City's Personnel and Controller Departments audited the Los Angeles City Fire Department (LAFD) in 2006. One of the recommendations from the audit was for the LAFD to implement a succession plan to develop the current and future leaders of the Department. In direct response to the recommendation, the LAFD developed the Los Angeles Fire Department Leadership Academy (LAFDLA) which provided a new leadership development program mostly to our current officers as well as to some

prospective officers for over 11 years until the Covid 19 Pandemic and staffing deficiencies suspended the program.

In 2021, the LAFD partnered with the Deloitte Consulting LLP to conduct an objective organizational and training assessment, which resulted in the identification of a significant lack of "Trust in Leadership," across the LAFD membership. The root of this distrust in Leadership focused on the lack of proficiency in the Leaders "Soft skills," transparency, and the lack of investment in each members' development. This assessment identified the following key areas requiring attention that related to:

Leadership Development:

- Communication
- Accountability
- Trust
- Diversity, Equity, and Inclusion
- Executive Leadership
- Career Progression

This assessment further identified the following Leadership Development initiatives:

- Create Leadership Development Trainings
- 1:1 Mentorship and Job Shadowing
- Continuous Cohort Learning Model
- Establish and Communicate New Leadership Expectations

The information collected from this assessment was further synthesized into the 2023-2026 Strategic Plan within the first strategy of Goal #5 by providing leadership training and cultivating future generations of Department leaders.

Leadership training plays a crucial role in the fire service as it equips firefighters with the necessary skills and qualities to effectively operate and manage in high-stress and critical situations. Here are some key reasons why leadership training is essential in the fire service:

1. **Decision-making:** Firefighters often face complex and time-sensitive decisions that can have life or death consequences. Leadership training helps develop critical thinking and reasoning skills to make timely decisions under pressure.
2. **Team management:** Firefighters work in teams; therefore, effective leadership and followership is vital for efficient coordination within these teams. Leadership training teaches skills such as communication, delegation, conflict management, and mentorship which are essential for superior team functionality and ensuring progress towards a common goal.

3. **Safety and risk management:** Firefighters operate in hazardous environments where safety is a top priority. Leadership training provides members with the skills and confidence to enable them to communicate safety protocols and identified hazards to minimize the risk of accidents and injuries.
4. **Adaptability and resilience:** The fire service often faces unpredictable and rapidly changing situations. Leadership training helps individuals develop the humility necessary to be adaptable and resilient in these dynamic situations while remaining calm and composed.
5. **Ethical decision-making:** Firefighters are often entrusted with making decisions that have ethical implications. Leadership training emphasizes the need for timely ethical decision-making rooted in integrity and moral courage, to act in the best interest of the community they serve.
6. **Continuous improvement:** Leadership training encourages personal and professional development. It instills a humble mindset for continuous learning and improvement, enabling firefighters to strive for excellence within the fire service and at home.
7. **Succession planning:** Leadership training is essential for identifying and grooming future leaders within the fire service. By investing in dynamic leadership development, organizations can ensure a smooth transition throughout formalized leadership roles.

### **PROGRESSIVE DEVELOPMENT**

In response to the Deloitte Consulting LLP Assessment and the 2023-2026 Strategic Plan, the In-Service Training Section is proposing the buildout of the following tiered Cohort Leadership Development Programs:

- New Recruits (Beginning of Drill Tower / End of Drill Tower)
  - *Leading to the Unknown* (certificate course 4 hours)
  - Team building Exercises and People Code
- End of Probation (Training at 12 Month)
  - *Shield Leadership* (certificate course)
  - International Public Safety Leadership and Ethics Institute
  - Provide L-280 Followership to Leadership Certificate
- New Paramedics - Prior field assignment
  - *On scene Leadership* (certificate course)
  - Paired with packaged On-Line training course about Emergency Medicine Leadership

- New Rated Members (Responsibilities and Expectations training)
  - *Bridge Leadership* (certificate course)
  - Paired with discussion/lecture in Company Officer Responsibilities and Expectations (CORE) and online packaged course on the struggles of being the led and the leader, without formalized power.
  
- New Captains
  - *Servant Leadership* (certificate course)
  - Paired with packaged On-Line training course prerequisite to CORE
  
- New Chiefs - Part of BC Mentorship Program
  - *Golden Eagle Leadership* (certificate course)
  - Paired with packaged On-Line training course as prerequisite

These tiered Cohort courses will be delivered progressively to the membership following a lifelong leadership development approach to systematically ensure each member's leadership development as they navigate through their career into various positions and ranks. Each of these trainings have the potential to be delivered as 4-hour blocks of in-person leadership training, however, the value of the completion of an "off-the-shelf," on-line training course for each of these courses, as a prerequisite will potentiate the benefits from a shorter in person training session.

### **CONCENTRATED DEVELOPMENT**

In response to the Deloitte assessment and the 2023-2026 Strategic Plan, the In-Service Training Section is in the process of evolving the LAFD Leadership Academy that was initially based upon leadership training at the United States Military Academy at West Point and was adapted to the LAFD in 2009. Since its inception, societally we have undergone a recession, a period of economic recovery, an increase in polarizing politics, a global pandemic, and a new generation joining the workforce. Similarly, within the LAFD as an organization, we have undergone staffing cuts, staffing shortages, a change in organizational leadership, a continuous influx of new members, a continuous cycle of promotions, the effects of a global pandemic, a polarizing vaccine mandate, and the proliferation of social media amongst, between, and against the LAFD membership. All these roadblocks have further pointed to the need for comprehensive Leadership education at a collegiate level in order to invoke our members to become students of Leadership in order to better equip and prepare them for the challenge of leading the LAFD now and in the future.

The reimagining of the Leadership Academy will consist of renaming, rebranding, and restructuring the course to ensure that the curriculum is capable of a continuous evolutionary process as our workforce continues change and diversify, and in turn bring about new and dynamic challenges that need to be proactively prepared for or addressed. Within the development of this curriculum, is the concept that Leadership development is a continuous process throughout a member's career, and that true leadership is developed by becoming a student of it. Therefore, the replacement of the LAFDLA program will be structured as an Emerging Leadership Development Program,

that will in turn give way to the creation of an Executive Leadership Development Program, followed by additional shorter courses that will focus on individual leadership topics, skills, and struggles.

- Rising Phoenix Leadership Academy-Phase 1: Entry-Level Leadership Development
  - A. Introduction to leadership principles and concepts
  - B. Building communication and teamwork skills
  - C. Developing a foundation of ethical leadership and professionalism
    - 4 Weeks (4-5 days a week)
      - Week 1 - The Self
        - Proposed Literature
          - A Wrinkle in Time
          - The Self-Aware Leader
          - Ego
          - The Motive
          - Leadership in Turbulent Times
          - Intrinsic Motivation
          - Emotional Intelligence (Topic)
        - Week 2 - Leadership styles
          - Proposed Literature
            - The Contrarian's Guide to Leadership
            - Leadership in Turbulent Times
            - The Servant: A Simple Story about the True Essence of Leadership
            - What Every Leader Needs
            - Transparency
            - Transactional Leadership (Topic)
            - Transformational Leadership (Topic)
          - Week 3 - Team Building/Coaching/Mentoring
            - Proposed Literature
              - The Ideal Team Player
              - Team of Teams
              - Team of Rivals
            - Week 4 - Conflict Management/Resolution
              - 36-42 students
              - Various Instructors/facilitators
  - Ambassador Leadership Academy-Phase 2: Mid-Career Leadership Advancement
    - A. Enhancing decision-making and problem-solving abilities
    - B. Strengthening strategic planning and organizational development skills
    - C. Fostering effective mentorship and coaching techniques
      - 4 Weeks (4-5 days a week)
      - Curriculum to be developed
      - Possibilities

- Pair with Off the shelf On-Line courses for discussion during in person class sessions
- Utilize Collaborative consultants from Universities, or organizations
- Executive Leadership Academy-Phase 3: Senior Leadership and Executive Development
  - A. Mastering crisis leadership and high-stakes decision-making
  - B. Advancing knowledge of public policy and fire service administration
  - C. Nurturing transformational leadership and change management skills
    - 4 Weeks (4-5 days a week)
    - Curriculum to be developed
    - Possibilities
      - Pair with Off the shelf On-Line courses for discussion during in person class sessions
      - Utilize Collaborative consultants from Universities, or organizations
- The Leadership Ladder Certificate Series (2-5 days)
  - Topics to be relevant, contemporary, and able to evolve
    - Dominance, Influence, Steadiness, Conscientiousness (DISC) Personality Test
    - Family Leadership/Followership - Behavioral Health and Wellness
    - Team Leadership
- NWCG - Courses - Possibly tied in with other leadership trainings
  - L-180 Human Factors in the Wildland Fire Service (4 Hours)
  - L-280 Followership to Leadership (20 Hours)
  - L-380 Fireline Leadership (40 Hours)
  - L-381 Incident Leadership (40 Hours)
  - L-480 Organizational Leadership in the Wildland Fire Service (40 Hours)
  - L-481 Advanced Leadership for Command and General Staff (40 Hours)
  - L-580 Leadership In Action

### **Curriculum**

The curriculum for each of these programs will be built through a collaboration with universities and institutions offering fire service-related programs as well as various books, scholarly articles, contemporary and emerging leadership theories. This variety of course materials will provide for the ability to change and evolve the course content as the LAFD's workforce and the programs' students grow and face new challenges within and outside the Department. Currently the Department is working in collaboration with the University of La Verne, as well as East Los Angeles College, and has also begun discussion with the University of Southern California, Sol Price School of Public Policy, and the University of Washington. The lectures, lessons, and debates will not be focused on the stories of the speakers, but through the critical thinking processes, discussions, and introspections of each of the individual students in the class and through regular coursework and submissions.

### **Course Material**

With the reinvention and expansion of the Leadership curriculum within the LAFD, it will be necessary to obtain new course material. Through a Cal-JAC request in 2021, there is \$66,823.83 allocated for the purchase of tablets for this program. The vision for these tablets is for them to be loaned to each member within the class to use for the course's duration, as each will house a digital library of the course material. Most of this material will be books, but it may also consist of scholarly articles and case studies, which may be distributed through the use of a Google Classroom.

### **Instructors and Facilitators**

Program Delivery:

- A. Incorporating a blend of in-person, virtual, and online courses
- B. Offering workshops, seminars, and conferences for networking and shared learning
- C. Providing practical, real-world application opportunities through simulations and case studies

The past LAFDLA utilized various individuals as instructors or guest lecturers, many of whom were intellectually adept in their discussion topics, however at times their "war stories," although interesting and valuable in their own right, digressed and distracted from the required material. The selection of Instructors and Facilitators to be involved with the various programs within the reimagined Leadership Development Institute will not only focus on the content of their selected lectures, but also on their individual reputations and abilities to have "practiced what they preach," regardless of rank. These individuals will be selected through a topic selection process and an interview process. As many of the topics within the various programs will be rooted in published literature, each potential instructor/facilitator will have the opportunity to select a topic/subject to teach that will already have literature tied to it, and they will then develop their presentation, or an outline of their presentation for the evaluation process prior to being selected to instruct.

As this model grows and develops, the hope is to establish positions within the Institute to foster personal and professional growth for the membership as the future leaders of this Department. The proposed structure should include an additional Captain II program manager and chairperson for Emerging Development Leadership Program, and an additional Captain I positions would chair the Progressive Development Cohort Tiered Leadership Program, and the current Captain I position could chair the Concentrated Development program. The Leadership and Management Institute could potentially have the following structure:

- Leadership Development Officer – (Captain II)
  - Sponsorship Coordination
  - Recruitment Coordination
  - LAFDLA Coordinator (Rising Phoenix Leadership Academy Coordinator)

- Self-Awareness Director
- Leadership Styles Director
- Team Development Coach
- Conflict Resolution/Management Director
- Ambassador Leadership Academy Coordination
- Executive Leadership Academy Coordination
- NWCG Leadership Coordinator - CICCIS Coordinator
- Tiered Cohort Leadership Development Coordinator – (Captain I)
  - Leading to the Unknown Director
  - Shield Leadership Director
  - Onscene Leadership Director
  - Bridge Leadership Director
  - Servant Leadership Director
  - Golden Eagle Director
- Leadership Ladder Certificate Series Coordinator – (Captain I)
  - Personality Test
  - Team Leadership
  - Family Leadership

### **Students**

The ideal make-up of the student body for this program is one of diverse experiences, diverse backgrounds, diverse formal education level, and a variety of ranks as well as seniority on the LAFD and in rank. This level of diversity will ensure healthy conflict and discussion amongst the students. An ideal method of student selection will be the submission of essays by prospective students to gauge their potential commitment level, especially considering the workload. With the support of the Department, students will be detailed on-duty to attend this course. This would be a change and show the value of leadership to the Department.

### **Evaluation**

The evaluation process will be geared towards ensuring the ability of both the facilitators as well as the leadership programs toward the intended mission. The facilitator will have drop-ins at regular intervals from Equity and Human Resources Bureau, and Training Division. The intent of both will be to evaluate the facilitators' ability to draw out the students through participation, deliver the content as prescribed and meet the class and student objectives. Evaluations will also be given to the students at the end of each class (or week) to provide feedback. These evaluations will be reviewed by the Leadership Development Officer, Training Division, and Equity and Human Resources (EQB) Assistant Chief to provide guidance and direction.

The evaluation of the leadership programs will be broken into three categories to evaluate preparedness of the students, and effectiveness of the program as follows:

- Short Term
  - Evaluation Survey immediately following class (student and facilitator)
  - On-going metric driven analysis of opinions and facts



- Relativity of the information to the intended goal of the class through Formative Assessments and tailored responses (Gap Analysis and adjustments)
- 
- Mid Term
  - Case Studies – students review as a team/cohort with benchmarks for success
  - Survey – the students Fire Station, Task Force, Battalion Office for feedback
  - Role Play – utilize Work Environment Leadership Training (WELT) cadre and Conflict Resolution cadre to evaluate the students' abilities to provide the necessary proactive and reactive leadership and management through a Summative Assessment
  - Final Project – Demonstration of understanding and congruent with the Department's Leadership and Management direction through Summative Assessment of the Students
- Long Term
  - Monitor Department-wide complaints to Professional Standards Division (PSD) Volume, Type, Severity and Trends
  - Monitor Geographic Bureau – Complaint Volume, Type, Severity and Trends
  - Set dates and provide feedback to Training and Support Bureau Commander
  - Surveys – Performance Comparisons following year (student and supervisor)
  - Comparative study with Job Shadowing, On the Job Training, Webinars and Self-paced training
  - Monitor other external impacts – Transfers, Behavioral Health Program,
  - Implement annual meeting with stakeholders – Executive Staff, Chief Officers Association, United Firefighters of LA City, Stentorians, LA Women in the Fire Service, and Bomberos as the collective final authority

The Training Division will provide performance management of the Leadership and Management Institute to quantitatively and qualitatively gauge progression toward desired organizational goals and assess the program's performance in relation to the intended direction as prescribed by the Training and Support Bureau Commander. The Training Division Chief will utilize the seven principles associated with effective performance measurement process which are identified in the following:

- **Inputs** – Recruiting and providing LAFD members that have a demonstrated ability to lead with compensation to facilitate and attend leadership training
- **Activities** Engineer opportunities for promotion of leadership skills e.g. continuing education (CE), exam prep seminars, promotional exams, CORE, and promotional ceremonies

- **Outputs** – Review of feedback from PSD, Geographic Bureaus, promotional exam chairperson, WELT cadre, Work Force Effectiveness, and Conflict Resolution cadre
- **Outcomes** – Trend monitoring of complaints, promotional exam application, promotional exam performance, program attendance, analysis of effect on organizational risk
- **Indicators** – Comparative review of complaints and involvement of members that have been leadership training participants versus non-leadership training participants, comparison of rank on promotional exams, survey of sentiment of newly promoted members during CORE to measure members perceived ability to deal with leadership challenges
- **Targets** – Benchmarks developed based on Indicators qualify and quantify the desired goal is being achieved (utilize FireStat personnel to compile and synthesize data regarding complaints, promotions, self-perception, evaluations, surveys, training activities, outcomes and indicators)
- **Goal Outcomes** – Clarity to desired achievement, and actual results which will provide for future purpose, motivation, resources and direction

The Leadership and Management Institute and the programs that lie within will have a robust evaluation component. This will include interview assessments, surveys, student evaluations, instructor evaluations, rater reliability, case studies, formative/summative assessments, field monitoring and report backs, and Department-wide trend analysis. All of which will be taken into consideration at regular intervals to provide guidance and direction to the Leadership and Management Institute utilizing the “metrics that matter” approach where accurate, verifiable, and reliable data are standardized to accomplish the mission of providing leadership training for the full spectrum of the LAFD membership.

### **Branding**

To create an understanding, increased interest, and new-found enthusiasm for this program, the past LAFDLA logo and name will not continue to be used, nor will the program be delivered in its previous form. However, this does not mean that the program and its legacy will be forgotten. Where we came from and where we have been is extremely important in determining how and where we are going. Never the less, the correct level of branding and marketing is imperative as part of this regeneration of Leadership Training within, by, and for the LAFD.

The use of meaningful branding will be at the forefront of the birth of the Leadership Development Institute. Currently four (4) symbols have been chosen that will represent the content of each of the four (4) tenants and weeks of the Rising Phoenix Leadership Academy, the foundation and flagship program of the new LAFD Leadership Development Institute.



Ouroboros - ancient symbol depicting a dragon eating its own tail

- This symbol represents self-reliance, renewal, rebirth
  - Self-awareness will lead to the rebirth an individual's consciousness of their leadership strengths and weaknesses
  - **Self**



Dame Dame - An Adinkra symbol translates to "checked"

- This symbol stands for intelligence, ingenuity, and strategy
- Represents need for strategic leadership
  - A variety of leadership styles are needed, based on the needs of the led
  - **Strategy**



Tabono - An African Adinkra symbol

- This symbol depicts four (4) oars rowing in unison, or a single oar rowing continuously
  - This represents Unity, persistence and hard work
  - **Team**



Fiery Phoenix - used in ancient Greek and Egyptian mythology

- This symbol represents the importance of healthy conflict within a team or organization
  - From conflict management/resolution comes increased strength, intelligence, and power.
  - **Conflict**

These symbols together with the words Self, Strategic, Team, Conflict will be the new logo for the Leadership Development Institute, as these four (4) concepts or topics are the basis for each progressive course.

### Mementos

As part of the LAFDLA program, certain mementos had become a common piece of the curriculum that brought a great part of tradition and respect to this program. These mementos promoted team building and inspired a special cohesion amongst the students that attended. These mementos are given out at the beginning of every

week. The mementos included; Book Bag Case with embroidered logos, Challenge Coin and Coffee Mug. These mementos helped to advertise the program and to uphold its reputation.

With rebranding, new items will have to be created with the new logo although on a smaller scale. The program will create Challenge Coins for each 4-week academy program (Rising Phoenix Academy, Ambassador Academy, and Executive Academy), consisting of the program's logo. The symbolism embedded in the new logos will serve to remind the students to continuously critique themselves, and their leadership in order to strive to be the best they can be for the people they work for.

In the past, each class has gifted a plaque representing their class motto or theme, and consisting of a list of the students' names. The issue with this, has been that it is not sustainable long term, due the proliferation of the plaques. Therefore, with the reinvention of this course, a plaque will be made that will be able to hold a challenge coin, to be designed by each subsequent class to represent their class and the predominant overall benefit that the class gained from attendance. To replace the past practice of all students being listed on a plaque, a digital display or touchscreen kiosk will be created that will consist of a searchable database of all past classes including their class photo, list of student's names and the organizations they represent. For the past classes an image of their plaque, and for future classes an image of their designed challenge coin will also be included on each Class's display.

### **Classroom Rebuild**

Through a current Cal-JAC request, Room 200 (The Leadership Room) has been allocated \$160,359 for the purchase and installation of a new state of the art Audio Visual system that includes digital annotation boards to replace the previous Dry Erase boards throughout the classroom, as well as a "breakout" room from a remodel of the storage room opposite the instructor's room. These renovations include the removal of all LAFDLA plaques (to be relocated along the Drill Deck Catwalk), new paint for the room (to colors conducive to promoting learning and creative thought), re-installation of a rear entrance to the instructor's office from the Drill Deck Catwalk, and the purchase of power stations at each table for tablets or laptops.

### **Graduation**

The seventeen (17) - twenty (20) day course will continue to culminate with a graduation ceremony hosted by the LAFD In-Service Training Section. It is imperative that the degree of this ceremony is commensurate with the time, effort, struggle, sacrifice, and development that the students endure and emerge from at the end. Therefore, the planning of this event will require an extremely high-level of support from the Department. At its core this event should consist of the following elements:

- Attendance by family, friends, Command Staff and/or Department heads from the student's organizations
- Invocation and Benediction by LAFD Chaplain
- Flag presentation by LAFD Color Guard / Pipes and Drums

- National Anthem
- Commencement address by keynote speaker
- Class speaker address
- Class Challenge Coin Presentation
- Presentation of traditionally sized certificates

An additional aspect of this ceremony is to have it take place on a weekend day, or in the evening to provide the family and friends of the graduates a better opportunity to attend and celebrate the culmination of this extremely intense program.

### **Higher Education Accreditation**

Each member of the LAFD Drill Tower earns 17 college units through East Los Angeles College (ELAC) at completion of the Drill Tower that can be utilized towards an associate degree. Additionally, the LAFDLA is recognized by the University of La Verne and students can earn and purchase 9 semester hours of undergraduate credit towards a bachelor's degree or earn and purchase 6 semester hours graduate credit towards a master's degree program in Leadership and Management (MS) and Master of Business Administration for Experienced Professionals (MBAX) at the cost of \$190.00 per unit. The goal is to continue this relationship and expand with other institutions and align with formal degree programs in Organizational Leadership.

With the alignment of the various programs listed in this proposal, the goal is to provide our members with a variety of pathways to higher education. This goal would include further formal curriculum development of additional courses, seminars, and academies for credit, as well as identifying various on-line courses and potentially sponsored with Vocational Education and Training (VET) funds.

### **Implementation Plan**

To have the greatest and most immediate impact leadership training should start with those aspiring to take on formal leadership positions. Recognizing that organizations tend to take on the personality of its leaders, it is imperative that the personality of the leaders are shaped to fit the direction of the organization which includes valuing diversity, equity and inclusion, conflict resolution skill, impartiality, one team, and accountability for your actions. This would be accomplished by placing priority on delivering the Rising Phoenix Leadership Academy aimed at development of first line supervisor leadership skill.

Second, it is important to capture the largest number of employees which would include the rank and file. LAFD has developed its own version of the International Public Safety Leadership and Ethics Institute forty-hour certificate course designed to impart ethical decision-making and courageous self-leadership. This would be accomplished by cohort training as Firefighters finish probation, and for Rated Members as they receive CORE training.

All other Leadership and management Progressive Development, and Concentrated Development will continue to be developed and implemented as prioritized by the established program governance.

### **Action Items**

- Establish Program Governance: (Respectful Recommendation)
  - Owner – TSB
  - Stakeholders – Command Staff, TSB, EQB, UFLAC, COA, Stentorians, Bomberos, LAWFS
  - Metrics – Evaluations, Feedback, Assessments, Department Trends, Performance Management
  
- Develop Vision and Purpose Statements
  - Consider Guiding Principles
  - Objectives
    - Standardization of Leadership Programs
    - Standardization of Leadership Behavior
    - Career Development
    - Remove Barriers to Leadership Education
    - Develop Trust in Organizational Leadership
  
- Establish cadre to begin discussion and writing formalized refined curriculum
- Decide upon logo and branding
- Create a Communications Plan for Leadership Development programs
  - Target Audience
  - Timing with promotional exams
  - Promotions, end of Firefighter probation, seminars, and CORE
  - Hire/assign project managers
  
- Rebuild Website (Once program approved)
- Begin to elicit volunteers and interview them for instructors/facilitators
- Purchase of Tablets for use during the class and identify app for leadership course library and purchase of materials and other logistical needs (in discovery)

### **CONCLUSION**

The Leadership and Management Institute will take a wholistic approach to professional development that is considerate of the variety in levels of experience, education, and skill of the Department. The goal is to facilitate leadership training tailored for all levels of the LAFD membership through unobstructed opportunities for the rank and file, civilian membership as well as those in formal leadership positions designed to enhance performance. This new approach to training will also evolve as organizational needs change through cyclic evaluations and input, intelligent governance, a clearly defined vision, collaboration with all those that have a vested interest for transparency, and relentless follow-up.

Empirical research has proven a positive relationship between between job performance and job satisfaction. Meaning as one is increased, so does the other. It can also be stated that good internal relations will in fact lead to those same people providing good external relations, which will result in a positive impact on service delivery.

The Leadership and Management Institute is the execution of Strategic Goal 5: **FOSTER PERSONAL GROWTH, PROFESSIONAL DEVELOPMENT, AND ORGANIZATIONAL SUCCESSION**. Leadership training is the hinge pin to the success of all Strategic Goals, the strategic process outlined in the 2023 – 2026 Strategic Plan and is critical to improve and change the culture of the Department.

Board report prepared by Justin G. Moore, Assistant Chief, Training Division.

Attachment





# Leadership Development Institute

Los Angeles *City* Fire Department



# “Trust in Leadership”

- Deloitte Consulting LLP - Organizational and Training Assessment
  - Communication
  - Accountability
  - Trust
  - Diversity, Equity, and Inclusion
  - Executive Leadership
  - Career Progression
- 2023-2026 Strategic Plan Goal #5
  - Provide Leadership Training
  - Cultivate Future Generations of Department Leaders



# Role in the Fire Service

- Decision Making
- Team Management
- Safety and Risk Management
- Adaptability and Resilience
- Ethical Decision-Making
- Continuous Improvement
- Succession Planning



# Continuous Education Approach

- “Career-long Learning” - ongoing, voluntary and self-motivated pursuit of knowledge
  - Progressive Leadership Development
  - Concentrated Leadership Programs
  - Certificate Courses
  - NWCG Courses



# Progressive Development

- Potential Cohort Leadership Development Programs
  - New Recruits - Leading to the Unknown
  - End of Probation - Shield Leadership
  - New Paramedics - On scene Leadership
  - Rated Members - Bridge Leadership
  - Captains - Servant Leadership
  - Chief Officers - Golden Keel Leadership

# Concentrated Leadership Programs

- Rising Phoenix Leadership Academy
  - 4 Weeks
    - The Self
    - Leadership Styles
    - Team Building/Coaching/Mentoring
    - Conflict Management/Resolution
- Ambassador Leadership Academy
  - Mid-Career Leadership Advancement - 4 Weeks
- Executive Leadership Academy
  - Senior Leadership and Executive Development - 4 Weeks
- Leadership Ladder Certificate Series
- NWCG Courses



# Certificate Courses

- Elective type courses covering various leadership topics/subjects
  - DISC Assessment / TKI Assessment
  - Family Leadership/Followership
  - Behavior Health and Wellness
  - Team Leadership



# National Wildfire Coordinating Group

- Additional Opportunities can be used a Prerequisites/adjunct courses
  - L - Series Courses
    - L-180 Human Factors in the Wildland Fire Service (4 Hours)
    - L-280 Followership to Leadership (20 Hours)
    - L-380 Fireline Leadership (40 Hours)
    - L-381 Incident Leadership (40 Hours)
    - L-480 Organizational Leadership in the Wildland Fire Service (40 Hours)
    - L-481 Advanced Leadership for Command and General Staff (40 Hours)
    - L-580 Leadership Is Action
  - Wildland Fire Leadership Campaign



# Benefits of Continuous Education Approach

- Creates a systematic approach to tiered Leadership Development
  - Quality lessons early in career, entice for future course opportunities
  - Promotes transparency of expectations and methods
  - Provides college credit pathway to higher education degree
- Potential for leadership development prior to being in ranked leadership position
  - Discuss, learn, and exercise good leadership qualities throughout ranks
    - Develop and value “soft skills”
- Approach supports succession planning through consistent messaging/education



# Instructors and Facilitators

- Need for credible Cadre
  - Topic selection and Interview Process
  - Reputation and ability to instruct is paramount
  - Promote diverse cadre not based on rank
- Within Institute, create positions for Leads of each program
  - Provide for outside Continuing Education to further develop curriculums
  - Fosters personal and professional growth
  - Development of program management skills
  - Gain knowledge of Department

# Students

- Concentrated Leadership Programs
  - Diverse groups of various ranks, seniority, formal education level, and backgrounds
  - Consider Student selection based on submission of an essay
  - Consider ability to detail students on duty
- Certificate Courses
  - Selection based on sign up time, similar to class selections for schools
- Large demand for LAFDLA seats for outside agencies

# Evaluation

- Short Term
  - Surveys
  - Formative Assessments
- Mid Term
  - Case Studies
  - Role Plays (WELT Cadre)
  - Final Project
- Long Term
  - Department Trends
  - Stakeholders Meeting

# Performance Management

- Short Term
  - Recruiting Leadership cadre that fit the mold
- Mid Term
  - Promote the exceeding value of demonstrated Leadership
- Long Term
  - Feedback review
  - Trend monitoring
  - Comparative review
  - Benchmarks
  - Utilize Outcomes for path forward

# Action Items

- Short Term (Next 60 Days)
  - Finalize Primary Leadership Deliveries and content
- Mid Term (Next 120 Days)
  - Deliver First Leadership Training
- Long Term
  - Build out Leadership Development Institute

# Summary

- LAFD Leadership Development Institute
  - Multiple levels of progressive education
  - 3 Distinct Concentrated Leadership Courses
  - Shorter “Certificate” Courses
- LAFD’s own facilitating discussions on leadership topics/case studies/books
  - Not based on rank
  - Create a program worthy of outside Instructors from Universities
- Diverse group of students from LAFD and potentially outside agencies
- Creation of Credible Program
  - Based on content not speakers
  - Foster Humility, Vulnerability, Transparency to re-instill “Trust”