

We're Almost There, Folks!



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Today's Assignment

- Class Sharing/Review
- Chapters 9 and 10 – Professionalism, PR, Communication
- Chapter 8 – Messages for Special Circumstances, and Safety Campaigns
- Chapter 3 – Fire Department Basics and Fire and Life Safety Educators

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“Good Ideas are like Manure.....
No Good Unless They're Spread
Around”



m. giesler
Let's Share!

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**Chapter 9:
Professionalism and
Presentations
Pages 179-197**



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Objectives (1 of 3)

- Define *professionalism*. (p. 179)
- List attributes and personal characteristics of professionals (NFPA 4.1.1). (p. 180)
- Distinguish among the levels of NFPA 1035, *Fire and Life Safety Educator I, II, and III*. (p. 179)
- Discuss behaviors that compromise a professional image. (pp. 180–181)

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Objectives (2 of 3)

- Identify qualities of educators who practice “doing the right thing” to represent their departments when working with the public. (p. 181)
- Address safety practices for all lessons, programs and demonstrations to ensure safety of participants and staff (NFPA 4.4.2). (p. 182)
- Describe professional writing practices. (pp. 184–185)
- Outline techniques for effective presentations (NFPA 4.4.3). (pp. 185–193)

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Objectives (3 of 3)

- Document fire and life safety educational activities accurately (NFPA 4.2.1). (p. 184)
- Prepare activity reports (NFPA 4.2.2). (p. 182)
- Keep a work schedule that ensures all activities are recorded and completed according to plan (NFPA 4.2.3). (p. 184)
- Discuss factors important to working in positive teams, coalitions, and partnerships (NFPA 4.3.1). (pp. 193–195)

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Introduction

- Professional qualifications
 - A declaration to the public that they are receiving care and service from individuals who have the training and skills to provide a standard level of competency
- Public fire and life safety educators
 - NFPA 1035 sets minimum qualifications for three levels
 - *Public Fire and Life Safety Educator I, II, and III*

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True Professionalism

- True professionals
 - Work towards greater good
 - Show sincere interest in individuals
 - Concerned about well-being
 - Have sincere respect for others
 - Believe in what they do
 - Take pride in their work
 - Have passion, persistence, and sincerity

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The Face of the Department

- Key reminders
 - Only one chance to make a first impression
 - Image portrayed reflects the whole department
 - Remain objective
 - Avoid injecting personal opinions
 - Leave it at the door
 - Leave your bad day at the doorstep
 - Positive attitude will help motivate others
 - Generate some enthusiasm

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Doing the Right Thing

- Educators must:
 - Have something worth listening to
 - Delivering on expectations and deadlines
 - Stick to the schedule
 - Show up and leave on time!
 - Stick to what they know
 - Realize limitations of competencies
 - Compromise and adjust to changes
 - Be effective communicators both up and down department chain of command

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Professional Practices

- General practices
 - Model appropriate behaviors
 - Actions speak loudest
 - Avoid confrontations in public forums
 - Words and actions reflect on entire department – always!
 - Better to do a few things well than take on too much – do not promise what you can't deliver
 - Evaluate and ensure objectives are met

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Liability

- Legal responsibility and accountability for an act or process related to a program
- Includes:
 - Proper use of legal contracts and waivers
 - Other copyrighted material permissions
 - Waivers for photos, smoke alarm installations, participation in rides on department vehicles

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Liability and Safety

- It is the educator's responsibility to ensure a safe environment for the public at all presentations and demonstrations.
- Plan age-appropriate activities.

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Time Management

- Basic reminders
 - **Prioritize Daily Tasks**
 - OHIO!
 - Plan weeks and months ahead – **Technology now makes it easier!**
 - Long-term projects
 - Estimate how long each task will take
 - **Plan backward from the target date**
 - Use an Action Plan (page 258)
 - **Schedule administrative time/downtime!**

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Writing

- When writing for older adults, allow for **white space** on a page.
- Be careful when translating materials into a second language.
- Finish with a final push
- Arrange flow in left-to-right zig-zag pattern (page 184)
- Keep audience demographics in mind

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Record Keeping and Documentation

- **Educators need to do more of this than you might think!**
- All presentations and activities need to be documented.
- Information is necessary for:
 - Future budgeting
 - Staffing
 - Scheduling
 - Grant writing
 - Monthly and annual department reports
 - Community risk reduction efforts
 - Reporting out to community partners
 - Evaluation

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E-mail Etiquette

- Make messages concise and clear.
 - **Screen loading** can annoy the recipients.
- Say what you need in the subject line.
- Begin longer e-mails with a brief note to the readers explaining what you want them to do.
- Be careful when responding to e-mail.
- Watch your temper.
- Fill in the recipient window last.

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Presentations (1 of 2)

- The best presentations seem effortless, but they are really the results of a great deal of planning and preparation.
- Where to begin:
 - Follow a scripted outline for the presentations.
 - Lesson plan
 - **Lesson:** A component of a program in which the educator directly presents fire or life safety information to a group

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Presentations (2 of 2)

- As long as each presenter teaches to the objectives of the lesson, the learning outcomes should be the same, resulting in a positive change in behavior.
- An **objective** provides the goal or purpose for the lesson and indicates the desired performance or level of achievement of the participant.
- Evaluation is based on the objectives.

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Do Things the Right Way (1 of 2)

- Speakers are on the audience's clock, not their own.
- The audience should never be a stranger to the speaker. Get to know them.
- Make your vision their vision. **"Ted Talks"**
- Practice, practice, practice.
- Watch the use of improper grammar, acronyms, and jargon.
- Provide refreshments.

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Do Things the Right Way (2 of 2)

- Make eye contact with individuals in the audience.
- Consider room arrangement
- Body Language
- Position yourself with the slides to your left.
- Whenever possible, use inclusive language.
- Show; don't tell.
- Stick to the substance of the information and what you know.
- **The conclusion is just as critical as the introduction and the content.**

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Top Five Take-Aways

Do things the right way
Presentation pointers
Refer to Table 9-1
Page 187

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A Roadmap for Presentations

- Introduce yourself.
- Depending on the circumstances, make announcements.
- Provide an overview of the class or presentation.
- Introduce a "hook" or anticipatory set.
- Present the core message.
- Provide a simple activity.
- Conclude with a strong culminating statement, challenge, or activity.
- Assess and evaluate.

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The Nuts and Bolts of Presentations

- Develop three types of checklists:
 - Tasks to complete in preparing for the talk
 - Contact information
 - Items to bring to the speaking engagement that will be necessary for the actual presentation
 - **Educational and Instructional Materials (191)**
 - **Checklists (Appendix B 399-402)**

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Murphy's Law

If anything can go wrong,
it will.

Always have a back-up plan
and materials

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Room Setup Page 190

- Before a presentation, gather information about:
 - The location of the presentation within the facility
 - The type of room provided
 - Typical seating arrangements
 - Availability of speaker support items
- The arrangement for the room is dependent on:
 - Age group characteristics and other audience demographics
 - The type of presentation
 - Available space
 - Level of activity and interaction

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Seating Arrangements for Presentations

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Educational and Instructional Materials (1 of 2)

- Can be developed and created in-house or professionally designed ones purchased
- When choosing materials or props, keep in mind:
 - Age appropriateness
 - Accurate and current information
 - Relevancy to the lesson objectives
 - Culturally competent and sensitive content
 - Visual aids and props usable within viewing range for the entire audience

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Educational and Instructional Materials (2 of 2)

- Choosing materials or props (cont'd):
 - Items that will be passed around should be clean and safe.
 - Consider interactive vs. static displays and props.
 - Use nonthreatening visual aids, especially when children are in the audience.
 - Use budget monies for handouts prudently.
 - **Consumables?**
 - Promotional items can be used as "cues to action" rather than simply handed out.

Courtesy of Marsha Giesler.

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Dealing with the Unexpected

- Hostile audience members: Adopt strategies.
- Always have a backup plan and materials.
- As much as possible, bring everything you might need with you.
- Consider all possibilities and learn to take them in stride when they happen.

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Slide and PowerPoint® Presentations

- Reduce the outline to the essentials the audience needs.
- When creating bulleted text, use one concept per slide.
- Use an appropriate font size: 22 or 24 are recommended
- Stay within the 8 × 8 rule.
- Make bullet points consistent in structure.
- Determine the correct number of slides.
- Double-check that video or sounds are working.
- Investigate the copyright on pictures and videos.

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Slide and PowerPoint® Presentations

Beware of too many transitions!

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Partnerships, Teams, and Coalitions

- The potential for productivity, creativity, and divergent thinking is multiplied.
- Tips for avoiding barriers and pitfalls
 - Identify the vision, mission, and goals
 - Create a clear set of operating rules
 - Standard procedures, values, boundaries, conventions of behavior, etc.
 - Avoid social loafing
 - Identify responsibilities
 - Ensure accountability

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Partnerships, Teams, and Coalitions (2 of 2)

- The characteristics of effective teams:
 - Respect for each member
 - Freedom and authority to manage their own work and responsibilities
 - Recognizing the strength and contributions each person brings to the table
 - Free to challenge each other in an atmosphere of respect and tolerance
 - New and different viewpoints and ideas are welcomed and encouraged
- Homogenous teams fall into the trap of **groupthink**.

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Working with Other Fire Department Members

- Points to consider when looking to colleagues for assistance:
 - Check schedules. What else is on the schedule for them on the day they are requested to assist with a program?
 - **Put the right person in the right job.**
 - Give everything needed for success. Provide the tools of training and materials.

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Working with Other Fire Department Members

- Points to consider when looking to colleagues for assistance:
 - Take the time to show up at the colleague's event and support the person's efforts.
 - Offer to assist in presenting a program the first time.
 - Encourage fire fighters to put their own fingerprints on all programs.
 - Never take this help for granted; sincerely acknowledge their efforts.

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Summary (1 of 3)

- All department members can and should demonstrate professionalism when representing the department.
- Working with the public means concentrating on improving habits that will interfere with a professional image and presentations.
- Even experienced educators need to prepare. It is never appropriate to “wing it.”

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Summary (2 of 3)

- PowerPoint is not a presentation; rather, it is a tool used to support presentations.
- Use visuals, demonstrate, and deliver animated presentations.
- Educators who study and practice the skills involved in preparing and presenting presentations experience greater success, enjoy the process, and more fully engage their audiences.

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Summary (3 of 3)

- Partnerships, teams, and coalitions provide individuals and organizations with the ability to pool resources, knowledge, and experience.
- Those who understand how to work in teams and who share with all members for the good of the mission and goals of the group will reap the greatest rewards.

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